History 115 Online Course Syllabus- Spring 2015
Comparative History of the Modern Americas

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Office Hours: M,W 10:45-12:15; T,Th 10:45-12:00; and by appointment (you can also call me at my office at those hours). I can help you with anything you need- from understanding course material to preparing for exams and your paper. Of course, you can e-mail me anytime and I can answer your questions that way too (emailing is more efficient than the Blackboard messenger). I teach 5 different classes so when you email me, please sign your full name and tell me what class you’re in.

COURSE DESCRIPTION

History 115 is a general survey of the Americas from the early nineteenth century to the present. We will explore the social, political, and economic transformations of these nations, paying close attention to the impact of such transformations on the everyday lives of its diverse peoples. The U.S.-Latin America relationship, from the Monroe Doctrine, to the Age of Empire, to the Cold War, to NAFTA, to the 21st century, will be a major focus of the course.

Because this hemisphere has been completely transformed by successive waves of Globalization (flows of people, germs, flora and fauna, capital and technology), this cartoon can serve as one of our guiding themes: From Teotihuacan (Before Globalization 1.0) to Wal-Mart (Globalization 3.0)

This online class will be conducted entirely in BLACKBOARD -our web management system. Because all of our communication will be in writing, you must be comfortable expressing your thoughts in writing in a clear and articulate manner. Having passed English 110 or its equivalent is highly recommended.

I also highly recommend you do the Blackboard orientation before the class begins. It is located at: http://www.gcccd.net/online/orientation.htm (includes a video tutorial on how to login to Blackboard).

ACCESSING THE COURSE AND TECHNICAL ISSUES: To access our History 115 online course follow the link through Grossmont College’s page from Online Services, or go directly to http://gcccd.blackboard.com/

LOG IN PROBLEMS? TECHNICAL ISSUES? BLACKBOARD HELP? Go to the GCCCD Online orientation page located at: http://www.gcccd.net/online, they have answers to most login problems. If you are still having problems after you go there, call Grossmont’s tech support at 619-644-7383 or email them at g-helpdesk@gcccd.edu

E-MAIL- this is mandatory: It is critical that your current e-mail address that you check regularly is in WebAdvisor (it syncs with Blackboard).
Put my email address: carlos.contreras@gcccd.edu on your “safe senders” list so that my messages to you do not wind up in your “junk” folder. When you email me, please include your first and last name and the class you’re taking.

**BROWSER: Blackboard works best with Google Chrome or Firefox.** Blackboard does NOT work well with Explorer. Please make sure you use Google Chrome or Firefox.

**ANNOUNCEMENTS:** I post and email all announcements about our course material, our quizzes and assignments. You must check the announcements page in Blackboard on a regular basis and check your email on a regular basis.

**REQUIRED READING**
The books listed below are required reading for this course and are available for purchase at the Grossmont College bookstore. You may also want to contact Ross books [(619) 698-2665] at the LA Fitness shopping center on Navajo and Fanita. You should also check online used book dealers such as amazon.com, bookfinder.com, abebooks.com, alibris.com, half.com, buy.com, dealoz.com, or [http://www.textbookx.com/](http://www.textbookx.com/). You can also rent our books- check our bookstore's website for that.


**I have two of my personal copies of all of your books at the library on 3-hour reserve for your use.** You **cannot pass this class without having access to and reading these books.** And please take care of them!

I’ll give you a copy of these three short articles, which are also required reading (in Blackboard):

3) Contreras, Carlos Alberto. “The United States and Latin America since the end of the Nineteenth Century” (Social Sciences Press, 2003).


6) Our lecture notes are in Blackboard, under Course Materials, organized by topic.

If you want to know more (beyond our required readings), I recommend this book (at bookstore as recommended: Smith, Peter H. *Talons of the Eagle: Latin America, the United States, and the World.* New York: Oxford University Press, 2013.

**I highly recommend good dictionary** (or a good dictionary ap!).

In addition, I will email you a few newspaper articles that will bring us up to date on some of the topics we will be discussing. All of these handouts/articles are required reading as well. I will e-mail these to you as well so please **make sure your correct email address is in WebAdvisor.**

Additional Web based resources for our course are in Blackboard, organized by topic.
To keep up with the world I recommend:

**On radio:** National Public Radio (KPBS 89.5 in San Diego), especially “The World”; and BBC’s “The Changing World” at 10:30 am on Friday mornings (http://www.bbcworld.com)

**TV:** KPBS, especially “The News Hour” at 7pm every night; and “Frontline” (Tuesday nights, 9pm)

**Newspapers:** The Los Angeles Times (http://latimes.com)
The Economist (http://www.economist.com)
Foreign Affairs (http://www.foreignaffairs.com/) and Foreign Policy (http://www.foreignpolicy.com/)

Follow me on Twitter @Profcontreras1 to keep up with significant events in this hemisphere.

**OUR GOALS:** One of our goals is to develop “the power to grasp what kind of world we are living in,” as George Orwell put it. To this end, our readings and lectures are designed to help you grapple with global interactions, global connections, and to see the big picture.” We will identify the patterns of human activity and then add layers of complexity with more details and examples. Otherwise, we run the danger of not seeing the forest for the trees and we’ll be faced with a frustrating exercise in trying to sort through seemingly endless lists of names, dates, places, etc. **Consistent reading and participation in discussion forums is absolutely essential to understanding the course themes,** the readings and films, and of course, to performing well in the class.

**Student Learning Outcomes:** Our major goals for the semester are not only to become familiar with the vast sweep of the Comparative History of the Modern Americas, but also to use a variety of primary sources in interpreting and analyzing history, and to learn to think critically about the analyses and interpretations of other historians (secondary sources).

In particular, each student will be able to do the following upon completion of this course:

1) Analyze primary and secondary sources and explain how they support a thesis statement.
2) Explain relationships between the causes of historical events and their effects.
3) Describe a relevant individual involved in an historical event and explain his/her significance in this event.

**Special Accommodations:** Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact Disabled Students Programs and Services (DSP&S) early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in room 110 or by phone at 619-644-7112 (voice) or 619-644-7119 (TTY for deaf).

The counseling center periodically has valuable workshops on topics ranging from effective note-taking, test-taking, and reading strategies. See their bulletin board/ website for dates and times.
To do well in this class (and in all online classes), you need to:

Be proactive, carefully read all of our announcements, be disciplined about your time you designate to read our course materials, keep up with our reading material and films, be dutiful about your quizzes, take great care in preparing your discussion essays and exams, and participate meaningfully in discussions. Knowledge is something you must grab and make yours, and critical thinking takes practice and work. You need to keep up with your material each week—don't fall behind!

You also need to be a problem solver and be resourceful. I make every effort to make sure that all of our films and online resources and links are fully functional. If for some reason one of them gives you an "error"- copy the web-link and paste it onto a new window. If that doesn't work, switch browsers (as I said Firefox works best with Blackboard). I also have a "troubleshooting guide" in Course Content.

ATTENDANCE: Taking your quizzes, tests and participating in the discussion board is your attendance (the essays you post in Discussion Board are not optional). Just like in an on campus class, you will be dropped for excessive absences. I will drop you after 2 unexcused absences.

ACADEMIC INTEGRITY-- READ THIS CAREFULLY!!!!!
Cheating and plagiarism (using as one's own ideas writings, materials, or images of someone else without acknowledgement or permission) will result in any one of a variety of sanctions. CLIPPING AND PASTING FROM ONLINE SOURCES AND PASSING THEM OFF AS YOUR OWN IS CHEATING!! Such penalties may range from a failing grade on the particular exam, paper, project, or assignment (all of which may lead to a failing grade in the course) to, under certain conditions, suspension or expulsion from a class, program or the college. Cheating on a test or paper will result in an automatic 0 for that particular assignment/paper/test and a referral to the Associate Dean. If you're still unsure of what constitutes plagiarism, read this page at the Grossmont library.

For further clarification and information on these issues, please consult with your instructor or contact the office of the Associate Dean of Student Affairs.

COURSE REQUIREMENTS, EXPECTATIONS, AND GRADES
“Knowing is not enough, we must apply. Willing is not enough, we must do.” Bruce Lee

Your FINAL COURSE GRADE will be calculated based on the following mandatory components and according to the following percentages (I don’t do “points”- I use the following percentages):

1. ESSAYS and CLASS PARTICIPATION in the DISCUSSION BOARD. (20% of course grade)
   “There is no thought without words.” Ferdinand de Saussure

   In order to fully comprehend the complexities of all of our material and to see how each of our themes or topics fits into the “larger picture,” you will have a series of essays that ask you to make connections between your primary documents, your lectures, your films and the rest of your readings. You will post these in the Discussion Board, read those of your classmates, and offer your own thoughtful response, based on our readings, to some of the issues your classmates bring up. This is
formal writing. In these responses, you are showing your understanding of the concepts and themes being explored in the course and how your readings relate to them.

I will give you the topics or questions beforehand as well as more detailed instructions once you’re in Blackboard. In most cases you will be analyzing your documents in Wood’s Problems in Modern American History: Sources and Interpretations and how those relate to your readings in Chasteen’s Born in Blood and Fire as well as your films and your lecture notes. Some of the essay topics are already listed in the outline below; others are not there yet. They will be announced.

**For these essays, you'll provide the historical context and deep analysis** of the topic in question. You will also show **connections to your other readings** and provide quotes from your readings. You will show complexity and critical thinking. And lastly, you'll show a thorough understanding of the concepts in question. You will post your essays in the Discussion Board to the appropriately named forum by the due date. You will not receive credit if you post your essays and/or responses late. To post your original essay, click “create thread” in the appropriate discussion forum.

**Response Essay (mandatory).** You are also required to respond to at least one other student’s original essay during the same time period. You can amplify on a point made, raise a related point, discuss the issue in relation to other documents, agree or disagree with supporting evidence (in a constructive way), and/or raise new informed questions that we should all think about. One or two thoughtful, well-developed, and well-supported paragraphs should suffice for your response. Be aware of the due date for that as well. To reply to a classmates’ posting, click “reply” to that posting.

You will receive feedback from me on your discussion postings over the course of the designated discussions. I will read everyone’s responses and respond to blocks of 5 entries, addressing certain points and guiding the course of the discussion. It is important that you read all of my entries because they will contain important information that will help everyone.

Remember that this is a college classroom discussion and this is formal writing so craft your postings with a great deal of thought and care. Please, no text messaging language!

I will not tolerate disrespectful, rude or foul language in any of your entries or responses. You will maintain the highest standard of respect in all of your written responses. You can be removed from an online class just as a regular class for inappropriate behavior.

You will also have a couple of short **Student Learning Outcomes quizzes/writing assignments** (they will revolve around primary sources, and drafting a thesis statement using primary sources). These will be announced and distributed with plenty of lead time. If they are short writing assignments, they’ll go under this portion of your grade.

2. **QUIZZES (15% of course grade combined).** **All quizzes are in the “Assignments” folder.** They cover material from your readings and films. Most are designed to follow your readings in Chasteen’s Born in Blood and Fire, on a chapter-by-chapter basis. Some quizzes have questions from Chasteen’s, Born in Blood and Fire, questions from Wood's Problems in Modern Latin American History, as well as questions from some of our lectures, handouts and/or films. The directions for each quiz will let you know how many questions it contains, what kind of questions it has, and the material that it covers. The quizzes that are not yet in the outline below will be announced with plenty of time.

They will remain open until the day of the midterm/final so you can use them as study guides-these all close on the morning of the midterm/final.

**Careful with the due dates!** (again, Google Chrome or Firefox- do not use Explorer)

3. **PAPER: PRIMARY SOURCE ANALYSIS (15%)-** A 4 to 5 page analysis of a group of primary sources that you have been assigned to read, or a group of related documents. First, choose a set of documents (a minimum of 2 to 3 documents that you haven’t written about in your discussion essays)- they are listed in the outline below, grouped together by topic. You will then proceed to place these documents into historical context, assess their strengths and weaknesses as historical documents, and discuss the ways that these documents contribute to our understanding (or lack of understanding-

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primary sources can do that) of the history of the region at that time. Pay close attention to the questions in the journal entries and to our discussions about those documents. Feel free to consult me at any time during the course of your writing this paper. I’d be happy to provide you with feedback. There is a longer, fuller explanation of this assignment in Blackboard under Assignments.

I need to approve your sources first. Submit to me the following in writing (in a Word file): the titles and authors of the primary sources you'll be analyzing; the secondary sources you'll be using to provide historical context (the book chapters and sections from Chasteen, Wood, and our articles that you'll use to provide historical context for your paper); some preliminary questions that you'll be asking of the primary sources; and the preliminary draft of your thesis statement (a statement that you can prove from your primary sources) for your Primary Source Analysis. I'll clear it and provide you with feedback. This is mandatory - the due date for this in our outline below. I cannot grade your paper if you do not submit this to me and explain to me what you're doing by this date (submit this anytime before; or feel free to drop by my office hours anytime before this part is due).

Paper Due Electronically: through Safe Assign in Blackboard- see due date in outline below.

4. MIDTERM EXAM (25% of your course grade). This exam has two parts:
   - Part I - Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. This one is timed- once you open it, you have 45 minutes to complete it and submit your answers. (Part I is worth 25% of the midterm grade)
   - Part II- Essay portion: A couple of short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Because you have all of the material right in front of you, be sure to back up your arguments with specific examples drawn from your readings. Be expansive. Show complexity. The midterm covers material from our lectures, films, and readings since day one. (Part II is worth 75% of the midterm grade)

   I will email you the midterm review, including this big essay question, and post it under “Assignments”- then “Exam Reviews” in Blackboard. Both parts are due on the due listed below.

5. FINAL EXAM (25% of the course grade). The format is the same as the midterm except that this one covers material since the midterm. (This is not the Primary Source Analysis- that's different)
   - This exam has two parts:
     - Part I - Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. This one is timed- once you open it, you have 45 minutes to complete it and submit your answers. (Pt I is worth 25% of final exam grade)
     - Part II- Essay portion: some short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be sure to back up your arguments with specific examples drawn from your readings. Be expansive. Show complexity. The final covers material from our lectures, films, and readings since the midterm. (Pt. II is worth 75% of your final exam grade)

   I will email you the final review, including this big essay question, and post it under “Assignments”- then “Exam Reviews” in Blackboard. Both parts are due on the due listed below.

GRADING Rubric for Essays, Discussion Posts and Exams- read this before writing anything!
Your discussion postings, papers and exams will be graded on how well you achieve the following. Remember, this is formal writing.

90-100 A range. Provides a solid argument with deep historical background and strong connections to readings. References readings - quotes or paraphrasing- with citations. Shows thorough understanding of concepts in question. Shows deep analysis of topic. Shows complexity and critical thinking.

(The rest of the numbers below are gradations of what I just stated above)
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Read this carefully and keep a copy with you at all times!

80-89 B range. Provides a coherent argument with historical background and connections. References some readings and shows a good understanding of the concepts in question.

70-79 C range. Student’s basic effort. Restates topic with little background and analysis. Need to go beyond summary and recitation and make connections to the rest of your readings. Need to reference readings. Need to show more complexity.

60-69 D range. Need for improvement. See the points above.

59 and below: F. Needs to re-read the material in question.

COURSE OUTLINE

Tentative. We may need to spend more time on a given topic. If so, changes to our outline will always be announced. New films and course resources will also be announced. Quizzes and essays for the discussion board are listed- the specific due dates will always be announced at least one week before they are due.

The tab “Course Content,” on your left as you login, contains all of our lecture notes, Powerpoints, video lectures, films, articles, and resources. They are all organized by topic.

To view the Intelecom films in Blackboard: these are library films- they are “mini-documentaries” (usually from 2 to 5 minutes), so as a registered student you will be able to view them from Blackboard with no problem. If the system asks you to login, you only need to do so once.

Login: first name.lastname

Then the network password, which, is your birthday in this format: MM/DD/YY (no spaces)

If you get the message "media outside of BB," just right-click it and open it in a new window. I have a full "Trouble-shooting guide" in Course Content. Use Google Chrome or Firefox.

Week 1
1/26-2/1 Post your Introductions (brief bio) in the Discussion Board in Blackboard; then read topic “How do we know what we know?/Approaches to History”

Read lecture notes on topic: How do we know what we know? Read the assigned readings and articles and think deeply about the following quotes and the multiple ways they force us to think about what we “know” and the ways that we have come to “know what we know.”

Read: Chasteen’s Born in Blood and Fire, Introduction
And articles in Blackboard (under Course Materials):
“The Secret Death of Pete Ray” (short LA Times article)
“The New History Wars” by Jim Grossman (NYTimes article in Blackboard)

1) “Until lions have their own historians, the hunter will always be glorified” Ethiopian proverb
2) “Our past is only a little less uncertain than our future, and like the future, it is always changing, always revealing and concealing.” Daniel Boorstin, Hidden History
3) “Our only duty to history is to rewrite it.” Oscar Wilde
4) “The past is never dead. It’s not even past.” William Faulkner Requiem for a Nun (Act I, Scene III) (referring to, for example, the legacy of slavery [something from the past] into modern times)
5) “Getting History wrong is part of being a nation” Ernest Renan
6) “The truth does not change according to our ability to stomach it” Flannery O’Connor

7) Benedict Anderson argues that part of being a nation is “organized remembering and deliberate forgetting.” What do you think?
8) “The truth shall set you free, but first it’ll piss you off.” Gloria Steinem
9) “If you think you think you already have the answer or the truth, it keeps you from learning.”

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Next topic:

**Colonial Legacies: Native, European, and African Formation of the Americas (our Globalization 1.0)**

**Read:** Read these lecture notes posted on Blackboard (BB), and
Chasteen, ch. 1 “ Encounter”，Chasteen, ch. 2 “Colonial Crucible”, and
Chasteen, ch. 3 “Independence”

**Quiz:** Ch 1-3 Quiz due by end of next week (week 2)

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**Week 2**

2/2-2/8  
**Colonial Legacies: Native, European, and African Formation of the Americas (our Globalization 1.0)- continued- read lecture notes in BB**

Wood, ed. *Problems in Modern Latin American History* (simply "Wood" from here on)

Chapter I, “Independence” pp. 1-2, and

pp. 5-7 “War to the Death” by Simón Bolívar

pp. 7-10 “The Vision of Father Morelos” by Enrique Krauze (*this* is correct spelling)

pp. 12-15 "Independence and Slavery” by George Reid Andrews

pp. 15-20 “What Independence Meant for Women” by Sarah Chambers

pp. 21-22, Chapter II, "Slavery”

pp. 26-30 “Africans in the American World” by John Thornton

pp. 30-35 “A Cuban Slave’s Testimony” by Esteban Montejo

pp. 35-38 “A Day on a Coffee Plantation” by Stanley Stein

Article in Blackboard: “Plastic Surgery for Peru’s Poor”

See and take copious notes on the film **“Guns, Germs and Steel”** (in Blackboard) on
the deep causes of the conquest (parts 7 to end of part 12- make sure you’ve seen
through the end of epidemic diseases)

Available also through Youtube at: [http://www.youtube.com/watch?v=KuD4vchi3ho](http://www.youtube.com/watch?v=KuD4vchi3ho)

(As with all of our other films, they are available at our library, many local public
libraries, and of course commercial video rental places such as Netflix)

**Quiz** in Blackboard drawn from *Chasteen’s Born in Blood and Fire*, chapters: 1-3
Due: by Sunday by Feb. 8th by 11:59pm

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**Week 3**

2/9-2/15

**Colonial Legacies- concluded**

See and take copious notes on these two very important films:

“**Black in Latin America: Brazil- A Racial Paradise?**” (PBS, ~55 min's) and

“**Black in Latin America: Haiti and the Dominican Republic**” (PBS, ~55 min's) and

"**Black in Latin America: Cuba, the Next Revolution**" (PBS)

*All of our films are also posted in Blackboard, by topic.* If you get message “content is
outside of Blackboard”, simply right-click the video link and open it in a new tab (or simply click the
video links from my syllabus). All work best with Chrome or Firefox (browser).
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First Discussion Board Essay (#1): see full directions in Blackboard.
DUE: Your first original posting due by Sunday by 11:59pm

Discussion Board Response Essay due by Wednesday by 11:59pm

Week 4

2/16-2/22

No School Monday Feb. 16th - Grossmont Holiday - President's Day

Discussion Board Response Essay due by Wednesday by 11:59pm

Post-Colonial Blues (Independence to Instability: the 1820's to the 1850's)
Readings: Read these lecture notes on Blackboard
Chasteen, ch. 4 “Post-Colonial Blues”
Wood, ch. III, "Caudillos" pp. 43-45,
pp. 61-63 “Protagonist on a National Stage” by Antonio López de Santa Anna

Take copious notes on this very important film: "To Conquer or Redeem: Manifest Destiny" (the full Act I and Act II: US expansion through the U.S. War with Mexico, and the consequent U.S. conquest of the rest of what is now the U.S. Southwest). Link in Blackboard, inside the 1820s to 1850s folder (a Films on Demand film).

Then take copious notes on this short film in BB: "The Mexican-American Experience" (3:30, An Intelecom film)

Quiz - Chasteen’s Born in Blood and Fire ch. 4 “Post-Colonial Blues”
DUE: by Sunday by 11:59pm

Week 5

2/23-3/1

Coffee, Sugar and Bird Droppings: Imperial Expansion and the Export Age, 1860’s- 1929 (our Globalization 2.0)
Handouts: “Neo-Colonialism: From Colonies to New-Colonies?” Contreras
Readings: Read this set of lecture notes in Blackboard, then
Chasteen, ch. 5 “Progress” and ch. 6 “Neocolonialism”
Contreras “The United States and Latin America” up to p. 14 (through Guatemala)
Contreras “The Monroe Doctrine,” up through page 4

Quiz Chasteen’s Born in Blood and Fire ch. 5 “Progress”
Due by: Sunday by 11:59pm

Week 6

3/2-3/8

Imperial Expansion and the Export Age - continued
ch. V, "Race and Nation Building," pp. 89-91
pp. 91-96 “Neocolonial Ideologies” by Bradford Burns
pp. 97-100 “The Specter of Degeneration” by Martin Stabb
pp. 221-224 "Neocolonial Economics" by Celso Furtado
-See and analyze the important political cartoons in PowerPoint titled “Imperial Expansion”

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See and take notes on the following very important short films in Blackboard:
“Business Interests Push U.S. Involvement Overseas”
“Taft’s Dollar Diplomacy”
“The Splendid Little War”
“Spoils of Spanish-American War Extend Beyond Caribbean”
“The Panama Canal” (see the note in BB)

Quiz Chasteen’s *Born in Blood and Fire* ch. 6 “Neocolonialism”
Due by: Sunday by 11:59pm

Week 7
3/9-3/15
Imperial Expansion and the Export Age - concluded
Read: see the full set of readings on this important topic above) and read the following:
Wood, pp. 104-109, "A Raceless Nation" by Ada Ferrer

See and take copious notes on the following very important films:
"Manifest Destiny: to Conquer or Redeem, Act III Benevolent Assimilation" (on the U.S. acquisition of Hawaii, the Philippines, Cuba and Puerto Rico) in BB, and
“500 Nations: Wounded Knee- the Darkest Hour” (9 min's 53 sec's). Film clip in BB and hyperlinked here.

Discussion Board Essay #2: on Imperial Expansion documents and films
DUE: Your first original essay is due by Sunday by 11:59pm
Discussion Board Response Essay due by next Wednesday by 11:59pm

Week 8
3/16-3/22
Discussion Board Response Essay on "Imperial Expansion and the Export Age" is due by Wednesday by 11:59pm

The Mexican Revolution, the Ushering in of Nationalism, and consequences for the U.S. and Latin America
Readings: Read these important lecture notes in Blackboard Contreras, “Economic Policy in Mexico” up through the Mexican Revolution (p. 8)

See and take notes on this very important film on the Mexican Revolution:
“The Storm that Swept Mexico” (Part I, on the origins and immediate aftermath of the 1910 Revolution (~55 min's. Hyperlinked here and in BB; Grossmont LRTC also owns DVD)

See and take copious notes on the second hour of our important film:
"The Mexican Revolution: the Storm that Swept Mexico" (on the Constitution of 1917, through the oil expropriation, Nationalism, and the 1968 student massacre)
Follow the hyperlink here (on Youtube as "La tormenta que azoto Mexico", parts 4-8 in 15 minute clips, in English)

Week 9
3/23-3/29
Grossmont Spring Break
Week 10
3/30-4/5  
**MIDTERM EXAM** - Read the directions carefully (in Assignments, Exam Reviews). Both parts I and II due back by: Sunday by 11:59pm

Week 11
4/6-4/12  
**Nationalism and its Consequences for U.S.-Latin American Relations/ Women and Social Change**

**Readings:** Read this set of lecture notes in Blackboard
- Chasteen, ch. 7 “Nationalism”, and ch. 8 "Revolution"
- Contreras, "Mexican Economic Policy" pp. 6-8 (through nationalism)
- Wood, Ch. VI, pp. 111-113, "Nationalism"
- "Our America" by José Martí pp. 113-115
- "Mestizo Pride” by Gilberto Freyre pp. 118-121
- "Plan for the Realization of Bolívar's Supreme Dream" by Augusto César Sandino pp. 125-1125
- "The Shark and the Sardines" by Juan José Arévalo pp. 129-131, Ch. VIII, "Women and Social Change"
- "(Eva Perón) The Lady of Hope and the Woman of the Black Myth” by Julie Taylor pp. 139-145
- "Peronist Feminism in Argentina” by Eva Perón pp. 153-155, Ch. VIII, "Populism"

**Quiz Chasteen’s Born in Blood and Fire ch 7 “Nationalism”**  
Due by: Sunday by 11:59pm

Week 12
4/13-4/19  
**Combating Communism with “Friendly” Dictators: Guatemala Ushers in the Cold War for Latin America**

**Readings:** Read this very important set of lecture notes in Blackboard
- Chasteen, ch. 8 “Revolution”
- Wood, pp. 208-209, "The Truman Doctrine" (1946)
- Contreras, *U.S. Policy Toward Latin America Since the end of the Nineteenth Century*, p. 14 to the end of the Cold War
- Contreras, *The Monroe Doctrine*, section on the Cold War
- Short newspaper articles on Blackboard:  
  - "Documents Reveal CIA Guatemala Assassination Plots” (LA Times)
  - "Clinton Gives Apology for U.S. Role in Guatemala”
  - “Guatemalan Bishop Who Detailed Abuses is Killed”
  - “Death Squad Diary” by Kate Doyle
  - “CIA Licensed to Kill” by David Wise
  - “Blowback” by Chalmers Johnson

**See and take notes on film “A Coup Made in America”** (about United Fruit and U.S. Coup in Guatemala in 1954).  
[Our next Discussion Essay will be on the U.S. and Latin America during the Cold War]

**Quiz: Chasteen’s Born in Blood and Fire, ch. 8 “Revolution”**  
Due by: Sunday by 11:59pm
Week 13
4/20-4/26

“Che” Guevara, Guerrillas, and the Cuban Revolution: Latin America and the U.S. during the Cold War

Readings: Read the lecture notes on Cuba and the U.S. in Blackboard and read and take notes on the following important readings:

- Chasteen, ch. 9 “Reaction”, pp. 177-177, "Social Revolution"
- Wood, Ch. IX, pp. 175-177, "Essence of Guerrilla Warfare" by Ernesto "Ché" Guevara
- pp. 182-185 "Cuba's Revolutionary Literacy Campaign" by Jonathan Kozol
- pp. 209-213 "Alleged Assassination Plots Involving Foreign Leaders" by Church Congressional Committee
- Article in Blackboard: "Bay of Pigs: The Secret Death of Pete Ray", LA Times

See and take notes on the following short films/clips in BB (organized by topic):
- "CNN Cold War, Cuba, 1959-1962" (Vol. 4, Ch. 10)
- “The Containment Doctrine” (2:41 min's)
- “Cuban Missile Crisis” (3:30 min's)
- "Ché Guevara’s Speech to United Nations, 1964" (6 min's)

Recommended film: “Che” by Steven Soderbergh (2008)- avail. on Netflix and other streaming services

Quiz, Chasteen’s Born in Blood and Fire ch. 9 “Reaction”
Due by: Sunday by 11:59pm

Week 14
4/27-5/3

The United States and Latin America at the height of the Cold War: El Salvador, Nicaragua, and the rest of Central America

Readings: Read the lecture notes "El Salvador and the U.S.,” as well as the lecture notes "Nicaragua and the U.S." in Blackboard

- Contreras article "The U.S. and Latin America" through the end of the Cold War
- Contreras article “The Monroe Doctrine” up to end of the section “Cold War” from our Wood reader:
  - pp. 199-201, Ch. X, "The Cold War"
  - pp. 186-190 “Chile’s Revolution from Below” by Peter Winn
  - pp. 190-194 “The Chilean Road to Socialism” by Salvador Allende
  - pp. 201-205 “The Lesser of Two Evils” by David Schmitz
  - pp. 213-218 “The Beliefs behind the Policies” by Lars Schoultz
  - pp. 194-197 “Christianity and Revolution” by Margaret Randall
  - "Laying Out the Case for Deporting Human Rights Abusers" NYT 11/9/14
See and take copious notes on film: *School of the Americas: School of Assassins* (#4031 at Grossmont), about 18 min's. Link in Blackboard and here: [http://www.youtube.com/watch?v=HOeaG6-qsVc](http://www.youtube.com/watch?v=HOeaG6-qsVc)

Relate to our Cold War readings and be prepared to discuss its relationship to the National Security Doctrine.

**Discussion Board Essay #3:** on U.S. & Latin America during the Cold War

**DUE: Your first original essay is due by Sunday by 11:59pm**

**Discussion Board Response Essay due** by next Wednesday by 11:59pm

**Paper Topic/primary sources you're analyzing/questions you're asking of the primary sources/draft thesis for your Primary Source Analysis - due via email before Thursday April 30th by 11:59pm.**

Submit this to me in writing (email it to me as a Word file, .txt, .rtf or pdf file), and **explain to me what you're doing and how you're going about writing this paper.** List the titles and authors and page numbers of the **primary sources** you've chosen to analyze, the **book chapters and sections from our readings** that you'll use for historical context for your paper, the preliminary questions that you'll be asking about the primary sources you've chosen to analyze, and the preliminary **draft of your thesis statement** (a statement that you can prove from these primary sources that you're analyzing and supporting documentation you're using). I'll clear it and provide you with feedback. This is mandatory. I cannot grade your paper if you do not submit this to me and explain to me what you're doing by this date (submit anytime before; or feel free to drop by my office or call during office hours anytime before this).

**Week 15**

**5/4-5/10**

**The United States, Latin America and the Cold War - concluded**

See and take copious notes on film: “*CNN's Cold War: Our Backyard*” (link in Blackboard and below). **Direct link**, in case you need to clip and paste is here: [http://vimeo.com/33732665](http://vimeo.com/33732665)

This **very important documentary** is 46 minutes long- all of it is important.

See and take notes on film: "*CNN Cold War: Reds, 1947-53"*. Excellent short documentary with original footage on "Red Scare" in the U.S. as the Cold War got started and intensified. (Youtube). See from beginning to minute 22:42 for the politics of the Cold War in the U.S.

**Discussion Board Response Essay (Cold War) due** by Wednesday by 11:59pm

**Week 16**

**5/11-5/17**

**Neoliberalism, NAFTA, Globalization 3.0 and the Remaking of the Americas**

**Reading:** Read the lecture notes in Blackboard  
Chasteen, ch. 10 “Neoliberalism”  
Wood, ch. XI, pp. 219-221, "The Global Economy"  
pp. 224-228 “Reagan in Cancún, or the Third Conquest of Latin America” by Gandin  
pp. 228-231 “China’s New Role” by Adrian Hearn and José Luis León Manríquez  
pp. 231-235 "The New Left and the Global Economy" by Steven Levitsky and Kenneth M. Roberts  
Short articles in Blackboard: “A Town Traded Away” LA Times, and “Investments Flow Both Ways Post-NAFTA” Financial Times 8-12  
“Twenty Years Later, NAFTA Remains a Source of Tension” LAT, 12-12
Read this carefully and always carry it with you

"Paying the Price: Hardship on Mexico's Farms, Bounty for U.S. Tables" (LAT 12/2014)

See and take notes on this important film:
“**The Sixth Sun: Mayan Uprising in Chiapas**” (in BB also; DVD #1849 at Library)
Relate to readings on Neoliberalism, NAFTA and Globalization 3.0.

**Quiz, Chasteen’s Born in Blood and Fire** ch. 10 “Neoliberalism”
DUE: by Sunday by 11:59pm

**Paper (Primary Source Analysis)** - This is a different assignment from your Discussion Board Essays and your exams. -see the full directions in Blackboard.
DUE by: Thursday May 14th by 11:59pm in Assignments

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**Week 17**
5/18-5/24

**The U.S. and Latin America in the 21st Century/ Historical Memory**

**Reading:** Wood , ch. XII, pp. 241-243, "Historical Memory"
pp. 243-246 "Memory, Truth and Justice" by Elizabeth Jelin
pp. 250-252 "Human Rights Violations Committed by Government Agents" by the Chilean National Commission on Truth and Reconciliation
pp. 260-263 "Memory of Silence" by the Guatemalan Commission for Historical Clarification

Recommended Film: "**Even the Rain**" (2010 by Icíar Bollaín) (DVD 1855)

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**Week 18**
5/25-6/1

Holiday- Monday May 25th -Memorial Day; **Final Exam Week**

**Final Part I (multiple choice) will open on Tuesday by 8am;**

**Final Part II, the essay portion, is located in Assignments, Exam Reviews** along with the exam directions

**Both parts of the Final Exam are due by Sunday May 31st by 11:59pm**
Located in Blackboard, Assignments, Midterm and Final Exams

*Make sure you read the exam directions carefully and submit the correct file. I will not grade your final essay if you submit a different file* (name the final for your final essay like this: LastnameFirstnameHist115Final)

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**Final Averages and corresponding Final Grades:** All Grades are final! The best way to ensure that you pass and that you get the grade you want is to do well on every assignment and not "skip" anything. "Skipping" an assignment will absolutely affect your grade.

- **A+** 97.01 - 100
- **A**  93.01 - 97
- **A-**  90 - 93
- **B+** 87.01 – 89.99
- **B**  83.01 – 87
- **B-**  80 – 83
- **C+** 77.01 – 79.99
- **C**  70 – 77  (If you’re taking the class Pass/No Pass, you need at least a 70%)
- **D**  60 – 69.99
- **F**  59 and below

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Dr. Contreras
Note about Blackboard grade: As I indicate in the detailed explanation of grades section of this syllabus, I don't do "points"- all of our assignments are weighted according to the formula explained above.

To use the tech mall computers at Grossmont: Show this page of my syllabus to our tech folks there to get in and take your online quizzes. This is your “referral”.

Students are referred to enroll in the following supervised tutoring courses if the service indicated will assist them in achieving or reinforcing the learning objectives of this course:

- IDS 198, Supervised Tutoring to receive tutoring in general computer applications in the Tech Mall;
- English 198W, Supervised Tutoring for assistance in the English Writing Center (Room 70-119); and/or
- IDS 198T, Supervised Tutoring to receive one-on-one tutoring in academic subjects in the Tutoring Center (Rom 70-229, 644-7387). To add any of these courses, students may obtain Add Codes at the Information/Registration Desk in the Tech Mall.