Dr. Lisa M. Edwards  
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Office hrs: Mondays 2-4, Fridays 11-12, and by appointment  
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Required Readings:


Additional readings as noted on course syllabus and in Blackboard

Grading
Participation in class discussions and activities – 15%
3 reading response papers – 30%
Primary source presentation and analysis – 15%
Research paper, including associated assignments and presentation – 40%

This course fulfills three *Essential Learning Outcomes (ELOs), Written and Oral Communication (WOC), Critical Thinking and Problem Solving (CTPS)*, and *Applied and Integrative Learning (AIL)*. See the UML Core Curriculum website for details ([www.uml.edu/core](http://www.uml.edu/core)).

By the end of this course, students will be able to

- Explain the trajectory of US-Latin American relations from the early nineteenth to the early twenty-first centuries, identifying major themes and problems
- Find, analyze and interpret primary source documents and choose appropriate evidence from them to formulate an argument
- Find, analyze, and incorporate appropriate secondary sources by historians and scholars in other fields to make and present arguments about historical events orally and in writing

Attendance and participation
You should plan to be in class every day. Excessive (more than 6) absences may be cause for a failing grade for the course. If you have legitimate reasons for being absent, please let me know
as soon as possible. If you must travel on UML business (with an athletic team or for another reason), please let me know ahead of time.

In class, please avoid distracting other students. Take care of personal needs before class and make sure cell phones are turned off. Please do not do work for another course during class.

**Academic Honesty**

Dishonesty, cheating, and plagiarism will deprive you of a fulfilling learning experience, and also carry serious penalties. As a registered student, you are expected to be familiar with UML’s academic policies. See [http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm](http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm).

No grade higher than an F will be recorded for an assignment which contains plagiarism. If you do not rewrite the offending paper acceptably within two weeks after the papers are returned to the class, you will receive an F for the course. Second offenses will automatically result in an F for the course. If in doubt, cite your source!!

**Course schedule:**

NOTES: Readings should be completed *before class* on the day they are noted.

**W 9/5**  Introduction  
History and Historiography  
Overview of Latin America to independence and US-Latin American relations

**M 9/10** Issues in U.S.-Latin American Relations  
**Reading:** O’Brien, Introduction and chapter 1 (pp. 1-49)

**W 9/12** The U.S. War with Mexico  
**Reading:** Chávez, pp. 1-65 (Introduction and some documents)

**M 9/17** Examining the U.S.-Mexican War  
**Reading:** Chávez, pp. 66-99

**W 9/19** **Reading Response 1 due in class**  
Analyzing primary sources  
**Reading:** Chávez, pp. 100-145  
**Response instructions:** Select 3-5 primary sources from *The U.S. War with Mexico* (any of the documents, including those for today’s class discussion) that can be read together to better understand some aspect of the conflict and/or its effects on combatants or non-combatants. Include a list of which sources you’ve chosen at the top of your paper for reference (author, title, and date are sufficient). In 2 ½ - 3 ½ pages, analyze and explain these sources as a group. Make a case for reading these specific
documents together. Your paper should contain an analytical argument supported with specific details from the documents.

M 9/24 U.S. Migration to Latin America: The Confederados
**Reading:** Dawsey and Dawsey, eds., *The Confederados. Old South Immigrants in Brazil*, Introduction, ch. 1, 2, 11 (pp. 1-49, 191-205) (ebook)

W 9/26 Ideas about Race and Empire
**Reading:** O’Brien, pp. 51-74

M 10/1 **Reading Response 2 due in class**
Racist Imperialism
**Reading:** Love, *Race Over Empire*, ch. 2 and Epilogue (pp. 27-72, 196-200)
**Response instructions:** In 2-3 pages, answer the following questions in a coherent essay (not question by question): What is Love’s primary argument and what kinds of evidence does he use to support it? How does this complement or differ from the existing historiography on the topic (that he discusses in the preface and ch. 1). Your own essay should have a single argument that answers these questions, supported by specific examples.

W 10/3 **Research paper topic proposal (1 paragraph) due in class**
Cuba’s War with Spain, the U.S.S. Maine, and the Platt Amendment
**Reading:** O’Brien, ch. 3-4 (pp. 75-128)

M 10/8 **No class – Columbus Day**

W 10/10 **Reading response 3 due in class**
Augusto Sandino and Nicaraguan Conflict
**Reading:** Sandino, Augusto. *Sandino, The Testimony of a Nicaraguan Patriot, 1921-1934*, documents 2, 6, 15, 18, 30, 33, 68, 70, 71, 72, 75, 79, 86, 90 (ebook)
**Response questions:** In about 2 pages, answer the following questions: Which one of these documents is most compelling? What questions does it raise about the specific situation in Nicaragua and about the trajectory of U.S.-Latin American relations? What kinds of sources might complement this document? Where might you look for those sources?

Thursday 10/11 (Monday schedule) U.S. Cultural and Economic Programs in Latin America
**Reading:** O’Brien, ch. 5 (pp. 129-155)
M 10/15 No class meeting – individual meetings to discuss research projects

W 10/17 The Cold War
   **Reading:** O’Brien, ch. 6 (pp. 179-207)

M 10/22 Combatting Communism with Aid (The Alliance for Progress and other programs)
   **Reading:** (start reading Latner for Wednesday discussion)

W 10/24 The U.S. Left and the Cuban Revolution
   **Reading:** Latner, Introduction and ch. 1-2 (pp. 1-122)

M 10/29 Primary source analysis due in class
   Primary source presentations
   **Reading:** (continue reading Latner for discussion next week)
   **Primary source analysis assignment:** Choose one primary source you are using for your research paper. Answer the following questions in a coherent essay of about 2 pages which makes an argument justifying the use of this source in your project. What is this source (what kind of document)? Who produced it and why? How does it fit into your research project (is it a unique document? representative of a group of documents? written by a key player or an outsider?)

W 10/31 No class meeting – work on your research paper
   (And continue reading Latner for discussion on Monday)

M 11/5 The Cuban Revolution and its effects in the western hemisphere
   **Reading:** finish Latner (discussion of all)

W 11/7 Research progress report due in class (about 2 pages)
   (No reading assignment)

M 11/12 No classes – Veterans’ Day observed

W 11/14 Cold War Issues
   **Reading:** O’Brien, ch. 7-8 (pp. 209-266)

M 11/19 A New Wave of Revolutions
   **Reading:** O’Brien, ch. 9-10 and conclusion (pp. 267-328)

W 11/21 No classes – Thanksgiving weekend

M 11/26 No class meeting – individual meetings

W 11/28 Research paper draft workshop in class
M 12/3 Research presentations

W 12/5 Research presentations

M 12/10 Research presentations

W 12/12 **Final research paper due in class**
    Research presentations

There is no final exam in this course.