

OFFICE OF ACADEMIC AFFAIRS
COURSE APPROVAL FORM
NEW COURSE



College: CAHS Prefix/Subject Code: HY Course Number: 473

Banner Title: U.S.-Latin American Relations Credit Hours: 3 First Offered: Fall 2017
 (32 Characters)

Full Course Name: U.S.-Latin American Relations since 1800

Instructional Method: Online Hybrid Classroom

Cross-listed: HY 573

Cross-listed courses must provide both graduate and undergraduate syllabi.

Prerequisites: None

Min. Grade: None

Co-requisites: None

Prerequisites with Concurrency: None

Restrictions: None

Class, Level, Department, Program, College, etc.

Catalog Description: (300 Characters)

This class focuses on the history of political, economic, and cultural interactions between Latin America and the United States from 1800 to the present. Topics include military intervention, trade, cultural exchanges, the Cold War, the drug war, and immigration.

Grading System: A-F S-U

Does this course involve multiple academic units in the originating college? Yes No
If so, the chair of each academic unit must sign this form.

Is this course to be added to Charger Foundations? Yes No
If so, the Charger Foundations committee must review this form.

Does this course involve academic units external to the originating college? Yes No
If so, deans of all colleges involved must sign this form.

Is this a Laboratory course (stand alone or combined)? Yes No
If yes, indicate the number of credit hours for the lab and the number of contact hours.

Lab Hours: _____ Contact Hours: _____ Total Credit Hours: _____

Indicate type and hours for studio, clinical, internship, and study abroad courses.

- Studio Course Studio Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Clinical Course Clinical Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Internship Internship Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Study Abroad Abroad Hours: _____ Contact Hours: _____ Total Credit Hours: _____

Compare with existing catalog offerings, with justification if apparent overlap:

There is currently no class focusing on the history of relations between Latin America and the United States. This course will complement existing course offerings that look at U.S. foreign policy in general by providing a more detailed look at the context of Latin America.

Discuss demonstrated value of course. Please justify why this new course is needed.

The course expands upon and complements existing course offerings and will be of interest to undergraduate students and graduate students, as well as community members working in the military or business sectors.

Will this course be required? Explain.

No

Is this course part of a program core? Explain.

No

Is this course part of a new major or minor? Explain.

No

Textbooks: Peter Smith, Talons of the Eagle: Dynamics of U.S.-Latin American Relations (Oxford University Press, 2000).

Intended Instructors: Nicole Pacino

Implications for faculty workload: Will be inserted into faculty members regular course rotation.

Implications for facilities: None

A detailed syllabus must be attached giving an overview of topics covered, course goals and structure, grading system, and policies.

Department Chair: [Signature]

Grad. Council: _____

College Dean: [Signature]

Graduate Dean: _____

College Curriculum Committee: [Signature]

Undergrad Curriculum Cmte: _____

Charger Foundations: _____

Provost: _____

Acknowledgements from other units:

Department Chair: _____

College Dean: _____

HIST 473/573: History of U.S. – Latin American Relations

Dr. Nicole Pacino

Graduate students will do extra readings (Peter Rabe's *The Killing Zone: The United States Wages Cold War in Latin America* and John Lindsey-Poland's *Emperors in the Jungle: The Hidden History of the U.S. in Panama*), will write longer document analyses, will write a longer final paper, and will have to do a presentation on their research project.

COURSE DESCRIPTION

This course examines historical interactions between Latin America and the United States during the last two centuries. Topics range from military intervention, trade, and international policy to Donald Duck, mountaineering, bananas, and illicit drugs. To understand the complexity and depth of inter-American relations, we will study and discuss various historical materials, including government documents, films, political cartoons, radio dispatches, music, and literature.

Since the early 1800s, US–Latin American interactions have consisted of complex, often contradictory, processes and events. For example, while the US trumpeted freedom and democracy, it often fought relentlessly to dislodge democratically-elected governments. Also, while some Latin Americans vehemently opposed US intervention in their societies, others tried to emigrate to the US or sought to emulate U.S. consumption patterns. Although the US often held the upper hand in these historical relations, Latin Americans never stood by idly; instead Latin Americans tried to develop their own agendas, to defeat US objectives, or to appropriate US plans for themselves. This course thus analyzes how the US and Latin America both converged and collided over the past two centuries.

Coursework emphasizes analysis of historical documents. First, we will discuss documents from the Holden and Zolov book in every class. Rather than inundating you with vast numbers of documents, I assign only a few per class and thus demand that you read them thoroughly and critically. Second, a final research paper will examine top secret, declassified US government documents. Documents include, among other things, State Department directives, recordings of secret cabinet meetings, CIA torture manuals, and even handwritten notes from prominent government officials. Available through the National Security Archive's website, these documents offer a rich opportunity to actually work as a historian. Students will select their own topic for this paper from a list of dozens of available document collections.



BOOKS

- *Talons of the Eagle: Dynamics of U.S.-Latin American Relations*, by Peter Smith. Oxford University Press, 2000 (second edition).
- *Latin America and the United States: A Documentary History*, edited by Robert Holden and Eric Zolov. Oxford University Press, 2000.
- *Bitter Fruit: The Story of the American Coup in Guatemala*, by Stephen Schlesinger and Stephen Kinzer. Harvard University Press, 2005 (Revised and Expanded Edition).
- *The Massacre at El Mozote: A Parable of the Cold War*, by Mark Danner. Vintage Books, 1994.
- *Magical Urbanism: Latinos Reinvent the US Big City*, by Mike Davis. Verso, 2001 (Revised and Expanded Edition).

ASSIGNMENTS AND GRADING

Map Quiz:	5%
Document Analyses:	20% (5 total; lowest grade dropped)
Midterm:	25%
Final Paper:	35%
Participation:	15%

Map Quiz

On the first day of class you will be given a blank map of Latin America and 50 terms (cities, regions, countries, geographical features, and other important place names). You will be asked to locate these places on a blank map. For the quiz, you will be given the same blank map and 11 place names; you will have to locate 10 of them.

Document Analyses

In weeks 2, 4, 7, 10, and 11, you will write a one-page analysis of the assigned document readings (see Course Schedule below for due dates). The best four grades out of five total will count. Each paper should focus on one of the documents from the Holden and Zolov book assigned for that particular day; you may choose which document to write about. The objective in these short papers is both to identify the main point of the document and to analyze it within its historical context.

These short papers thus require two components. First, you must identify what you consider to be the most important sentence in the document—the thesis statement. Copy the sentence into your paper, though if it's longer than two lines you can use an ellipsis to save space. In explaining why this sentence is the most important, you should simultaneously describe the main point of the entire document. Second, these papers should tackle more analytical themes, such as: (a) comparing the document to other assigned documents; (b) raising questions or critiques about the document; (c) linking the document to the course textbook; or (d) offering your opinion about the importance of the document for the history of inter-American relations. These document analyses will give you practice analyzing primary sources, which is the goal of the final paper and of historical research more broadly.

Midterm

The midterm will consist of three sections: (1) short answer identifications (IDs), which will require one paragraph descriptions of historical terms, events, people, images, etc.; (2) longer essays that require synthesis of course lectures and readings, especially the books *Bitter Fruit* and *The Massacre at El Mozote*; and (3) an additional section that may involve image analysis, explanation of a quote's context and historical significance, or some other analytical exercise that focuses on material presented during class lectures and discussions. A study sheet will be distributed a few days in advance listing potential IDs and essays.

Final Paper

The final paper (8-10 pages) will analyze primary historical sources: declassified US government documents accessible on the Internet from the National Security Archive (<http://www.gwu.edu/~nsarchiv/>). You will select one document group among the dozens on Latin America. Choose a document group carefully because some will have more documents and more information than other document groups.

Each document group helps expose how and why the US intervened in Latin American affairs during the last half century. The documents also suggest consequences of US policies and actions. Your paper should grapple with these major issues, answering questions such as: What was the specific US role in the event or episode you are analyzing? What was the Latin American role? What forces or entities in Latin America facilitated US interaction in their governments or societies? How did Latin Americans accept or reject the US presence in their countries? What were the consequences and historical significance of the US presence in Latin America? How did these events and issues fit into broader geopolitical, economic, or cultural trends, such as the Cold War or the global economy? How does examination of these documents reinforce or change your initial impressions of US-Latin American relations?

Although I have posed several questions to help guide your analysis, your paper must present a single thesis or argument that you defend with evidence specifically from the National Security Archive documents. In other words, the documents themselves—rather than secondary sources (published books and articles)—should comprise the vast majority of the evidence you employ in your final paper. However, because the documents do not usually provide much historical context, and because you should make original historical arguments, you must also consult assigned course readings and outside sources.

I encourage you to visit me individually in office hours or otherwise to discuss your project. To that end, you must visit me twice during the term: once in week 3 or 4 to discuss your topic selection and again in week 10 or 11 to present your paper outline to me.

Participation

Discussion will form a key component of this course. All readings will be discussed on the day they are due, so you should arrive in class with readings finished and some questions in mind. Additionally, please interrupt at any time to pose questions or ask for clarification.

Note: An "A" grade for participation involves not only attending all classes and contributing to discussion, but also offering informed views, pushing the discussion in provocative directions, and demonstrating that you have read and thought about assigned readings.

Important notes about grading and course requirements

- Students must complete all course assignments by finals week in order to pass this course.
- Late papers will be penalized one-third of a letter grade (for example, B to B-) per day, including weekends. Papers are due in class, and those papers handed in after class on the due date will be considered one day late. Papers will not be accepted by email.
- Extensions on papers or rescheduling of missed exams will occur only under extraordinary circumstances that must be verified in writing and approved beforehand.

COURSE SCHEDULE

* Document numbers refer to those in the Holden and Zolov book, *Latin America and the United States*

Section 1: Introduction

Tuesday: Course Introduction

Thursday: The US and Latin America in 1800: Perspectives and Legacies

Read: Smith, Introduction

Document: #3

Section 2: Patrolling the "Backyard" with a Big Stick

Tuesday: The Mexican-American War and a Shifting Border

Read: Smith, chapter 1

Documents: #7, 8, 11

Map Quiz

Thursday: The Global Politics of Mountaineering and Exploration in the Andes

Documents: #10, 17

Document Analysis #1

Tuesday: Spanish-American War: The Sweet and Sour of US Empire

Read: Smith, chapter 2

Documents: #21, 28, 29

Thursday: The Quest for a Canal in Central America

Documents: #19, 35, 37

Topic for Final Paper Due

Tuesday: Dollar Diplomacy: Defending US Corporations Moving South

Document: #44

Section 3: The Culture of Imperialism and Anti-Imperialism

Thursday: Science and Medicine as Imperialism or Altruism?

Document: #22

Document Analysis #2

Tuesday: Latin America Turns Inward: Nationalism and Nationalization

Read: Smith, chapter 4

Documents: #47, 49, 58, 73

Thursday: Was Donald Duck a Good Neighbor?

Read: Smith, chapter 3

Documents: #59, 60, 101

Bibliography for Final Paper Due

Section 4: Cold War, Socialist Experiments, and Civil War

Tuesday: Latin America and the Cold War

Read: Smith, chapter 5

Thursday: Cold War Bananas: Guatemala in 1954

Read: Schlesinger and Kinzer (entire)

Documents: #74, 75, 86

Tuesday: Fidel's Cuba

Read: Smith, pp. 164-169

Documents: #78, 82, 84

Thursday: Kennedy, the Social Sciences, and the Alliance for Progress

Read: Smith, chapter 6

Documents: #83, 89, 92, 94, 96

Document Analysis #3

Tuesday: Fighting Democracy with Dictatorship in Chile

Read: Smith, pp. 172-178

Documents: #94, 102, 115

Thursday: El Salvador: Cold War or Civil War?

Read: Danner (entire); Smith, 182-183

Documents: #95, 108, 114

Tuesday: Nicaragua and the Sandinista Experiment

Read: Smith, pp. 184-189

Documents: #109, 110, 112

Thursday: Midterm

Section 5: Crossing and Defending Borders: Recent Issues in US – Latin American Relations

Tuesday: Rainforest Issues: Hamburgers, Ranchers, and Indians

Read: Smith, chapter 10

Documents: #117, 124

Thursday: Free Trade and Neo-Liberal Adjustments

Read: Smith, chapter 12

Documents: #118, 123

Document Analysis #4

Tuesday: Drugs, Panama, and the US Invasion

Document: #116

Outline for Final Paper Due

Thursday: The War on Drugs: A Winnable War?

Read: Smith, chapter 11

Document: #122

Document Analysis #5

Tuesday: Transnational Migration and the Invisible (or Invincible) Borders

Read: Davis (entire)

Documents: #62, 120

Thursday: Conclusions, Questions, and the Legacy of US-Latin American Relations

Final Paper Due