

HIS 585 Modern Latin America

On-Line Course – 3 Credit Hours

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Welcome to HIS 585, a view of the History of Latin America during the 20th century from the point of view of the United States. With the current interest in American international affairs, this three credit course will review our involvement in Latin America and encourage you to develop your own view of this important aspect of American Foreign Policy.

Course Objectives:

This course is intended to provide you with the factual content and historical basis for understanding the relationships between the United States and Latin America as it developed during the 19th and 20th century. Since this is an On-Line course, we will not meet for classes, nor will we have lectures or class exams. Instead, there will be intensive reading and class discussion through Blackboard forums. You will learn how to create a bibliography, how to analyze scholarly literature, and how to trace the evolution of historical views by studying the historiography of modern Latin American history.

Course Description:

This course will focus on the changes over time of American foreign relations with Latin America. We will focus on the periods of America military, economic and diplomatic interest in Latin America throughout the nineteenth and twentieth centuries. During the semester, students will choose different countries and compare American relations with each of these countries. The main themes in this course will involve political, diplomatic, economic, and social problems in Latin America.

Requirements:

Students will complete eight units of on-line and print materials, respond to questions relating to eight topics, and post answers to these questions in the form of eight 500 to 1000 word essays on Blackboard. After posting their answers, students will be expected to respond to the views of other students through the online discussion forums. Since all students will be expected to respond to each others essays, all material must be posted promptly as noted in the syllabus.

Submitting Work

Please write your paper in Microsoft Word and post directly to Blackboard. Do not e-mail them to me. If you have any questions about the course work or your grades, you may e-mail me at his_cccc@shsu.edu. I will respond either through Blackboard or through e-mail.

As in all graduate work, when you post your papers on Blackboard, they must be carefully edited, grammatically correct, and clearly argued. If there is evidence that you have not edited your paper before posting it, you will be asked to remove it from Blackboard, make your corrections, and repost.

Click on any of the following headings to jump to that section of the Syllabus

1. Getting started -- Textbook	2. Office Hours and contact schedule	3. Blackboard and computer support	4. Grading Policies	5. Grading scale and points
6. Assignment schedule for the course	7. Course units and Readings	8. Report format and requirements	9. Commentaries on other papers	10. General information

Getting Started

1. Contact me via e-mail IMMEDIATELY after you have registered for the course. We will stay in touch primarily through e-mail and Blackboard. To avoid confusion, please USE YOUR SHSU EMAIL ADDRESS. If you do not have one, please request one from SHSU (free to you as a student) as soon as possible.

The textbook, Modern Latin America by Thomas E. Skidmore and Peter H. Smith, Published by Oxford University Press, (Third or Fourth edition) is available on-line through Amazon.com or Barnesandnoble.com or in used bookstores from such sites as abebooks.com and bibliofind.com.

Office Hours and Contact Schedule

2. I will be available on-line in my office, Monday through Thursday, from 2 pm to 3 pm. You may contact me via e-mail or by phone during this time. At other times, or if I have been called away from my office, you may leave a voice mail and I will get back to you as soon as possible.

Blackboard and Computer Support

3. Should you be unfamiliar with Blackboard or run into computer problems, we have an excellent Help Desk which is available to you from 8 A.M. to 5 P.M. Central Standard Time, Monday through Friday. Their telephone number is (936) 294-1950.

You will be posting your assignments to the Blackboard Discussion page. Please type your material in Microsoft Word and then cut and paste into Blackboard.

Grading policies and Grading scale

4. Your grade for this course will be based on:

Unit 1	Journalization of the <u>History of Latin America</u>	100 points	Essay – 500 words, response to questions
Units 2 - 9	Review of six (6) articles, 3 listed in the readings, and 3 of your choosing	50 points each 400 points Total	Eight essays of 500 to 1000 words each, reviewing the 6 authors and concluding you're your views on the readings.
Unit 10	Concluding Essay	200 points	1000 word essay developing your over-

			all review of American involvement in Latin America
Total	Eight essays	700 points	

Grading Scale

5. Your letter grade will be based on the points you accumulate during the semester.

<u>Letter Grade</u>	<u>Points</u>	<u>Percentage</u>
A	700 – 630	90%
B	629 – 560	80%
C	559 – 490	70%
D	489 – 420	60%

Anything below 420 points is unsatisfactory for the course and you will not receive credit. A grade of C or below is considered inappropriate for a graduate student at Sam Houston State University.

Academic Honesty

According to the administrations guidelines (Academic Policy Statement 810213): “*All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.*”

Please check your syllabus on Blackboard regularly for any changes. If you are absent or late, the responsibility for obtaining information is incumbent upon you. You would be wise to establish relationships with fellow students for assuring that you remain well informed and that you are adequately prepared for exams.

In the event you must drop this class, please remember, should you decide to drop the course, do so through the registrar’s office. Otherwise, your course grade will be “F.”

Americans with Disabilities Act

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students

with disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until the student registers with the Counseling Center.

Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Religious Holidays

Section 51.911(b) of the Texas Education Code requires that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Visitors in the Classroom

According to the Administration's guidelines: *"Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom."* Anyone visiting the class must make arrangements with me before class begins. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way interfere with registered members of the class or the educational process.

In consideration of time constraints and unforeseen circumstances that might adversely affect the majority of the class, I will reserve the right to make minor changes to this syllabus.

Instructor Evaluations

All students will be asked to complete a course/instructor evaluation form toward the end of the semester. The evaluations will relate to the objectives listed at the beginning of the syllabus. The teacher will not be present in the classroom during the evaluation, and students will be expected to complete the evaluation as fairly and impartially as possible.

Assignments – All essays are due on the day of the discussion. Students will be expected to submit the assignments either in hard-copy form or via e-mail to the Blackboard site. All dilemmas must conform to the regulations listed at the beginning of the syllabus.

Required Supplies – All students must locate a copy of the US and World History textbooks. Students may also purchase map colors for use with maps in class.

Study Tips – Students are encouraged to work together to discuss the answers to the essays, although students must write their essays on their own. It is highly recommended that students read the chapters before coming to class, and then reviewing the material after class. If students are having trouble with reading they should contact the Reading Center in Farrington Building. Students should also submit their Dilemma essays to the Writing Center in order to clear up any writing problems and to correct all grammar errors.

Students will be provided with review sheets or lists of important dates and facts and may form study groups to review the material before exams.

Classroom Rules of Conduct – The Code of Student Conduct and Discipline is found at <https://www.shsu.edu/students/guide/dean/codeofconduct.html> Students may refer to this code of conduct for further information.

Students will be expected to:

1. refrain from talking, sleeping, eating or text messaging during class.
2. turn off cell phones and put them away during class.
3. pay attention and take notes during class.

General Information – Students should discuss grades and problems in class with the instructor as soon as there is some difficulty. The instructor will be at the students' disposal at any time that the student is available. The student will be expected to contact the instructor in order to set up an appointment to discuss possible problems.

Individual Instruction

If you are in need of individual help, please make an appointment to come see me or to visit with one of the Teaching Assistants, especially if you are unsure of how to write a Dilemma.

Please don't miss this opportunity to get to know your professor. It is always a good idea.

Assignment schedule for the course

6.

<u>Unit</u>	<u>Week</u>	<u>Assignment</u>	<u>Due Date</u>
I.	Week 1-2	Review of Colonial Background – Prologue and Chapter 1 from Skidmore and Smith, <u>Modern Latin America</u> (Oxford Press, latest edition)	Post your review
II.	Week 3	Latin American and the Monroe Doctrine – U.S. interest in Latin America	Post your review
III.	Weeks 4-5	Manifest Destiny: Texas (1821-1836) and The Mexican-American War (1846-1848)	Post your review
IV.	Weeks 6-7	Mandate for a Hemisphere – Gold Rush and Central. America – William Walker, War of the Pacific – (1840-1860)	Post your review
V	Weeks 8-9	Teddy Roosevelt and Latin America, Spanish-American War, (1898) Panama Canal (1870-1912)	Post your review
VI	Weeks 10-11	Dollar Diplomacy in Latin America, Roosevelt and Lodge Corollaries in the Dominican Republic, Honduras, Guatemala, Venezuela, Mexico (1914-1933)	
VII	Weeks 12-13	From Good Neighbor Policy to the Cold War – FDR and Latin America (1930-1960)	
VIII	Weeks 14-15	Latin America and the Cold War – Modernization and Dependency Theory, – (1960-1990)	
IX	Weeks 16	Post Cold War world (1990-2004)	
		Conclusion and Summary	

Course Readings

As you begin each section, read the chapter or chapters listed in the assignments. They will not relate exactly to the time period, but they will give you an insight into each of the different areas with which the United States interacted. Then I have provided you with three articles that will give you some different views of the specific topic. I would like for you to choose either three other articles from our electronic ON-LINE Data base or choose a book or books from the list below, if you have access to a library. These articles should pertain directly to the topic or the time period, and may peripherally refer to the country described in the chapter.

After reading all the material, you will need to incorporate the information into a report which will give your views of the problem. Descriptions for how to write the report are listed below.

As an On-Line course, I suggest you use our JSTOR Electronic Journals Data Base. The easiest way to find your articles:

http://www.shsu.edu/~lib_jah/history.html

- a. Go to our SHSU Web page then click on the Library link
- b. Click on Resources and then on Electronic Journals
- c. Scroll down to JSTOR and click on Arts and Sciences I collection or Arts and Sciences II collection.
- d. On the JSTOR page, click on SEARCH
- e. Type in your topics in the spaces
Make sure you use one topic per line
- Latin America in one space, U.S. foreign policy in another space, - Monroe Doctrine in a third, etc.
- f. Always make sure the box farthest to the right reads in "full-text"
- g. Scroll down the page and select the journals for History and Latin America in the small boxes on the left.
- h. Click "Begin Search" at the bottom of the page.
You can refine your search, change your topic words, and modify your terms. There are lots of options and words you can use. If there are many topics, choose the option for Most Recent Articles

Then scroll through the lists, look at the dates, and click on the article to check to see if it is what you want. If it appears to be something that would tie in with our topic, you may read it on-line or print it off as a reference..

Choose articles written within the last twenty years, unless you are looking for original documents, then focus on the dates of publication listed. .

If you have difficulties, a pleasant and helpful librarian-Mr. Joe Hardenbrook-- is available from 8 to 5, Monday through Friday at (936) 294-4567. He has supplied us with the following web site to help history students find sources on the library data bases.
http://www.shsu.edu/~lib_jah/history.html

Assigned Articles - Use these as a background, then find 3 others of your own relating to a similar topic.

Unit 1

<i>Units</i>	<i>Readings- Use these as a background, then find 3 others of your own.</i>
I	1The Limits of Sympathy: The United States and the Independence of Spanish America

Piero Gleijeses

Journal of Latin American Studies, Vol. 24, No. 3. (Oct., 1992), pp. 481-505.

[Latin American History in the United States: From Gentlemen Scholars to Academic Specialists](#) (in Historiography)

Marshall C. Eakin *The History Teacher*, Vol. 31, No. 4. (Aug., 1998), pp. 539-56

[Latin America in the Foreign Relations of the United States](#) (in Review Article)

Gordon Connell-Smith

Journal of Latin American Studies, Vol. 8, No. 1. (May, 1976), pp. 137-150.

Stable URL: [http://links.jstor.org/sici?sici=0022-](http://links.jstor.org/sici?sici=0022-216X%28197605%298%3A1%3C137%3ALAITFR%3E2.0.CO%3B2-Z)

[216X%28197605%298%3A1%3C137%3ALAITFR%3E2.0.CO%3B2-Z](http://links.jstor.org/sici?sici=0022-216X%28197605%298%3A1%3C137%3ALAITFR%3E2.0.CO%3B2-Z)

[The Right to Democracy in the Americas](#)

Heraldo Munoz; Mary D'Leon

Journal of Interamerican Studies and World Affairs, Vol. 40, No. 1.

(Spring, 1998), pp. 1-18.

Stable URL: [http://links.jstor.org/sici?sici=0022-](http://links.jstor.org/sici?sici=0022-1937%28199821%2940%3A1%3C1%3ATRDTIT%3E2.0.CO%3B2-0)

[1937%28199821%2940%3A1%3C1%3ATRDTIT%3E2.0.CO%3B2-0](http://links.jstor.org/sici?sici=0022-1937%28199821%2940%3A1%3C1%3ATRDTIT%3E2.0.CO%3B2-0)

II

[Jeffersonian Origins of the Monroe Doctrine](#)

T. R. Schellenberg

The Hispanic American Historical Review, Vol. 14, No. 1. (Feb., 1934), pp.

1-31.

[The Reconquest of Central America: Latin American Studies and the Transition to Democracy, 1979-1990](#)

Mark T. Berger

Latin American Perspectives, Vol. 24, No. 1, Liberalism's Revival and Latin

American Studies. (Jan., 1997), pp. 7-72.

[The Monroe Doctrine and Hispanic America](#)

Samuel Guy Inman

The Hispanic American Historical Review, Vol. 4, No. 4. (Nov., 1921), pp.

635-676.

III

[Force and Diplomacy, 1846-1848: The View from Washington](#)

Charles A. Lofgren

Military Affairs, Vol. 31, No. 2. (Summer, 1967), pp. 57-64.

Stable URL: [http://links.jstor.org/sici?sici=0026-](http://links.jstor.org/sici?sici=0026-3931%28196722%2931%3A2%3C57%3AFAD1TV%3E2.0.CO%3B2-D)

[3931%28196722%2931%3A2%3C57%3AFAD1TV%3E2.0.CO%3B2-D](http://links.jstor.org/sici?sici=0026-3931%28196722%2931%3A2%3C57%3AFAD1TV%3E2.0.CO%3B2-D)

[The United States Army in Mexico City](#) (in Notes and Documents)

Edward S. Wallace

Military Affairs, Vol. 13, No. 3. (Autumn, 1949), pp. 158-166.
Stable URL: <http://links.jstor.org/sici?sici=0026-3931%28194923%2913%3A3%3C158%3ATUSAIM%3E2.0.CO%3B2-O>
Overseas War--In 1846!

Ivor Spencer

Military Affairs, Vol. 9, No. 4. (Winter, 1945), pp. 306-313.

Stable URL: <http://links.jstor.org/sici?sici=0026-3931%28194524%299%3A4%3C306%3AOW1%3E2.0.CO%3B2-0>

IV

The Economics of Intervention: American Overseas Investments and Relations with Underdeveloped Areas, 1890-1950 (in *The United States in the International Economy*)

Jeffrey A. Frieden

Comparative Studies in Society and History, Vol. 31, No. 1. (Jan., 1989), pp. 55-80.

Young American Males and Filibustering in the Age of Manifest Destiny: The United States Army as a Cultural Mirror

Robert E. May

The Journal of American History, Vol. 78, No. 3. (Dec., 1991), pp. 857-886.

Stable URL: <http://links.jstor.org/sici?sici=0021-8723%28199112%2978%3A3%3C857%3AYAMAFAI%3E2.0.CO%3B2-N>

The Watermelon Riot: Cultural Encounters in Panama City, April 15, 1856

Mercedes Chen Daley

The Hispanic American Historical Review, Vol. 70, No. 1. (Feb., 1990), pp. 85-108.

Stable URL: <http://links.jstor.org/sici?sici=0018-2168%28199002%2970%3A1%3C85%3ATWRCEI%3E2.0.CO%3B2-F>

V

United States Intervention in Cuba, 1898: Interpretations of the Spanish-American-Cuban-Filipino War (in *Historiography*)

Thomas G. Paterson

The History Teacher, Vol. 29, No. 3. (May, 1996), pp. 341-361.

The Background of Cleveland's Venezuelan Policy: A Reinterpretation

Walter LaFeber

The American Historical Review, Vol. 66, No. 4. (Jul., 1961), pp. 947-967.

U.S. and Latin American Labor: The Dynamics of Imperialist Control

Hobart A. Spalding, Jr.

Latin American Perspectives, Vol. 3, No. 1, Imperialism and the Working Class in Latin America. (Winter, 1976), pp. 45-69.

VI

United States Intervention in Cuba, 1898: Interpretations of the Spanish-American-Cuban-Filipino War (in *Historiography*)

Thomas G. Paterson

The History Teacher, Vol. 29, No. 3. (May, 1996), pp. 341-361.

Democratizing the Democracy? Crisis and Reform in Venezuela

Brian F. Crisp; Daniel H. Levine

Journal of Interamerican Studies and World Affairs, Vol. 40, No. 2. (Summer, 1998), pp. 27-61.

Stable URL: [http://links.jstor.org/sici?sici=0022-](http://links.jstor.org/sici?sici=0022-1937%28199822%2940%3A2%3C27%3ADTDCAR%3E2.0.CO%3B2-J)

[1937%28199822%2940%3A2%3C27%3ADTDCAR%3E2.0.CO%3B2-J](http://links.jstor.org/sici?sici=0022-1937%28199822%2940%3A2%3C27%3ADTDCAR%3E2.0.CO%3B2-J)

Roosevelt's Second Venezuelan Controversy

Embert J. Hendrickson

The Hispanic American Historical Review, Vol. 50, No. 3. (Aug., 1970), pp. 482-498.

Stable URL: [http://links.jstor.org/sici?sici=0018-](http://links.jstor.org/sici?sici=0018-2168%28197008%2950%3A3%3C482%3ARSVC%3E2.0.CO%3B2-J)

[2168%28197008%2950%3A3%3C482%3ARSVC%3E2.0.CO%3B2-J](http://links.jstor.org/sici?sici=0018-2168%28197008%2950%3A3%3C482%3ARSVC%3E2.0.CO%3B2-J)

VII

United States Trade and Latin America: The Wilson Years

Burton I. Kaufman

The Journal of American History, Vol. 58, No. 2. (Sep., 1971), pp. 342-363.

US Diplomacy and the Salvadorean Revolution of 1931

Philip F. Dur

Journal of Latin American Studies, Vol. 30, No. 1. (Feb., 1998), pp. 95-119.

The Forgotten Relationship: United States-Paraguay Relations, 1937-89

Frank O. Mora

Journal of Contemporary History, Vol. 33, No. 3. (Jul., 1998), pp. 451-473.

Stable URL: [http://links.jstor.org/sici?sici=0022-](http://links.jstor.org/sici?sici=0022-0094%28199807%2933%3A3%3C451%3ATFRUSR%3E2.0.CO%3B2-H)

[0094%28199807%2933%3A3%3C451%3ATFRUSR%3E2.0.CO%3B2-H](http://links.jstor.org/sici?sici=0022-0094%28199807%2933%3A3%3C451%3ATFRUSR%3E2.0.CO%3B2-H)

VIII

The United States as Caudillo

Norman A. Bailey

Journal of Inter-American Studies, Vol. 5, No. 3. (Jul., 1963), pp. 313-324.

The United States and Latin America in the 1960s (in *A Backward Look at US Latin American Policy*)

Joseph S. Tulchin

Journal of Interamerican Studies and World Affairs, Vol. 30, No. 1.

(Spring, 1988), pp. 1-36.

Latin America in the Foreign Relations of the United States (in *Review Article*)

Gordon Connell-Smith

Journal of Latin American Studies, Vol. 8, No. 1. (May, 1976), pp. 137-150

IX

U.S.-Cuban Relations: From the Cold War to the Colder War

Jorge I. Domínguez

Journal of Interamerican Studies and World Affairs, Vol. 39, No. 3. (Autumn, 1997), pp. 49-75.

The New US Economic Initiative toward Latin America

Sidney Weintraub

Journal of Interamerican Studies and World Affairs, Vol. 33, No. 1. (Spring, 1991), pp. 1-18.

The United States and Latin America's Armed Forces: A Troubled Relationship

Richard L. Millett

Journal of Interamerican Studies and World Affairs, Vol. 39, No. 1, Special Issue: US-Latin American Relations. (Spring, 1997), pp. 121-136.

Stable URL: [http://links.jstor.org/sici?sici=0022-](http://links.jstor.org/sici?sici=0022-1937%28199721%2939%3A1%3C121%3ATUSALA%3E2.0.CO%3B2-8)

[1937%28199721%2939%3A1%3C121%3ATUSALA%3E2.0.CO%3B2-8](http://links.jstor.org/sici?sici=0022-1937%28199721%2939%3A1%3C121%3ATUSALA%3E2.0.CO%3B2-8)

The Diffusion of Democracy, 1946-1994

John O'Loughlin; Michael D. Ward; Corey L. Lofdahl; Jordin S. Cohen;

David S. Brown; David Reilly; Kristian S. Gleditsch; Michael Shin

Annals of the Association of American Geographers, Vol. 88, No. 4. (Dec., 1998), pp. 545-574.

Stable URL: [http://links.jstor.org/sici?sici=0004-](http://links.jstor.org/sici?sici=0004-5608%28199812%2988%3A4%3C545%3ATDOD1%3E2.0.CO%3B2-Q)

[5608%28199812%2988%3A4%3C545%3ATDOD1%3E2.0.CO%3B2-Q](http://links.jstor.org/sici?sici=0004-5608%28199812%2988%3A4%3C545%3ATDOD1%3E2.0.CO%3B2-Q)

X

Present at the (Dis)Integration: Deterritorialization and Reterritorialization in the New Wor(l)d Order

Gearoid O Tuathail; Timothy W. Luke

Annals of the Association of American Geographers, Vol. 84, No. 3. (Sep., 1994), pp. 381-398.

Stable URL: [http://links.jstor.org/sici?sici=0004-](http://links.jstor.org/sici?sici=0004-5608%28199409%2984%3A3%3C381%3APAT%28DA%3E2.0.CO%3B2-P)

[5608%28199409%2984%3A3%3C381%3APAT%28DA%3E2.0.CO%3B2-P](http://links.jstor.org/sici?sici=0004-5608%28199409%2984%3A3%3C381%3APAT%28DA%3E2.0.CO%3B2-P)

Globalization: For Whom and for What

Robert C. Dash

Latin American Perspectives, Vol. 25, No. 6. (Nov., 1998), pp. 52-54.

[http://links.jstor.org/sici?sici=0094-](http://links.jstor.org/sici?sici=0094-582X%28199811%2925%3A6%3C52%3AGFWAFW%3E2.0.CO%3B2-A)

[582X%28199811%2925%3A6%3C52%3AGFWAFW%3E2.0.CO%3B2-A](http://links.jstor.org/sici?sici=0094-582X%28199811%2925%3A6%3C52%3AGFWAFW%3E2.0.CO%3B2-A)

The Clinton Administration and the Americas: The Postwar Rhythm and Blues

Robert A. Pastor

Journal of Interamerican Studies and World Affairs, Vol. 38, No. 4. (Winter, 1996), pp. 99-128.

Stable URL: [http://links.jstor.org/sici?sici=0022-](http://links.jstor.org/sici?sici=0022-1937%28199624%2938%3A4%3C99%3ATCAATA%3E2.0.CO%3B2-6)

[1937%28199624%2938%3A4%3C99%3ATCAATA%3E2.0.CO%3B2-6](http://links.jstor.org/sici?sici=0022-1937%28199624%2938%3A4%3C99%3ATCAATA%3E2.0.CO%3B2-6)

Hemispheric Relations in the 21st Century

Joseph S. Tulchin

Journal of Interamerican Studies and World Affairs, Vol. 39, No. 1, Special

Issue: US-Latin American Relations. (Spring, 1997), pp. 33-43.
Stable URL: <http://links.jstor.org/sici?sici=0022-1937%28199721%2939%3A1%3C33%3AHRIT2C%3E2.0.CO%3B2-Z>

[Setting the Rules: Toward a Research Agenda That Matters](#)

Stephen R. Niblo

Latin American Perspectives, Vol. 25, No. 6. (Nov., 1998), pp. 81-84.

Stable URL: <http://links.jstor.org/sici?sici=0094-582X%28199811%2925%3A6%3C81%3ASTRTAR%3E2.0.CO%3B2-R>

Suggested Readings: If you can access a library, the following books are possible sources for excellent articles or information that will be useful for you.

As you choose your articles or books, make sure to note when a book or article was written. This will help you focus on the changes in U.S. attitudes over the various time periods. Much of this change in attitude will be reflected in the books or articles written at different time periods.

General Works (the first chapters or sections on the colonial period):

Beezley, William H. and Colin M. MacLachlan __*Latin America: The Peoples and Their History*__ (Fort Worth: Harcourt Brace College Publishers, 2000)

Brown, Jonathan C. __*Latin America: A Social History of the Colonial Period*__ (Fort Worth: Harcourt College Publishers, 2000)

Burns, E. Bradford and Julie A. Charlip __*Latin America: A Concise Interpretive History*__ (New Jersey: Prentice Hall, 2002)

Chasteen, John Charles __*Born in Blood and Fire: A Concise History of Latin America*__ (Chapel Hill: University of North Carolina Press, 2001)

Clayton, Lawrence A. and Michael L. Conniff
__*A History of Modern Latin America*__ (New York: Harcourt Brace, 1999)

Donghi, Tulio Hlperín __*The contemporary History of Latin America*__ (Durham: Duke University Press, 1993)

Hansis, Randall __*The Latin Americans: Understanding Their Legacy*__ (New York: McGraw Hill, 1997)

Keen, Benjamin and Keith Haynes
__*A History of Latin America*__ (New York: Houghton Mifflin Company, 2000)

Winn, Peter __*Americas: The Changing Face of Latin America and the Caribbean*__

(Berkeley: University of California Press, 1992)

Worcester, Donal E., and Wendell G. Schaeffer __The Growth and Culture of Latin America: The Continuing Struggle for Independence__ (New York: Oxford University Press, 1956)

Alphabetical list of other works on US and Latin America - you might also want to check the section in your local library (if you are close to one) on United States - Foreign Relations - Latin America (In the Library of Congress Numbering system it is the F 1418 section).

Biles, Robert E. __ Inter-American Relations: The Latin American Perspective__ (Boulder: Lynne Rienner Publishers, 1988)

Blasier, Cole. __The Hovering Giant: U.S. Responses to Revolutionary Change in Latin America__ (Pittsburgh: University of Pittsburgh Press, 1976)

Bulmer-Thoms, Victor and Jamkes Dunkerley __The Unites States and Latin America: The New Agenda__ (Cambridge: Harvard University Press, 1999)

Carothers, Thomas __In the Name of Democracy: U.S. Policy Toward Latin America in the Reagan Years__ (Berkeley: University of California Press, 1991)

Cotler, Julio and Richar R. Fagen __Latin America and the United States: The Changing Political Realities__ (Stanford: Stanford University Press, 1974)

Cottam, Martha L. __Images and Intervention: U.S. Policies in Latin America__ (Pittsburgh: University of Pittsburgh Press, 1994)

Dent, David W. __The Legacy of the Monroe Doctrine: A Reference Guide to U.S. Involvement in Latin America and the Caribbean__ (Westport, Conn: Greenwood Press, 1999)

Dominquez, Jorge I. __The Future of Inter-American Relations__ (New York: Routledge, 2000)

Fishlow, Albert and James Jones __the United States and the Americas: A Twenty-First Century View__ (New York: WW Norton, 1999)

Holden, Robert H. and Eric Zolov, __Latin America and the United States: A Documentary History__ (New York: Oxford University Press, 2000)

Karnes, Thomas L. __Readings in The Latin American Policy of the United States__ (Tucson: The University of Arizona Press, 1972)

Kenworthy, Eldon __America/Américas: Myth in the Making of U.S. Policy Toward

- Latin America__ (University Park: Pennsylvania State University Press, 1995)
- Lowenthal, Abraham F. __Partners in Conflict: The United States and Latin America__ (Baltimore: John Hopkins, 1987)
- Martz, John D. __United States Policy in Latin America: A Decade of Crisis and Challenge__ (Lincoln: University of Nebraska Press, 1995)
- Newfarmer, Richard, ed. __From Gunboats to Diplomacy: New U.S. Policies for Latin America__ (Baltimore: John Hopkins, 1984)
- Pastor, Robert A. __Whirlpool: U.S. Foreign Policy Toward Latin America and the Caribbean__ (New Jersey: Princeton University Press, 1992)
- Ronning, C. Neale __Intervention in Latin America__ (New York: Alfred A. Knopf, 1970)
- Schmitt, Karl M. and David D. Burks __Evolution or Chaos: Dynamics of Latin American government and Politics__ (New York: Frederick A. Praeger, 1963)
- Schoonover, Thomas David __Dollars Over Dominion: The Triumph of Liberalism in Mexican-United States Relations, 1861-1867__ (Baton Rouge: Louisiana State University Press, 1978)
- Schoultz, Lars __Beneath the United States: A History of U.S. Policy Toward Latin America__ (Cambridge: Harvard University Press, 1998)
- Shapiro, Samuel __Cultural Factors in Inter-American Relations__ (Notre Dame: University of Notre Dame Press, 1968)
- Shurbutt, T. Ray __United States-Latin American Relations, 1800-1850__ (Tuscaloosa: University of Alabama Press, 1991)
- Silvert, Kalman H. __Essays in Understanding Latin America (Philadelphia: Institute for the Study of Human Issues) 1977)
- Smith, Gaddis. __The Last Years of the Monroe Doctrine: 1945-1993__ (New York: Hill and Wang, 1994)
- Smith, Peter H. __Talons of the Eagle: Dynamics of U.S. Latin American Relations (Oxford: Oxford University Press, 1996)
- Stuart, Graham H. and James L. Tigner __Latin America and the United States __ (New jersey: Prentice Hall, 1975)

Woodward, Ralph Lee, Jr., Central America: A Nation Divided (New York: Oxford University Press, 1999)

8. Report Format

All reports must adhere to the following format when you post them to the Discussion Forum on Blackboard.

- a. Include – your name, the Unit and topic in the Subject Line of your report when you post in Blackboard. I will provide you with a Discussion Forum for each unit.
- b. Type your report in Arial font, double-spaced, one inch margins and 12 pitch with page numbers. Each paragraph should begin with an indentation (tab) of five spaces.
- c. Please make sure you have corrected typos and grammatical errors. If it is obvious that you have not edited your paper before posting, I will ask you to remove it, make your corrections and repost.
- d. The preferred format will be Microsoft Word for your reports, which can be cut and pasted into Blackboard. If you are more comfortable with Word Perfect, you may also type your report in that format and then cut and paste the final product into Blackboard.
- e. Make all citations as Endnotes, rather than Footnotes. Follow the Endnotes with the Alphabetical listing of the Bibliography.

If you are unsure about how to do Endnotes or a Bibliography, please refer to Jules Benjamin's A Student's Guide to History. This is available on line – simply go to Google.com and type in Jules Benjamin and then choose his book A Student's Guide to History and go to his sections on "How to Write a History Paper." See the sections on Bibliography or Endnotes for the proper format.

Specific requirements

- e. Your Unit I assignment, the journalization of the first 40 pages of the textbook, will be a simple summary of the material focusing on the questions listed in Blackboard.
- f. The Units 2 through 9 will be a comparison of the views that different authors offer for the period. The reports **must** include a **bibliography** at the end of your paper listing the sources you found.
- g. Always attribute the material you use to the author who wrote it, even if it may not be an exact quote. If you do copy a sentence or section exactly, put it in quotes. If it is the idea, then include a note at the end of your sentence indicating where the idea came from. Never, **EVER** use another author's words as your own. This is Plagiarism, -- outright theft of another's work. Err on the side of caution, always put in more endnotes rather than less.
- h. Your final paper, will summarize and wrap up the many ideas you learned during the semester from the books and articles you read. Again, make sure you use quotes or attribute the material you cite to the correct author by using endnotes. Again, make sure you include a complete Bibliography of all the materials you read. These lists may prove invaluable to you later on as a reference.

9. Commentaries on other papers

After you have posted your paper, I would like for you to read the postings of your fellow students. Since each of you will have chosen different articles or books to

write your reviews, you will, without doubt, learn a great deal from each other. You will each write a paragraph noting how your articles and books agreed or differed with the articles of your fellow students. You may ask questions, or raise new ideas that the other students might not have thought of.

In the subject line – always include your name and the topic you are addressing. I will expect you to write politely and respectfully when commenting on each other's papers. Part of discussions is learning to respect other peoples' views. Rudeness will not be tolerated.

General Information

TARDINESS – Taking an On-Line course allows you the enjoyment of reading and writing your material when it best suits your time-frame. Remember however, not to put off doing your work until the day it is due. It will require great self-discipline not to fall behind in your reading and writing. Believe me, you will not be able to throw these articles together in ten minutes on a Friday evening.

Since all of you will be expected to comment on each other's papers, you **MUST** post your article on the day assigned. Others will be looking for your work and will be waiting to comment on it. Give them, and yourself, the time to do a good job. These articles reflect on you.

PLAGIARISM -

Plagiarism and cheating are serious offenses and may be punished by failure on the exam, paper or project; failure in the course; and/or expulsion from the university. The *SHSU Student Guidelines* academic honesty policy states:

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action

5.31 The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials. See <http://www.shsu.edu/students/guide.html>

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