

Boston University

Department of International Relations

Department of History



IR 524. Cold War in Latin America

Spring semester 2017

Professor: Rodolfo Fernández

Schedule: MW 2:30-3:45

Classroom: KCB 102

Office: COM 223C

Office hours: Monday 4:30-6:30 and by appointment

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Course Description

The Cold War is usually thought of as a conflict between superpowers in a bipolar world. Often, this interpretation of the conflict that followed World War II omits the important histories of countries other than the United States, the Soviet Union and their European allies. In this class we will explore the conflict that we know as the Cold War from the perspective of Latin America. By will take into account issues of politics, economics, culture, and identity we will create a view picture of what happened during the Cold War in Latin America.

Course Objectives

This course offers students the opportunity to learn about and analyze the following themes:

- The history of the Cold War as a global and complex web of related conflicts.
- The evolution of Latin American society, culture, and political economy in the second half of the twentieth century.
- The complex and interrelated histories of Latin American countries.
- The ways in which Latin American countries affected and were affected by global events.
- The agency of different historical actors at a local, national, and global level.

Students in this course will be able to use historical analysis—including the use of primary and secondary sources—as a tool for evaluating and creating international policies.

Grades

The strength of a course such as this depends on the active participation of all of those involved. Students are expected to participate and to come to class prepared. One-fifth of the final grade will be based on in-class participation, which consists of being prepared to share questions, comments, and analysis with other members of the seminar. If students do not keep up with readings, written quizzes will be administered during class.

In order to facilitate discussion, students will be assigned to one week to research, circulate, and present a short analysis of at least two primary sources. These sources must illustrate themes discussed in class or which were covered on that week’s readings. The student in charge of leading discussion that week should also come prepared with questions for the rest of the class. Presentations will be graded based on quality of the presentation (10 points), discussion generated by the questions (5 points), and primary sources (5 points). This presentation will count as 20% of the final grade.

Students are required to create a total of 5 written responses to the assigned readings which must be posted on Blackboard by noon on Wednesdays. Responses should be submitted via the Journals tab in Blackboard. Late submissions will not count. Reading responses should be one or two pages long. Responses should provide a short description of the text and, more importantly, a critical evaluation of the material. Excellent submissions go beyond synthesis and analysis of that week’s text, and incorporate other readings discussed in class.

Finally, students are expected to not just receive information, but to generate new knowledge as well. As such, almost half of the grade will depend on the creation of a research project. This project will consist of a research paper that explores one of the topics analyzed in class, worth 30% of the final grade. Before the end of the first half of the semester, students must prepare a proposal (worth 15% of the final grade) in which they present the topic they have chosen, a research thesis, and an annotated bibliography consisting of at least five sources. In order to share their research with colleagues, students will share their papers in a short presentation at the end of the semester.

Grade Breakdown

Participation, attendance, and quizzes	10%
Discussion leadership	20%
Five Reading Responses	20%
Final paper (Due the last day of class)	30%
Final paper proposal (Due on or before February 22)	10%
Final project presentation	10%

Important Information

This syllabus may be amended as the semester progresses to focus on issues and subjects that the students find interesting and challenging. The latest version of the syllabus will always be available in Blackboard. Remember to check Blackboard regularly for updates, announcements, and readings.

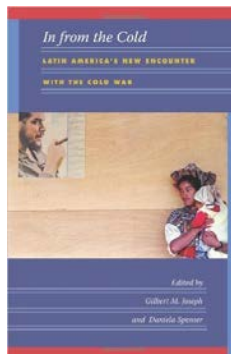
Plagiarism and academic dishonesty will not be tolerated. This class will adhere strictly to the following statement from BU's Academic Conduct Code:

“All students entering Boston University are expected to maintain high standards of academic honesty and integrity. It is the responsibility of every undergraduate student to be aware of the Academic Conduct Code's contents and to abide by its provisions. The Academic Conduct Committee of the individual School or College, which is composed of students, faculty and staff, has jurisdiction over all charges of academic misconduct brought against students.”

See the university's Academic Conduct Code (<https://www.bu.edu/academics/policies/academic-conduct-code/>) for more details.

Use of smartphones, tablets, or any other kind of wireless device is prohibited. Laptops can be useful tools for taking notes in the classroom, but there is no reason to use them for searching or browsing during class time. If students use a laptop, the wireless function must be disabled. If use of computers becomes too disruptive, or if students are caught distracted by the internet, laptops will be banned from lecture. Students who use technology inappropriately during lecture or discussion will be considered absent.

Readings



Joseph, G. M., & Spenser, D. (2008). *In from the cold: Latin America's new encounter with the Cold War*. Durham: Duke University Press

Ebooks (available through the BU library):

Brands, Hal. 2010. *Latin America's Cold War*. Cambridge, Mass: Harvard University Press.

Grandin, Greg. 2004. *The last colonial massacre: Latin America in the Cold War*. Chicago: University of Chicago Press.

Painter, David S. 2002. *The Cold War: an international history*. London: Routledge.

Westad, Odd Arne. 2005. *The global Cold War: third world interventions and the making of our times*. Cambridge: Cambridge University Press.

All other readings available in Blackboard

Schedule

Week 1. Introduction

- January 23
 - o Introduction to the course.
 - o What is Latin America? What do we mean by “Cold War?”
- January 25.
 - o Latin America in the twentieth century.
 - o Read for discussion:
 - Holloway, “Latin America: What’s in a Name?” (available in Bb)

Week 2. Cold War: history, historiography, and agency

- January 30
 - o Read for discussion:
 - Leffler, “The Cold War: What Do ‘We Now Know’?” (available in Bb)
- February 1
 - o Read for discussion:
 - Joseph, “What We Now Know and Should Know...” (Joseph and Spenser)
 - Blanton, “Recovering the Memory of the Cold War...” (Joseph and Spenser)

Week 3. Origins of the Cold War, 1940s-1950

- February 6
 - o Read for discussion:
 - Painter, Introduction and chapter 1, “The Cold War Begins”
 - Brands, Introduction and chapter 1, “Convergent Conflicts”
- February 8
 - o Read for discussion:
 - Westad, Introduction, chapter 1, “The empire of Liberty...” and chapter 2, “The Empire of Justice...”
 - o Primary source presentation 1

Week 4. The Third World and Latin America

- February 13
 - o Read for discussion:
 - Painter, Chapter 3, “Competition and Coexistence...”
 - Brands, Chapter 2, “Intervention and the Limits of Power”
- February 15
 - o Read for discussion:
 - Westad, Chapters 3, “The Revolutionaries...” and 4, “Creating the Third World...”
 - o Primary source presentation 2

Week 5. Cuba I

- February 20
 - o NO CLASS
- February 22
 - o **Final paper proposal due**
 - o In-class screening:
 - *Death of a Bureaucrat* (1966)

Week 6. Cuba II

- February 27
 - o Read for discussion:
 - Westad, chapter 5, “The Cuban and Vietnamese Challenges”
 - Spenser, “The Caribbean Crisis...” (Joseph and Spenser)
- March 1
 - o Read for discussion:
 - Keller, “Latin American Missile Crisis” (available in Bb)
 - Gleijeses, “The view from Havana...” (Joseph and Spenser)
 - o Primary source presentation 3

Week 7. Spring Break

Week 8. The 1960s: Crisis and Détente

- March 13
 - o Read for discussion:
 - Painter, chapter 4 “From Cold War to Détente”
 - Brands, chapters 3, “From Crisis to Crisis”
- March 15
 - o Read for discussion:
 - Fein, “Producing the Cold War in Mexico...” (Joseph and Spenser)
 - Zolov, “¡Cuba sí, Yanquis no!” (Joseph and Spenser)
 - o Primary source presentation 4

Week 9. Culture and Gender in the Cold War

- March 20
 - o Read for discussion:
 - Bachelor. “Miracle on Ice” (Joseph and Spenser)
 - Pitti, “Chicano Cold Warriors” (Joseph and Spenser)
- March 22
 - o Read for discussion:
 - Langland, “Birth Control Pills and Molotov Cocktails”
 - Mcallister, “Rural Markets, Revolutionary Souls, and Rebellious Women in Cold War Guatemala
 - o Primary source presentation 5

Week 10. The 1970s: Latin American Transformations

- March 27
 - o Read for discussion:
 - Painter, chapter 5, “From Détente to Confrontation”
 - Brands, chapter 4, “The Third World War”
- March 29
 - o Read for discussion:
 - Brands, chapters 5 “The Latin American Diplomatic Challenge,” and 6 “The Revolution in Context”
 - o Primary source presentation 6

Week 11. The 1980s: The Reagan era

- April 3
 - o Read for discussion:
 - Painter, chapter 6, “The Rise and Fall of the second Cold War”
 - Brands, chapter 7, “Maelstrom”
- April 5
 - o Read for discussion:
 - Westad, chapter 9, “The 1980s: The Reagan Offensive”
 - o Primary source presentation 7

Week 12. Last Colonial Massacre I

- April 10
 - o Read for discussion:
 - Grandin, Introduction “The Last Colonial Massacre,” and chapter 1 “A Seditious Life”
- April 12
 - o Read for discussion:
 - Grandin, chapter 2, “An Uncorrupted Life,” and chapter 3, “Unfinished Lives”
 - o Primary source presentation 8

Week 13. Last Colonial Massacre II

- April 17
 - o NO CLASS
- April 19
 - o Read for discussion:
 - Grandin, chapter 4, “Clandestine Lives,” chapter 5 “An Unsettled Life,” and Conclusion.
 - o Primary source presentation 9

Week 14. Neoliberalism and the end of history

- April 24
 - o Read for discussion:
 - Painter, chapter 7, “Understanding the Cold War”
 - Brands, chapter 8, “The End of History”
- April 26
 - o Read for discussion:
 - Westad, chapter 10, “the Gorbachev Withdraw and the End of the Cold War”, and conclusion
 - Fukuyama, “The End of History”
 - o Primary source presentation 10

Week 15. Student Presentations

- May 1
 - o Presentations
- May 3
 - o Presentations