

**History 115**  
**Comparative History of the Modern Americas –Fall 2013**  
**MW 11-12:15, Room 551B**

Dr. Carlos Alberto Contreras

E-mail: [carlos.contreras@gcccd.edu](mailto:carlos.contreras@gcccd.edu)

Web page: <http://www.grossmont.edu/carlos.contreras/>

Office Hours: M,W 12:15-2:15; and by appointment. Of course, you can mail me anytime and I will answer all of your questions that way too. When you email, please sign your full name and tell me what class you're in.

Office: 70-218 (2<sup>nd</sup> floor Tech Mall)

Phone: (619) 644-7758

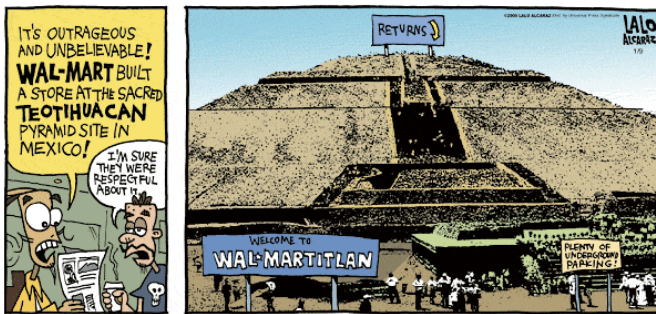
Twitter: Profcontreras1

### 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. The U.S.-Latin America relationship, from the Monroe Doctrine, to the Age of Empire, to the Cold War, to NAFTA, to the 21<sup>st</sup> century, will be a major focus of the course.

LA CUCARACHA

BY LALO ALCARAZ



Because this hemisphere has been completely transformed by successive waves of Globalization (flows of people, plants, animals, germs, ideas, capital, technology), this 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 at the Grossmont College bookstore. You may also want to contact Ross books [(619) 698-2665] at the LA Fitness shopping center on Navajo and Fanita. You should also check **online used book dealers** such as amazon.com, bookfinder.com, abebooks.com, alibris.com, half.com, buy.com, [dealoz.com](http://dealoz.com), bigwords.com, or <http://www.textbookx.com/>. You can also rent them through our bookstore (check their website).

1) Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America* (WW. Norton and Company, 2011). This is the **3<sup>rd</sup> edition**. Paperback ISBN: 978-0-393-91154-1.

Its web companion is located at: <http://www.wwnorton.com/web/chasteen/>

2) James A. Wood and John Charles Chasteen, eds. *Problems in Modern Latin American History: Sources and Interpretations*. Wilmington: Scholarly Resources, 2009. This is the **3<sup>rd</sup> edition**. ISBN: 0-7425-5645-X.

I'll give you a copy of these two short articles, which are also required:

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

4) Contreras, Carlos Alberto. "The Monroe Doctrine and its Significance for U.S.-Latin America Relations in the Modern Era"

**I have placed a copy of your books at the library under 24-hour reserve** for your use. You cannot pass this class without having access to these books (and reading them!).

**I highly recommend good dictionary** (or a good dictionary app!).

I will also e-mail you a few recent documents and a few 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 Web Advisor** (it syncs with Blackboard).

**BLACKBOARD** -our web management system- will house study guides, quizzes, Powerpoint presentations and other resources related to this course. It is also the tool I use to communicate with you outside of class and for you to communicate with each other.

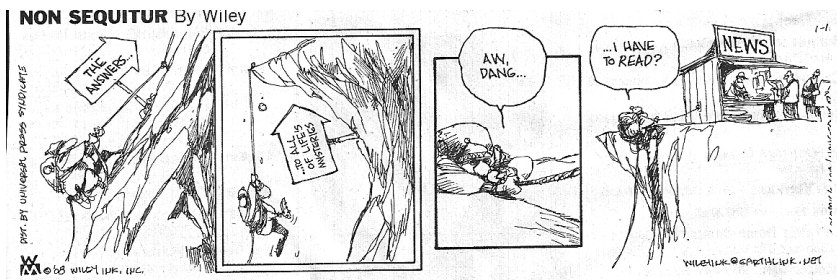
**To access our History 115 course follow the link through Grossmont College's page from Online Services, or go directly to <http://gcccd.blackboard.com/>**

When you enrolled in this class, you were automatically loaded onto Blackboard. 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 problem? Tech Problems?** Please go to the GCCCD Online orientation page located at: <http://www.gcccd.net/online>, 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.

It is **absolutely important** that your **current e-mail address** that you check frequently is in WebAdvisor, and by extension, Blackboard. If you use the Grossmont email address and forgot how to check it, follow this link: [http://www.grossmont.edu/campus\\_email/](http://www.grossmont.edu/campus_email/). If you want to use your own email address, that's fine, just make sure you change it in WebAdvisor

Once you're logged in to Blackboard and you get the "welcome (your name)" message, click the appropriate class you're enrolled in. You will now see the blue menu buttons on the left.



**To keep up with the world I recommend:**

**On radio:** National Public Radio (KPBS 89.5 in San Diego), especially “The World”; and BBC’s “The Changing World” at 10:30 am on Friday mornings (<http://www.bbcworld.com>)

**On TV:** KPBS, especially “The News Hour” at 7pm every night; and “Frontline” (Thursday nights, usually at 9pm)

Newspapers: 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/>)

### 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. To this end, my lectures are designed to help you grapple with **global interactions, global connections,** and to see the “**big picture.**” We will identify the patterns of human activity and then 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, places, etc... Thus, my lectures and the readings overlap but do not parallel one another. **Consistent attendance in lectures and participation in discussion sections is absolutely essential** to understanding the course themes, the readings and films, and of course, to performing well in the class.

***Student Learning Outcomes:*** This course is both a lecture course and a discussion section. While I will lecture for some period of time at almost every meeting, each student will be responsible for participating in the accompanying discussion section. Our major goals for the semester are not only to become familiar with the vast sweep of the History of the Modern Americas, but also to use a variety of primary sources in interpreting and analyzing history, and to learn to think critically about the analyses and 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 notify the instructor and contact Disabled Students Programs and Services (DSP&S) early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in room 110 or by phone at 619-644-7112 (voice) or 619-644-7119 (TTY for deaf).

The counseling center periodically has valuable workshops on topics ranging from effective note-taking, test-taking, and reading strategies. See their bulletin board/website for dates and times.

## COURSE REQUIREMENTS AND EXPECTATIONS

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

The **FINAL COURSE GRADE** will be calculated based on the following **six** components:

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



“There is no thought without words.” Ferdinand de Saussure

In order to fully comprehend 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.** You will receive credit for your verbal contributions and active listening 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 ready.** **You will not receive credit for this portion if you do not come to class prepared!**

## 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/or questions and you will **bring your written responses to class prepared to discuss them with your classmates and myself - this means you need to have them FINISHED BEFORE we begin discussing them.**

You will title, date, and **keep them all together in order** (this will include your written responses to the films as well). **Some you turn in on the day we discuss them** (you’ll get them back); **some you keep and then turn in on the day of the final.**

**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 Latin American countries and their capitals (~40 questions). **Bring a scantron:** Apperson Print: **25420** (the long and narrow form that has room for 100 questions- with the **letter choices [not number choices]**).

The **other quizzes** cover material from your readings (~25 questions each). You will **take these on Blackboard**, 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. You will have plenty of time to complete each quiz. 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. Careful with the due dates!**

Once you’re logged in to Blackboard and you get the “welcome (your name)” message, click the appropriate class you’re enrolled in. You will now see the blue buttons on the left. All of your quizzes will be in **Assignments**. Click that button to take them.

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).

**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, or a group of related primary sources of your choice. 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. Feel free to consult me at any time during the course of your writing this paper. I'd be happy to provide you with feedback. There is a longer, fuller explanation of this assignment in Blackboard under Assignments.

**Paper Due Electronically:** through Safe Assign in **Blackboard**- see due date in outline below.

**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)

**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. (25% of midterm)

The midterm covers material from our lectures, films, and readings since day one.

I will email you the midterm and final reviews and post them under "Assignments"- then "Exam Reviews" in Blackboard.

A **blue book is required** for this portion. It can be purchased at the bookstore (about 50 cents). Out of fairness to everyone else, there will be **no make-up exams**.

**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.

A **blue book is required** for this portion. It can be purchased at the bookstore (about 50 cents). Out of fairness to everyone else, there will be **no make-up exams**.

**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 and on my exams, you need to:**

- **Attend class everyday and be ready to start taking notes at exactly the time class starts.**
- **Read, keep up with the material, be dutiful about your quizzes, take great care in filling out your journal entries, and meaningfully participate in discussions.** You cannot wait to be spoon-fed knowledge, nor does critical thinking come automatically. **Knowledge is something you must grab and make yours, and critical thinking takes practice and work!**
- We're not just "getting a GE class out of the way" here, we're helping you understand this complex world and build the skills you'll need to survive in it!

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

I strive to keep a **positive learning environment** in our classroom. **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 impedes the process of instruction or distracts others such that learning is inhibited **is not tolerated** and will be considered a **breach of the Student Code of Conduct** and be addressed accordingly. **This INCLUDES TEXTING IN CLASS! Penalties for texting in class: 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 again.**

**Walking in and out of the classroom during class is 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.

**Laptops and translation devices are permitted for class use, but if you misuse them even once (other homework, checking email, surfing the net), your laptop privileges will be revoked for the remainder of the semester.**

**ATTENDANCE and PUNCTUALITY.** Roll is taken 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.

**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.** To find out more about plagiarism consult [this page at the Grossmont library](#).

For further clarification and information on these issues, please consult with your instructor 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. If so, changes to our outline will always be announced)

### Week 1

8/19-8/25 Monday **Introduction.** Have in writing for next class, **journal entry #1: 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”. Read your articles on this topic. Then give me your written impressions of the quotes and comment on the articles (about 2 to 3 paragraphs).

**Reading:** Chasteen’s *Born in Blood and Fire*, Introduction

Article in Blackboard: “The Secret Death of Pete Ray” (short LA Times article)

- 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?
- 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

Have ready by the second class also a brief paragraph about yourself- educational goals, interests,... anything I should know about you - **on a separate sheet of paper.**

Wednesday: **How do we know what we know?**; Historiography

**Class discussion.** Topic: “How do we know what we know” and your responses to the quotes on history

### Week 2

8/26-9/1

**Colonial Legacies: Native, European, and African Formation of Latin America (Globalization 1.0)**

**Reading:**

Chasteen, ch. 1 “Encounter”,

Chasteen, ch. 2 “Colonial Crucible”, and

Chasteen, ch. 3 “Independence”

Wood and Chasteen: “Independence and its Consequences” pp. 1-5; 25-27; 53-55  
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. 18-24 “What Independence Meant for Women” by Sarah Chambers

pp. 29-30 Slave Culture

pp. 39-43 “Africans in the American World” by John Thornton

pp. 43-46 “A Day on a Coffee Plantation” by Stanley Stein  
pp. 47-52 “A Cuban Slave’s Testimony” by Esteban Montejo  
Article in Blackboard: “Plastic Surgery for Peru’s Poor”

Journal Entry # 2: Colonial Legacies

**Quiz in Blackboard:** Chasteen, Intro through ch 3. **Due: Sunday by 11:59pm**

Week 3

9/2-9/8

No school Monday 9/2 - Labor Day Holiday

**Colonial Legacies** concluded

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

Film: “Black in Latin America: Haiti and the Dominican Republic- A Nation Divided?”

**Group and Class Discussion:** Your **journal # 2** on Colonial Legacies

**Map Quiz (In class at the beginning of Wednesday)- No makeups!**

**Bring a Scantron (form 25420- letter choices, Not number choices- NOT model 600) and a #2 Pencil!**

Week 4

9/16-9/22

**Post-Colonial Blues (Independence to Instability: the 1820's to the 1850's)**

**Reading:** Chasteen, ch. 4 “Post-Colonial Blues”

Wood and Chasteen: pp. 57-59 Caudillos and

pp. 79-81 “Protagonist on a National Stage” by Antonio López de Santa Anna

pp. 83-84 Liberalism and the Catholic Church

**Quiz-** in Blackboard, Chasteen ch. 4 “Post-Colonial Blues” **Due: by Sunday 11:59pm**

Week 5

9/16-9/22

**Coffee, Sugar and Bird Droppings: Imperial Expansion and the Export Age, 1860's- 1929 (our Globalization 2.0)**

**Handouts:** “Neo-Colonialism: From Colonies to New-Colonies?”

**Reading:** Chasteen, ch. 5 “Progress” and ch. 6 “Neo-colonialism”

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

Contreras “The Monroe Doctrine” up to p. 4

Wood and Chasteen:

pp. 83-84 Liberalism and the Catholic Church

pp. 107-108 Race and Nation Building

pp. 109-112 “The Specter of Degeneration” by Martin Stabb

pp. 129-130 Neocolonialism

pp. 131-134 “Neocolonial Economics” by Celso Furtado

pp. 134-140 “Neocolonial Ideologies” by Bradford Burns

pp. 156-159 Reading Images: U.S.-Latin American Relations (political cartoons)



pp. 266-268 “The Monroe Doctrine” and “The Roosevelt Corollary”

**Quiz in Blackboard**, Chasteen, ch. 5 “Progress” **Due: by Sunday 11:59pm**

**Journal Entry #** \_ on documents above

Week 6

9/23-9/29

**Imperial Expansion and the Export Age** - concluded

**Films:** “Business Interests Push U.S. Involvement Overseas”

"The Splendid Little War"

"Spoils of Spanish-American War Extend Beyond the Caribbean"

“The Panama Canal”

“Taft’s Dollar Diplomacy”

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

**Group and Class discussions** on journal # \_

Week 7

9/30-10/6

**The Mexican Revolution**

**Film:** “Mexico, the End of an Era: Revolution, 1910-1940

**The Rise of Nationalism in the Third World and its Consequences for U.S.-Latin American Relations**

**Reading:** Chasteen, ch. 7 “Nationalism”

Wood and Chasteen: pp. 161-162 Nationalism

pp. 163-166 “Mestizo Pride” by Gilberto Freyre

pp. 166-170 “The Power of Indigenous Community” by Ciro Alegría

pp. 170-173 “The Poetry of Anti-Imperialism” by Pablo Neruda

pp. 175-178 “The Shark and the Sardines” by Juan José Arévalo

pp. 183-184 Women and Social Change

pp. 193-199 “(Eva Perón) The Lady of Hope and the Woman of the Black Myth” by Julie Taylor

pp. 199-202 “Peronist Feminism in Argentina” by Eva Perón

Journal Entry #\_ on Nationalism documents

Week 8

10/7-10/13

**The Rise of Nationalism in the Third World and its Consequences for U.S.-Latin American Relations continued**

Class **Discussion** on journal # \_ Nationalism documents

**Quiz in Blackboard** Chasteen ch. 7 “Nationalism” **Due: by Sunday 11:59pm**

Week 9

10/14-10/20 **The Rise of Nationalism in the Third World and its Consequences for U.S.-Latin American Relations concluded**  
**Wednesday: MIDTERM EXAM - bring blue book, scantron, pens and pencils**

Week 10

10/21-10/27 **Combating Communism with “Friendly” Dictators: Guatemala Ushers in the Cold War for Latin America**  
**Reading:** Chasteen, ch. 8 “Revolution” and chapter 9 “Reaction”  
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  
Short newspaper articles on Blackboard:  
“Documents Reveal CIA Guatemala Assassination Plots” (LA Times)  
“Testimony of a Guatemalan Indian Woman...” Rigoberta Menchú  
“Clinton Gives Apology for U.S. Role in Guatemala”  
“Guatemalan Bishop Who Detailed Abuses is Killed”  
“Death Squad Diary” by Kate Doyle  
“CIA Licensed to Kill” by David Wise  
“Blowback” by Chalmers Johnson  
Chasteen and Wood photograph on p. 257

**Journal Entry # \_** Guatemala articles

Week 11

10/28-11/3 **Combating Communism with “Friendly” Dictators: Guatemala Ushers in the Cold War for Latin America continued**

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

**Quiz in Blackboard**, Chasteen ch. 8 “Revolution” **Due: by Sunday 11:59pm**

Week 12

11/4-11/10 **The United States and Latin America during the Cold War: El Salvador**  
**Reading:**

From Wood and Chasteen:  
pp. 259-261 Latin America, the United States and the Cold War  
pp. 241-244 “Christianity and Revolution” by Margaret Randall  
Articles: “Part of the Flock Felt Abandoned” LA Times art. 4/10/05  
“Romero to be Beatified” LA Times art. 3/30/05

**Group and class discussion** on journal # \_ and all of our readings

Week 13

11/11-11/17 No school Monday Nov. 11<sup>th</sup>- Happy Veteran’s Day!

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



**Reading:** Chasteen, ch. 9 “Reaction”

Wood and Chasteen: pp. 231-233 Social Revolution and

pp. 233-238 Che Guevara’s “Essence of Guerrilla Warfare”

pp. 259-261 “Latin America, the United States and the Cold War”

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

**Film clips “Che”** by Steven Soderbergh (2008)

Journal Entry #\_ on film and readings

**Films:** “The Containment Doctrine”

“Cuban Missile Crisis”

**Quiz in Blackboard**, Chasteen ch. 9 “Reaction” **Due: by Sunday 11:59pm**

#### Week 14

11/18-11/24 **Film: “School of the Americas”** (LRC code 4031)

**Film: CNN “The Cold War: Backyard”**

**Readings:** from Wood Chasteen:

pp. 245-249 “Chile’s Revolution from Below” by Peter Winn

pp. 249-253 “The Chilean Road to Socialism” by Salvador Allende

pp. 261-266 “The Lesser of Two Evils” by David Schmitz

pp. 274-280 “Two Centuries Later” by Lars Schoultz

Journal Entry #\_\_ on CNN: Cold War **and** these documents—Discussion

**DUE by Wednesday Nov. 20th:** submit to me in person during my office hours (and give me your 30 second "pitch" where you explain to me what you're doing) the titles and authors of the primary sources you've chosen to analyze; the book chapters and sections from Chasteen, and our Wood and Chasteen reader 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 first draft of your thesis statement (a statement that you can prove from your primary sources).

You must have all of these for me to clear your topic. I cannot grade your paper if you do not submit this to me and explain to me what you're doing by this date.

#### Week 15

11/25-12/1 **Neoliberalism, NAFTA, Globalization 3.0 and the Remaking of the Americas**

**Reading:** Chasteen, ch. 10 “Neoliberalism”

Wood and Chasteen: pp. 281-283 Globalization

pp. 283-286 “Reagan in Cancún, or the Third Conquest of Latin America” by Gandin

pp. 287-289 “NAFTA and the US Economy” by the Clinton Administration

pp. 289-292 “NAFTA Should Have Stopped Illegal Immigration, Right?” by Ochitelle

pp. 292-296 “China’s New Role in Latin America” by Jorge I. Domínguez

pp. 296-299 “The Buenos Aires Consensus” by Nestor Kirchner & Lula da Silva  
 Short article in Blackboard: “A Town Traded Away” LA Times  
 “Twenty Years Later, NAFTA Remains a Source of Tension” LAT, 12-12  
 “Investments Flow Both Ways Post-NAFTA” Fin.Times 8-12

**Film: “The Sixth Sun”** (MV# 5917 at LRC) and clips from **Rage Against the Machine’s concert in Mexico City**

**Quiz in Blackboard**, Chasteen ch. 10 “Neoliberalism” **Due: by Sunday 11:59pm**

No School Thursday Nov. 28th and Friday Nov. 29th- Happy Thanksgiving!

### Week 16

12/2-12/8

#### **Latin America and the U.S. in the 21<sup>st</sup> Century**

**Reading:** Wood and Chasteen, *The New Left Turn*, pp. 301-303  
 pp. 303-307 “A Tale of Two Lefts” by Jorge Castañeda  
 pp. 307-310 “Latin America’s Populist Revival” by Kenneth Roberts  
 pp. 310-311 “Address to the United Nations” by Hugo Chávez  
 pp. 312-314 “Chávez’s Oil Reforms” by Dick Parker  
 pp. 314-317 “The Chávez-Morales Axis” by Nikolas Kozloff  
 pp. 318-320 “On Bolivian Sovereignty” by Evo Morales

Journal Entry #\_ ; Discussion

**Paper (Primary Source Analysis)** -see full directions in Blackboard.

**Due by: Monday December 2<sup>nd</sup> by 11:59pm** in Assignments in Blackboard

### Week 17

12/9-12/15

#### **Latin America and the U.S. in the 21<sup>st</sup> Century** (continued)

Finals are 12/10-12/16

**This class’s Final Exam is Wednesday December 11th from 11:35-1:35**

**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. **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 after Finals (I keep them for one 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 Grades are final!**

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

**To use the tech mall computers:** Show this page of my syllabus to our tech folks there to get in and take your online quizzes. **This is your “referral”.**

Students are referred to enroll in the following supervised tutoring courses if the service indicated will assist them in achieving or reinforcing the learning objectives of this course:

- IDS 198, Supervised Tutoring to receive tutoring in general computer applications in the Tech Mall;
- English 198W, Supervised Tutoring for assistance in the English Writing Center (Room 70-119); and /or
- IDS 198T, Supervised Tutoring to receive one-on-one tutoring in academic subjects in the Tutoring Center (Rom 70-229, 644-7387).

To add any of these courses, students may obtain Add Codes at the Information/Registration Desk in the Tech Mall.