Course Description:

This course reviews a diverse set of interactions, connections and exchanges that have existed and, often, continue to occur between Latin America and the United States. Its chronology runs from the period of the “Atlantic Revolutions” to the recent past, its geographical scope reaches from Patagonia to the U.S.-Canadian border, its readings cross disciplinary boundaries throughout the social sciences and beyond, and its subject matter ranges from the top-down points of view found in geopolitics to the bottom-up perspectives of cross-border migrant networks. While its effort to be comprehensive is sure to fail, the course should provide students with the contours of a set of relations that are fundamental to historical and present-day circumstances in Latin American, the U.S. and the modern world.

Each week, assigned readings focus on a different theme in a roughly chronological framework. Using these sources, the class will examine and integrate U.S. and Latin American perspectives (understanding that those perspectives can be diverse, contested and contradictory within themselves). Students are expected to participate actively in analyzing and evaluating the readings and issues addressed by the readings, including in student-led class discussions. Each student will develop a research topic, produce a paper related to the topic and present findings in a conference panel format at the end of the term.

Expectations:

Participation: Active involvement in class discussions is an essential element in a successful class and for individual student success. The expectation is that students will have read all assigned materials before class. By Sunday night, students should post two questions related to the readings that can be used in class on Monday, and a link to a news story that is relevant to the week’s readings. Please bring a print out of that news article to class. Because of the limited number of meetings, unexcused absences are not permitted. Please contact me if there is a legitimate reason that you cannot come to class.

Communication: Do not hesitate to come to me with any questions that arise during or outside of class. If you need an accommodation for any type of physical or learning disability, medical needs or any other reason, you should contact the student disability services office and meet with me privately to discuss necessary modifications to course expectations and assignments.

Academic Conduct: Please review the undergraduate and graduate student academic conduct policies. Cases of suspected misconduct will be reported to the Dean’s Office.

Readings:


Other required readings will be made available in class, online or through the Blackboard course website.
Assignments and Grading:

Different aspects of the research project make up the bulk of the assessment of student performance.

research Proposal – 20% -- Due in Class: Tuesday, October 10

A 2-3 page summary of the proposed research topic that includes a research question, a prospective research plan, and information on primary resources to be used for the project. More detailed instructions will be provided early in the term.

Draft Bibliography – 5% -- Due in Class: Monday, October 30

A 2-3 page list of prospective primary sources and secondary literature to be used for the project. More detailed instructions will be provided during the term. Grading will be pass/fail.

Panel Presentation – 15% -- In Class: Monday, December 4 and Monday, December 11

A 15-minute presentation of the research question, background, academic context and research findings included in the research paper. A 500-word abstract must be submitted to the instructor via email on the Friday before the presentation. More detailed instructions will be provided during the term.

Final Paper – 35% -- Due in Electronic Format by Friday, December 15 at Midnight

A research paper of 8-10 pages for undergraduate students and 15-20 pages for graduate students. You must take a draft of your paper to the CAS Center for Writing (100 Bay State Rd, 3rd Floor) before you turn in the final draft. Be sure to reserve an appointment ahead of time. More detailed instructions will be provided during the term.

Participation will be assessed based on (1) the degree of active and effective discussion during weekly meetings, (2) weekly posting of questions on Blackboard, (3) the selection of relevant news articles that relate to the course content, and (4) the quality of student-led discussions.

Early in the term, students will select a week during which they will co-lead discussion with the instructor and any other students assigned to that week. Class discussion will begin with a roughly 15-minute review of the readings by student discussion leader(s), followed by the posing of an initial question by the discussion leader(s).

Participation – 25%
Schedule of Classes:

**September 11 – Introductions and Introductory Exercises**

**Reading:**
- José Enrique Rodó, “Ariel,” Holden and Zolov, p. 79

**September 18 – Revolutionary Liberalisms**

**Reading:**
- Simón Bolívar, “The Congress of Panama,” Holden and Zolov, p. 16
- Simón Bolívar, “The United States: Destined to Plague America with Torments,” Holden and Zolov, p. 19
- Herbert Bolton, “The Epic of Greater America,” *The American Historical Review* 38:3 (1933)

**September 25 – Entangled Imperialisms**

**Reading:**
- Hamilton Fish, “Santo Domingo Seeks Annexation by the United States,” Holden and Zolov, p. 47
- Richard Olney, “The Olney Memorandum,” Holden and Zolov, p. 66
- The Congress of the United States, “The Platt Amendment,” Holden and Zolov, p. 82

**October 2 – Atlantic Economies**

**Reading:**
October 10 (Tuesday) – Wartime Alliances

**Reading:**
- The Delegates to the Third Meeting of Ministers of Foreign Affairs of the American Republics, “Confronting the Fascist Threat,” Holden and Zolov, p. 155
- Cordell Hull, “Just Compensation for the Good Neighbor,” Holden and Zolov, p. 142

**Due in Class:** Research Proposal

October 16 – Breaking Dependencies

**Reading:**
- Rubén Darío, “To Roosevelt,” Holden and Zolov, p. 91
- Victor Haya de la Torre, “A Latin American Doctrine of Anti-Imperialism,” Holden and Zolov, p. 122
- Carleton Beals, “With Sandino in Nicaragua,” Holden and Zolov, p. 126
- Excerpt from Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America* (Berkeley: University of California Press, 1979)

October 23 – Counter-Revolutions

**Reading:**
- Vernon A. Walters, “The United States and the Brazilian Coup,” Holden and Zolov, p. 243
October 30 – Neo-Liberalisms

Excerpt from Jorge Castañeda, Utopia Unarmed: The Latin American Left after the Cold War (New York: Knopf, 1993)
Paul Cooney, “Argentina’s Quarter Century Experiment with Neoliberalism from Dictatorship to Depression, Revista de Economia Contemporânea 11:1 (2007)

Due in Class: Draft Bibliography

November 6 – “Pink Tides”

Reading: Juan Evo Morales Ayma, “We Indigenous People,” Holden and Zolov, p. 393
Hugo Chávez Frias, “The Devil Came Here Yesterday,” Holden and Zolov, p. 397
Excerpt from Barry Cannon, Hugo Chávez and the Bolivarian Revolution: Populism and Democracy in a Globalised Age (Manchester: Manchester University Press, 2009)

November 13 – Energy

Reading: Excerpts from Daniel Yergin, The Prize: The Epic Quest for Oil, Money and Power (New York: Free Press, 2009)
Luis Giusti, “‘La Apertura’: The Opening of Venezuela’s Oil Industry,” Journal of International Affairs 53:1 (1999)

November 20 – Environment

Excerpts from Warren Dean, With Broad Axe and Firebrand: The Destruction of the Brazilian Atlantic Forest (Berkeley: University of California Press, 1995)
Jeff Tollefson, “A Light in the Forest: Brazil’s Fight to Save the Amazon and Climate-Change Diplomacy,” Foreign Affairs 92:2 (2013)
November 27 – Migration

Reading:
- The Voters of California, “Proposition 187,” Holden and Zolov, p. 348
- The Governments of Mexico, Central America, the Dominican Republic and Colombia, “Unauthorized Immigration to the United States,” Holden and Zolov, p. 380

December 4 – Conference
- Panels I, II and III

December 11 – Conference
- Panels IV, V and VI

Final Papers Due December 15