U.S.-Latin American Relations
HIST 5367-001

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Office Hours: MoWeFr, 12:00p.m. – 5:00p.m., and by appointments

- You are welcome to use moultonac@sfasu.edu to contact me with any questions or problems. Generally, I should respond within 24 hours to e-mails. Use appropriate spelling, grammar, and other such considerations when writing e-mails. Do not try to contact me at any other electronic address other than moultonac@sfasu.edu.
- DO NOT CONTACT ME THROUGH D2L!!!!!!
- Electronic communications must be formal. If I receive a message that does not address me directly in its first line, does not identify the sender, or does not include an e-mail address from the sender, I will assume it is a ‘spam’ message and not reply.
- Again, upon your sending an electronic communication, it may take up to 24 hours to receive a response.

Class Meeting Time and Place
HIST 5367, Section 001, Fall 2021
Mo 6:00p.m. – 8:30p.m., Ferguson 475

Course Description
- This course is a seminar on around two centuries of relations between the United States and Latin America.
- Thus, the purpose of this course is to acquaint students with broad themes of U.S.-Latin American relations from the era of the regions’ independence to the present day, including politics, imperialism, racism, anti-Americanism/antiyanquismo, and more.
- Additionally, students will become familiar with recent patterns and debates in the historiography of U.S.-Latin American relations.

Texts and Materials
- I will provide all readings for this seminar on “Desire2Learn” or D2L.

Course Requirements
This course includes two components:

- The first component are weekly reviews of the articles assigned for class discussion.
- The second component is regular participation during class meetings based upon the student’s thorough reading of the assigned readings.

Grading Policy

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Calculation</th>
<th>Grade Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reviews</td>
<td>50%</td>
<td>x 0.5 = ___</td>
<td>Add the 2 calculations together to determine your Final Grade.</td>
</tr>
<tr>
<td>Participation</td>
<td>50%</td>
<td>x 0.5 = ___</td>
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Attendance Policy

- This is a seminar. Attendance is required in order that you can debate and interrogate the assigned materials. Every unexcused absence will reduce your “Participation” grade by 50 points, thereby reducing your final grade by 10 points or one letter grade.
- Students must provide sufficient documentation regarding absences within a timely manner. Documentation should be turned in before due dates and absences whenever possible unless an emergency occurs. Documentation regarding absences incurred due to long-standing and/or preexisting medical issues must be provided at the beginning of the semester.
- Students are expected to come to class prepared to discuss readings as well as participate in and respond to class discussions in order to satisfy the “Participation” component of the grade.
- Class will not be held if the University closes.
- I do not accept late work.

Academic Integrity (Student Academic Dishonesty, Policy 4.1)

- Stephen F. Austin State University expects all students to abide by University policies related to academic honesty. Students’ academic development cannot be furthered without students upholding the highest level of integrity related to their studies.
- Each Stephen F. Austin State University student is required to be familiar with and abide by the University’s standard of academic integrity, akin to the Student Code of Conduct. The University’s policy can be found at sfasu.edu/policies/4.1-student-academic-dishonesty.pdf. Students with questions about how this policy applies to a particular course or assignment should immediately contact their instructor.
- While most students follow these well-recognized standards regarding academic integrity, instances of academic dishonesty do occur and must be addressed immediately. Academic dishonesty includes both cheating and plagiarism. As outlined in the University’s policy above, cheating generally involves an attempt to use unauthorized materials or falsify information, and plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and footnote/endnote citations are utilized in order to note the source of the work or idea, but students can consult their instructors, writing centers (such as the Academic Assistance and Resource Center or AARC Tutoring Center at library.sfasu.edu/aarc#/? k=m57j8y), or other resources to clarify any questions or concerns related to such citations and attributions. The University’s 4.1 policy on Student Academic Dishonesty is provided in the earlier and following links, and students can also consult the Student Code of Conduct.
- In accordance with University policy, any instance of academic dishonesty, including plagiarism and cheating, are referred to the office of the dean of the student’s major which becomes a part of the student’s record. It is the student’s responsibility to understand the University’s ideals as outlined at sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

Withheld Grades (Semester Grades Policy, A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will
automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities and/or Requiring Accommodations**
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Mental Health Statement**
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

Crisis Resources:  
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**Program Learning Outcomes**
- The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:
  1. The student will be able to explain the key issues and developments in at least two historical periods (one per course).
  2. The student will be able to identify the main historical works and interpretive debates associated with an event or period.
  3. The student will be able to locate, identify, and critically analyze primary sources.
  4. The student will be able to research and analyze effectively an issue or topic in writing.
5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style (15th or most recent edition).

- This section of this course will focus on PLOs 1, 2, and 4.

**Student Learning Outcomes:**

- Students will read each week multiple articles related to the history and historiographical debates shaping the study of U.S.-Latin American relations in support of PLOs 1 and 2.
- Student will write each week a historiographical review analyzing the assigned readings and their contributions to the study of U.S.-Latin American relations in support of PLOs 2 and 4.

**Explanation of credit hours awarded for course:**

This is a graduate-level history course. SFA Graduate courses in history generally meet 2,250 minutes (37.5 hours), including examination times and seminar presentations, during the course of a semester. Students are expected to complete weekly reading assignments of primary and secondary sources (books, scholarly articles, book reviews, etc.). Completion and comprehension of the readings is assessed through seminar style discussions, in-class presentations, and out-of-class writing assignments, including response papers, historiographical essays, annotated bibliographies, and research papers. Students are typically required to conduct a significant research project, including a research plan, an assessment of sources relevant to the project, class presentations in which they report on the progress of their project, and a final research paper. Formal written work over the course of the semester ranges from 30-35 pages. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Doing the required reading, completing out-of-class writing assignments, and consulting with course instructors generally averages at least 10-12 hours of work each week.

Online sections of graduate courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 2,250 minutes per term. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students.

**Cell Phones, Laptops, Media, Newspapers, Food**

- This is a seminar. You will be held to high expectations.
- If your cell phone rings in class, you may be asked to leave, and you may receive an absence.
- If you ‘text’ in class, you may be asked to leave, and you may receive an absence.
- Laptops may be utilized only for the purposes of taking notes. If you utilize your laptop in a manner not relevant to the class, you may be asked to put the laptop away. I reserve the right to prohibit laptops from class if I deem it necessary.
- The only recordings allowed in class are my own recordings. You may not record or photograph me. If I discover myself or my class in photographs or on the internet, I reserve the right to fail the responsible student.
• If you read materials not relevant to discussion during class, you may be asked to leave, and you may receive an absence.
• Food is permitted. Drinks are allowed.

I reserve the right to change the syllabus. Any changes will be announced in class.

Course Calendar
Week 01, Mo, August 23: Openings and Outlines in U.S.-Latin American Relations
• Class Syllabus

Week 02, Mo, August 30: First Visions: Independence, the Monroe Doctrine, Slavery, and Filibusterism
• Robert E. May, “Reconsidering Antebellum U.S. Women’s History: Gender, Filibustering, and America’s Quest for Empire,” American Quarterly 57.4 (December 2005): pp. 1155-1188

Week 03, Mo, September 06: Into 1898 and Cuba
• Carmen Diana Deere, “Here Come the Yankees!: The Rise and Decline of United States Colonies in Cuba, 1898-1930,” The Hispanic American Historical Review 78.4 (November 1998): pp. 729-765

Week 04, Mo, September 13: Intervention, Occupation, and Imperialism

**Week 05, Mo, September 20: Resistance from Within and Without**
Week 06, Mo, September 27: Good Neighbors and Dictators


- Max Paul Friedman, “Retiring the Puppets, Bringing Latin America Back In: Recent Scholarship on United States-Latin American Relations,” Diplomatic History 27.5 (November 2003): pp. 621-636

Week 07, Mo, October 04: Dawn of the International Cold War


• Glenn J. Dorn, “Pushing Tin: U.S.-Bolivian Relations and the Coming of the National Revolution,” *Diplomatic History* 35.2 (April 2011): pp. 203-228


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**Week 08, Mo, October 11:** The Mother of Interventions


• Michelle Denise Getchell, “Revisiting the 1954 Coup in Guatemala: The Soviet Union, the United Nations, and ‘Hemispheric Solidarity,’” *Journal of Cold War Studies* 17.2 (Spring 2015): pp. 73-102
Week 09, Mo, October 18: The United States and the Cuban Revolution


Week 10, Mo, October 25: The United States Brings the Cold War Deeper into Latin America

- Michael Dunne, “Kennedy’s Alliance for Progress: Countering Revolution in Latin America, Part II: The Historiographical Record,” International Affairs 92.2 (March 2016): pp. 435-452
• Kirk Tyvela, “‘A Slight but Salutary Case of the Jitters’: The Kennedy Administration and the Alliance for Progress in Paraguay,” Diplomacy & Statecraft 22.2 (June 2011): pp. 300-320
• Deborah Cohn, “A Tale of Two Translation Programs: Politics, the Market, and Rockefeller Funding for Latin American Literature in the United States during the 1960s and 1970s,” Latin American Research Review 41.2 (June 2006): pp. 139-164

Week 11, Mo, November 01: Counterinsurgency and Human Rights

**Week 12, Mo, November 08: Latin America’s Cold War**

**Week 13, Mo, November 15: Neoliberalism and the Washington Consensus**

*Week 14, Mo, November 22: THANKSGIVING BREAK – NO CLASS*

*Week 15, Mo, November 29: Contemporary Issues and Affairs*
• Depends on what happens over the next weeks . . .