

“Character development is the true aim of education.”

-Fortune cookie at China House, Huntsville, TX, 12-11-07

CID#3513

American Diplomatic History (Latin American Relations)

HIS-385-01

Credit Hours: 3; Spring 2008

Section 01: MWF 10 AM, AB1 209

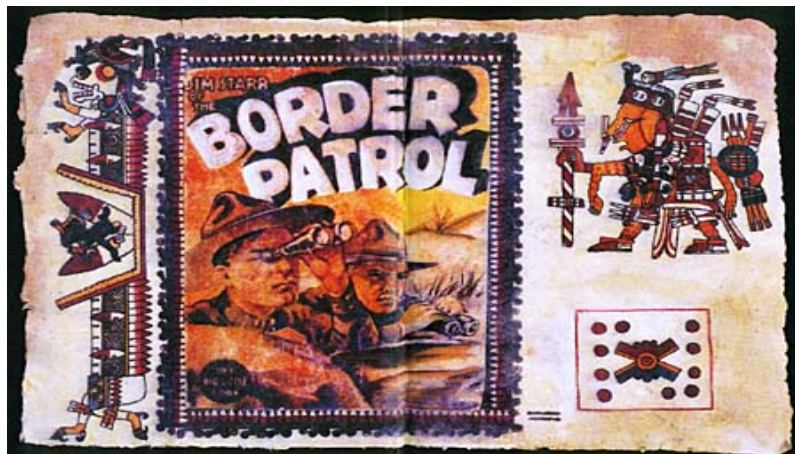
Dr. Charles Heath

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Office Hours: MWF 2:30-3:30 PM; TTH 3:30-4:00 PM; or by appointment

Tentative and subject to revision



Enrique Chagoya, "Friendly Cannibals"

Course Description: A study of selected topics in American Diplomatic History, in this case, the historical relationship between the United States and Latin America.

Learning Outcomes:

- To encourage you to think deeply about the nature of U.S.-Latin American interactions and how they are shaped.
- To develop an analysis which can explain U.S. public policy in Latin America over an extended period of time.
- To develop effective and analytical skills in reading and writing history. What does it mean? Is it one thing or many? Who made up the questions used in measuring it. Critical thinking – the analytic probing of formulas, precepts and pieces of received wisdom that too often go unexamined and unchallenged - is a skill taught in humanities courses where students analyze ideas, differing viewpoints, justifications, opinions and accounts and, in the process, learn how to construct a logical assessment . . . and defend their conclusions with facts and lucid argument.
- To suggest the ways in which Latin America and Latin Americans have agency in their dealings with their much more (economically and militarily) powerful neighbor to the North.
- To problematize the idea of a single "Latin American" or "U.S." subject.

Required Books:

- Walter A. McDougall, *Promised Land, Crusader State: The American Encounter with the World Since 1776* (New York: Houghton Mifflin), 1997.
- Nick Cullather, *Secret History: The CIA's Classified Account of its Operations in Guatemala, 1942-1954* (Stanford: Stanford University Press), 1999.
- Robert H. Holden and Eric Zolov, eds., *Latin America and the United States: A Documentary History* (New York: Oxford University Press), 2000. Referred to below as *H&Z*.
- Mary A. Renda, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940* (Chapel Hill: University of North Carolina Press), 2001.

This class is reading intensive. You will not pass this course unless you do the reading. All readings should be completed before the first class meeting each week. I will advise of any deviations. Further required readings will be placed on reserve. Text should be brought to class each day. Other books should be brought on appropriate discussion days.

Attendance Policy: Regular and punctual class attendance is expected of each student at SHSU. Each faculty member will keep a record of student attendance. Each faculty member will announce the policies for accepting late work or providing makeup examinations. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. *A student shall not be penalized for three or fewer hours of absences when examinations or other assigned class work has not been missed; however, at the discretion of the instructor, a student may be penalized for more than three hours of absences.* Each absence after the third shall result in the reduction of the final grade by one-letter grade. Tardiness and cell phone and electronic device usage during class may be counted as an absence. For the university Academic Policy Statement 800401 regarding attendance, see

http://www.shsu.edu/~vaf_www/aps/documents/800401_001.pdf

Final exam: cumulative and includes objective and essay questions. There are no make-ups for missed exams.

Grading:

A 90-100	B 80-89	C 70-79	D 60-69
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Assignments:

Participation, Preparedness, and Attendance	10%
Reading journal	25%
Two film reviews (10% each)	20%
2 Book reviews (10% each)	20%
Final Project / Exam	25%

Reading Journal: To help you read more thoughtfully and analytically, you will keep a reading journal. Every time I assign a portion of the text or outside document or reading, I will give you a set of questions to think about as you read. Some are factual while others ask you to engage critically with the text or document. You will need to write an entry as many times as there are reading assignments for a given week, usually three times. Though I do not require a minimum length, responses must be complete to obtain full credit. In other words, you must fully address the question(s) and demonstrate thoughtful consideration of the readings. Periodically, you will be assigned in-class responses. Therefore, reading journals must be brought to class everyday. From time to time, I shall pick them up to see how you are doing and to give you feedback. This semester-long assignment will help you become a better reader, writer, and thinker. It should also help you form a stronger class community. ***And remember, if I cannot read your entries, it will be difficult to assess a grade.***

Book and film reviews: The papers are analytical and critical responses to two books (not the text). Their length should be 2-3-pages each (double-spaced). I will post information on suggested book review techniques. Summaries are not acceptable. Exam essay questions will be taken from these books and/or assigned essays. ***Films will be shown both during and outside of class. You are required to view at least two outside of class during the semester; viewing all is recommended.***

Participation, Preparedness, and Documents: You must read each week’s assignments thoroughly and carefully, ask relevant questions, and make meaningful contributions based on evidence in the readings. You should maintain a scholarly level of discussion by listening to what’s being said and supplying effective responses, again, supported by evidence. Be able to differentiate between ideas based on little evidence or that express opinion and ideas (both your own and those of others) and ideas based on historical or scientific research. Your observations, analysis and questions form a valuable and integral part of learning and that class should be interactive and democratic, not merely didactic.

Academic Dishonesty: The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. *Plagiarism and*

cheating will not be tolerated. The Sam Houston State University Academic Policy Statement 810213 may be accessed at: <http://www.shsu.edu/~vaf/www/aps/documents/810213.pdf>

Americans with Disabilities Act: It is the policy of SHSU that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Service for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays: Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom: Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the class.

Academic and Student Support Services: A full range of services is available through the University to assist you with developing strategies for a successful academic career. They include, but are not limited to reading and writing centers, and services for students with disabilities. These services may be accessed at <http://www.shsu.edu/catalog/toc-support.html>. The SAM Center is a resource dedicated to helping students adjust to academic life at Sam Houston State University. Services available include career testing, aid with time management, and study skills. The SAM Center is located in Academic Building 4 (AB4) on the second floor, room 210. AB4 is located on the corner of Bowers Blvd. and Ave. I.

Classroom Rules of Conduct: The code of student conduct is found at the following link: <https://shsu.edu/students/guide/dean/codeofconduct.html>

The use of cell phone or other electronic devices including laptops is prohibited in this class. Infractions may result in absent mark. Please refrain from eating and drinking in class.

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation form near the end of the semester.

Week One: Introduction: Considering the American Empire

Reading:

- Robert D. Kaplan, "Supremacy by Stealth: Ten Rules for Managing the World," *The Atlantic Monthly* (July/August 2003), pp. 66-83. ERES
- "The American Bible of Foreign Affairs," in McDougall's *Promised Land, Crusader State* (pp. 1-12).
- "National Security Strategy of the United States." Bb

Week Two: Monroe Doctrine: Prefiguring a Hemispheric Empire?

Reading:

- McDougall, "The American System, or Monroe Doctrine (so-called)", 57-75.
- Washington, Inaugural Address (17??). Available at: <http://www.yale.edu/lawweb/avalon/washing.htm>
- Washington, Farewell Address (1796). Available at: <http://www.yale.edu/lawweb/avalon/washing.htm>
- Second Inaugural Address of James Monroe (1821). Available at: <http://www.yale.edu/lawweb/avalon/presiden/inaug/madison2.htm>
- Document set on the Monroe Doctrine from James M. Gantenbein, *Evolution of Our Latin American Policy: A Documentary Record* (New York: Octagon Books), 1971, pp. 301-322. ERES
- *Monroe Doctrine* (1823). Available at: <http://www.yale.edu/lawweb/avalon/monroe.htm>

Views from Latin America:

- Simón Bolívar, "The United States: Destined to Plague America with Torments," in H&Z, pp. 17-18.

Week Three: Manifest Destiny and the Mexican War - Why Expand?

Reading:

- McDougall, "Expansionism or Manifest Destiny(so-called)", pp. 76-98.
- Inaugural Address of James Polk (1845). Available at: <http://www.bartleby.com/124/pres27.html>
- Discussion of the annexation of Texas
- James O'Sullivan on "Manifest Destiny" (1839)
- James K. Polk, President of the United States at Washington, D.C., to the Congress of the United States. A special message calling for a declaration of war against Mexico. Bb
- "The War with Mexico," *American Review: A Whig Journal of Politics, Literature, Art and Science* III:6 (June 1846): 571-580. Available at: <http://cdl.library.cornell.edu/cgi-bin/moa/moa-cgi?notisid=ABL5306-0003-106>
- George Fitzhugh, "Hayti and the Monroe Doctrine," Debow's review, Agricultural, commercial, industrial progress and resources, Vol. 31, Issue 2 (Aug. 1861), pp.131-136. Available at: <http://quod.lib.umich.edu/cgi/t/text/pageviewer-idx?c=moajrnl;cc=moajrnl;sid=35b85955657c5b1ad9e1f52d3c108a18;q1=Hayti%20and%20the%20Monroe%20Doctrine;rgn=full%20text;view=image;seq=0145;idno=acg1336.1-31.002>

Views from Latin America:

- Selections from David J. Weber, ed., *Foreigners in Their Native Land: Historical Roots of the Mexican Americans* (Albuquerque: University of New Mexico Press), 1973, (pp.51-138). ERES.

Week Four: 1898

Reading:

- McDougall, "Progressive Imperialism", 101-121.
- Richard Hofstadter, "Cuba, the Philippines, and Manifest Destiny" ERES
- Albert Beveridge, "The March of the Flag," (Campaign speech, Sept. 16, 1898). Available at: <http://www.historytools.org/sources/beveridge.html>

Views from Latin America:

- José Martí, "On the Pan American Congress," *La Nación* (Buenos Aires), Dec. 19 & 20, 1889. [English translation]. Available at: <http://www.fiu.edu/~fcf/martipanamerican103197.html>

Week Five: The Other Side of 1898: "What Shall We Do with the Conquered Islands?"

Reading:

- Senator John T. Morgan, "What Shall We Do with the Conquered Islands?" *North American Review* Vol. 166, No. 499 (June 1898): 641-650. Available at: <http://cdl.library.cornell.edu/cgi-bin/moa/sgml/moa-idx?notisid=ABQ7578-0166-61>
- Woodrow Wilson "An Address to Congress on the Mexican Crisis (April 20, 1914) . ERES
- The "Insular Cases," a set of approximately 14 cases that came before the Supreme Court between 1901 and 1922 and which consider how U.S. laws are to apply to islands (Puerto Rico and the Philippines, in particular) which were acquired by the United States but which were not expected to become states. Available at: <http://macmeekin.com/Library/Insular%20Cases.htm>

Please read the overviews for all the early cases (1901-1922), and then skim the following cases:

- *Downes v. Bidwell* 182 U.S. 244 (1901)
- *Dorr v. United States* 195 U.S. 138 (1904)
- *Balzac v. Porto Rico* 258 U.S. 298 (1922)

Views from Latin America:

- Rubén Darío, "To Roosevelt" in *H&Z*, 95-96.
- José Enrique Rodó, "Ariel" in *H&Z*, pp. 78-80.

- Luís M. Drago, "The Drago Doctrine" (1902) in *H&Z*, pp. 88-90.

Weeks Six and Seven: The Culture of Imperialism: 1915-1940, A close reading of Renda's *Taking Haiti*

Week Six Reading:

- Mary A. Renda, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940* (Chapel Hill: University of North Carolina Press, 2001), Introductory materials and Part I (to pg. 181).
- Robert Lansing, "The State Department and Public Opinion," in *H&Z*, pp. 115-116.
- F. M. Huntington Wilson, "Dollar Diplomacy and Social Darwinism," in *H&Z*, pp. 117-119.

Week Seven Reading:

- Renda, *Taking Haiti*, Part II (185-307).

Views from Latin America:

- José Ingenieros, "An Argentine Denunciation of Imperialism," in *H&Z*, 123-125.
- Carleton Beals, "With Sandino in Nicaragua," in *H&Z*, pp. 132-135.

These two weeks, we will hold daily class discussions on Renda and also look at some of the sources she uses; Response One (Renda) due 2/29

Week Eight: Spreading the American Dream

Reading:

"International Communications", and "Spreading the Dream?" (two chapters from Emily S Rosenberg, *Spreading the American Dream*) ERES

Week Nine: Spring Break. Woo hoo!

Week Ten: The US Imagines Latin America: 1900-1950

Reading:

- Julianne Burton, "Don (Juanito) Duck and the Imperial-Patriarchal Unconscious: Disney Studios, the Good Neighbor Policy and Packaging of Latin America," in Andrew Parker, Mary Russo, Doris Sommer and Patricia Yaeger, eds., *Nationalism and Sexualities* (New York and London: Routledge, 1992), pp. 21-41. ERES
- Films: Disney's *The Three Caballeros* and *Saludos Amigos*

Week Eleven: The Good Neighbor

Reading:

- Bryce Wood, "The Making of the Good Neighbor Policy." ERES
- Fred Fejes, Intro and Chapter One from *Imperialism, media, and the Good Neighbor*. ERES
- Robert Stam, "Pan-American Interlude: Orson Welles in Brazil, 1942" ERES
- Film: Orson Welles' *It's All True*

Week Twelve and Thirteen: The Cold War I: Understanding US interests in Latin America Post-1945. The Case of Guatemala

Reading:

- Nick Cullather, *Secret History: The CIA's Classified Account of its Operations in Guatemala, 1942-1954* (Stanford: Stanford University Press), 1999. *First half, first week; second half, second week.*
- The Delegates to the Ninth International Conference of American States, "The Menace of Communism," in *H&Z*, pp. 193-194.

Views from Latin America:

- Luis Cardoza y Aragón, "Terminating a Revolution in Guatemala - A View from Guatemala," in *H&Z*, pp. 203-205.
- Juan José Arévalo, "The Shark and the Sardines," in *H&Z*, 235-237.
- "Small Wars Manual" Bb

Week Fourteen: The Cold War II: The United States Confronts the Cuban Revolution

Reading:

- Louis A. Pérez, Jr., "Revolution and Response," from *Cuba and the United States: Ties of Singular Intimacy*, 3rd ed. (Athens: University of Georgia Press, 2003), pp. 238-262. Bb
- "Relations: From the Cold War to the Colder War," *Journal of Interamerican Studies and World Affairs*, Vol. 39, No. 3. (Autumn, 1997), pp. 49-75. Bb
- Stephen A. Lisio, "Helms-Burton and the Point of Diminishing Returns," *International Affairs* (Royal Institute of International Affairs), Vol. 72, No. 4, The Americas: European Security (Oct., 1996), pp. 691-711. Bb
- David Bernell, "The Curious Case of Cuba in American Foreign Policy," *Journal of Interamerican Studies and World Affairs*, Vol. 36, No. 2. (Summer, 1994), pp. 65-103. Bb

Views from Latin America:

- Fidel Castro, "Second Declaration of Havana" (1962). Available at: <http://www.fordham.edu/halsall/mod/1962castro.html>
- Salvador Allende, "Speech to the United Nations" (4 December 1972) Bb

Week Fifteen: Chile 30 Years Later.

Reading:

- Ricardo Israel Z., "Chile and the Nixon Administration," in *Politics and Ideology in Allende's Chile* (Tempe: Center for Latin American Studies, Arizona State University, 1989), pp. 155-187. ERES
- Henry Kissinger, "The Autumn of Crises: Chile," *White House Years* (Boston: Little Brown, 1979), pp. 653-683. ERES
- Peter Kornbluh, "Chile and the United States: Declassified Documents Relating to the Military Coup, September 11, 1973," National Security Archive Electronic Briefing Book No. 8. Available at: <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB8/nsaebb8i.htm>

Note: The following weeks have not yet been finalized. When I have the final syllabus for these weeks, I will advise you.

Week Sixteen: The Cold War III: - El Salvador

Reading:

- William Leogrande, *Our Own Backyard: The United States in Central America, 1977-1992* (Chapel Hill: University of North Carolina Press, 2000), Parts I and II.

Views from Latin America:

- Archbishop Oscar Arnulfo Romero, "Commentary on the First Work of Justice and Peace"

Week Seventeen: The Cold War IV: - Nicaragua

Reading:

- Leogrande, *Our Own Backyard*, Part III.
- CIA, "Teaching Sabotage," in *H&Z*, pp. 297-299.
- The International Court of Justice, "The United States Condemned," in *H&Z*, pp. 300-303.

Views from Latin America:

- Ernesto Cardenal, "The Parrots"

Week Eighteen: Planning for the Future: Colombia

Reading:

- Russell Crandall, *Driven by Drugs: U.S. Policy Toward Colombia* (Boulder, CO: Lynne Rienner Publishers), 2002.

Views from Latin America:

- Eduardo Galeano, "We Say No," in *H&Z*, pp. 316-318.
- Delegates to the U.N. Conference on Environment and Development, "The Rio Declaration on Environment and Development," in *H&Z*, pp. 324-327.

- The Zapatista Army of National Liberation, "Insurgency After the Cold War," in *H&Z*, pp. 331-333.
- Union Campaign for a Social Clause, "Behind the Wire: Anti-union repression in the export processing zones," April 1996: (Skim, particularly Part One, and paying attention to the Latin American cases.) Available at: <http://www.itcilo.it/actrav/actrav-english/telearn/global/ilo/frame/epzicftu.htm>

Optional:

- Mario A. Murillo with Jesús Rey Avirama, *Colombia and the United States: War, Terrorism and Destabilization* (New York: Seven Stories Press), Fall 2003.
- NACLA Report on the Americas: Vol. 35, Nos. 1 and 3, in particular.

Additional Resources:

- Andean Regional Initiative: FY2002 Supplemental and FY2003 Assistance for Colombia and Neighbors (June 12, 2002) [Congressional Research Service]
- U.S. Army School of the Americas: Background and Congressional Concerns (August 2, 2000) [Congressional Research Service]

Russian-Latin American Relations Russia's diplomatic relations with Latin American began in 1828 with imperial Brazil. This was followed, in the mid-nineteenth century, by relations with Venezuela, Uruguay, and Central America. Ties were not officially established with Argentina until 1885, and with Mexico in 1890. Source for information on Russian-Latin American Relations: Encyclopedia of Latin American History and Culture dictionary.