

History 115 - Comparative History of the Modern Americas –SPRING 2018**MW 9:30-10:45, Room 551B****MW 11-12:15, Room 551A****T,Th 11-12:15, Room 346**

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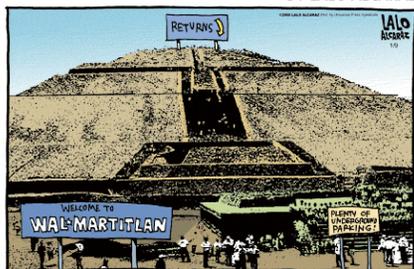
Twitter: @Profcontreras1

Office Hours: MW 12:30-2; T,Th 12:30-2; and by appointment. In Canvas via web: F 11-12; I can stay at the office later if you need, just let me know you're coming, or that you'll be calling. You can also call me at my office at those hours. **I can help you with anything you need-** from understanding course material to preparing for exams, paper and assignments, to mapping out your educational career. You can also email me and I can answer your questions that way too. I teach 5 different classes so **when you email, please sign your full name and tell me what class you're in.**

COURSE DESCRIPTION

History 115 is a general survey of the Americas from the early nineteenth century to the present. We will explore the social, political, and economic transformations of these nations, paying close attention to the impact of such transformations on the everyday lives of its diverse peoples. To begin to understand the complexities of these regions, this course will interweave lectures on a number of topics with readings, especially primary sources, that discuss historical processes and allow diverse sectors of society to speak for themselves. Sample topics include: Colonialism and the Age of Revolutions; Neocolonialism, Globalization 2.0 (late 19th century) and Imperialism; Revolutions in the Americas in the 20th Century; and the U.S.-Latin America relationship from the Monroe Doctrine, to the Age of Empire, to the Cold War, to NAFTA, through the 21st century.

LA CUCARACHA



Because all of the countries of this hemisphere have been completely transformed by successive waves of Globalization (flows of people, plants, animals, germs, commodities, ideas, money, and technology), the first cartoon can serve as one of our guiding themes: “From Teotihuacan (Before Globalization 1.0) to Wal-Mart (Globalization 3.0).”

REQUIRED READING

The books listed below are **required reading** for this course and are available for purchase and/or rental at the Grossmont College bookstore and **online used book dealers** such as: amazon.com; abebooks.com; bookfinder.com; chegg.com; alibris.com; half.com; dealoz.com; textbookx.com/.

1) Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America* (WW. Norton and Company, 2016). This is the **4th edition**. Paperback ISBN: 9780393283051.

2) James A. Wood, ed. *Problems in Modern Latin American History: Sources and Interpretations*. Lanham: Rowman & Littlefield, 2014. This is the **4th edition**. ISBN: 978-1-4422-1860-4.

I have my personal copies of all of your books at the library on 3-hour reserve for your use. You cannot pass this class without having access to and READING these books!

I'll give you a copy of these three short articles, which are also required reading (also in Canvas):

3) Contreras, Carlos Alberto. "The United States and Latin America since the end of the Nineteenth Century" (Social Sciences Press, 2003).

4) Contreras, Carlos Alberto. "The Monroe Doctrine," (Gale/Cengage Learning, 2012).

5) Contreras, Carlos Alberto. *Revolution, Oil, NAFTA and Security Cooperation: A History of U.S.-Mexico Relations in the Twentieth and Twenty-First Centuries*. Mexico City, 2017.

I will also email you a few recent documents and newspaper articles that will bring us up to date on some of the topics we will be discussing. All of these handouts/articles are required reading as well. Make sure your correct email address is in WebAdvisor!

I highly recommend good dictionary or a good dictionary app! (dictionary.com is pretty good)

E-MAIL- this is mandatory! It is **critical** that your **current e-mail address** that you check regularly is in WebAdvisor (it syncs with Canvas; I can't change it). I need to be able to contact you about your performance in the class. I will **e-mail** you course updates, some documents and newspaper articles that will bring us up to date on some of the topics we will be discussing. All of these handouts/articles are required reading as well.

Put my email address: carlos.contreras@gcccd.edu on your "safe senders" list so that my messages to you do not wind up in your "junk" folder. When you email me, please include your first and last name and the class you're taking.

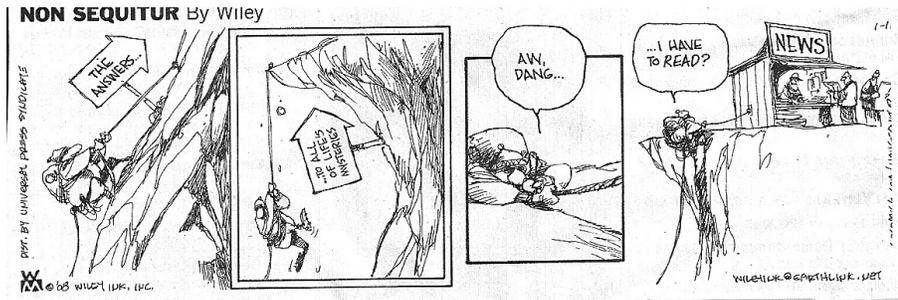
CANVAS -our web management system- will house study guides, quizzes, and other resources related to this course. I will email you from here, and you all can email each other through here too.

To access our History 115 course follow the link through Grossmont College's page from Online Services, or go directly to <https://gcccd.instructure.com/login/canvas>

When you enrolled in this class, you were automatically loaded onto Canvas. Your **username** is the same as your WebAdvisor login. Usually, this is: **first name dot last name** in this format: `firstname.lastname` (all lower case). Your **password** is a 6 digit PIN - birth date in this format: `MMDDYY`

LOG IN PROBLEMS? TECHNICAL ISSUES? CANVAS HELP? Go to the [GCCCD Online orientation page](http://www.gcccd.edu/online/student/default.html) located at: <http://www.gcccd.edu/online/student/default.html> They have answers to most login problems. If you are still having problems **after you go there**, call **Grossmont's tech support at 619-644-7383 or email them at g-helpdesk@gcccd.edu**

It is **absolutely essential** that your **current e-mail address that you check frequently is in WebAdvisor**-this one syncs with Canvas.



To keep up with the world I recommend:

Follow me on **Twitter** @Profcontreras1 to keep up with significant events in this hemisphere.

On radio: [National Public Radio](#) (KPBS 89.5 in San Diego), especially “[The World](#)”; [BBC](#)

TV: [KPBS](#), especially “[PBS News Hour](#)” at 7pm every night; and “[Frontline](#)” (Tuesday nights at 9pm)

Newspapers and Online News Sources: The Los Angeles Times (<http://latimes.com>)

The New York Times (<http://nytimes.com>)

The Economist (<http://www.economist.com>)

Foreign Affairs (<http://www.foreignaffairs.com/>) and Foreign Policy (<http://www.foreignpolicy.com/>)

OUR GOALS: One of our **goals** is to develop “**the power to grasp what kind of world we are living in,**” as George Orwell put it, and to cut through simplistic interpretations that portray complexity as “fake news.” To this end, our lectures are designed to help you to **think historically**, to grapple with **global interactions and connections**, and to see the “**big picture.**” We will identify the patterns of human activity and add layers of complexity with more details and examples. Otherwise, we run the danger of not seeing the forest for the trees and we’ll be faced with a frustrating exercise in trying to sort through seemingly endless lists of names, dates, and places.

My lectures and the readings overlap but do not parallel one another. **Consistent attendance in lectures, reading and participating in our discussion is absolutely essential to understanding the course themes.** The #1 reason too many students fail or don’t live up to their potential is because of absences. Make it your mission to always come to class and participate, your future depends on it and it’ll be fun!

Student Learning Outcomes: This course combines both lectures and discussion. While I will lecture for some period of time at almost every meeting, students will also be responsible for participating in our discussions. Our major goals for the semester are to become familiar with the vast sweep of the History of the Modern Americas, to think historically, and to use a variety of primary sources in interpreting and analyzing history. We will also to learn to think critically about the interpretations of other historians (secondary sources).

In particular, each student will be able to do the following upon completion of this course:

- 1) Analyze primary and secondary sources and explain how they support a thesis statement.
- 2) Explain relationships between the causes of historical events and their effects.
- 3) Describe a relevant individual involved in an historical event and explain his/her significance in this event.

Special Accommodations: Students with disabilities who may need accommodations in this class are encouraged to contact the Accessibility Resource Center (ARC) and notify me early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact ARC in person in room 110 or by phone at 619-644-7112 (voice) or 619-644-7119 (TTY for deaf).

COURSE REQUIREMENTS AND EXPECTATIONS

“Knowing is not enough, we must apply. Willing is not enough, we must do.” Bruce Lee

Your **FINAL COURSE GRADE** will be calculated based on the following **components** and according to the following percentages. **I DON'T DO “POINTS”**.

1. CLASS PARTICIPATION / ATTENDANCE (10%)- “The ability to ask the right question is half the battle of finding the answer.” - Thomas Watson



This is where we connect all of our material.

In order to fully understand the complexities of all of our material and to see how each of our themes or topics fits into the “larger picture”, you will have a series of designated **class discussions** in which we devote class time to exploring our course themes and **making connections with our readings**. **We always lecture and add insights that you need for your tests during our discussion sections- you’re taking notes here too (we never just summarize).** You will receive credit for your active listening and verbal contributions in our group and class discussions. Because discussions are only productive when you have completed the readings, seen the films, and **have your journal responses finished and ready to discuss, you will not receive participation credit if you do not come to class prepared or leave.**

This is **historical thinking**: they are also enormously important “**real world**” skills- sifting through complex information to form conclusions; the ability to work well in groups; *and* presentation skills.

You’ll also have a few “**quick-writes/reflections**”, which we’ll do in class.

2. INTERACTIVE JOURNAL (10%)- “**There is no thought without words.**” Ferdinand de Saussure

You will write a series of short thought pieces (some short answer, some short essay) in which you show your understanding of the concepts and themes being explored in the course and how your readings and films relate to them. I will give you the topics and questions - they are all based on our readings, mainly primary sources from our primary source reader, and films. You will then **bring your written responses to class prepared to discuss them with your classmates and the whole class - this means you need to have them FINISHED BEFORE we begin discussing them.** Your journal entries will be the basis of our class discussions.

You **don't need to buy any "journal"**: you will write your responses on regular sheets of paper, and some you write on the handouts I give you.

You will put your name on them, write the due date, and **keep them all together in order**. **Some you turn in on the day we discuss them** (I'll record them and give them back); **some you keep as study guides for your midterm and final** (all of this material is on your exams) **and then turn them all in on the day of the final exam. You will turn them all in together, paper-clipped on the day of the final.**

3. QUIZZES (15% combined). The **first** is an in-class **map quiz** in which you identify the countries in this hemisphere and their capitals (40 questions). **Bring a scantron:** Datalink: 26760 (the long and narrow form that has room for 100 questions- **with the letter choices, not number choices**).

There are **two in-class, closed book quizzes** (one before the midterm and one before the final) which cover material from our lectures, readings, discussions and films. I will announce the dates in advance. No make-ups. **All are important!**

The **other quizzes are "take-home"**, are open-book and cover material from Chasteen's *Born in Blood and Fire* (~25 questions each). You will **take these on Canvas**, our web management system. **They are in the "Assignments" folder** (the blue button on your left as you login). Because you take them either at home or at our tech mall, they are all open book. These questions are multiple-choice.

Once you're logged in to Canvas and you get the "welcome (your name)" message, click the appropriate class you're enrolled in. All of your quizzes will be in **Assignments**.

You will have plenty of time to complete each quiz (at least one week). You can "save" your work and come back to it (just do not hit "submit" until you're ready for it to be graded). **You cannot take them after the due date.**

Some of your quiz questions will appear on your midterm and final. Once you've taken your quizzes by the due date, you can open them up afterwards to **use them as study guides** (just click "ok" when it warns you that you've already taken it). **If you're logging back in**, just click the quiz as if you were taking it again.

You'll get the message "You've already taken it, are you sure you want to continue?" Say yes, and you'll see the feedback (you might need to click the "calculated grade" icon). **You can also click your grades, click your quiz, then click "calculated grade". You'll see your answers and correct/incorrect that way too.**

Careful with the due dates! (again, Google Chrome or Firefox- do not use Explorer)

4. PAPER: Primary Source Analysis (15%)- A 4 to 5 page **analysis** of a group of **primary sources** that you have been assigned to read. First, choose a set of documents (a minimum of 2) - they are listed in the outline below, grouped together by topic. You will then proceed to place these documents into historical context, assesses their strengths and weaknesses as historical documents, and discuss the ways that these documents contribute to our understanding (or lack of understanding- primary sources can do that) of the history of the region at that time. Pay close attention to the questions in the journal entries and to our discussions about those documents. There is a longer, fuller explanation of this assignment in Canvas under Assignments. Feel free to talk to me at any time during the course of your writing this paper- **I'll be happy to provide you with any help or feedback, so please come talk to me!**

PRE-WRITING ASSIGNMENT (the 'roadmap' of what you're doing and how you're going about doing it): **In order to approve your paper, I need the following from you IN WRITING- I will give you immediate feedback: The Primary sources you're analyzing/the secondary source material you'll be using/the questions you're asking of the primary sources/the draft thesis for your Primary Source Analysis.** You'll submit this to me in writing (this means **typed and well organized**), and explain to me **in person what you're doing and how you're going about writing this paper. List the titles and authors and page numbers of the primary sources you've chosen to analyze, the book chapters and sections from our readings that you'll use for historical context for your paper, the preliminary questions that you'll be asking about the primary sources you've chosen to analyze, and the preliminary draft of your thesis statement** (a statement that you can prove **from these** primary sources that you're analyzing and supporting documentation you're using). I'll clear it and provide you with immediate feedback. **This is mandatory.** (submit anytime before; or feel free to drop by my office or call during office hours anytime before this).

See the due date for this "pre-writing assignment" below.

The full Paper has a different due date- see the due date in the outline below. You'll submit this one electronically: through Safe Assign in Canvas. (Late paper policy: 10% off per 24 hour period)

5. MIDTERM EXAM (25%)- A two part exam. You need a scantron and a bluebook.

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. **Bring a scantron for this portion, 25% of midterm.** You can use the reverse from your map or in-class quiz.

Part II- Essay portion: some short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be expansive. Show complexity. (75% of midterm)

The midterm **covers material from our lectures, films, and readings since day one- it is based on content from every class.** I will give you the review beforehand (you can check it now in "Assignments", "Exam Reviews" to see what last semester's looks like- it'll be very similar).

A **blue book is required** for this portion. It can be purchased at the bookstore (about 50 cents). You can also make your own "bluebook": staple 8 blank sheets of paper, show it to me and write your exam on that.

6. FINAL EXAM (25%)- Same format as the midterm. You need a scantron and a bluebook as well.

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. **Bring a scantron for this portion.** (25% of final exam)

Part II- Essay portion: some short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be expansive. Show complexity. (75% of final exam)

The final covers material from our lectures, films, and readings since the midterm.

There will be **no make-up exams.** If there's anything going on in your life, any difficulties, or any emergencies, **please talk to me before** the exam.

Extra Credit- I will announce and/or post a couple of extra credit opportunities - detailed analysis (2-3 pages) of a historical film or documentary, where you make deep connections between the film and *our* readings (for example, there will be others). Other possibilities are: public presentations on a topic related to our course (run them by me first) or museum exhibits (you would do a 2 to 3 page writeup relating those to our course themes). It can add up to 2 full points on your Final Average Grade, depending on the completeness of your analysis. I'm also open to students analyzing a historical novel (this one would potentially be worth more- we would need to discuss it). DUE in Assignments, in the "Submit Extra Credit Here" slot by the day *after* your final at 11:59pm.

Your grading rubric. This is how your exams, papers are graded:

A+, A, and A- : Gradations of this scale indicate outstanding achievement. Essays provide a solid argument and are well supported by appropriate examples drawn from readings, lectures, films.

B+, B, and B- : Gradations of this scale indicate a praiseworthy performance, definitely above average. Essays provide a coherent argument supported by some specific examples.

C+, C: Student's basic effort; an average, satisfactory performance. To improve, essays need to be more coherent and better supported by examples.

D: Need for improvement; student needs to redouble efforts to grasp basic themes of the course.

F: Failing grade.

To do well in this class, on our exams, *and* in everything else, you need to: (I'm always here to help)

- **Attend class everyday** and be ready to start taking notes at exactly the time class starts. Take copious notes on everything we lecture on in class and on what we discuss. I do not “lecture from the book”- we will always add something new every class.
- **READ, keep up with the material**, be dutiful about your quizzes, take great care in filling out your journal entries, and participate in discussions. You can't wait to be spoon-fed knowledge, nor does critical thinking come automatically. **Knowledge is something you must grab and make yours. Critical thinking takes practice and work, but it's also fun and exhilarating!**
- **Participate!** Ask questions, make comments, engage with the readings and with us!
- We're not “getting a GE class out of the way,” we're helping you to **think historically**, to **understand this complex world** and **build the skills -critical thinking, research, oral and written communication, and teamwork-** you'll need to survive and thrive in this complex world.

STANDARDS FOR OUR CLASS- all about courtesy and respect. **Read this carefully!**

I strive to keep a **positive learning environment** in our classroom, one where we all respect each other. **Side conversations, texting and passing notes** are RUDE and a DISTRACTION to the class, and therefore have **NO place in our classroom**. Just as meaningful participation is rewarded, disruptive behavior will be penalized.

Any behavior that interrupts my teaching or distracts others from learning is **not tolerated** and will be considered a breach of the Student Code of Conduct and be addressed accordingly. **This INCLUDES TEXTING IN CLASS!**

Walking in and out of the classroom during class is RUDE and a distraction to the class- so DON'T! Let me know before if you need to leave for some reason. And make absolutely sure you've put your cell phones on silent mode and that they're in your backpack.

*I give out **handouts** at the beginning of class; if you're late, **pick them up** from my front table **after** we finish class (otherwise you'll interrupt our class flow).

Penalties for interrupting our class, texting in class, or disrupting: a one-day suspension for the first time, a two-day suspension for the second time, and being dropped from the class entirely if you do it one more time.

Laptops and translation devices are permitted for note-taking purposes only, but if you misuse them even once (other homework, checking email, surfing the web), your laptop privileges will be revoked for the remainder of the semester- you will no longer be allowed to bring it at all.

You learn best when you take your own handwritten notes. See these articles:

- “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers” <http://www.sciencedirect.com/science/article/pii/S0360131512002254?np=y>
- “Media Multitaskers Pay Mental Price, Stanford Study Shows” <http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html>

Bottom line: Deep thinking is only possible with sustained and uninterrupted thought!

ATTENDANCE and PUNCTUALITY. I take roll at the beginning of class. **BE ON TIME!** Late arrivals disrupt the flow of the class and will constitute a ½ day absence. I reserve the right to drop you from the class after 3 unexcused absences. **Absences will affect your grade** because my lectures and our films **cover**

material not found in your readings and of course, you're not there for participation points so your grade is affected that way too. **Bottom line: come to class, be on time, and we're good.**

ACADEMIC INTEGRITY-- READ THIS CAREFULLY!!

Cheating and **plagiarism** (using as one's own ideas writings, materials, or images of someone else without acknowledgement or permission) will result in any one of a variety of sanctions. **CLIPPING AND PASTING FROM ONLINE SOURCES AND PASSING THEM OFF AS YOUR OWN IS CHEATING!!** Such penalties may range from a **failing grade** on the particular exam, paper, project, or assignment (**all of which may lead to a failing grade in the course**) to, under certain conditions, **suspension or expulsion** from a class, program or the college. **Cheating on a test or paper will result in an automatic 0 for that particular assignment/ paper /test and a referral to the Associate Dean.** If you're still unsure of what constitutes plagiarism, read [this page at the Grossmont library](#).

For further clarification and information on these issues, ask me or contact the office of the Associate Dean of Student Affairs.

COURSE OUTLINE (Tentative).

We may need to spend more time on a given topic. I'll always announce any changes.

Week 1

1/29-2/4

Introduction to the class; History as an important discipline; and Historical Memory

Reading: Chasteen's *Born in Blood and Fire*, ch. 1 "Welcome to Latin America"

Handouts/articles in Canvas: "The Secret Death of Pete Ray" (short LA Times article),

"[Confederate Statues and 'Our' History](#)" by Eric Foner, NYT 8/2017, and

AHA Statement on Confederate Monuments (2017)

*if you ever miss a handout, come to my office to get a copy or print it from Canvas

Have in writing for next class (this is homework), **Journal entry #1: Part 1)** Read our articles listed above. Choose **one major theme** that the article deals with- tell us about it in relation to what discussed in class on the first day and your textbook's introductory chapter. Then tell us **why** that is important to the study of the Modern Americas (two paragraphs for this part).

Journal entry #1, Part 2): Think deeply about the following quotes and the multiple ways they force us to think about what we "know" and the ways that we have come to "know what we know" (this is "historical memory"). Choose two quotes that resonate with you (that you like or that you find meaningful) and write **one or two paragraphs** on why they are important to historical memory (about 3-4 paragraphs total for both parts). Have this finished and ready to discuss by next class. Hand written, or typed.

- 1) "Until lions have their own historians, the hunter will always be glorified" Ethiopian proverb
- 2) "Our past is only a little less uncertain than our future, and like the future, it is always changing, always revealing and concealing." Daniel Boorstin, *Hidden History*
- 3) "Our only duty to history is to rewrite it." Oscar Wilde
- 4) "The past is never dead. It's not even past." William Faulkner *Requiem for a Nun* (Act I, Scene III) (referring to, for example, the legacy of slavery -something from the past- into modern times)
- 5) "Getting History wrong is part of being a nation" Ernest Renan
- 6) "The truth does not change according to our ability to stomach it" Flannery O'Connor
- 7) Benedict Anderson argues that part of being a nation is "organized remembering and deliberate forgetting." What do you think he means and what do you think?
- 8) "The truth shall set you free, but first it'll piss you off." Gloria Steinem

9) “If you think you think you already have the answer or the truth, it keeps you from learning.”

David Henry Hwang, playwright

10) “Everyone is entitled to their own opinion, but not to their own facts.” Daniel Patrick Moynihan

On a separate sheet of paper- write your “About me” paragraph. On the second day of class you’re also giving me a brief paragraph about yourself: your educational background (where you’ve gone to school) and goals, your interests, your work, how you came to take this class, your future goals, and anything else I should know about you so I can help you succeed in this course. **Write your name and your email address** at the bottom. This is so I can know who you are and how I can help you reach your goals. No one else will read this but me. (I’ll tell you about me on the first day of class)

Wednesday’s/Thursday’s topic: How do we know what we know? Historiography (the history of the history of the Americas) **and Historical Memory; The Importance of History**
Class discussion. Topic: Your Journal #1 Written responses on articles and quotes.
Give me also your “About me” paragraph (written on a separate paper)

You’re now reading:

Chasteen, ch. 2 “Encounter,”

Chasteen, ch. 3 “Colonial Crucible,” and

Chasteen, ch. 4 “Independence” (first book quiz will be due at end of week 2)

Week 2

2/5-2/11

Colonial Legacies: Native, European, and African Formation of the Americas from Conquest to Independence (our Globalization 1.0)

Read: Finish reading Chasteen, ch.'s 2-4, and

Wood, ed. *Problems in Modern Latin American History* (simply "Wood" from here on)

Chapter I, “Independence” pp. 1-2, and

pp. 5-7 “War to the Death” by Simón Bolívar

pp. 7-10 “The Vision of Father Morelos” by Enrique Krauze (*this* is correct spelling)

pp. 12-15 “Independence and Slavery” by George Reid Andrews

pp. 15-20 “What Independence Meant for Women” by Sarah Chambers

pp. 21-22, Chapter II, “Slavery”

pp. 26-30 “Africans in the American World” by John Thornton

pp. 30-35 “A Cuban Slave’s Testimony” by Esteban Montejo

pp. 35-38 “A Day on a Coffee Plantation” by Stanley Stein

Handouts/articles in Canvas: “Plastic Surgery for Peru’s Poor”

Journal Entry # 2: Colonial Legacies

Quiz in Canvas: Chasteen, ch’s 2-4. **Due: Sunday by 11:59pm**

Week 3

2/12-2/18

Colonial Legacies- Conquest to Independence concluded/ **New Nations, Constitutions**

Take copious notes on the following films (and answer journal q's from them)

Film: “Black in Latin America: Brazil- A Racial Democracy?”

Film: “**Black in Latin America: Haiti and the Dominican Republic- A Nation Divided?**” (**this one** you’re seeing and taking notes on for **homework**-link in Canvas)
Journal entry #_ on both of these film clips

Map Quiz-location of countries and the capitals of those countries. We’ll take it at the end of class of **Wednesday/Thursday. No makeups!**

Bring Scantron (Datalink form # 1200 [it also says #26760 under that]- the one with the letter choices, NOT number choices. It is blue on one side and green on the other, with room for 50 questions on each side (should be 50 cents or less) and a #2 pencil.

Group and Class Discussion: on all journal entries, readings & films

Week 4

2/19-2/25

No School Monday- Presidents Day Holiday

Post-Colonial Blues: Independence, New Nations & Instability, 1820’s to the 1850’s

Reading: Chasteen, ch. 5 “Post-Colonial Blues,”

Wood, ch. III, “Caudillos” (a historical intro) pp. 43-45,

Articles in Canvas: “Time to Acknowledge Genocide of California’s Natives” LAT 2016
Articles TBA on California/Constitutional questions

Film: “**To Conquer or Redeem: Manifest Destiny, Act II, An Empire of Liberty**” (on Mexico's loss of Tejas, the U.S. War with Mexico, and the U.S. conquest of the rest of what is now the U.S. Southwest).

“Mexican Americans in the (now) U.S. Southwest” (3:28) (this one is homework)

Journal Entry #_ “To Conquer or Redeem: Manifest Destiny, Act II, Empire of Liberty” and readings

Quiz- in Canvas, Chasteen ch. 5 “Post-Colonial Blues” **Due: by Sunday 11:59pm**

Week 5

2/26-3/4

Coffee, Sugar, Bird Poop and Power: Imperial Expansion and the Export Age, 1860’s-1929; and The U.S. Expands onto Latin America, the Caribbean & the Pacific

Reading: Chasteen, ch. 6 “Progress” and

-From Contreras, *A History of U.S.-Mexico Relations*, introduction and chapter 2, “Setting the Stage: Mexico-U.S. Relations during the *Porfiriato*, 1876-1910”

Handouts/articles in Canvas:

“Neo-Colonialism: From Colonies to New-Colonies?” (handout)

Contreras “The US and Latin America” up to p. 14 (through Guatemala, 1950s)

Contreras “The Monroe Doctrine” up to p. 4

Quiz in Canvas, Chasteen, ch. 6 “Progress” **Due: by Sunday 11:59pm**

Journal Entry #_ on documents above

Week 6

3/5-3/11

Imperial Expansion and the Export Age/U.S. Expands onto Latin America - concluded**Read:** Chasteen, ch. 7 "Neo-colonialism"

Wood, ch. V, "Race and Nation Building," pp. 89-91

pp. 91-96 "Neocolonial Ideologies" by Bradford Burns

pp. 97-100 "The Specter of Degeneration" by Martin StaCanvas

pp. 221-224 "Neocolonial Economics" by Celso Furtado

pp. 206-208 Statements of U.S. Foreign Policy Doctrine, "The Monroe Doctrine," and "The Roosevelt Corollary"

* **Article** in Canvas: "Confusing Occupation with Liberation" by Amy Kaplan (LATimes)**Take copious notes on these short films/film clips:****"Manifest Destiny: to Conquer or Redeem," Acts I and III "Benevolent Assimilation"****"The Panama Canal"** (Intelecom) (homework)**"500 Nations: Wounded Knee- the Darkest Hour"** (9 min's 53 sec's). (homework)**Group and Class discussions** on journal # _ documents and films**Quiz in Canvas**, Chasteen ch. 7 "Neocolonialism" **Due: by Sunday 11:59pm**Week 7

3/12-3/18

MONDAY/TUESDAY. 1st Content-based in-class quiz/test (tentative, I will announce the definite date before). **Bring scantron and pencil, pen.****The Mexican Revolution, Nationalism, and the Emerging U.S.-Latin America Relationship in the First Half of the 20th Century****Read:** -From Contreras, *A History of U.S.-Mexico Relations*, chapter 3, "The Revolution Unmoors the U.S.-Mexico Relationship: Mexico-U.S. Relations during the Revolution, 1910-1920" and chapter 4, "Reconstructing Mexico and Rising Nationalism: Mexico-U.S. Relations after the Revolution, 1920-1940"Take copious notes on film clip: **"The Storm that Swept Mexico: the Mexican Revolution"****Nationalism and its Consequences for U.S.-Latin American Relations/ Women and Social Change****Reading:** Chasteen, ch. 8 "Nationalism", and Ch. 9 "Revolution"

Contreras, "Mexican Economic Policy" pp. 6-8 (through nationalism)

Wood, Ch. VI, pp. 111-113, "Nationalism"

pp. 113-115 "Our America" by José Martí

pp. 118-121 "Mestizo Pride" by Gilberto Freyre

pp. pp. 121-125 "Plan for the Realization of Bolívar's Supreme Dream" by Augusto César Sandino

pp. 125-1125 "The Shark and the Sardines" by Juan José Arévalo

pp. 129-131, Ch. VIII, "Women and Social Change"

pp. 139-145 "(Eva Perón) The Lady of Hope and the Woman of the Black Myth" by Julie Taylor

pp. 145-147 "Peronist Feminism in Argentina" by Eva Perón

pp. 153-155, Ch. VIII, "Populism"

Handouts: "The Poetry of Anti-Imperialism" by Pablo Neruda (also in Canvas)
"The Power of Indigenous Community" by Ciro Alegría

Journal Entry # _ on Nationalism and Women and Social Change documents

Week 8

3/19-3/25

Nationalism and its Consequences for U.S.-Latin American Relations/ Women and Social Change (concluded)

Read: From Contreras, *A History of U.S.-Mexico Relations*, chapter 5, "Wartime Cooperation, Post-War Stability and the Cold War: Mexico-U.S. Relations from 1940 to the 1980s"

Class Discussion on Journal # _ Nationalism/Women and Social Change documents

Quiz in Canvas Chasteen ch. 8 "Nationalism" **Due: by Sunday 11:59pm**

Week 9

3/26-4/1

Grossmont Spring Break (3/26-4/1)

Week 10

4/2-4/8

Combating Communism with "Friendly" Dictators: Guatemala Ushers in the Cold War for Latin America

Reading: Chasteen, ch. 9 "Revolution"

Wood, pp. 208-209, "The Truman Doctrine" (1946), and

pp. 194-197, "Christianity and Revolution" by Margaret Randall

Contreras, *U.S. Policy Toward Latin America Since the end of the Nineteenth Century*, p. 14 to the end of the Cold War

Contreras, *The Monroe Doctrine*, section on the Cold War

Handouts/articles in Canvas:

"Documents Reveal CIA Guatemala Assassination Plots" (LA Times)

"Clinton Gives Apology for U.S. Role in Guatemala"

"Death Squad Diary" by Kate Doyle

"CIA Licensed to Kill" by David Wise

"Blowback" by Chalmers Johnson

"Former Leader of Guatemala is Guilty of Genocide Against Mayan Group" (NYT 2013)

Journal Entry # _ Guatemala articles/documents

WEDNESDAY/THURSDAY: MIDTERM EXAM - bring blue book, pen and pencil

Quiz in Canvas, Chasteen ch. 9 "Revolution" **Due: by Sunday 11:59pm**

Week 11

4/9-4/15

Combating Communism with "Friendly" Dictators: Guatemala Ushers in the Cold War for Latin America- concluded

Read: Chasteen chapter 10 "Reaction"

**Film: “CNN Cold War, Reds, 1947-1953” (Homework)
and “CNN Backyard, 1954-1989”**

Group and Class Discussion- journal #- Guatemala and “Friendly Dictators”

Quiz in Canvas, Chasteen ch. 10 “Reaction” Due: by Sunday 11:59pm

Week 12
4/16-4/22



“Che” Guevara, the Cuban Revolution and “the most dangerous area in the world”: Latin America and the U.S. during the Cold War, the 1960s and 1970s

Reading: Chasteen, ch. 10 “Reaction”
Wood, Ch. IX, pp. 175-177, "Social Revolution"
pp. 177-182 “Essence of Guerrilla Warfare” by Ernesto "Ché" Guevara
pp. 182-185 "Cuba's Revolutionary Literacy Campaign" by Jonathan Kozol
pp. 209-213 "Alleged Assassination Plots Involving Foreign Leaders" by Church
Congressional Committee

Primary Source in Canvas: “The Platt Amendment”

Article in Canvas: "Bay of Pigs: The Secret Death of Pete Ray", LA Times

Take copious notes on film clips “Che” by Steven Soderbergh (2008), and
See and take notes on these short films in Canvas (homework):
"[CNN Cold War, Cuba, 1959-1962](#)" (Vol. 4, Ch. 10) (homework)
"[Ché Guevara's Speech to United Nations, 1964](#)" (6 min's; on Cuban sovereignty and ‘Non-aligned’ countries)

Journal Entry #_ on films and readings; Discussion in class

Week 13
4/23-4/29

The Cold War gets hotter in the Americas: The United States & Central America, 1980s

Take copious notes on short film: “School of the Americas” (DVD# 1876 at LRTC)

Reading: read notes in Canvas on El Salvador, Nicaragua and U.S.,
and from Wood, read:

pp. 199-201, Ch. X, "The Cold War"

pp. 194-197 “Christianity and Revolution” by Margaret Randall

Article, Canvas: "[El Salvador Prepares for Archbishop Romero's Beatification](#)" LAT 5/22/15

Primary Source in Canvas: “A School of the Americas Study Manual” by the Dept. of Defense

Recommended/for Extra Credit: film "[Romero](#)" about the archbishop of El Salvador,
Liberation Theology and U.S.-El Salvador Relations

Discussion on Journal # _ on films, documents and readings

Wednesday/Thursday. 2nd Content-based in-class Quiz/test (tentative, I will announce the definite date before). Bring scantron and #2 pencil, pen.

Week 14

4/30-5/6

The United States, Latin America and the Cold War- concluded

Readings- from Wood:

pp. 190-194 “The Chilean Road to Socialism” by Salvador Allende

pp. 201-205 “**The Lesser of Two Evils**” by David Schmitz

pp. 213-218 “**The Beliefs behind the Policies**” by Lars Schoultz

Take copious notes on film clips: CNN's “The Cold War: Backyard”

Journal Entry #__ on films and documents—Discussion

PRE-WRITING ASSIGNMENT (the 'roadmap' of what Primary Sources you've chosen and how you're going about writing your Primary Source Analysis): **In order to approve your paper, I need the following from you IN WRITING- I will give you immediate feedback so bring something to write with: The Primary sources you're analyzing/the secondary source material you'll be using/the questions you're asking of the primary sources/the draft thesis for your Primary Source Analysis - DUE IN PERSON any day BY or BEFORE Monday for last names A-K (Tues. for T,Th class); and Wednesday for last names L-Z (Thurs. for T,Th class, during my office hours. You'll submit this to me in writing (this means typed and well organized), and *explain* to me *what* you're doing and *how* you're going about writing this paper- this is your 2 minute ‘pitch’. List the titles and authors and page numbers of the primary sources you've chosen to analyze, the book chapters and sections from our readings that you'll use for historical context for your paper, the preliminary questions that you'll be asking about the primary sources you've chosen to analyze (in ways do they contribute to our understanding of your topic?), and the preliminary *draft* of your thesis statement (a statement that you can prove from these primary sources that you're analyzing and supporting documentation you're using). **I'll clear it and provide you with immediate feedback. This is mandatory.** Submit anytime before; or feel free to drop by my office or call during office hours anytime before this. **DO NOT WAIT UNTIL THE LAST DAY!** **Start that now and let me know how I can help!****

Week 15

5/7-5/13

Neoliberalism, the End of the Cold War, NAFTA, Globalization 3.0 and the Remaking of the Americas in the 21st Century

Reading: Chasteen, ch. 11 “Neoliberalism and Beyond”

Wood, ch. XI, pp. 219-221, "The Global Economy"

pp. 224-228 “Reagan in Cancún, or the Third Conquest of Latin America” by Gandin

-From Contreras, *A History of U.S.-Mexico Relations*, chapter 6, “Mexico ‘Restructures’ its Revolution in the 1980s and 1990s, and the end of the Cold War: Mexico-U.S. Relations from 1982 through NAFTA and the 1990s”

Read articles in Canvas: “A Town Traded Away” LA Times, and

“Investments Flow Both Ways Post-NAFTA” Financial Times 8-12

["Paying the Price: Hardship on Mexico's Farms, Bounty for U.S. Tables" \(LAT 12/2014\)](#)

(and see the short mini-documentary embedded in this LA Times expose)

Film clips: “The Sixth Sun” (DVD #1849 at Library) and clips from Rage Against the Machine’s concert in Mexico City

Journal Entry #__ on films **and** documents—Discussion

Quiz in Canvas, Chasteen ch. 11 “Neoliberalism” **Due: by Sunday 11:59pm**

Week 16
5/14-5/20

The Remaking of the Americas in the 21st Century: Economic Integration, Migration, Narcotics and Security

Film: “Even the Rain” (DVD 1855 and Netflix) Take copious notes and answer questions on film and readings

Read: from Wood:

pp. 228-231 “China’s New Role” by Adrian Hearn and José Luis León Manríquez -Contreras, *A History of U.S.-Mexico Relations*, chapter 7 “Free Trade, Economic Integration, Migration, Narcotics and Security: The Transformation of the Mexico-U.S. Relationship in the 21st Century”

Read articles in Canvas:

-“China’s Cash Buys Influence in Caribbean”, NYT, 2012

-“Cuba and the U.S. Reopen Embassies After 54 Years” LAT 7-15 and articles TBA

Journal #_ Film and articles; **Class Discussion**

PAPER (Primary Source Analysis). Make sure you’ve given me your “Pre-write” and your two minute ‘pitch’ for approval. Come talk to me.

Due by: Sunday by 11:59pm in Assignments in Canvas

Week 17:
5/21-5/27

The Remaking of the Americas in the 21st Century concluded: America under Trump pulls back from global influence, the world moves on

Read articles in Canvas: “[As U.S. Trumpets ‘America First’, World Moves On](#)” (NYT 2-18) Dreamland by Sam Quiñones, and other articles TBA

Film clips “Traffic” (by Steven Soderbergh, 2000); “Narcos” (Netflix, 2015) and “Guerras Ajenas” (‘war on drugs’ since Nixon, Reagan; HBO)

Final Review (bring all questions)

Week 18 (Finals)

5/29-6/4

Final Exam Week (GC Finals 5/29-6/4; Monday 5/28 is Holiday, Memorial Day)

Your Final Exam is: MW 9:30 class: Monday June 4th 9:25-11:25, same room

MW 11:00 class: Wednesday May 30th from 11:35-1:35, same room

T,Th 11:00 class: Tuesday May 29th 11:35-1:35, same room

Bring bluebook, scantron (Datalink #26760), pen and #2 pencil

Turn in journal entries on the day of the final. Because you need them to study for your finals, you'll turn them all in on the day of your final exam. Make sure they're in order, with your name on them- paper-clipped (no folders). **Do not turn in the original articles or handouts. All I want is your answers (on the sheet with questions that I gave you if that is the case) and your analysis.**

You can pick up your journal entries and finals from me anytime the following semester or give me a big self-addressed, stamped envelope and I'll mail them back to you. I can hold them for you for one semester only.

Final Averages and corresponding Final Grades: All of our assignments are weighted according to the formula explained in the grades section of this syllabus- I don't do "points". I then assign the following letter grade.

The best way to ensure that you pass the class and that you get the grade you want is to do well on every assignment and not skip anything. Skipping an assignment (they turn to 0's) will absolutely affect your grade. Also take advantage of the extra credit opportunities I have announced.

ALL GRADES ARE FINAL!! Do NOT email me to ask me to "bump up" your grade.

A+	97.01 - 100	
A	93.01 - 97	
A-	90 - 93	
B+	87.01 – 89.99	
B	83.01 – 87	
B-	80 – 83	
C+	77.01 – 79.99	
C	70 – 77	(If you're taking the class Pass/No Pass, you need at least a 70%)
D	60 – 69.99	
F	59 and below	

Always come to class; ABSENCES DROP YOUR PARTICIPATION GRADE. I tally your **participation** grade after each of our discussion sections and input it to Canvas at the end- for students who participate meaningfully, this is a boost; and for students who are chronically **absent** and/or come to class unprepared to discuss our journal entries, this **will drop your grade** (its a full 10% of your course grade). **Thus, what you see in Canvas is not necessarily your "grade so far".** I'm happy to let you know where you stand on participation during my office hours. **I can help you with anything you need during my office hours- please come by!**