

Latin American-US Relations

HIST 5378-001 – 3 Credit Hours
Mondays, 6:00-8:45 PM, Spring 2025
CAS 216

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Office Hours:
Tuesdays, 12:30-2:00 PM
Wednesdays, 9:00-12:00PM
Or by Appointment

This course is designed to examine the historiography on Latin American-US relations from a variety of scholarly and thematic perspectives. This course will attempt to provide a truly “inter-American” framework, while simultaneously providing an understanding of how the nations of the Americas have responded to and shaped each other’s policies, societies, cultures, and economies.

This course is designed to examine the historiography of Latin American-US relations from the 1800s forward, providing a truly “inter-American” framework, exploring the varying methodological and conceptual approaches to historical analysis of hemispheric relations. This approach will allow you to understand the ways that the peoples of both Latin America and the United States have understood and experienced their relations to one another historically, culturally, socially, politically, and economically. Focusing on US-Latin American relations from independence forward, this course will illuminate the various historiographical approaches to inter-American relations while fostering the students’ ability to analyze and think about history and history-making processes more generally at the local, regional, national, and global levels. The class’s historiographical approach will allow you to consider the varieties of historical interpretations, frameworks, and structures of analysis that scholars deploy in research and writing. Finally, this class will help you apply an understanding of history to current events at the local, national, and global levels.

Thus, in accordance with the Student Learning Outcomes for this course, by the end of the semester, you will acquire the following skills: Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.

- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, students will:

- Become familiar with the general social, cultural, and political history of inter-American relations from the early 1800s to the present.
- Become familiar with the broad historiographical debates and issues that have defined the history of US-Latin American relations.
- Develop the ability to think critically about historical monographs, including the merits or demerits of their source base, the quality of their arguments, and their contributions to the broader field of historiography, in and beyond Latin America and the United States.
- Become familiar with the theoretical and conceptual frameworks that historians employ in analyzing historical processes.
- Become familiar with what inter-American relations reveal about world history and historical process.
- Become familiar with and consider how trends in the history of Latin American-US relations can inform our understanding of history, cultures, societies, and peoples in other parts of the world.
- Understand the multifarious ways in which international relations shape political, social, cultural, and economic life on an individual, local, national, and transnational scales.

Texts and Readings

Students are required to complete *all* of the readings for the course. As this is a graduate readings seminar, students are expected to complete one book a week. The books are:

Blitzer, Jonathan. *Everyone Who Is Gone Is Here: The United States, Central America, and the Making of a Crisis*. Penguin, 2024. [ISBN 978-1984880802]

Cancelli, Elizabeth, Gustavo Mesquita, and Wanderson Chaves. *Foundations, US Foreign Policy and Anti-Racism in Brazil*. Routledge, 2023. [ISBN 978-1032014128]

Cowan, Benjamin A. *Moral Majorities Across the Americas: Brazil, the United States, and the Creation of the Religious Right*. University of North Carolina Press, 2021. [ISBN 978-1469662077]

Edwards, Sebastian. *The Chile Project: The Story of the Chicago Boys and the Downfall of Neoliberalism*. Princeton University Press, 2023. [ISBN 978-0691208626]

Ferrer, Ada. *Cuba: An American History*. New York: Scribner, 2021. [978-1501154560]

Fitz, Caitlin. *Our Sister Republics: The United States in the Age of American Revolutions*. Liveright, 2017. [ISBN 978-1631493171]

Greene, Julie. *Box 25: Archival Secrets, Caribbean Workers, & the Panama Canal*. University of North Carolina Press, 2025. [ISBN 978-1469679488]

Heatherton, Christina. *Arise!: Global Radicalism in the Era of the Mexican Revolution*. University of California Press, 2022. [ISBN 978-0520287877]

Herman, Rebecca. *Cooperating with the Colossus: A Social and Political History of US Military Bases in World War II Latin America*. Oxford University Press, 2022. [ISBN 978-0197531877]

Luzzi, Mariana, and Ariel Wilkis. *The Dollar: How the US Dollar Became a Popular Currency in Argentina*. Translated by Wendy Gosselin. University of New Mexico Press, 2023. [ISBN 978-0826365392]

Martin, James W. *Banana Cowboys: The United Fruit Company and the Culture of Corporate Colonialism*. University of New Mexico Press, 2018. [ISBN 978-0826363909]

Power, Margaret M. *Solidarity Across the Americas: The Puerto Rican Nationalist Party and Anti-Imperialism*. University of North Carolina Press, 2023. [ISBN 978-1469674056]

Rabe, Stephen G. *Kissinger and Latin America: Intervention, Human Rights, and Diplomacy*. Cornell University Press, 2020. [ISBN 978-1501706295]

Saba, Roberto. *American Mirror: The United States and Brazil in the Age of Emancipation*. Princeton University Press, 2021. [ISBN 978-0691190747]

Van Ommen, Eline. *Nicaragua Must Survive: Sandinista Revolutionary Diplomacy in the Global Cold War*. University of California Press, 2023. [ISBN 978-0520390768]

Course Requirements:

There are four major elements that will make the totality of your grade in this seminar-style course: attendance and participation; weekly reflections on the readings; an 800-1000-word book review; and a 7000-8500 word historiographical essay.

I. Attendance and Participation (15%)

Participation means coming to class well prepared and participating every week. This means being prepared to discuss, analyze, and compare the works and ideas we encounter in the weekly readings, having ideas and questions of your own to raise and discuss in class, and being able to address directed questions to demonstrate familiarity with the week's readings and preparedness for the class. **Two unexcused absences will result in a zero (0) for your attendance and participation grade.** Participation also involves courtesy. Healthy debate is both anticipated and encouraged, and the professor's classroom tends toward informality and discussion. However, disruptive behavior, disrespect towards fellow students or the professor, personal insults, or offensive language will not be tolerated and will result in a failing grade, first for the day's class, then for the attendance and participation grade, and, if such patterns continue, then for the course. **Please note: Cell phone use during class is prohibited.** I understand the desire to share thoughts with colleagues, but within the classroom, if you think it is worth sharing as we converse about the history and historiography, please share with all.

II. Weekly reflections (15%): Given this course's focus on exactly how we think about, approach, study, and "do" history, students will be required to submit a weekly reflection on the readings each week. These reflections should be brief – 250-300 words – and, as their name suggests, may be reflective, opting for a more "informal," personal journal-style prose (though still following basic grammatical and syntactical reflections). Students are not necessarily expected to have a full comprehension over the readings each week; rather, these reflections should serve as ways to work through your ideas, understandings, and thoughts on each week's topic. Questions students can address in these reflections include (but are not limited to):

- What the student thinks the main idea(s) are of the week's monograph are.
- The methodologies of the work and their strengths and/or limitations
- Areas where the student was uncertain/unclear, why, and what the student might think the scholars were trying to say or accomplish
- What the contributions of that week's readings are to the historiography of Latin

American-US Relations

- Ways the week’s reading can inform our own approaches to historical research and analysis
- Questions addressed to the professor that the student would like to see discussed in class.

Students are expected to submit these reflections **every week by 8:00AM every Monday**. You do not have to submit a reflection the week you submit your one book review (see below). These reflections are worth 15% of the student’s final grade. There is no makeup if a student misses a reflection; they will simply receive a zero (0) for that week’s reflection (1% of the total grade).

III. A Book Review on a Selected Week’s Reading (10%)

On the first day of class, each student will select a book to write a professional-style review of 800-1000 words in the style one would find in a professional journal. Your review will be due by noon on the Monday we are discussing your book (e.g., if you are reviewing Herman’s *Cooperating with the Colossus*, which is the week 8 reading, your review will be due by noon on Monday, March 3). These reviews will then be shared with your colleagues, so that all of you have these as a record, so be sure to proofread and do your best. Because you will be sharing this review with your colleagues, there will be no “duplicate” reviews (i.e., two students writing a review of the same book), so be sure to have one or two “backups” prepared in case the book you most want to review is selected before you can select it. This review will be worth 10% of your final grade. Dr. Snider will provide reviews for the weeks nobody selects a book (including the first week).

IV. A Historiographic Essay (60%)

A historiographic essay – a critical analysis and review of the state of the scholarship on a topic (and *not* an original research paper or argument based on primary sources). In compiling this essay, you should focus on books from outside of the class (i.e., not from our weekly readings). This essay is to be 7000-8500 words in length and will be worth 60% of your total grade. This essay will analyze the state of research in a particular subject or area of the history of Latin American-US relations, and will be based on a subject/conceptual framework that interests you. To aid you in selecting a topic or/and theme, a list of related thematic readings will be provided to you, and you are expected to email your topic idea or to meet with Dr. Snider to discuss it by **week 7**. The final paper will be due **Wednesday, April 30**. If you are uncertain how to compose a historiographic essay, you will have multiple guides on what a historiographic essay is and a sample essay available on Canvas.

Grades

Based on the assignments outlined above, your grade breaks down as follows:

Attendance and Participation	15%
Weekly Reflections	15%
Book Review of One Week’s Readings	10%
<u>Final Historiographic Essay (7000-8500 words)</u>	60%
TOTAL	100%

Grade Scale

Grades on assignments and the final grade will be based on the standard grading scale (A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59)

Suggested supplemental resources:

For the final paper, students are expected to use the Chicago style. Students seeking general guidelines, aid, or reminders of Chicago's format may want to consult either of the two following guides to help you in formatting along these lines.

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Eighth Edition. University of Chicago Press, 2013.

The Chicago Manual of Style. 18th Edition. University of Chicago Press, 2024.

Attendance and Makeup Policy

Because this is a course that only meets once a week, students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than two unexcused absences will result in a **failing grade** for attendance and participation. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. There are no exams that will require makeup in this course. However, students must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative. In the event a student has to miss an oral presentation for medical, family, or university-related reasons, the professor and the student can arrange a time to present their work to the class, at the professor's prerogative.

Statement on the Use of AI in the Classroom

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, **AI is not permitted in this course at all**. The work submitted by students in this course will be generated by themselves. This includes all process work, drafts,

brainstorming artifacts, editing, and final products. This extends to group assignments where students must create collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Course Calendar

Week 1 (January 13) – The Americas in the Age of Independence

Fitz, Caitlin. *Our Sister Republics: The United States in an Age of American Revolutions*. Liveright, 2017.

Week 2 (January 20) – Slavery and Inter-American Relations

Saba, Roberto. *American Mirror: The United States and Brazil in the Age of Emancipation*. Princeton University Press, 2021.

Week 3 (January 27) – Cuba and the United States

Ferrer, Ada. *Cuba: An American History*. Scribner, 2021.

Week 4 (February 3) – Big Sticks, Dollars, and Missionary Diplomacy in Inter-American Relations

Greene, Julie. *Box 25: Archival Secrets, Caribbean Workers, & the Panama Canal*. University of North Carolina Press, 2025.

Week 5 (February 10) – Economic Empire and Cultural Imperialism and Inter-American Relations

Martin, James W. *Banana Cowboys: The United Fruit Company and the Culture of Corporate Colonialism*. University of New Mexico Press, 2018.

Week 6 (February 17) – Revolution and Inter-American Relations

Heatherton, Christina. *Arise!: Global Radicalism in the Era of the Mexican Revolution*. University of California Press, 2022.

Week 7 (February 24) – Inter-American Relations and Anti-Imperialism

Power, Margaret M. *Solidarity Across the Americas: The Puerto Rican Nationalist Party and Anti-Imperialism*. University of North Carolina Press, 2023.

Week 8 (March 3) – Inter-American Relations in the Age of Good Neighbors and World War II

Herman, Rebecca. *Cooperating with the Colossus: A Social and Political History of US Military Bases in World War II Latin America*. Oxford University Press, 2022.

Week 9 (March 10) – Race and Inter-American Relations in the Cold War

Cancelli, Elizabeth, Gustavo Mesquita, and Wanderson Chaves. *Foundations, US Foreign Policy and Anti-Racism in Brazil*. Routledge, 2023.

Week 10 (March 17) – Human Rights and the Cold War in Inter-American Relations [Spring Break; discussion will occur on March 24]

Rabe, Stephen G. *Kissinger and Latin America: Intervention, Human Rights, and Diplomacy*. Cornell University Press, 2020.

Week 11 (March 24) – Religion and Inter-American Relations

Cowan, Benjamin A. *Moral Majorities Across the Americas: Brazil, the United States, and the Creation of the Religious Right*. Chapel Hill: University of North Carolina Press, 2021.

Week 12 (March 31) – Inter-American Relations, Economy, and Culture

Luzzi, Mariana, and Ariel Wilkis. *The Dollar: How the US Dollar Became a Popular Currency in Argentina*. Translated by Wendy Gosselin. University of New Mexico Press, 2023.

Week 13 (April 7) – Inter-American Relations and the Emerging Neoliberal Project

Edwards, Sebastian. *The Chile Project: The Story of the Chicago Boys and the Downfall of Neoliberalism*. Princeton University Press, 2023.

Week 14 (April 14) – Inter-American Relations and the Late Cold War

Van Ommen, Eline. *Nicaragua Must Survive: Sandinista Revolutionary Diplomacy in the Global Cold War*. University of California Press, 2023.

Week 15 (April 21) – Migration and Inter-American Relations in the 21st Century

Blitzer, Jonathan. *Everyone Who Is Gone Is Here: The United States, Central America, and the Making of a Crisis*. Penguin, 2024.

Finals Week

Final Historiographic Essay due by 8:00AM on Wednesday, April 30