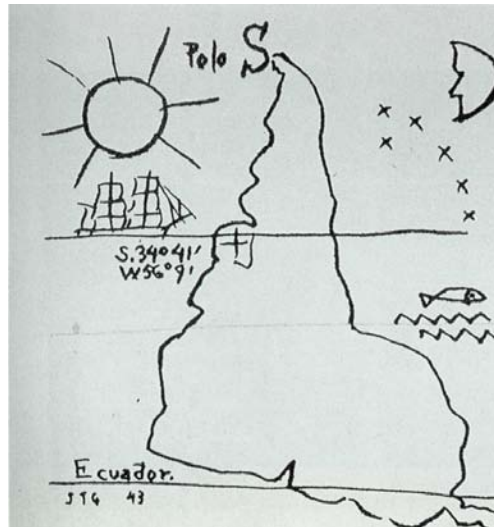


HIST 321-01: LATIN AMERICA AND THE UNITED STATES

Ver. 1



Spring 2013
Tuesday, Thursday, 9:30 – 10:45 AM
MHRA 2207

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Office Hours: T/Th, 14:30 to 15:30 or by
appointment

Course Description:

This course explores the political, economic, social, and cultural relations between the United States of America and the countries of Latin America. With the end of Iberian colonialism and the decline in other European powers' influence in Latin America, the inter-hemispheric relations grew stronger in their scope and importance. We will understand how shifting national, regional, and international realities shaped mutual attitudes and policies, and how the other side reacted to them. These relations were rarely—if ever at all—balanced, and the course's structure reflects the primacy of the U.S. policies towards Latin America. While the scope covers the history of these relations from the early 19th century to the end of the 20th century, the majority of the course will focus on the 20th century. In our constant search for understanding these relations we will constantly ask why certain policies were adopted; what kind of problems they are trying to solve; what were the alternatives; how were they implemented; what were the immediate and the long-term consequences; how did the other side react; how did people—not just governments and institutions—took part in these relations and were effected by them; and what were the legacies of these interactions?

Course Learning Objectives:

Upon successful completion of this course, students should be able to:

1. Identify different stages in the international relations between the U.S. and Latin America and explain their sources, international context, nature, and consequences.
2. Analyze the mutual perceptions Latin Americans and North Americans had on each other, how these perceptions were represented, and countered.
3. Articulate, analyze, interpret, and use primary and secondary sources in several academic genres.

In addition, the History Department identifies the following goals for all undergraduate history courses:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. (Historical Comprehension)

2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. (Historical Analysis)
3. Conduct original research by investigating and interpreting primary and secondary sources. (Historical Research)
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. (Historical Interpretation)

Readings and communication:

The following are the required textbooks for this class and are available in the college's bookstore:

- Peter H. Smith, *Talons of the Eagle: Dynamics of U.S.-Latin American Relations*, 3rd ed. (New York: Oxford University Press, 2008).
- Holden, Robert H. and Zolov, Eric. *Latin America and the United States: A Documentary History*, (New York: Oxford University Press, 2000)
- Pérez, Louis A. *The War of 1898: The United States and Cuba in History and Historiography* (Chapel Hill: University of North Carolina Press, 1998).

In addition to these books, you will also be required to read additional articles and book chapters that are listed on the class schedule below. Some of these articles are accessible through the University's data bases (mainly JSTOR and Project Muse) and you should get them yourself. Others will be posted on Blackboard. Additional instructions on how to obtain these readings will be given in class. You should download these readings, actively read them before the class they are assigned to, mark them, write in their margins etc., and bring them to class.

Blackboard: We will be using Blackboard as the principle means of out-of-class communication. Please make sure you have access to our site, and set your personal settings to get notifications according to your preferences. Check the website often.

Grading and Assignments:

Assignments are both an assessment tool and a teaching tool. The assignments in this course are designed to help me evaluate your performance, to assist you in understanding the subject matter, and most importantly, to equip you with crucial academic skills.

Grading Policy: It is your responsibility to keep track of your own performance in the course. I am always willing to meet individually with students during the semester to suggest ways in which you can perform at your best. If you wish to discuss a grade that you receive during the semester, my policy is that: 1) you schedule an appointment to do so only 24 hours after receiving the evaluation of your work and 2) before the appointment, you submit a written statement explaining your question or doubts about the grade. It is your responsibility to save graded papers. The following grading scale will be used:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F= 59 and under
A = 93-96	B= 83-86	C=73-76	D= 63-66	
A-= 90-92	B-=80-82	C-=70-73	D-=60-62	

Your grades will be derived from the following areas:

10%	Active Participation
5%	Map Quiz (In-class January 24; Make-up on January 31)
20%	Paper 1: The War of 1898 (due Feb. 5)
20%	Midterm Exam (In-class March 7)
20%	Paper 2: Tourism and Images (due April 4)
<u>25%</u>	<u>Final Exam (take-home due in-class on April 30 OR in-class exam on May 7)</u>
100%	Total

a) Active Participation (10%)

Participation is an essential part of learning. While passive forms of learning—e.g. reading and listening to a lecture—are important, active learning is more beneficial to the learner. Moreover, we all learn from each other, and your voice, interpretation, analysis, and opinions will contribute to the creation of a vibrant, open, diverse, and exciting environment of intellectual exchange, and this is what college is all about.

Participation in class is based on attending class and demonstrating that you've done all the readings and are ready to discuss them with your peers and the instructor. It is impossible to interact in class and comment on sources if you do not have them with you, so make sure you bring a hard copy (if it was available online) and our reader (Wood and Chasteen). It is also impossible to participate if you are not present in class. Each absence above three (3) that is not excused by the Athletic Dept., Dean of Students, or medical doctor will result in one point (roughly a third letter grade) subtracted from the ten-point participation grade, and the final course grade.

b) Map Quiz (5%)

People interact with, are influenced by, and shape their environment. Therefore, we cannot discuss past societies without having at least a general idea about the locations, areas and surroundings they operated in. The map quiz will help you familiarize yourself with the basic knowledge of our subjects' settings. There will be one map quiz on the political map of modern Latin America.

c) Papers (20% each)

Written communication is a crucial skill both inside and outside the academy. Research expands existing knowledge through a creative analytical process. Writing this book review will improve your abilities to synthesize existing knowledge and to voice your own learned opinion according to academic and disciplinary standards. You will be required to submit two short papers (3-5 double-spaced, 12 point font size, 1 inch margins, a stapled hard-copy). The first will be on the War of 1898 and will be heavily based on the Pérez book and primary sources. The second will be a short research paper based on the Simpsons' episode "Blame it on Lisa," when the dysfunctional family travels to Brazil.

d) In-class Midterm (20%) and Final Exams (25%)

In the information age it sometimes seems as the answer is only few clicks away (it is not, but let's put that aside for a moment). The bigger challenge, however, is to ask interesting and useful questions. The ability to ask questions, to analyze, and to identify patterns, anomalies, and connections is dependent on knowledge we actually keep in our heads. When thinking, our brain calls upon this knowledge and creates new understandings or poses questions. The preparation for in-class exam helps you store some of the class's subject matter in your head for future use. In-class exams are also an excellent tool to examine how one uses analytical tools we will learn on new situations. Midterm and final exams will be based on identifications, open questions, and source analysis. Further instructions will be given in class. An alternative take-home exam will be available instead of the final exam. It will be a mini-research paper on one of several given options.

Other Course Policies

Late paper policy: for each day assignments are late, your grade for the activity will drop half a letter grade.

Drafts policy: I would gladly accept drafts of papers and reviews. The only condition is that these drafts should be handed to me in a hard copy not later than a week before the assignment is due.

Using Technology in Class: You may take notes on laptops and tablets if this is your preference, however, while in class these devices should be used for note-taking purposes only. Not surfing the web, not chatting, not playing etc. I reserve the right to ask students whose laptop/tablet activities are disruptive (to them, to me, to others), for any reason, to shut down their machines and, if the behavior repeats itself, to leave the classroom (and be considered absent). Don't use your cell phones. Do not text, do not check messages, and certainly don't talk. Simply leave it off the table in your bag.

Academic Integrity Policy: The maintenance of academic integrity is essential for each individual and for the academic community. Make sure you know and understand the UNCG's Academic Integrity Policy (<http://sa.uncg.edu/handbook/academic-integrity-policy/>). By enrolling in the University, each student agrees to abide by the Academic Integrity Policy. By taking this course you reaffirm this commitment. Make sure you know what you signed for.

Students with disabilities: All students have the potential to succeed. If you need any academic accommodation contact the Office of Disability Services and follow their procedures (<http://ods.uncg.edu/>). Please do so well in advance, and not in the last moment before the assignment is due.

The Writing Center: You entered the university so you could grow, develop, and learn valuable skills. The University, its faculty and its staff, are all committed to help you achieve these goals and provide you with valuable resources to support you. The Writing Center is an important resource. No matter what you are writing and no matter where you are in the writing process (generating ideas, drafting, revising or proofreading), the peer tutors in the Writing Center can assist you. The center's tutors are friendly students and also excellent writers with special training as writing consultants. They would not grade or correct your papers; instead, they would coach you and help you become a better writer. I encourage you to use the Writing Center as much as possible. Go to their website to learn more about how they can help you: <http://www.uncg.edu/eng/writingcenter/default.php>.