

## History 115 Online Course Syllabus- Fall 2013 Comparative History of the Modern Americas

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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.

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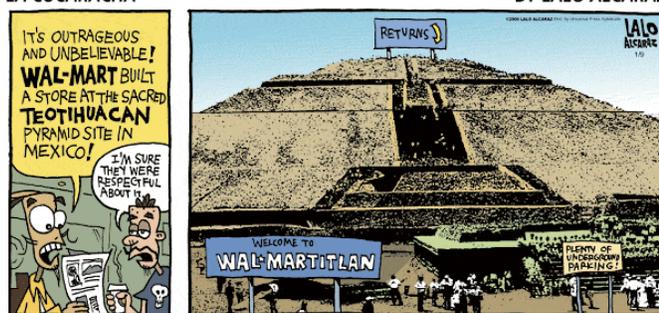
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### COURSE DESCRIPTION

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, germs, flora and fauna, capital and technology), this cartoon can serve as one of our guiding themes: From Teotihuacan (Before Globalization 1.0) to Wal-Mart (Globalization 3.0)

**This online class** will be conducted **entirely in BLACKBOARD** -our web management system.

Because all of our communication will be in writing, you **must** be **comfortable expressing your thoughts in writing** in a clear and articulate manner. Having passed **English 110** or its equivalent is **highly recommended**.

I also **highly recommend** you do the **Blackboard orientation** before the class begins. It is located at: <http://www.gcccd.net/online/orientation.htm> (includes a video tutorial on how to login to Blackboard).

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

**Log in problem? Tech Problems?** 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 or email them at [g-helpdesk@gcccd.edu](mailto:g-helpdesk@gcccd.edu)

**E-MAIL:** It is **crucial** that your **current e-mail address** that you check regularly 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, just make sure the correct one is in WebAdvisor.

Put my email address: [carlos.contreras@gcccd.edu](mailto: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.

**Software/ BROWSER: Blackboard works best with Firefox.** It also works well with Chrome and Safari. Blackboard does NOT work well with Explorer. Please make sure you use Firefox, Chrome, or Safari.

**ANNOUNCEMENTS: I post and email all announcements about our course material, our quizzes and assignments. You must check the announcements page in Blackboard on a regular basis and check your email on a regular basis.**

### 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/>.

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

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 **3rd edition**. ISBN for paperback: 0-7425-5645-X.

You can also rent these books through our bookstore. See their website for details.

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

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

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

5) Contreras, Carlos Alberto. “Economic Policy in Mexico”

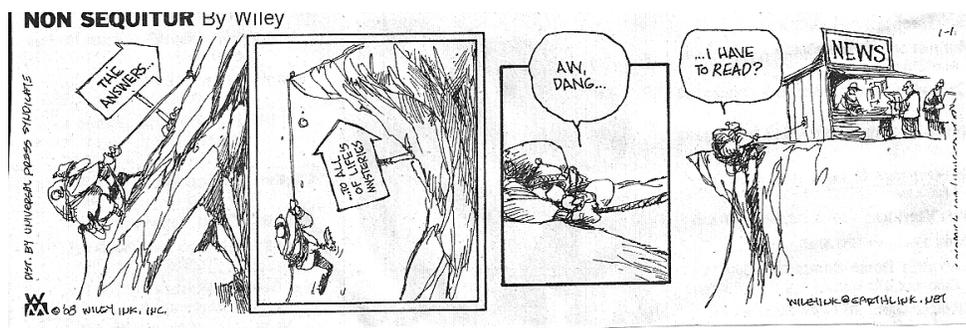
Our lecture notes are in Blackboard, under Course Materials, organized by topic.

I’ve placed a copy of *Born in Blood and Fire* **on reserve at the library** for your use. I also placed a copy of *Problems in Modern Latin American History* on reserve (this one is the older edition so if you use this one, you’ll have to track down the documents that are in the 3<sup>rd</sup> edition, that are not in the 2<sup>nd</sup>). **Please take care of these books- these are my personal copies and my students need them.**

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

In addition, I will email you 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. I will e-mail these to you as well so please **make sure your correct email address is in WebAdvisor.**

Additional Web based resources for our course are in Blackboard, organized by topic.



**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>)

**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/>)

**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. To this end, our readings and 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. **Consistent reading and participation in discussion forums is absolutely essential** to understanding the course themes, the readings and films, and of course, to performing well in the class.

**Student Learning Outcomes:** Our major goals for the semester are not only to become familiar with the vast sweep of the Comparative 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.

### **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 REQUIREMENTS, EXPECTATIONS, AND GRADES**

**“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. ESSAYS and CLASS PARTICIPATION in the DISCUSSION BOARD. (20% of course grade)** “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 **essays that ask you to make connections between your primary documents, your lectures, your films and the rest of your readings.** You will **post these in the Discussion Board**, read those of your classmates, and offer your own thoughtful response, based on our readings, to some of the issues your classmates bring up. **This is formal writing.** In these responses, you are showing your understanding of the concepts and themes being explored in the course and how your readings relate to them.

I will give you the topics or questions beforehand as well as more detailed instructions once you're in Blackboard. In most cases you will be analyzing your documents in Wood and Chasteen's *Problems in Modern American History: Sources and Interpretations* and how those relate to your readings in Chasteen's *Born in Blood and Fire* as well as your films and your lecture notes. Some of

the essay topics are already listed in the outline below; others are not there yet. They will be announced.

**For these essays**, you'll **provide the historical context** and **deep analysis** of the topic in question. You will also show **connections to your other readings** and provide quotes from your readings. You will show complexity and critical thinking. And lastly, you'll show a thorough understanding of the concepts in question. You will post your essays in the Discussion Board to the appropriately named forum by the due date. You will not receive credit posting your essays and/or responses late. To post your original essay, click “**create thread**” in the appropriate discussion forum.

**Response Essay (mandatory).** You are also required to respond to at least one other student's original essay during the same time period. You can amplify on a point made, raise a related point, discuss the issue in relation to other documents, agree or disagree with supporting evidence (in a constructive way), and/or raise new informed questions that we should all think about. One or two thoughtful, well-developed, and well-supported paragraphs should suffice for your response. Be aware of the due date for that as well. To reply to a classmates' posting, click “**reply**” to that posting.

You will receive feedback from me on your discussion postings over the course of the designated discussions. I will read everyone's responses and respond to blocks of 5 entries, addressing certain points and guiding the course of the discussion. It is important that you read all of my entries because they will contain important information that will help everyone.

Remember that this is a college classroom discussion and this is **formal writing** so craft your postings with a great deal of thought and care. Please, no text messaging language!

I will not tolerate disrespectful, rude or foul language in any of your entries or responses. You will maintain the highest standard of respect in all of your written responses. You can be removed from an online class just as a regular class for inappropriate behavior.

You will also have a couple of short **Student Learning Outcomes** quizzes/**writing assignments** (they will revolve around primary sources, and drafting a thesis statement using primary sources). These will be announced and distributed with plenty of lead time. If they are short writing assignments, they'll go under this portion of your grade.

**2. QUIZZES (15% of course grade combined).** **All quizzes are in the “Assignments” folder.** They cover material from your readings and films. Most are designed to follow your readings in Chasteen's *Born in Blood and Fire*, on a chapter-by-chapter basis. Some quizzes have questions from Chasteen's, *Born in Blood and Fire*, questions from Wood and Chasteen's *Problems in Modern Latin American History*, as well as questions from some of our lectures, handouts and/or films. The directions for each quiz will let you know how many questions it contains, what kind of questions it has, and the material that it covers. The quizzes that are not yet in the outline below will be announced with plenty of time.

They will remain open until the day of the midterm/final so you can use them as study guides- these all close on the morning of the midterm/final.

**Careful with the due dates!** (again, use **Firefox**- Blackboard with Explorer is unstable)

**3. 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 documents. First, choose a set of documents

(a minimum of **2 to 3 documents that you haven't written about in your discussion essays**)- 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.

**4. MIDTERM EXAM (25% of your course grade).** This exam has **two parts**:

**Part I- Multiple Choice.** About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. This one is timed- once you open it, you have **45 minutes** to complete it and submit your answers. (Part I is worth 25% of the midterm grade)

**Part II- Essay portion: One comprehensive essay.** This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Because you have all of the material right in front of you, be sure to back up your arguments with specific examples drawn from your readings. Be expansive. Show complexity. The midterm covers material from our lectures, films, and readings since day one. (Part II is worth 75% of the midterm grade)

I will email you the midterm review, including this big essay question, and post it under "Assignments"- then "Exam Reviews" in Blackboard. Both parts are due on the due listed below.

**5. FINAL EXAM (25% of the course grade).** The format is the same as the midterm except that this one covers material since the midterm only.

**This exam has two parts:**

**Part I- Multiple Choice.** About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. This one is timed- once you open it, you have **45 minutes** to complete it and submit your answers. (Pt I is worth 25% of final exam grade)

**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 sure to back up your arguments with specific examples drawn from your readings. Be expansive. Show complexity. The final covers material from our lectures, films, and readings since the midterm. (Pt. II is worth 75% of your final exam grade)

I will email you the final review, including this big essay question, and post it under "Assignments"- then "Exam Reviews" in Blackboard. Both parts are due on the due listed below.

**GRADING Rubric for Essays, Discussion Posts and Exams- read this before writing anything!**

Your discussion postings, papers and exams will be graded on how well you achieve the following. Remember, this is *formal* writing.

**90-100** A range. Provides a solid argument with deep historical background and strong connections to readings. References readings - quotes or paraphrasing- with citations. Shows thorough understanding of concepts in question. Shows deep analysis of topic. Shows complexity and critical thinking. (The rest of the numbers below are gradations of what I just stated above)

**80-89** B range. Provides a coherent argument with historical background and connections. References some readings and shows a good understanding of the concepts in question.

**70-79** C range. Student's basic effort. Restates topic with little background and analysis. Need to go beyond summary and recitation and make connections to the rest of your readings. Need to reference readings. Need to show more complexity.

**60-69** D range. Need for improvement. See the points above.

**59 and below:** F. Needs to re-read the material in question.

**To do well in this class and on my exams**, you need to:

- **Read, keep up with the material, be dutiful about your quizzes, take great care in preparing your discussion essays and exams, and participate meaningfully in discussions.** Knowledge is something you must grab and make yours, and critical thinking takes practice and work.
- Don't fall behind!

**ATTENDANCE:** Taking your quizzes and participating in the discussion board is your attendance. Just like in an on campus class, you will be dropped for excessive absences. I will drop you after 2 unexcused absences.

### COURSE OUTLINE

Tentative. We may need to spend more time on a given topic. If so, changes to our outline will always be announced. New films will also be announced. Quizzes and essays for the discussion board are listed- the specific due dates will always be announced at least one week before they are due.

**The tab "Course Content," on your left as you login, contains all of our lecture notes, Powerpoints, films, articles, and resources. They are all organized by topic.**

#### Week 1

8/19-8/25 Post your Introductions in the Discussion Board in Blackboard; then read topic "**How do we know what we know?**"

Read lecture notes on topic: **How do we know what we know?** Read the assigned readings and articles and 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:** Chasteen's *Born in Blood and Fire*, Introduction  
 And articles in Blackboard (under Course Materials):  
 "The Secret Death of Pete Ray" (short LA Times article)  
 "Booklet that upset Cheney is History" (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

Next topic:

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

**Readings:** Read these lecture notes posted on Blackboard, and Chasteen, ch. 1 “Encounter”, Chasteen, ch. 2 “Colonial Crucible”, and Chasteen, ch. 3 “Independence”

(Quiz on Chasteen’s ch’s 1-3 will be due Sunday of week 2)

From Wood and Chasteen’s *Problems in Modern Latin American History*:

pp. 1-5; 25-27; 53-55 “Independence and its Consequences”

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”

Week 2

8/26-9/1

**Colonial Legacies - continued** (see readings above that go with this important topic)

**Quiz** in Blackboard drawn from Chasteen’s *Born in Blood and Fire*, chapters: 1-3

**Due: by Sunday 11:59pm**

See and take copious notes on the film “Guns, Germs and Steel” (in Blackboard) on the deep causes of the conquest (parts 7 to end of part 12- make sure you’ve seen through the end of epidemic diseases)

Available also through Youtube at: <http://www.youtube.com/watch?v=KuD4vchi3ho>

(As with all of our other films, they are available at our library, many local public libraries, and of course commercial video rental places such as Netflix)

See and take copious notes on these two important films:

**[“Black in Latin America: Brazil- A Racial Paradise?”](#)** and

**[“Black in Latin America: Haiti and the Dominican Republic”](#)**

\*All of our films are also posted in Blackboard, by topic. If you get message “content is outside of Blackboard”, simply right-click the video link and open it in a new tab (or simply click the video links from my syllabus).

Week 3

9/2-9/8

No school Monday 9/2 - Labor Day Holiday

**Colonial Legacies- continued** (see readings above that go with this important topic)

**1<sup>st</sup> Discussion Board Essay:** see full directions in Blackboard.

**DUE: Your first original posting due by Sunday by 11:59pm**

**Discussion Board Response Essay due by Wednesday of next week by 11:59pm**

Week 4

9/9-9/15

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

**Readings:** Read these lecture notes on Blackboard

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- Chasteen's *Born in Blood and Fire* 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?" Contreras

**Readings:** Read this set of lecture notes in Blackboard, then

Chasteen, ch. 5 "Progress" and ch. 6 "Neocolonialism"

Contreras "The United States and Latin America" up to p. 14

Contreras "The Monroe Doctrine," up through page 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"

See the political cartoons in PowerPoint titled "Imperial Expansion."

**Quiz Chasteen's *Born in Blood and Fire* ch. 5 "Progress"**

**Due by: Sunday Sept. 22nd by 11:59pm**

Week 6

9/23-9/29

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

**Readings:** see readings above on this big and important topic

**See and take notes on the following very important short films in Blackboard:**

“Business Interests Push U.S. Involvement Overseas”  
“Taft’s Dollar Diplomacy”  
“The Splendid Little War”  
“Spoils of Spanish-American War Extend Beyond Caribbean”  
“The Panama Canal”

**Quiz Chasteen’s *Born in Blood and Fire* ch. 6 “Neocolonialism”**  
**Due by: Sunday Sept. 29th by 11:59pm**

Week 7  
9/30-10/6

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

**Readings:** Read this set of lecture notes in Blackboard, then Chasteen, ch. 5 “Progress” and ch. 6 “Neocolonialism”  
Contreras “The United States and Latin America” up to p. 14  
Contreras “The Monroe Doctrine,” up through page 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”  
See the political cartoons in PowerPoint titled “Imperial Expansion.”

**View and take notes on the following very important short films in Blackboard:**

“Business Interests Push U.S. Involvement Overseas”  
“Taft’s Dollar Diplomacy”  
“The Splendid Little War”  
“Spoils of Spanish-American War Extend Beyond Caribbean”  
“The Panama Canal”

**2<sup>nd</sup> Discussion Board Essay:** on Imperial Expansion & the Export Age.

**DUE: Your first original essay is due by Sunday 10/6 by 11:59pm**

**Discussion Board Response Essay due by Wednesday 10/9 by 11:59pm**

Week 8  
10/7-10/13

**The Mexican Revolution**

**Readings:** Read these lecture notes in Blackboard  
Contreras, “Economic Policy in Mexico” up through the Mexican Revolution

See and take notes on this very important film on the Mexican Revolution:

“[The Storm that Swept Mexico](#)” (the full film, hyperlinked here)

Also linked in Blackboard; the DVD available at Grossmont Library also

**Discussion Board Response Essay due by Wednesday 10/9 by 11:59pm**

**Quiz Chasteen's *Born in Blood and Fire* ch 7 "Nationalism"**  
**Due by: Sunday Oct. 13th 11:59pm**

Week 9

10/14-10/20 **MIDTERM EXAM-** Read the directions carefully (in Assignments, Exam Reviews).  
**Both parts due by: Sunday 10/20 by 11:59pm**

Week 10

10/21-10/27 **The Rise of Nationalism in the Third World and its Consequences for U.S.-Latin American Relations**

**Readings:** Read these lecture notes in Blackboard

Chasteen, ch. 7 "Nationalism"

Contreras, "Mexican Economic Policy" pp. 6-8

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

See and take copious notes on the **second hour** of our important film:

"[The Mexican Revolution: the Storm that Swept Mexico](#)" (on the Constitution of 1917, through the oil expropriation, to the 1968 student massacre)

Follow the hyperlink [here](#) (on youtube as "La tormenta que azoto Mexico", parts 4-8 in 15 minute clips, in English)

Week 11

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

**Readings:** Read this very important set of lecture notes in Blackboard

Chasteen, ch. 8 "Revolution"

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

See and take notes on film "[A Coup Made in America](#)" (about United Fruit) – link in Blackboard and here (in 3 parts):  
<http://www.youtube.com/watch?v=erJJyWeCVs&playnext=1&list=PL42774A977B1F0F37>

**Quiz: Chasteen's *Born in Blood and Fire*, ch. 8 "Revolution"**  
**Due by: Sunday Nov. 3rd by 11:59pm**

Week 12  
11/4-11/10



**"Che" Guevara, Guerrillas, and the Cuban Revolution: Latin America and the U.S. during the Cold War**

**Readings:** Read the lecture notes on Cuba and the U.S. in Blackboard Chasteen, ch. 9 "Reaction"

Wood and Chasteen: pp. 231-233 Social Revolution and pp. 233-238 Che Guevara's "Essence of Guerrilla Warfare"  
pp. 245-249 "Chile's Revolution from Below" by Peter Winn  
pp. 249-253 "The Chilean Road to Socialism" by Salvador Allende  
pp. 279-280 "Latin America, the United States and the Cold War"  
Article in Blackboard: "Bay of Pigs: The Secret Death of Pete Ray", LA Times

**See and take notes on the following short films in Blackboard** (organized by topic):  
"The Containment Doctrine" (2:41 min's)  
"Cuban Missile Crisis" (3:30 min's)  
["Ché Guevara's Speech to United Nations, 1964"](#) (6 min's)

Highly recommended **film:** "**Che**" by Steven Soderbergh (2008)- available on Netflix

**Quiz, Chasteen's *Born in Blood and Fire* ch. 9 "Reaction"**  
**Due by: Sunday Nov. 10th by 11:59pm**

Week 13  
11/11-11/17 No school Monday Nov. 11<sup>th</sup>- Happy Veteran's Day!

**The United States and Latin America at the height of the Cold War: El Salvador**

**Readings:** Read the lecture notes on El Salvador and the U.S. in Blackboard (as well as the lecture notes on Nicaragua and the U.S.)

Contreras "The Monroe Doctrine and its Significance for U.S.-Latin America Relations in the Modern Era" up to end of "Cold War"

From Wood and Chasteen:

Chasteen, ch. 9 "Reaction"

pp. 259-261 Latin America, the United States and the Cold War  
pp. 241-244 "Christianity and Revolution" by Margaret Randall  
pp. 261-266 "The Lesser of Two Evils" by David Schmitz

pp. 274-280 “Two Centuries Later” by Lars Schoultz  
 Articles in Blackboard: “Part of the Flock Felt Abandoned” LA Times art. 4/10/05  
 “Romero to be Beatified” LA Times art. 3/30/05

**See and take notes on film: “Romero”** –link in Blackboard (URL below as well)  
 Available on Youtube at this link:

<http://www.youtube.com/watch?v=sT2vbgJwGRU&feature=related>

(raises important issues such as: Cold War; Liberation Theology; Reform vs. Revolution; guerilla warfare; anti-insurgency warfare...)

**Discussion Essay on Cold War U.S.-Latin America relationship** due next week, you should begin working on it this week

Week 14

11/18-11/24

**The U.S. and Latin America During the Cold War- continued**

See film: “CNN’s Cold War: Our Backyard” (link in Blackboard) and take copious notes on it. **Direct link** is here (says “Cold War 18/24 full documentary- Backyard, parts 1-4, 1954-1990”). This **very important documentary** is about 40 minutes long.  
<https://www.youtube.com/watch?v=9mwXOB9LVFQ&feature=relmfu>

**See and take notes on film: *School of the Americas: School of Assassins*** (# 4031 at Grossmont). You view this short 18 minute film on Youtube at:

<http://www.youtube.com/watch?v=HOeaG6-qsVc>

Relate to our Cold War readings.

**3<sup>rd</sup> Discussion Essay on Cold War will be due Sunday by 11:59pm**  
**Response Essay due by Tuesday of next week by 11:59pm**

Week 15

11/25-12/1

**Neoliberalism, NAFTA, Globalization 3.0 and the Remaking of the Americas**

**Reading:** Read the lecture notes in Blackboard

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

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

“Twenty Years Later, NAFTA Remains a Source of Tension” LAT, 12-12

**Watch and take notes on this important film:**

**“The Sixth Sun: Mayan Uprising in Chiapas”** (in BB too)

Relate to readings on Neoliberalism, NAFTA and Globalization 3.0.

**Quiz, Chasteen’s *Born in Blood and Fire* 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

Short articles in Blackboard:

“A Generational Divide Widens in Cuba” LAT Apr. 2012 & a couple of others

**Paper** (Primary Source Analysis) - different from the Discussion Board Essays-see full directions in BB. **Due by: Monday December 2<sup>nd</sup> by 11:59pm** in Assignments

Week 17

12/9-12/15

**Final Exam Week- Your final is due by Thursday Dec. 12th by 11:59pm**

**Located in Blackboard, Assignments, Midterm and Final Exams**

**\*Make sure you submit the correct file. I will not grade your final essay if you submit a different file (name them: LastnameFirstnameHist115Final)**

**Final Averages and corresponding Final Grades:**

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

See my “Course Requirements and Grades” section of this syllabus to see how your grades are calculated- I don’t do “points”.

**To use the tech mall computers at Grossmont:** 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.