

History 115 ONLINE- Comparative History of the Modern Americas – FALL 2019**Hist 1115 Online (5799)**

(You're always welcome to sit in on any on campus Hist 115 I teach:

M,W 11 in room 551B (0920); T,Th 9:30-10:45 in room 551B (3275)**T,Th 11-12:15 in room 576 (1401))**

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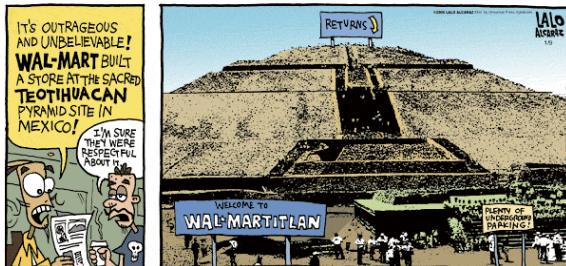
Office Hours: MW 12:30-2; T,Th 12:30-1:30; **and** by appointment. I can stay later if you need- just let me know you're coming. You can also call me at my office at those hours. **I can help you with anything you need-** from understanding course material to preparing for exams, paper and assignments, to mapping out your educational career. You can also e-mail me. I teach 5 different classes so **when you email, please sign your full name and tell me what class you're in.**

COURSE DESCRIPTION

History 115 is an online survey of the Americas from the early nineteenth century to the present as well as an introduction to History as an important discipline. We'll explore the social, political, and economic transformations of this hemisphere, paying close attention to the impact of these transformations on the everyday lives of its diverse peoples. To understand the complexities of these regions, this course will weave lectures, films, readings and discussions -especially on primary sources (first hand accounts)— that discuss historical processes and allow diverse sectors of society to speak for themselves. Sample topics include: Colonization; Slavery; the Age of Revolutions; Formation of New Nations; Neocolonialism and Imperialism; 20th Century Revolutions; and the U.S.-Latin America relationship from the Monroe Doctrine, to the Age of Imperialism, to the Cold War, to NAFTA, and through the 21st century.

LA CUCARACHA

BY LALO ALCARAZ



Because all of the countries of this hemisphere have been completely transformed by successive waves of Globalization since 1492 (flows of people, germs, plants, animals, commodities, ideas, technology, money, and drugs...), this first cartoon can serve as one of our guiding themes: “From Teotihuacan (Before Globalization 1.0) to Wal-Mart (Globalization 3.0).” Historical context is vital to understanding our current historical and political moment.

The course is also an introduction to **History as an important discipline** that can help you develop the analytical, writing, critical thinking, and discourse skills you need to succeed in your major, your career and in the world.

REQUIRED READING (Readings is essential to your understanding and success here):

The books listed below are **required reading** for this course and are available for purchase and/or rental at the Grossmont College bookstore and **online used book dealers** such as: amazon.com; abebooks.com; bookfinder.com; chegg.com; alibris.com; half.com; textbookx.com/. Just be sure to get the right edition.

- 1) Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America* (WW. Norton and Company, 2016). This is the **4th edition**. Paperback ISBN: 9780393283051.
- 2) James A. Wood, and Anna Rose Alexander, eds. *Problems in Modern Latin American History: Sources and Interpretations*. Lanham: Rowman & Littlefield, 2014. This is the **5th edition**. ISBN: **978-1-5381-0906-9** (I've marked with a “*” all of the sections/chapters that are new to **this** edition)

I have copies of our books at the library on 3-hour reserve for your use. You cannot pass this class without having access to and READING these books! (You can also borrow my copy during office hrs)

I'll give you a copy of these short articles, which are also required reading (these are in Canvas):

3) Contreras, Carlos Alberto. “The United States and Latin America since the end of the Nineteenth Century” (Social Sciences Press, 2003).

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

5) Contreras, Carlos Alberto. *Revolution, Oil, NAFTA and Security Cooperation: A History of U.S.-Mexico Relations in the Twentieth and Twenty-First Centuries*. Mexico City, 2019. (portions of this)

I highly recommend good dictionary or a good dictionary app!

This online class will be conducted **entirely in Canvas**, our web management system. In this syllabus, you'll find all of the information you need to access and navigate the course. 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**.

E-MAIL- this is mandatory! It is **critical** that your **current e-mail address** that you check regularly is in WebAdvisor (it **syncs with Canvas**; I can't change it). I need to be able to contact you through Canvas about your performance in the class. I will also **e-mail** you course updates, some documents and newspaper articles that will bring us up to date on some of the topics we will be discussing.

***In Canvas**, go to “**Account settings**,” then “**Notifications**”, make sure you **click “Notify me right away”** for our course “**Announcements**.”

Put my email address: carlos.contreras@gcccd.edu on your “**safe senders**” list so my messages won’t wind up in your “junk” folder. When you email me, please include your first and last name and the class you’re taking.

CANVAS -our web management system- will house our handouts, study guides, quizzes, and other resources related to this course. I will also email you from here, and you all can email each other through here too.

To access our History 115 course follow the link through Grossmont College’s page from Online Services, or go directly to <https://gcccd.instructure.com/login/canvas>

When you enrolled in this class, you were automatically loaded onto Canvas. Your **username** is the same as your WebAdvisor login. This is: **first name dot last name** in this format: firstname.lastname (all lower case). Your **password** is a 6 digit PIN - birth date in this format: MMDDYY

ANNOUNCEMENTS: I post and email all announcements about our course material, our readings, our quizzes, and assignments as we proceed with our course on a weekly basis (all according our syllabus). You must keep up with all of these on a weekly basis (you cannot ‘catch-up’ on a past assignment- that is not the

way online classes work). Check the announcements page in Canvas, check your Canvas inbox and make sure and check your email on a regular basis!

LOG IN PROBLEMS? TECHNICAL ISSUES? CANVAS HELP? Go to the [GCCCD Online orientation page](#). 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

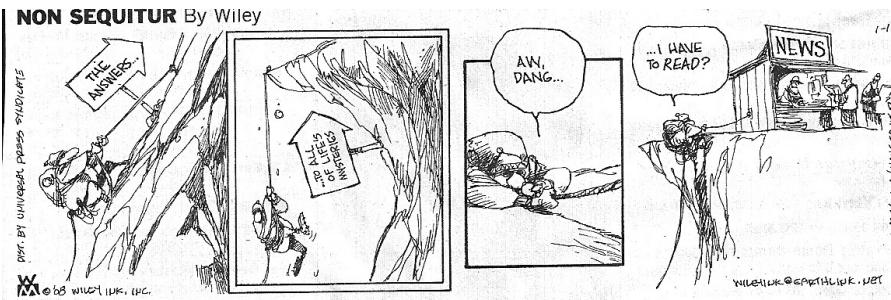
***BROWSER:** Canvas works best with Google Chrome or Firefox. Canvas does NOT work well with Explorer

I want you all to do well in this class and will do everything I can to help you succeed. Having said that, **to do well in this class (and in all online classes)**, you need to:

Be proactive, carefully read your syllabus and all of our announcements, be disciplined about your time you designate to read our course materials, keep up with our reading material and films, 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. Keeping up with our material is essential- **don't fall behind!** **I do not accept late work and “skipping” assignments turn to 0's.** (If you're having any problems, let me know beforehand)

You also need to be a **problem solver** and be **resourceful**. I make every effort to make sure that all of our films and online resources and links are fully functional. If for some reason one of them gives you an "error"- copy the web-link and paste it onto a new window. **Another pro tip:** make sure you **clear your cache and cookies on your browser** and you're using Google Chrome or Firefox. I also have a "troubleshooting guide" in Course Content for the films we see through our library's database.

ATTENDANCE: Taking your quizzes, tests and participating in the discussion board is your attendance. Just like in an on campus class, you will be dropped for excessive absences (missed assignments). I sincerely hope you complete this course and will do everything I can to help you succeed. Please let me know how I can help. (It is, however, *your* responsibility to drop the course if you decide you cannot finish the course.)



Yes!

To keep up with this country and the world I recommend:

Follow me on Twitter @Profcontreras1 to keep up with significant events in this hemisphere.

Newspapers/radio/web/podcast: [National Public Radio \(KPBS 89.5 in San Diego\)](#), especially "[The World](#)"; [BBC](#); "[PBS News Hour](#)"; and "[Frontline](#)" (for in-depth documentaries)

*[Los Angeles Times](#) (<http://latimes.com>)

*[New York Times](#) (<http://nytimes.com>)

*[The Economist](#) (<http://www.economist.com>)

*[Foreign Policy](#) (<http://www.foreignpolicy.com/>)

*[To the Point](#) (KCRW podcast news & analysis)

*[Latino USA](#) (podcast)

OUR GOALS: To develop "**the power to grasp what kind of world we are living in**," as George Orwell put it. To develop **situational awareness** and to cut through simplistic interpretations that portray complexity as "fake news." Our lectures and discussions are designed to help you to **think historically**, to **grapple with**

complexity, to see global interactions and connections, and to see the “big picture.” We’ll identify patterns of human activity and 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 events, names, dates, and places (and that’s boring and not useful at all!). **These skills are essential to all fields!**

Our lectures and readings overlap but I don’t lecture from the book. **Consistent attendance in lectures, reading and participating in our discussions are essential to understanding our material and the world!**

Student Learning Outcomes: This course combines lectures, readings and discussion. While I will lecture for some at almost every meeting, you are also responsible for participating in our discussions. Our major goals for the semester are to become familiar with the vast sweep of the History of the Modern Americas, **to think historically**, to develop a sense of **chronology**, and to use a variety of primary sources in interpreting and analyzing history. We will also learn to think critically about the interpretations and analyses of other historians (secondary sources).

In particular, you 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 contact the Accessibility Resource Center (ARC) and notify me early in the semester so that reasonable accommodations may be implemented as soon as possible. You may contact ARC in person in room 110 or by phone at 619-644-7112 (voice) or 619-644-7119 (TTY for deaf).

The [counseling center](#) has valuable resources and workshops on topics ranging from effective **note-taking, test-taking, and reading strategies**.

COURSE REQUIREMENTS AND EXPECTATIONS

“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. DISCUSSION BOARD ESSAYS and CLASS PARTICIPATION. (25% of course grade) “There is no thought without words.” Ferdinand de Saussure



In order to fully understand the complexities of all of our course material and to see how each of our themes or topics fits into the larger picture, you will have a series of **discussion essays that ask you to make connections between our primary sources, our lecture material, our films and the rest of our readings**- in other words, to **think historically**. You will post these in the Discussion Board- this is your **“Original Discussion Essay.”** For these essays, you'll provide the historical context and analysis of the topic in

question. You will also show **connections** to your other readings, as well as complexity and critical thinking. You will post your essays in the Discussion Board to the appropriately named forum by the due date. You will not receive credit if you post your essays and/or responses late. To post your original essay, reply to the original posting (our writing prompt) in the appropriate discussion forum. If there's anything going on in your life, please let me know before the due date.

I will give you the topics or questions beforehand as well as more detailed instructions once you're in Canvas. You will be analyzing your primary sources and documents in Wood and Alexander's *Problems in Modern American History: Sources and Interpretations* and discussing 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.

Response Essay" (mandatory). You'll read your classmates' essays, and then offer your own thoughtful response, based on our readings, to some of the issues your classmates bring up. 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 about 5 entries, addressing certain points and guiding the course of the discussion.

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. Please 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.

2. QUIZZES (10% of course grade)- They cover material from your readings, especially from Chasteen's *Born in Blood and Fire*, your assigned primary documents and our films. You'll **take these in Canvas**, our web management system. **They are in the "Assignments" Module. Our tech mall has hundreds of computers for your use!**

You will have plenty of time to complete each quiz (at least one week). You can "save" your work and come back to it (just do not hit "submit" until you're ready for it to be graded). **You cannot take them after the due date. Careful with the due dates!** (again, Google Chrome or Firefox work best)

Some of your quiz questions will appear on your midterm and final. Once you've taken your quizzes by the due date, you can open them up afterwards to **use them as study guides** (just click "ok" when it warns you that you've already taken it). **If you're logging back in**, just click the quiz as if you were taking it again. You'll get the message "You've already taken it, are you sure you want to continue?" Say yes, and you'll see the feedback (you might need to click the "calculated grade" icon). **You can also click your grades, click your quiz, then click "calculated grade". You'll see your answers and correct/incorrect that way too.**

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. Once you submit the quiz, you'll be able to see your score- just click 'OK' to see the details. Once everyone has submitted their attempt (one minute after the due date), you'll be able to see the feedback for each question for yours. **If you're logging back in**, just click the quiz as if you were taking it again. You'll get the message "You've already taken it, are you sure you want to continue?" Say yes, and you'll see the feedback (you might need to click the "calculated grade" icon). **You can also click your grades, click your quiz, then click "calculated grade". You'll see your answers and correct/incorrect that way too.**

3. PAPER: PRIMARY SOURCE ANALYSIS (15%)- A 5 page analysis of **two primary sources** (primary documents). Primary sources are eyewitness or contemporary accounts, written or produced by people at the time. Our Wood and Alexander reader (“Problems in Modern Latin American History”) is full of primary sources you can choose from. You can also choose primary sources from outside sources (I have some suggestions in our full Paper Guide). In either case, you’ll have to clear them with me first. For this paper you’ll provide historical context and analysis of your primary sources, assessing their strengths and weaknesses as historical documents, and discussing the ways that these documents contribute to our understanding of the history of the region at that time. There is a fuller explanation of this assignment in Canvas under Assignments. The **due date is in your Outline below**.

We will also **practice** analyzing primary sources in class during discussions. I’m also open to you doing your Primary Source Analysis in other formats (video...), so long as you address all of the issues that the paper addresses- come talk to me early about that.

I’m happy to provide you with any help or feedback on all aspects of this paper - from choosing primary sources, to analyzing the documents, to writing your paper- so **please come talk to me!**

The [English Writing Center](#) in the Tech Mall can also help you with all aspects of this paper.

As part of writing your Primary Source Analysis, you’ll prepare a **Pre-writing assignment/Topic Commitment**, which you will email to me for approval (**you can also come by my office to discuss this- I can give you immediate feedback**). This consists of: the primary sources you’ll be analyzing, the secondary source material (text chapters and/or outside scholarship) you’ll use to provide historical context, some preliminary questions that you’re asking of the primary sources as you interrogate them, and a preliminary draft of your thesis (a thesis is something you can prove or show from your primary and secondary sources). This is due well before your paper due date. **I’ll clear your primary sources and give you immediate feedback.**

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

Part I- Multiple Choice. About 20 questions from your readings, films and primary sources in a multiple choice, true/false, and matching format. This one is timed- once you open it, you have **40 minutes** to complete it and submit your answers. (Part I is worth 20% of the midterm grade)

Part II- Essay portion: A couple of short essays and one medium sized 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 80% of the midterm grade). This is a different assignment than the Discussion Essays.**

I will email you the midterm review, which includes the essay portion, and post it under “Assignments”- then “Exam Reviews” in Canvas. Both parts are due on the due listed below.

5. FINAL EXAM (25%)- Same format as the midterm. Bring **scantron and a bluebook** blank paper.

Part I- Multiple Choice. About 20 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. (This part is worth 20% of final exam)

Part II- Essay portion: some short essays and one medium essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be expansive. Show complexity. (80% of midterm) **Covers material from our lectures, films, and readings since the midterm.**

I’ll give you **study guides** with **sample questions** before the midterm and final. I’ll also give you sample questions as the semester progresses.

There will be **no make-up exams**. If there's anything going on in your life, any difficulties, or any emergencies, **please talk to me before the exam. I'm here to help in any way that I can.**

***If you need a written progress report from me, please come by office hours**

Extra Credit- I will announce and/or post in Canvas a couple of extra credit opportunities. These detailed analysis (2-3 pages) of a historical film or documentary, where you make deep connections between the film and *our* readings. Other possibilities are: public presentations on a topic related to our course (run them by me first) or museum exhibits (you would do a 2 to 3 page writeup relating those to our course themes). It can add up to 2 full points on your Final Average Grade, depending on the completeness of your analysis. DUE in Canvas, Assignments, in the "Submit Extra Credit Here" slot by the day *after* your final exam at 11:59pm.

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. **This is also your writing- clipping and pasting from online sources is plagiarism** and will get you a 0 for the assignment, failure of the course, and possible disciplinary action.

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, on our exams, and in everything else, you need to (I'm always here to help!):

- **READ, keep up with the material, be dutiful about your quizzes, take great care in completing your Discussion Essays and participate meaningfully in discussions. Knowledge is something you must grab and make yours** (you can't be 'spoon-fed' knowledge, nor does critical thinking come automatically). **Critical thinking takes practice- reading, writing and discussion- and work!**
- **Participate meaningfully!** Ask questions, make comments, engage with the readings and with us!
- **We're not "getting a GE class out of the way," we're helping you to think historically, to understand this complex world and build the skills (critical thinking, research, oral and written communication, and teamwork) you'll need to survive and thrive in this complex world!**

ACADEMIC INTEGRITY-- READ THIS CAREFULLY!!

Cheating and **plagiarism** (using someone else's ideas, writings, or materials, as your own 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!!** Penalties will 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.** If you're still unsure of what constitutes **plagiarism**, read [**this page at the Grossmont library.**](#)

For further clarification and information on these issues, ask me or contact the office of the Associate Dean of Student Affairs. And as with everything, come to my office and ask me- I'm here to help!

COURSE OUTLINE (our topics, readings, films, assignments and due dates)

Changes to our outline will always be announced. Quizzes and essays for the discussion board are listed- the specific due dates will always be opened and announced at least one week before they are due. **Course materials are all organized by topic (each has its own Module) on a week-by-week basis.**

Week 1

8/19-8/25 **Introductions**, we'll introduce ourselves in the Discussion Board. I'll introduce myself first, then you'll post your brief "bio" (where you've gone to school, what your plans are, what you like to do... This one will be read by everyone in the class; If there is anything that only I need to know about, email me that separately and only I will read that). Ready everyone else's and reply to at least one of your classmates. You'll do this by **Wednesday of week 1**.

Introduction; History as an important discipline; How we know what we know?

Sources, Interpretations and Historical Memory

Reading: Chasteen's *Born in Blood and Fire*, ch. 1 "Welcome to Latin America"

Handouts/articles/film in Canvas: "The Secret Death of Pete Ray" (short LA Times article),

["How Youtube Radicalized Brazil"](#) by Max Fisher, NYT, Aug. 11, 2019

["Confederate Statues and 'Our' History"](#) by Eric Foner, NYT 8/2017, and

[AHA Statement on Confederate Monuments](#) (2017)

*Film clips: "[Documenting Hate: Charlottesville](#)" (2018; see first 19 minutes)

First discussion board essay: Part I Read our introductory readings and articles listed above and see the video clip (**this is homework**). Choose **one major theme that the articles deal with and** tell us **why** you think those issues are important to the study of the Modern Americas (one to two paragraphs for this part).

Part II: Read the following quotes and think deeply about the multiple ways they force us to think about what we know (or what we think we know) and the ways that we have come to "know what we know" (this is "historical memory"). Choose two quotes that resonate with you (that you like or that you find meaningful) and write **one or two paragraphs** on why these are important for our learning (about 3-4 paragraphs total for both parts).

We'll combine these articles with some of our "Colonial Legacies" materials and make it due by Sunday of week 2.

- 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 he means and 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
(You can get ahead on next week's readings if you'd like)

Week 2

8/26-9/1

Colonial Legacies, Pt I: Native, European, and African Formation of the Americas from Conquest to Independence (our Globalization 1.0)

Read: Chasteen, *Born in Blood and Fire*, ch. 2 "Encounter," (and Conquest)

Problems in Modern Latin American History (5th ed.) (Wood and Alexander from here out)
pp. 1-3 Chapter I. "Legacies of Colonialism" (intro)*

pp. 3-7 "Worlds Collide in Tenochtitlan" by Camila Townsend*

pp. 7-12 "Assessing Indian Labor" by Kris Lane*

pp. 21-25 "The Myth of Spanish Completion" by Mathew Restall*

See & take copious notes on films in Canvas: "**Guns, Germs & Steel**," and
"**Engineering an Empire: the Aztec**"

Quiz in Canvas: Chasteen, ch 2. Due: Sunday by 11:59pm (we may adjust due date)

***First discussion essay due by Sunday. Response essay by Wednesday of week 3.**

Week 3

9/2-9/8

No School Monday Sept. 2nd, Labor Day Holiday

Colonial Legacies, Pt II: African Slavery to the Americas & Colonial Societies

Read: Chasteen, ch. 3 "Colonial Crucible

Wood and Alexander (*Problems...*) pp. 49-51, Chapter III, "Slavery"

pp. 51-55 "Africans in the American World" by John Thornton

pp. 55-60 "A Cuban Slave's Testimony" by Esteban Montejo

pp. 60-63 "A Day on a Coffee Plantation" by Stanley Stein

pp. 72-73 "Visual Source- Homage to Princess Isabel"*

Film: "Black in Latin America: Brazil- A Racial Democracy?" (take notes)

Film: "Black in Latin America: Haiti and the Dominican Republic- A Nation Divided?" (take copious notes)

Discussion Board Essay on Colonial Legacies: on primary sources, readings & films.
This one will be due by Wednesday of week 4; Response by Sunday of week 4

Quiz in Canvas: Chasteen, ch 3 Due: Sunday by 11:59pm

Week 4

9/9-9/15

Colonial Legacies concluded, Independence, New Nations & New Constitutions

Readings: Chasteen, ch. 4, "Independence"

Wood and Alexander (*Problems...*): Chapter II, "Independence" pp. 27-29, and
pp. 32-33 "War to the Death" by Simón Bolívar

pp. 34-37 "The Vision of Father Morelos" by Enrique Krauze (*this* is correct spelling)

pp. 37-41 "What Independence Meant for Women" by Sarah Chambers

Handouts/articles in Canvas: “Plastic Surgery for Peru’s Poor” (article)

“Ethnic Hierarchy from the Spanish Point of View” (chart)

-TBA handouts on U.S. and Haitian Constitutions

Discussion Board Essay on Colonial Legacies: on primary sources, readings & films.
This one will be due by Wednesday of this week; Response by Sunday of this week.

Quiz- in Canvas, Chasteen ch. 4 Due: by Sunday 11:59pm

Week 5

9/16-9/22

Post-Colonial Blues: Independence, New Nations & Instability, 1820's to the 1850's

Reading: Chasteen, ch. 5 “Post-Colonial Blues,”

Wood and Alexander (*Problems...*): ch. III, “Caudillos” (a historical intro) pp. 75-77,

Articles/Primary Sources in Canvas:

*Treaty of Guadalupe Hidalgo (primary source)

“Time to Acknowledge Genocide of California’s Natives” LAT 2016 (article)

-TBA on California/Constitutional issues

Film: “To Conquer or Redeem: Manifest Destiny, Act II, An Empire of Liberty” (on Mexico's loss of Tejas, the U.S. War with Mexico, and the U.S. conquest of the rest of what is now the U.S. Southwest).

*Film clip: “National Identity is Made Up” by Max Fisher, NYT (5:00) (take notes)

“Mexican Americans in the (now) U.S. Southwest” (3:28)

Quiz- in Canvas, Chasteen ch. 5 “Post-Colonial Blues” Due: by Sunday 11:59pm

Week 6

3/4-3/10

Bananas, Sugar, Bird Poop, Oil and Power: Imperial Expansion and the Export Age, the U.S. & Latin America 1860's- 1929

Reading: Chasteen, ch. 6 “Progress” and

Wood and Alexander (*Problems...*): ch. VI, “Race and Nation Building,” pp. 131-133

pp. 133-138 “Neocolonial Ideologies” by Bradford Burns

pp. 144-147 “The Specter of Degeneration” by Martin Stabb

pp. 156-157 “Visual Source: Barbershop” (Uncle Sam and Venezuela & the D.R.)*

Quiz in Canvas, Chasteen, ch. 6 “Progress” Due: by Sunday 11:59pm

Discussion Board Essay on U.S. and Latin America, 19th century

Due by Sunday of week 6. Response essay by Wednesday of week 7

Week 7

9/30-10/6

The U.S. Conquest of the West and Imperial Expansion onto Latin America

Read: Chasteen, ch. 7 “Neocolonialism”

-*American Yawp* (an online text w/primary sources), [ch. 17 “Conquering the West”](#)

Handouts/primary sources/articles in Canvas:

-Chief Standing Bear, 1880 (“I am a man” court speech) &

-Primary sources TBA: Native Peoples; Chinese immigration; Mexican Americans in Southwest

Take copious notes on these short films/film clips:

“Manifest Destiny: to Conquer or Redeem,” Act I

[“500 Nations: Wounded Knee- the Darkest Hour”](#) (9 min's 53 sec's). (homework)

Week 8

10/7-10/13

U.S. Expansion onto Cuba, Puerto Rico, Hawaii and the Philippines

Readings: Wood and Alexander (*Problems...*): pp. 239-241 Statements of U.S. Foreign Policy Doctrine, “The Monroe Doctrine,” and “The Roosevelt Corollary” (primary sources)

Handouts/primary sources/articles in Canvas:

“Neo-Colonialism: From Colonies to New-Colonies?” (handout)

*Articles: Contreras, “The Monroe Doctrine” (through the early 20th century), and Contreras “The US and Latin America since the end of the 19th Century” up through p. 8 (through the 1930s)

Film: “Manifest Destiny: to Conquer or Redeem,” Pt. III "Benevolent Assimilation”

“The Panama Canal” (Intelecom) (take copious notes on both)

Quiz in Canvas, Chasteen, ch. 7 “Neocolonialism” **Due: by Sunday 11:59pm**

Discussion Essay on US Conquest of West and Imperialism in Latin America

Due by Sunday of week 8. Response essay by Wednesday of week 9

Week 9

10/14-10/20

The Mexican Revolution (1910) Ushers in Nationalism and a new Latin America-U.S. Relationship / Women and Social Change

Reading: Chasteen, ch. 8 “Nationalism”

Wood and Alexander (*Problems...*) Ch. VI, pp. 159-161, “Nationalism”

pp. 169-173 “Plan for the Realization of Bolívar's Supreme Dream” by Augusto César Sandino

pp. 173-175 “The Shark and the Sardines” by Juan José Arévalo

pp. 176-180 “Carmen Miranda and *Brasilidade*” by Darién J. Davis*

Primary Source in Canvas: “The Poetry of Anti-Imperialism” by Pablo Neruda

Film clips, see & take notes: “The Storm that Swept Mexico: the Mexican Revolution”

(Pt I: 1st 10:33 min's; Pt II: 1:04 to 1:43:01)

-“The Three Caballeros” (Disney, 1944)

*Podcast/article: “[That Time Walt Disney Went to Latin America to Fight Nazis](#)” (2017)

Quiz in Canvas Chasteen ch. 8 “Nationalism” **Due: by Sunday 11:59pm**

Week 10

10/21-10/27

Nationalism, Populism and Women and Social Change

Read: Chasteen, Ch. 9 “Revolution”

Wood and Alexander (*Problems...*) Ch. VIII, “Populism” pp. 181-183

pp. 187-191 “Doña María Remembers Perón” by María Roldán*

pp. 192-1194 “The First Lady's Peronist Feminism” by Eva Perón

Quiz in Canvas, Chasteen ch. 9 “Revolution” Due: by Sunday 11:59pm**MIDTERM EXAM. Due by Sunday of week 10****Week 11**

10/28-11-3

Combating Communism with “Friendly” Dictators: Bananas, Railroads & United Fruit (“Chiquita”), Pull Guatemala into the Cold War for Latin America**Readings:** Chasteen chapter 10 “Reaction”Wood and Alexander (*Problems...*) pp. 209-211 Social Revolution (historical intro.)
pp. 237-239 “The Cold War,”**Handouts/Articles in Canvas:**-Contreras article, *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* article, section on the Cold War

“Documents Reveal CIA Guatemala Assassination Plots” (LA Times)

“Clinton Gives Apology for U.S. Role in Guatemala” (LA Times)

“Death Squad Diary” by Kate Doyle (WAPO)

“CIA Licensed to Kill” by David Wise (LA Times)

“Blowback” by Chalmers Johnson (LA Times)

“Former Leader of Guatemala is Guilty of Genocide Against Mayan Group” (NYT 2013)

Film in Canvas: “CNN Cold War, Reds, 1947-1953” (See, take notes 1st 20 min’s)**Film in Canvas: “CNN Backyard, 1954-1989”** (see & take notes 1st 18 min’s)**PAPER ‘PRE-WRITE’/TOPIC COMMITMENT: The full explanation of our Paper, our Primary Source Analysis, is in Canvas, in module: “Assignments: Paper Description and Submission****This is the description of the “Pre-write”/topic commitment that is due by the end of this week:** In order to approve your Paper topic and sources (our Primary Source Analysis), I need the following from you in writing via email:1) list the **primary sources** you’ll be analyzing (different from the ones you’ve written about in your Discussion Essays);2) the **secondary source material** you’ll use for historical context: our text chapters, our documentaries and at least one additional scholarly book and/or scholarly article (our library has lots) you’ve tracked down on your topic for historical context;3) and a rough **draft of your thesis statement**. A thesis is something you can show or prove, or some broad generalization you can make on the basis of your primary sources and secondary source material (you need to have carefully read your primary sources to formulate a thesis).**Feel free to send it or bring it by the office anytime before. I’ll approve your sources, recommend others and give you immediate feedback. If you have a class during my office hours, I can stay later, or you can come earlier, just let me know beforehand. I’m here to help!*****Pre-write/Topic Commitment due by Sunday*****The Paper itself will be due by Sunday of week 16****Week 12**

11/4-11/10

The Cuban Revolution, “Che” Guevara, and “the most dangerous area in the world”: the U.S., Latin America and the World, the 1960s and 1970s



Reading: Wood and Alexander (*Problems...*) Ch. X, pp. 237-239, "The Cold War"
 pp. 211-216 "Essence of Guerrilla Warfare" by Ernesto *Ché* Guevara
 pp. 241-242, "The Truman Doctrine" (1946)
 pp. 251-247 "Alleged Assassination Plots Involving Foreign Leaders" by Church Congressional Committee (1975)

Primary Sources/video clips in Canvas:

-Malcolm X's "Ballots or Bullets" Washington Heights speech, 1964
 "The Platt Amendment" (1901)

Article in Canvas: "Bay of Pigs: The Secret Death of Pete Ray" LA Times

Discussion Essay on U.S. and Latin America during the Cold War

Due by Wednesday of week 13. Response essay by Wednesday of week 14

Quiz in Canvas, Chasteen ch. 10 "Reaction" Due: by Sunday 11:59pm

Week 13

11/11-11/17 **No School Monday Nov. 11th, Veterans Day**

Cold War Continued: The U.S., Latin America and the World, the 1960s and 1970s

Read: Wood and Alexander (*Problems...*):

pp. 242-247 "The Lesser of Two Evils" by David Schmitz
 pp. 259-63 "The Beliefs behind the Policies" by Lars Schoultz

Take notes on film clips "Che" by Steven Soderbergh (2008), and

*video clip Malcolm X "The State of White America" (1962 interview w/NBC; homework)
 -"Ché Guevara's Speech to United Nations, 1964" (6 min's; on Cuban sovereignty and 'Non-aligned' countries)

Film in Canvas: "School of the Americas" (DVD# 1876 at LRTC); take notes, homework

Discussion Essay on U.S. and Latin America during the Cold War due by Sunday wk 13
Response essay by Wednesday of week 14

Week 14

11/18-11/24 **Dictatorships, Displacement & Refugees: The U.S., Central America in the 1980s**

Readings: Wood and Alexander (*Problems...*):

pp. 247-251 "The 1964 Scare Campaign" by Margaret Power*

Primary Sources/readings in Canvas:

-"[The Stolen Child: Searching for #118](#)" (The Mothers and Grandmothers of the Plaza de Mayo in Argentina), short article and podcast, 2018 by Latino USA)

Film in Canvas: "CNN Backyard, 1954-1989" (see the rest of it for homework ~ 30min's)

Film clip: "Iran-Contra" from Fox's "American Dad" (we'll see in class)

Journal Entry #__ on films and documents—Discussion**Week 15**

11/25-12/1

The End of the Cold War, Neoliberalism, Globalization 3.0 and the Remaking of the Americas in the late 20th and early 21st Century**Reading:** Chasteen, ch. 11 “Neoliberalism and Beyond”Wood and Alexander (*Problems...*): ch. XI, pp. 265-267, “The Global Economy”

pp. 276-278 “I Had Sacrificed My Life,” by Norma Iglesias Prieto*

pp. 279-282 “Humanity Against Neoliberalism,” by Subcomandante Marcos*

pp. 282-286 “The New Left and the Global Economy,” by S. Levitsky and K. Roberts*

Read articles in Canvas:

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

[“Paying the Price: Hardship on Mexico’s Farms, Bounty for U.S. Tables” \(LAT 12/2014\)](#)

(and see the short mini-documentary, 1:46 min’s embedded in this LA Times expose)

Film clips: “The Sixth Sun” (DVD #1849 at Library) and clips from Rage Against the Machine’s concert in Mexico City

Journal Entry #__ on films and documents—Discussion

Quiz in Canvas, Chasteen ch. 11 “Neoliberalism” Due: by Sunday 11:59pm**Week 16**

12/2-12/8

21st Century Trends, Transformations & Challenges: Economic Integration, Migration, Narcotics, Culture, Reggaeton, Hip Hop, Sports, Climate Change, and Historical Memory**Read:** Wood and Alexander (*Problems...*): Ch. XII “Historical Memory,” pp. 287-289,*

pp. 296-298 “Human Rights Violations Committed by Government Agents,” by the Chilean National Commission on Truth and Reconciliation*

pp. 310-311 “Visual Source: Memory Sites”* (clandestine detention center, Argentina)

pp. 313-315 Ch. XIII “Nature and Protest” (historical intro)*

pp. 320-324 “Fight for the Forest” by Chico Mendes*

pp. 336-337 Visual Source: “Let Us Wake Humanity, We’re Out of Time”*

Read short articles in Canvas:

-Sonia Nazario’s “Enrique’s Journey” (from Honduras to U.S.), LA Times art’s

-Contreras, *A History of U.S.-Mexico Relations*, ch.7 “Free Trade, Economic Integration, Migration, Narcotics and Security: The Transformation of the Mexico-U.S. Relationship in the 21st Century”

“-Dreamland” clips by Sam Quiñones (on US opioid epidemic and rising Heroin use in US)

-“[History of Anti-Hispanic Bigotry in the U.S.](#)” (on El Paso shooting, WAPO 8/2019)-“[Mississippi ICE Raids Split Families](#)” (Context: Migrants, Chicken Processing) LAT 8-2019**Film clips:** “Even the Rain” (DVD 1855); Frontline’s “Central American Refugee Crisis”;

-“Futbolista”

Discussion, **Journal #__** On readings, film clips, music and articles

PAPER (Primary Source Analysis- the final product) DUE. You need to have given me your "Pre-write"/Topic Commitment for approval
Due by: Sunday by 11:59pm in Assignments in Canvas

12/9-12/15 **Monday is last day of Classes Final Exam Week is Tues. 12/10 - Mon. 12/16**
Your Final Exam for this class is due by: SUNDAY DECEMBER 15TH BY 11:59PM

***Last Day to Turn in Extra Credit: the day after your Final Exam at 11:59pm in Canvas (Extra Credit Choices are in Canvas; I've also recommended several in class).**

Final Averages and corresponding Final Grades: All of our assignments are weighted according to the formula explained in the grades section of this syllabus- I don't do "points." I then assign the following letter grade.

The best way to make sure that you pass the class is to do well on every assignment and not skip anything. Skipping an assignment (they turn to 0's) will affect your grade. Please come by my office hours at any point in the semester to check your progress. I'm happy to help!

ALL GRADES ARE FINAL!! Do NOT email me to ask me to "bump up" your grade.

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