Office Hours:
Monday, 3:00-5:00 pm;
Tues, 1:00-2:00, 4:45-5:45 pm;
Thursday, 4:45-5:45 pm;
and by appointment

History 610-001: Great Issues in American History
3 credit hours; CRN 22308
Monday, 6:30-9:15 pm
Bancroft 371

COLD WAR IN THE AMERICAS

This course is a study of the meanings and consequences of the Cold War in the American hemisphere. Did this conflict between the two global superpowers emerging from World War Two have distinctive meanings for the Global South and for Latin America in particular? What did the Cold War mean for Latin America? Careful and critical study of primary and secondary sources will suggest a variety of ways to read the Cold War.

While the long-standing relationship between the United States and Latin America will be reviewed, the course will focus on themes and developments evident since ca. 1945: military interventions, military dictatorships, social struggles, cultural transformations, economic structures, ideological rivalries.

Expected learning outcomes for this course include an advanced ability to process and express complex historical ideas, an expanded and deepened understanding of the history of relations between Latin America and the United States in a global context, broadened familiarity with different approaches to Cold War history and to concepts of revolution and counter-revolution, and a stronger critical analysis of relevant political and cultural issues.

The course contributes to the History MA program learning objectives: 1) communicate effectively core themes, ideas, and subject matter, in both written and oral form; 2) demonstrate an advanced ability to comprehend and explain major issues in historiography; 3) demonstrate an advanced ability to conduct independent research, applying basic research methods in history such as using search tools, finding primary and secondary sources, and assessing critically those sources; 4) be able to identify and master the historical literature of a specified field.

This course also participates in the Global Learning Initiative (GLI). All assignments and activities involve global learning.
Course assignments, policies, notes

All course assignments are developed to promote and measure the specific goals and outcomes mentioned above. There are five course requirements: class participation, historiography essay and annotated bibliography, book review, research essay, and final exam. Class participation means contributing your presence, thoughts, and voice to weekly discussions. To participate effectively requires that you read and study critically all assigned readings and think about the issues posed by the readings each and every week. Students will be asked to lead or co-lead discussions of readings. Students also will be required to turn in occasional short written assignments in preparation for particular discussions. Perfect attendance is expected; all absences significantly affect the class participation grade.

The book review requires each student to write a 5-6 page (ca. 1500 words, typed, double-spaced) critical response to a scholarly monograph related to the student’s research essay topic. Use of primary documents is required. Full guidelines will be distributed separately.

In the historiographical essay and annotated bibliography, you will identify at least fifteen major monographic books or articles relevant to your research essay topic. Each bibliographic entry will be annotated to indicate relevance to your topic. A three-page historiographical essay will explain how these sources connect to larger historiographical trends and to your research essay. Full guidelines will be distributed separately.

In the research essay, you will write a twenty-page (ca. 6000-7000 words) paper based substantially on primary sources. Ideas for topics and for databases of primary sources will be discussed in class. Full guidelines will be distributed separately.

The final examination will emphasize critical analysis and interpretation. Students will write essays that address major issues raised in the assigned literature. Full guidelines will be distributed separately.

If the instructor determines a need to modify any of the policies, events, or other items on this syllabus, all changes will be discussed and announced during class. All students are responsible for knowing these changes, regardless of attendance. The online version of the syllabus will be updated.

Honesty and original thought are essential to your education and to our learning community at Winthrop University. As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online Student Handbook, esp. pages 32-37 (http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf). In sum, plagiarism or any form of cheating or dishonesty are contrary to our collective goals and will be reported and not tolerated in this course.

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

Grading: Book review: 10%; historiographical essay and annotated bibliography: 10%; research paper: 40%; class participation and presentation: 20%; final exam: 20%. All assignments must be completed to receive credit and pass the course. Plusses and minuses will be used in assessing final letter grades.
Assigned books


Additional articles, book chapters, and documents will be assigned and made available.

Schedule of classes

**Week 1: Getting Started**
12 January  Defining terms, establishing context

**Week 2: Martin Luther King, Jr. Day**
19 January  No class

**Week 3: Historiography and narrative**
26 January
- Joseph, “What We Now Know and Should Know: Bringing Latin America More Meaningfully into Cold War Studies” in Joseph & Spenser, 3-46
- Brands, Introduction & Ch. 1, 2, 3

**Week 4: Literature and methodology**
2 February
- T. Blanton, “Recovering the Memory of the Cold War: Forensic History and Latin America” in Joseph & Spenser, 47-76
• Brands, Ch. 4, 5, 6

Week 5: Geopolitical context and Latinamericanization of the Cold War
9 February

• Spenser, “The Caribbean Crisis: Catalyst for Soviet Projection in Latin America,” in Joseph & Spenser, 77-111
• Brands, Ch. 7, 8 & Conclusion

13 February (no later than 5 pm): Research essay proposal to turnitin.com

Week 6: Documentary case study: Guatemala, 1954
16 February

• Cullather, Secret History

Week 7: Cultural context and transformation
23 February

• S. Fein, “Producing the Cold War in Mexico: The Public Limits of Cover Communications” in Joseph & Spenser, 171-213
• E. Zolov, “¡Cuba sí, Yanquis no! The Sacking of the Instituto Cultural México-Norteamericano in Morelia, Michoacán, 1961” in Joseph & Spenser, 214-252
• S. Bachelor, “Miracle on Ice: Industrial Workers and the Promise of Americanization in Cold War Mexico” in Joseph & Spenser, 253-272
• S. Pitti, “Chicano Cold Warriors: César Chávez, Mexican American Politics, and California Farmworkers” in Joseph & Spenser, 273-307
• “Birth Control Pills and Molotov Cocktails: Reading Sex and Revolution in 1968 Brazil” in Joseph & Spenser, 308-349
• C. McAllister, “Rural Markets, Revolutionary Souls, and Rebellious Women in Cold War Guatemala” in Joseph & Spenser, 350-380
• Spenser, “Standing Conventional Cold War History on Its Head” in Joseph & Spenser, 381-396

27 February (no later than 5 pm): Historiographical essay and annotated bibliography due to turnitin.com

Week 8: Alternative narratives of the Cold War
2 March

• Weld, Paper Cadavers, Part I
Week 9: Guatemalan perspectives
9 March

- Weld, *Paper Cadavers*, Part II

12 March (no later than 5 pm): Book review due to turnitin.com

Week 10: Spring recess
16 March No class

Week 11: Documentary workshop
23 March Cold War in film and documents [reading tba]

Week 12: Far reaches of the Dirty Wars
30 March

- Armony, *Argentina, U.S. and Anti-Communist Crusade in Central America*

Week 13: Legacies of the long Cold War
6 April

- F. Hylton, “The Cold War That Didn’t End: Paramilitary Modernization in Medellín, Colombia” in Grandin and Joseph, 338-370

8 April (no later than 5 pm): Research essays due to turnitin.com

Week 14: Paper presentations
13 April Read and discuss research papers

Week 15: Paper presentations
20 April Read and discuss research papers

Week 16: Paper presentations
27 April Read and discuss research papers

Week 17

4 May FINAL EXAM