

**HIS 363-01**  
**History of United States-Latin American Relations**

Professor Willie Hiatt, Spring 2010  
TTh • 11-12:15 • Palmer Hall 207

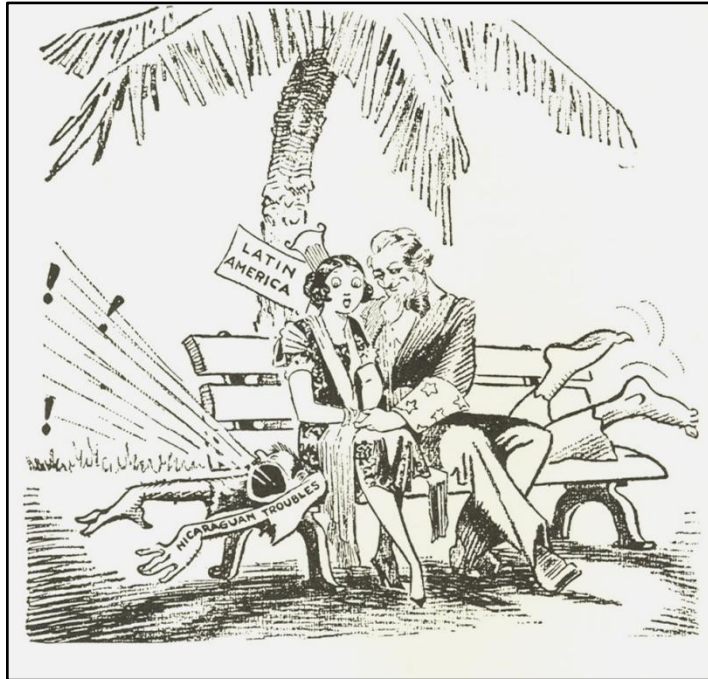
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**OVERVIEW**

This course examines the complex and often contentious relationship between the United States and Latin America from the late eighteenth century to today. Students explore intertwined political, cultural, economic, and religious threads with a particular emphasis on social and cultural history. Key themes include the 1823

Monroe Doctrine, the 1846-1848 Mexican-American War, the 1898 Spanish-American War, the Panama Canal, Dollar Diplomacy, the Good Neighbor Policy, the 1954 CIA overthrow of a Guatemalan president, the United Fruit Company, the 1959 Cuban Revolution, the Alliance for Progress, and North America's alignment with right-wing dictators in response to the perceived communist threat throughout the Cold War to the early 1990s. Beyond historical texts, students utilize an array of primary sources, including newspapers, magazines, and Foreign Relations of the United States embassy correspondence, to contextualize the U.S. approach to Latin America and its southern neighbors' response.



Uncle Sam: "It's the wind, rustling the palms."  
Jerry Doyle, *Philadelphia Record* (1923)

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**COURSE TEXTS**

You may purchase required books at the Rhodes College bookstore or online. PDFs of supplemental readings are located on Moodle. Required texts are:

- Schoultz, Lars. *Beneath the United States: A History of U.S. Policy toward Latin America*. Harvard University Press, 1998. ISBN: 978-0674922761
- Robert H. Holden and Eric Zolov, editors. *Latin America and the United States: A Documentary History*. Oxford University Press, 2000. ISBN: 978-0195129946

- Galeano, Eduardo. *Open Veins: Five Centuries of the Pillage of a Continent*. Monthly Review Press, 1997. ISBN: 978-0853459910
- Enrique Rodó, José. *Ariel*. University of Texas Press, 1988. ISBN: 978-0292703964.
- Grandin, Greg. *Empire's Workshop: Latin America, the United States, and the Rise of New Imperialism*. Holt Paperbacks, 2007. ISBN: 978-0805083231

Additional readings are available as PDFs on Moodle.

## ATTENDANCE AND PARTICIPATION

I expect you to participate in every class. At the end of each class I record a “√+” (excellent participation), “√” (average participation), or “√-” (no participation) beside your name. The cumulative total will largely determine your final participation score.

I expect you to complete all readings for the week *before class begins on Tuesday*.

Writing assignments require you to incorporate material from discussions and readings. We will spend significant class time discussing the texts to help you construct sophisticated arguments. Class discussions also give you an opportunity to talk about course readings and lectures and to ask clarifying questions.

*You will have periodic quizzes on the reading material.* By reading before class and thinking about weekly themes, you will be able to contribute to discussions and better prepare yourself for papers and the final exam. Failure to contribute regularly will lower your course grade.

## ABSENCE POLICY

I expect you to attend every class. You are permitted *two* unexcused absences. All absences not accompanied by a doctor's note are unexcused. This includes sports absences, student conferences, minor illnesses, etc. More than three absences – including Week 1 for those admitted to the course – will adversely affect your grade. Here is the policy:

<b>1-2 Absences</b>	Permitted; no grade reduction
<b>3-4 Absences</b>	Significant reduction in <i>class participation</i> score
<b>5-7 Absences</b>	One-third of letter grade deduction from <i>final grade</i> for each absence over five. For example, if you finish with an “A” but have seven absences, your final grade will be no better than a “B+”.
<b>8 Absences or more</b>	Automatic failure; you will not be permitted to take the final exam

I understand that emergencies and unexpected problems happen. In that case, please communicate with me and we will work together on a reasonable solution.

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## ASSIGNMENTS AND GRADING

You final grade will be determined by:

- Essay #1 10%
- Essay #2 15%
- Essay #3 20%
- Essay #4 10%
- Mid-term Exam 15%
- Final exam 15%
- Quizzes and Participation 15%

**Essays:** Essays challenge you to use incorporate class materials and other relevant sources. I am a challenging but fair grader. We will discuss in depth how to formulate an original argument, structure a formal academic paper with an introduction and conclusion, and support assertions using substantial and specific evidence. Your essays should argue a specific point of view that forces the reader to agree or disagree.

Papers should be no longer than the number of pages indicated in the essay prompt, double-spaced, in Times New Roman font with one-inch margins. *I will deduct a third of a letter grade for each day papers are late.* I strongly encourage you to visit me during office hours to discuss paper topics in advance. I will provide a detailed essay prompt well before the due date.

- Essay #1: Research paper on how local and national North American newspapers covered the 1898 Spanish-American War (3-5 pages)
- Essay #2: Film Review (student's choice) (4 pages)
- Essay #3: Research paper employing correspondence between the United States State Department and an embassy in a country of the student's choice (8 pages)
- Essay #4: *Open Veins* book review (3 pages)

**Exams:** The mid-term and final exams will consist of essay questions and short-answer identifications of important terms and concepts. Excellent exams will synthesize lectures, readings, and class discussions and demonstrate an astute grasp of a broad range of course materials. The final is cumulative in the sense that you will be expected to reflect on the entire chronology of the class. However, material and films covered in the final weeks of the class will receive higher weight. I will provide study guides in advance.

**Grading:** Grades of "A" are difficult to earn. An "A" demands work of exceptional quality and depth. For assignments this means nearly error-free essays containing outstanding insights. For class discussion this means thoughtful, regular participation in every meeting.

Grades of "B" reflect work that is above average compared to your peers. A "B" requires hard work and a clear demonstration of a thorough knowledge of the subject matter. For essays and exams, this means solid knowledge and understanding of the course material with some

deeper analysis. This means that you participate regularly and demonstrate that you have read all the assigned readings.

Grades of “C” reflect competent college-level work. This grade may reflect a lack of commitment or difficulty in grasping the subject matter. These papers and exams often reflect some confusion or gaps in coverage. In section, C’s most often reflect less than complete reading or less than full engagement in class meetings.

Grades of “D” and “F” should be difficult to earn. On assignments, this grade usually reflects a serious lack of effort or misunderstanding.

All work is pledged under the Rhodes College Honor Code.

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## **LECTURE AND READING SCHEDULE**

Below is the reading schedule for the quarter. I expect you to have completed ALL readings for the entire week before class begins each Monday. I will outline the broad narrative of colonial history in lectures; course readings provide both a detailed chronology as well as more specific thematic approaches to the period:

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### **WEEK 1**

#### **Lectures and Discussions**

- Thursday (January 14): Introduction

#### **Readings**

- None

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### **WEEK 2**

#### **Lectures and Discussions**

- Tuesday (January 19): U.S. and Latin America in the Eighteenth Century
- Thursday (January 21): The Monroe Doctrine (1823)

#### **Readings**

- Schoultz, *Beneath the United States*, 1-58
- Holden and Zolov, Documents 1-5

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## WEEK 3

### Lectures and Discussions

- Tuesday (January 26): Manifest Destiny
- Thursday (January 28): Mexican-American War

### Readings

- Holden and Zolov, Documents 8, 11
- Parker, Theodore. "A Sermon of War: Preached at the Melodeon on Sunday, June 25, 1848. In *Speeches, Addresses, and Occasional Sermons by Theodore Parker*, Vol. 1, Boston: W.M. Crosby and H.P. Nichols; New York: C.S. Francis and Company, 1852. [PDF]
- Calhoun, John C. To United States Senate, 4 January 1848. In *Appendix to the Congressional Globe for the First Session, Thirtieth Congress*, 49-52. Washington: Blair and Rives, 1848. [PDF]
- John O'Sullivan, "Annexation," *United States Magazine and Democratic Review* 17, no.1 (July-August 1845): 5-10. [PDF]

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## WEEK 4

### Lectures and Discussions

- Tuesday (February 2): William Walker and Filibusterers
- Thursday (February 4): Spanish-American War
  - **Film:** "Walker" (1987), TBA

### Readings

- Schoultz, *Beneath the United States*, 59-124 (mandatory)
- Holden and Zolov, Document 14, 24-27

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## WEEK 5

### Lectures and Discussions

- Tuesday (February 9): Discussion of Ariel: Latin American Intellectuals Take a Stand
- Thursday (February 11): Quest for a Canal
  - **Essay #1 (Spanish-American War) Due at Start of Class**

### Readings

- Rodó, *Ariel* (entire)
- José Martí, "To the Editor of the New York *Evening Post*: A Vindication of Cuba" (1889) [PDF]
- Mark Twain, "The War Prayer" [PDF]

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## WEEK 6

### Lectures and Discussions

- Tuesday (February 16): Mexican Revolution
- Thursday (February 18): Dollar Diplomacy (Dominican Republic, Nicaragua, Haiti)
  - **Film:** “Viva Zapata” (1952)

### Readings

- Schoultz, *Beneath the United States*, 152-175 (mandatory); Chapter 10 (recommended)
- Holden and Zolov, Document 29, 31-35, 37 (Darío poem)
- Review of Political Cartoons from *Latin America in Caricature*

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## WEEK 7

### Lectures and Discussions

- Tuesday (February 23): Political Cartoons (In-Class Assignment)
- Thursday (February 25): Nicaragua and Cuba
  - **Essay #2 (Film Review) Due at Start of Class**

### Readings

- Schoultz, *Beneath the United States*, 253-271; Chapters 11-12 recommended
- Selections from *The Poetry of Pablo Neruda*. Edited by Ilan Stavans. New York: Farrar, Straus and Giroux, 2003. [PDF]
- Holden and Zolov, Document 41, 44, 47, 49

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## WEEK 8

### Lectures and Discussions

- Tuesday (March 2): Good Neighbor Policy
- Thursday (March 4): **Midterm Exam**

### Readings

- Schoultz, *Beneath the United States*, 290-315

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## **WEEK 9**

### **Lectures and Discussions**

- Tuesday (March 9): The Cold War
- Thursday (March 11): Guatemala 1954
  - *This American Life* segment

### **Readings**

- Schoultz, *Beneath the United States*, 316-366

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## **WEEK 10**

**No Class – Spring Break**

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## **WEEK 11**

### **Lectures and Discussions**

- Tuesday (March 23): Cuban Revolution
- Thursday (March 25): Kennedy, the Social Sciences, and the Alliance for Progress

### **Readings**

- Galeano, *Open Veins* (first half)
- Herbert Matthews' Original New York Times Article(s) (PDF)

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## **WEEK 12**

### **Lectures and Discussions**

- Tuesday (March 30): Chile and the CIA
- Thursday (April 1): Dependency Theory

### **Readings**

- Galeano, *Open Veins* (second half)

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## WEEK 13

### Lectures and Discussions

- Tuesday (April 6): Discussion of *Open Veins*
  - **Essay #3 (Book Review, *Open Veins*) Due at Start of Class**
- Thursday (April 8): Central American Violence, 1960s-1980s

### Readings

- Alma Guillermoprieto, "The Bitter Education of Vargas Llosa," 155-177. In *Looking for History: Dispatches from Latin America*. New York: Vintage Books, 2001.

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## WEEK 14

### Lectures and Discussions

- Tuesday (April 13): Central American Violence, 1960s-1980s
- Thursday (April 15): Neoliberalism

### Readings

- *Empire's Workshop* (Entire)

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## WEEK 15

### Lectures and Discussions

- Tuesday (April 20): Discussion of *Empire's Workshop*
- Thursday (April 22): United States and Drugs
  - **Film:** "Traffic" (2000)

### Readings

- Selection from Gootenberg, Paul. *Andean Cocaine: the Making of a Global Drug*. Chapel Hill, N.C.: The University of North Carolina Press, 2008. (TBA)

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## WEEK 16

### Lectures and Discussions

- Tuesday (April 27): Latin American Immigration
- Thursday (April 29): Last Day of Classes

### Readings

- None