

The Cold War in Latin America

History 407

Spring 2016. T 1-3:50pm, 471 McKenzie, CRN 32695

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Office Hours:
F10am-12pm
and by appointment

COURSE DESCRIPTION

The Cold War affected virtually every part of the globe. This conflict directly influenced some parts of the world, such as Latin America and sub-Saharan Africa, far more than either of the World Wars. This period was very likely the most violent in all of Latin America's history, and the death toll was horrendous. This was also the apex of US intervention throughout the hemisphere as there were virtually no conflicts in which the US was not involved, to one degree or another. In addition, it was a period in which Latin Americans engaged in very fertile ideological discourse and experimentation in political/economic/social systems. The violence stemmed in part from the global struggle between the US and the USSR, but also derived from very local conditions. Economic inequality, uneven development, tenuous relations between civilian governments and the military, competition between conservatives and progressives, racial/ethnic prejudice, ideological struggles, fights over land and wealth, and desires for greater political-economic sovereignty inspired Latin Americans to fight each other and to seek assistance from the superpowers. This course will consider the Cold War in Latin America from many perspectives: as one theater within a larger global conflict; as numerous local struggles with very local concerns; as a front in which Latin American, US, and Soviet policy makers cooperated with, manipulated, and exploited each other. In addition, the course will consider the very individual and human face of the conflict, as we examine the lives and deaths of guerrillas, soldiers, clergy, bureaucrats, torturers, businessmen, journalists, writers, artists, street protestors, diplomats, mothers, fathers, brothers, sisters, and friends, etc. Through secondary and primary source readings, we will consider why and how the region's most repressive governments and brutal civil wars unfolded as they did, the many solutions that Latin Americans sought to resolve their problems, and how local and foreign forces interacted with each other.

READINGS

The following are available for purchase in the campus bookstore:

Course Packet

Guevara, Ernesto (Che). *Guerrilla Warfare*. Lincoln, NE: University of Nebraska Press, 1998.

Joseph, Gilbert, and Daniela Spenser, eds. *In from the Cold: Latin America's New Encounters with the Cold War*. Durham, NC: Duke University Press, 2008.

Rabe, Stephen. *The Killing Zone: The United States Wages Cold War in Latin America*. New York City: Oxford University Press, 2012.

Wright, Thomas. *Latin America in the Era of the Cuban Revolution*. New York City: Praeger, 2001.

EVALUATIONS

Map quiz (April 5)	2%
Attendance and participation	10%
Weekly paragraphs	10%
Paper components	38%
Topic Statement (April 16)	1%
Annotated Bibliography and Timeline (April 23)	5%
Presentation (April 23)	1%
Primary source analysis (April 29)	5%
Partner assessment of primary source (April 30)	3%
Presentation (May 7)	2%
Prospectus (May 21)	19%
Presentation (May 21)	2%
Research paper (June 4)	40%

- 1) Map Quiz: Identify the names and capitols of all mainland Latin American countries (not the Guyanas) and three island countries: Cuba, Haiti, Dominican Republic
- 2) Reading Paragraphs:
 - a) For weeks 2-8, each week write a paragraph about the reading, posted to Blackboard before class on Wednesday. The paragraph can be on all or any part of the reading.
 - b) To submit:
 - i) Write the paragraph(s) in a word processor. Save the document, then upload:
(1) PDCanvas >> Weekly Reading Paragraphs >> Click on the appropriate week. Upload your paragraph.
 - c) Grading Criteria:
 - i) Written in decent paragraph form
 - ii) Contains analysis and/or comparison, not just summarization
 - iii) Uses some concrete examples from the reading to support the analysis

Grading: Numbered scores correspond to letter grades as follows: Numbers in the 90s are As, the 80s are Bs, the 70s are Cs, the 60s are Ds, and below 60 is an F. Plusses and minuses work as follows: 80-82 = B-; 83-86 = B; 87-89 = B+. Any decimal below .5 gets rounded down, any decimal of .5 or above gets rounded up. So 86.4 becomes 86, which is a B; 86.5 becomes 87, which is a B+.

COURSE POLICIES

1. Attendance: You are expected to attend each class, to have finished the reading assignment before class, and to participate in discussion. More than one unexcused absence will notably affect your final grade.
2. Respect: Mutual respect and courtesy are necessary for the course to be a success. No eating, talking, listening to music, or reading the newspaper in class.
 - a. Cell phones: Turn off your cell phones before class starts; Professor Zahler and the GTFs have the right to answer any in-class calls or texts that you receive.
 - b. Computers: You may use a computer during class time for taking notes but not for extraneous activities.
3. Late assignments: Assignments are due by noon of class on the due date. You will lose points on late assignments at a rate of 10pts/24 hours. You can get an extension if you have a legitimate reason (e.g. health problems, a death in the family, imprisonment, alien abduction, etc.). Legitimate reasons require supporting evidence.

ACADEMIC INTEGRITY:

Any work you submit must be your own and must be produced exclusively for this class – plagiarism and cheating will not be tolerated. All ideas from other sources must be properly cited. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Be aware that consequences for plagiarism or cheating can include an F in the course, suspension, or expulsion. For further information on this subject, as well as guidelines for proper citation, see the web sites:

Student Conduct Code for Academic Misconduct:

<https://uodos.uoregon.edu/StudentConductandCommunityStandards.aspx>

<https://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconductatUO.aspx>

Plagiarism Guide for Students:

<http://researchguides.uoregon.edu/citing-plagiarism>

LEARNING OBJECTIVES

In this course, we will learn not only a body of historical information but also will refine a set of intellectual and communication skills that apply to a variety of professional career paths. In this course you can expect to learn:

- The general narrative and political, economic, social, and cultural trends of the Cold War in Latin America; Relations between the US and Latin America during this period; The ideologies that motivated the various militaries, states, social movements, and insurgent groups.
- How the discipline of history uses primary and secondary sources, and works with inconsistent or contradictory evidence
- How to question and analyze evidence in order to understand complex situations
- How to conduct independent research on a topic of your choosing. How to use investigative tools and overcome research obstacles.
- How to write a cohesive paper about a complex issue in a manner that is clear, unified around a meaningful thesis, and evidence-based.
- Improved communication skills: how to present your research both through writing and public presentations.

SCHEDULE

A brief note on the reading assignments:

- a) Source markings
 - Sources marked with a dark circle are books you have purchased
 - ❖ CP means Course Packet
- b) Readings are to be completed before the class for which they are assigned.
- c) Complete each day's readings in the order they are listed.

Week 1: Latin America in the early 20th Century, Lead up the Cold War
No reading

Week 2: Latin America, 1900-90

- ❖ CP: *Born in Blood and Fire*: pp233-316
 - Rabe: Introduction, Chapters 1-2
 - Joseph: Chapter 6 (“Producing the Cold War in Mexico”)
 - ❖ CP: Gilbert Rist, *The History of Development*, Chapter 4
- Library tour at 4pm: Edmiston classroom (Knight Library 144)

Week 3: Turning points: Guatemala & Cuba

- Rabe: Chapters 3-4
- Wright: Introduction, Chapters 1-2
- ❖ CP: *Born in Blood and Fire*, *LAV*: Chapter 8 (“Cold War Visions”)
- ❖ CP: *Cuba Reader*: 341-43, 363-69

Week 4: Responses to the Cuban Revolution

- Rabe: Ch 5
- Wright: Chapters 3 and 4
- Joseph: Chapter 3 and 4 (“The Caribbean Crisis” and “The View from Havana”)
- Che Guevara: *Guerrilla Warfare*

Week 5: Left and Right Governments

- Wright: Ch 7-9
- Rabe Ch 6
- Joseph, Ch 8 (“Miracle on Ice”)
- ❖ CP: *Born in Blood and Fire*, *LAV* Ch 9 (“Guerrilla Warfare”)
- ❖ CP: *The Argentina Reader*, pp440-47, 450-56

Week 6: Central America

- Wright: Ch 10
- Rabe: Ch 7
- Joseph: Ch 5 (“Transnationalizing the Dirty War”)
- ❖ CP: *I, Rigoberta Menchú*. Ch 19, 24

Week 7: Cold War and Gender

- Joseph, Ch 10 (“Birth Control Pills and Molotov Cocktails”)
- Joseph, Ch 11 (“Rural Markets, Revolutionary Souls”)
- ❖ CP: Margaret Power, “More than Mere Pawns: Right-Wing Women in Chile,” *Journal of Women’s History*, v. 16:3 (2004): 138-51
- ❖ CP: Marysa Navarro, “The Personal is Political: Las Madres de Plaza de Mayo” in *Power and Popular Protest*, Susan Eckstein, ed.
- ❖ CP: *Argentina Reader*, 429-39 (“The Madwomen at the Plaza de Mayo”)

Week 8: Winding Down: the 1990s

- Wright: Chapter 11
- Rabe: Aftermath
- Joseph: Ch 12 (“Standing Conventional Cold War History”)

Week 9: Meeting with Professor

No Reading. Guest visit by Stephen Rabe.

Week 10: Lessons Learned and Not Learned: The Cold War and the War on Terror

- ❖ Download from Canvas (PDFs for Reading): Robert D. Kaplan, “Superpowers Don’t Get to Retire,” *New Republic*, (May 26, 2014).
- ❖ Speech by President Obama, May 28, 2014:
<http://www.youtube.com/watch?v=bcby8cDz kf0>

Calendar of Assignments

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	March 28	March 29 Class begins	March 30	March 31	April 1
2	4	5 Map quiz Library tour (Knight room 144)	6	7 Meetings	8
3	11	12 Topic Statement	13	14	15
4	18	19 Annotated biblio & timeline Presentation on topic	20	21	22
5	25 Primary source analysis	26 Partner's Assessment	27	28	29
6	May 2	3 Presentation on sources	4	5	6
7	9	10	11	12	13
8	16	17 Prospectus Presentation on topic	18	19	20
9	23 Meetings w/ professor	24 Meetings w/ professor	25	26	27
10	30 Memorial Day	31 Last Class Research Paper due	June 1	2	3