

Appendix 4(b): Course Materials – Inter-American and Intra-Continental Relations

HSTAA 384
Summer 1999

Inter-American and Intra-Continental Relations

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(For WEEKDAYS ONLY. No drafts or assignments accepted over e-mail.)

This course describes and analyzes the history of international relationships within the Western Hemisphere, with particular attention to the relations between the United States and Latin America. HSTAA 384 covers the period from the end of the eighteenth century to the 1990's, with a heavy emphasis on events of the twentieth century, particularly the post-1945 era. Some of the key themes of the course include the interconnected history of the United States and its Latin American neighbors, the evolving determinants of foreign policy within the Americas, and the role of cultural assumptions within international relations. Although much of the course covers the history of U.S. foreign policy towards Latin America, the course also examines the larger context of international relations within the hemisphere, including intra-American conflict, the creation of an "American" community, and the formulation of Latin American foreign policy towards the United States.

Coursework includes lectures, readings, discussions, paper research, and a film.

The required texts for the course include the following:

Abraham Lowenthal, ed., *Exporting Democracy – The United States and Latin America, Themes and Issues* (1991).

Thomas C. Wright, *Latin America in the Era of the Cuban Revolution* (1991).

Michael J. Kryzanek, *U.S.-Latin American Relations, Third Edition* (1996).

John J. Johnson, *Latin America in Caricature* (1980).

Gaddis Smith, *The Last Years of the Monroe Doctrine, 1945-1993* (1994).

These are available for purchase, many in cheaper, used copies, at the University Bookstore, and a copy of each will also be placed On Reserve in Odegaard Undergraduate Library early in the quarter.

Further readings required for the course will come in the form of a xeroxed "Course Pak" available from the Suzallo Copy Center beginning the second week of the quarter, and a copy will also be available on reserve in Odegaard.

Course requirements:

1. Class Participation (10%): The assigned readings are for the date listed, which means you must have read them and taken notes on their content. I will draw from the readings for my lectures as well as the midterms and finals. Be prepared to discuss the readings and lectures on days assigned for discussion. Class participation also requires that each student visit me at least once in my office to discuss the class. You do not need to have anything prepared for the office visit, but rather it is your chance to meet with the instructor individually for any questions or

concerns you have regarding the course or its assignments. It is a great opportunity to get help with your research paper at any stage in the paper process.

2. Map Quiz (10%): You will be expected to be able to locate Latin American countries, their capitals and major cities, and major geographic and historical features on a map. I will provide you with a list of important features to learn, and you will need to consult an atlas to fill out your own map from which to study. The quiz will be based on the list I will provide in the first week of the quarter.

3. Midterm Exams (2x10% each, 20% total): Two midterm exams, each taking entire class hour, will each consist of two parts: an identification (or "ID" section), and a short essay section. In each case you will have a choice of which to answer. Each midterm will cover recent class readings and lectures, the first midterm weeks 1-3, the second midterm weeks 4-6.

4. Final Exam (30%): The final exam will be on the last day of class, and will consist of two parts: one identification section covering weeks 7-9 and one section a comprehensive essay question. In each case you will have a choice of which to answer.

5. Research Paper (30%): The paper assignment requires you to produce a 6-8 page paper on a topic of your choosing, from a list of possible research topics I will hand out the first week of the quarter. You are to draw largely from secondary sources (the works of scholars, journalists, etc.) and write a paper that examines a particular historical event or historical aspect of Inter-American relations. Although I do not expect you to master every detail of your topic in under eight pages, I do want you to demonstrate you have a handle on the issues you write about, and I want you to write as a person making a small contribution to the understanding of international relations in the Americas. See below for paper guidelines.

NOTE: You will have a two-day class break the first week of the quarter. I expect you to use that time to fill out the pre-quiz map, do a little preliminary research to help you decide on a paper topic, and get ahead on the reading. Time will become tighter later in the quarter.

Grading:

Late papers will be penalized 0.3 points per day late, with a weekend counting as one day. The paper assignments will be due by the beginning of the class period. Computer failure is NOT an acceptable excuse for a late paper. Class discussions will be based on assigned readings, film and lectures. **Note: You must complete ALL the assignments to receive a passing grade.** (This includes turning in a rough draft of your research paper as well as an office visit.) If you have a question about the grade you have received, I ask that you wait at least 24 hours after receiving the grade before discussing it with the person who graded it. I am always willing to provide more comments on your graded assignments if you wish.

I give no make-up exams without a valid reason or without prior arrangement well in advance. Make-up exams may be in different format than the original.

Guidelines for paper writing:

1) The paper must be a product of your own effort, and must have proper citations for paraphrases and quotations. Passing off other sources as your own constitutes plagiarism, and at best is poor scholarship, and confirmed plagiarism will result in a grade of 0.0 for the assignment. Footnotes and endnotes are not simply there to avoid plagiarism, however. They show the interested reader where to go for more information, and give credit where credit is due.

2) Pay attention to content, style, and grammar. For example, verbs must agree in number with subjects and pronouns with their antecedents. Avoid using passive voice, first or second person constructions, and contractions in formal writing. I mark off for grammatical, punctuation, and spelling mistakes as well as unclear writing. Please **proofread** your paper at least once before

turning it in. Grammar- and spellchecking tools are very poor substitutes for proofreading and can be quite unreliable.

3) Use a style that is concise, positive, confident, and clear. Consider yourself an historian with something to contribute to our understanding of your topic. Write with authority backed up by evidence. The hearts of history instructors are extraordinarily warmed by reading papers that show some thought on the part of the writer. Use your own educated judgment when you make decisions, and make a direct argument. Consider your audience to be a peer who is not in the class. (For example, someone with general knowledge of an event, but who has not read the same books you have.)

4) Start with an introduction which generally defines the topic, lets the reader know what the paper will be about, and contains the thesis of the paper. Divide the paper into logical units, with specific examples to support all the paper's generalizations. All the points in the paper should flow from the original thesis. Include a conclusion that brings the paper back to the thesis and closes the paper for the reader.

5) The 6-8 page limit refers to the typed or word-processed text only, and DOES NOT COUNT a title page, illustrations, bibliography, endnotes page, etc. The paper must be double-spaced, with reasonable margins and font, without extra "padding."

6) In general, only quote primary sources, and do so sparingly, only when absolutely necessary. Use bloc quotes for quotes over 4 lines long, and be sure that the quote has a foot- or endnote.

7) Make use of rough draft opportunities, my office hours, and the History Writing Center in Smith 210-C as much as possible. Papers that have been reviewed and re-written are consistently better. A rough draft, the more polished the better, is due August 7. This is a **mandatory** draft, not an optional one.

Instructor's Statement:

Non-discrimination statement: As an instructor of the class, a student of the Department of History, and an employee of the University of Washington, I will not discriminate on the basis of ethnicity, race, nationality, religion, gender, age, sexual orientation, marital status, family status, number of children, occupation, income level, veterans status, physical disability, or any other category expressed in the University's non-discrimination statement.

Furthermore, as a personal choice, and regardless of the policies of particular administrators and other instructors, I do not discriminate on the basis of **the student's standing within the University**, nor on the basis of a student's **special admission to the University**, nor on the basis of **how the student pays for his or her education**, which includes scholarships of every type as well as private employment. This includes "positive" discrimination as well: there is no relaxing of academic standards, expectations, requirements, or deadlines on the basis of these categories.

Instead, I will evaluate, grade, and instruct on the basis of a consistent standard, based upon the quality of the student's work, the difficulty of the assignments, the effort and thought put into the work, and the challenges faced along the way.

I promise to grade fairly, consistently, and conscientiously, and not without some mercy when circumstances call for it. I will follow the UW grading scale and will deviate from it only to the benefit of the student. I will be available during the quarter to discuss assignments, written comments, and grades.

Date: _____

SUGGESTED TERM PAPER TOPICS

- Foreign Policy of a Latin American head of state, or international impact of national politics
(Allende, Arbenz, Porfirio Díaz, Simón Bolívar, etc.)
- Diplomatic moment in the hemisphere (Panama Congress, Rio Pact, Caracas Resolution)
- Latin American policy or viewpoint of U.S. President or Secretary of State
- U.S. ambassador or representative to Latin America (e.g. Braden, Poinsett, Trist)
- Relations between United States and a particular Latin American state – a history
- Case study of U.S. intervention (e.g., Bay of Pigs, Haiti, *contras*, 1933-4 Cuba)
- Monroe Doctrine, in a case study
- Relationship of a dictatorship (from left or right) to the United States
- Inter-American community-building, its function, its efficacy
(Organization of American States, Pan American Union)
- A particular Intra-American conflict, rivalry, boundary dispute
(“The Soccer War,” Peru-Ecuador boundary dispute, The Chaco War)
- Economic issues in Inter-American Affairs
 - Economic aid
 - Alliance for Progress – rise and decline in 1960’s
 - Common market policies, free trade federations
 - Labor or labor relations
 - Tourist economics and international relations
 - Banking services in U.S.-Latin American affairs
- Environmental or energy issues
 - Deforestation and international relations – Brazil
 - Oil politics and the Americas – Mexico, Venezuela, Ecuador
 - Fishing or pollution and boundary issues
 - Conservation versus industrial growth – Panama, Costa Rica
- Human rights
 - Women’s rights – comparative view, e.g. Cuba, Nicaraguan revolutions
 - Indigenous politics and international causes – Rigoberta Menchú
 - Amnesty International and Latin America
- External threats and war
 - Latin America in World War I or II
 - Particular country in Cold War
- Revolution in a particular country, and/or international response to it
- Cultural relations or exchanges
 - U.S. Information Agency
 - Pan Am Games
- Cultural and popular assumptions in U.S. views of Latin America
 - U.S. popular culture and Latin America
 - The idea of “America”
- Drug War and U.S.-Latin American relations
 - Comparative approach – drug war as new Cold War?
 - Addressing the supply side – military, economic, political
 - Drug War and the foreign policy of a Latin American nation
- Immigration and Inter-American relations
 - U.S.-Mexico border, historical development
 - Amnesty or asylum policies of United States

CLASS SCHEDULE:

June 21 Introduction, Overview

The Early National Period

6/22 Colonial roots and legacies, Divergent development

6/23 Wars of Independence

Kryzanek Introduction; Johnson Ch 1 and 8

6/24-5 **NO CLASS**

6/28 The Monroe Doctrine – A History

Course Pack, Smith Ch 1-2; Kryzanek Ch. 1

6/29 Early U.S.-Latin American Relations I; **Map Quiz**

6/30 Early U.S.-Latin American Relations II

7/1 Texas and Mexico

7/2 Discussion

New Empire and Internal Conflicts

7/5 **Holiday – NO CLASS**

7/6 Intra-American conflict, regional

7/7 Intra-American conflict, hegemonic

7/8 Late 19th century Latin American developments

Course Pack

7/9 **Midterm #1**

7/12 U.S. expansion, late nineteenth century

7/13 Pan-Americanism

Johnson, Ch. 2

7/14 War of 1898 and U.S. empire

Pérez, *AHR* article

7/15 Teddy Roosevelt's era

Johnson, Ch 3-4

7/16 Discussion

Kryzanek, Ch. 2

U.S. Intervention and Non-Intervention
7/19 Panama Canal

7/20 Dollar Diplomacy, 1900-30

7/21 The Good Neighbor Policy and Non-Intervention
Lowenthal, Ch. 1

7/22 Latin America, Depression, and World War II

7/23 Discussion

The Cold War and the Western Hemisphere
7/26 Early Cold War – Rio Pact, Guatemala, Bolivia
Lowenthal Ch. 2, Smith Ch. 3-4

7/27 Cuba and the Americas
Wright, Introduction, Ch 1-3

7/28 Cuba and U.S. Foreign Policy
Kryzanek Ch. 3, Smith Ch. 5, Wright Ch. 4

7/29 Discussion

7/30 **Midterm #2**

8/2 Alliance for Progress
Lowenthal, Ch. 3; Johnson, Ch. 7

8/3 The 1960's
Wright, Ch. 3-4; Smith Ch. 6

8/4 Democracy and dictatorship
Wright Ch. 8-9

8/5 The 1970's
Wright Ch. 10; Smith Ch. 7

8/6 Discussion; **Rough Draft due**

Last of the Cold War, and Beyond

8/9 The 1980's, Reagan, Central America
Lowenthal Ch. 4, Smith Ch 8-9

8/10 Film – “The Panama Deception”

8/11 The 1990's and present issues
Kryzanek Ch. 4; Smith Ch. 10; Wright Epilogue

8/12 NAFTA, Chiapas, and the U.S. Economy

Lowenthal Ch. 5-7

8/13 Discussion; **Paper due**

Overviews of U.S.-Latin American Policy – Discussion

8/16 Democratization and Inter-American relations

Lowenthal Ch. 8, Kryzanek Ch 8

8/17 Race and gender in policy

Johnson Ch. 3, 5, 6

8/18 Institutional determinants of U.S. policy

Kryzanek Ch 5-7

8/19 Review

Lowenthal Ch. 9; Kryzanek Ch. 9 and Conclusion

8/20 **Final Exam**