

**Cultural Citizenship in US and Latin America:
Beyond Aid and Intervention**

LAS 366 (unique 40825) HIS 363K (unique 39985)

Fall 2013

Professor: Dr. Del Castillo
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Course Meeting time: MWF 10:00am-11:00am
Classroom: WEL 2.304
Flags: Global Cultures Flag & Writing Flag

Overview:

Standard historical narratives explaining U.S.-Latin America Relations have tended to highlight state-centered imperatives. By focusing on the actions of states, we do gain one kind of understanding, but it is one that tends to emphasize the rise of US hegemony in the region: empire-building and early 19th-century territorial expansion by the US; 19th-20th century US military interventions that invoked the Monroe Doctrine; the US's Good Neighbor Policy during the Great Depression; the "carrot" of US aid and the "stick" of covert US military interventions in the region during the Cold War; greater economic integration through free trade agreements and their concomitant illicit flows of people, arms, and drugs; and, more recently, Latin America's "turn to the left" while the US has been busy with the "War on Terror." A drawback from this overarching state-centered (and admittedly US-centered) narrative is that it tends to overlook and silence non-state actors who had direct experiences with crossing national boundaries during these tumultuous periods, were involved in process of boundary making, or were themselves "crossed" by shifting boundaries. This class therefore provides an overarching framework for understanding US-Latin America relations, but offers students the chance to understand them from a different perspective: the extent to which individuals and communities grappled with the implications of state actions and shifting boundaries (national, cultural, class, racial, etc.) in the international arena of the Western hemisphere.

It is in this light that the course adopts and interrogates the category of "cultural citizenship," usually understood as the right both to be different and to belong in a participatory democracy. Through concrete historical examples, students will understand how the meanings -- and associated rights and privileges-- of "citizenship" changed over time and space in the different countries of the Americas. The cultural dimension of citizenship will emerge as we pay close attention to how changes in the definitions and limits of citizenship were in part driven by increasing interactions between people from different countries and different cultures of the Western hemisphere. These discussions will allow students to begin to think about what it means to be a "cultural citizen" of the Americas, i.e. not just a citizen of one specific nation-state implicitly bounded off from--and potentially in competition with--the interests of other citizens of other nation-states, but rather a citizen conscious of the ways place of origin, culture, language, racial perceptions, gender roles, religious beliefs, labor regimes, modes of production, migration, and the media can create, maintain --or destabilize-- social, political, and economic hierarchies. Students are encouraged to use what they learn in this class as background for a potential experience in the region either through study abroad in Latin America or community engagement in Austin.

The four major academic/learning goals for this course are: 1) identify some of the major ways individuals and communities reacted to (or impelled) increasing US-Latin American relations 2) challenge students to explore their own cultural experiences as citizens, and how they may compare/contrast with the

beliefs and practices of cultural communities in modern Latin America and/or with those of immigrant communities from the region to the US 3) fine-tune students' analytical and communication skills through writing and public speaking 4) Begin to prepare students for a potential experience sensitive to the political and cultural implications of "cultural citizenship" through study abroad, research, and/or community engagement.

Required Readings:

Peter Smith, *Talons of the Eagle: Latin America, The United States, and the World* 4th edition (Oxford UP, 2013)
Course Reader available on blackboard.

Grading Policy on Major Course Requirements and Assignments:

Attendance & Participation in Class Discussions	15%
Reading Response Position Papers:	3 worth 20% each = 60% total.
Final oral presentation	5%
Topic and Annotated Bibliography	5%
Final Project (Policy Brief):	15%

***** LATE PAPER POLICY*****:

Late papers will result in a deduction of one full letter grade per 24-hour period after the deadline (including weekends & holidays). Exceptions will be made **ONLY** in cases where students have a **documented** excuse. Late papers may be turned in to the History Department's main office in Garrison 1.104.

ASSIGNMENT GUIDELINES

Participation: 15%

Attendance: Since you cannot participate in class if you are absent, attendance is mandatory. Full disclosure: attendance is worth 3 points on your final average. Scale: +3 points = 0-1 unexcused absences; +2 points = 2 unexcused absences; 0 points = 3 or more unexcused absences. Three points = 1/3 of a full letter grade on your final average. However, missing more than half this class due to unexcused absences means you will have achieved a failing grade. See below for what qualifies as an excused absence.

Showing up is not enough. **All** students must come to class prepared to participate by completing the readings assigned for each day **BEFORE** class begins. I will provide reading comprehension/discussion questions in advance via UT Blackboard that will help guide your readings. Your short answers to these will help you contribute to class discussions. How it works: answers are due via Blackboard on Fridays by the end of the day (11:59pm). All students will submit answers for weeks 2 & 3 (each worth 1.5 points = 3 points). From week 4 through week 12, students will be divided into 3 groups of 8 or less. Every Friday, the students that signed up for that week's readings will submit their answers via blackboard. There will be three of these submissions, and each is worth 3 points. Note: You are required to submit a total of 5 reading responses over the course of the semester, but I **STRONGLY** recommend you use these questions as jumping off points to guide your readings for the weeks you do not turn your answers in. Even if you don't sign up to turn in answers to reading discussion questions for a particular week, you are still responsible for being able to discuss the readings in class each week.

Position Papers: 3 worth 20% each = 60% total.

Every student will write 3 short (1000-1500 word) position papers on readings. You can choose to write your short papers on any one reading (or combination of readings) marked with asterisks (**Reading**) on this syllabus. Non-asterisked readings, such as *Talons*, may (SHOULD) inform your position papers, but they should NOT be the focus of your paper. All students will turn in their first paper by the end of week 3. The position paper should: 1) identify an issue or problem of “international” dimensions at stake in the readings; 2) identify who the stake-holders involved in this issue or problem are and focus on one specific individual 3) what actions did the specific individual take given the problem at hand 4) identify how that individual’s immediate community might praise or chastise the “stake-holder” for his or her views and/or actions regarding the problem; 5) Evaluate the course of action taken in light of the alternate courses of action *reasonably* available to “solve” the problem.

The second and third papers should follow the same structure/answer the same questions as above. Students will choose only ONE week for Part 2 (i.e. readings for week 4, OR 5, OR 6) to write their second paper on. The third essay must be on the readings assigned for Part 3 of the class (i.e. readings for week 7, OR 8, OR 9). Only up to 8 students may sign up to write on readings for any one particular week.

NOTE ON RE-WRITES: After receiving feedback from the professor on each of these three papers, students may choose to turn in a rewrite. The highest grade of the two grades will be recorded. In order to qualify for the re-write option, your first draft must receive at least 10 points according to the rubric grade. If you turn in a careless, sloppy, unfinished, and/or poorly written first draft that demonstrates little if any serious work on it (three –four “D”s on the rubric) then you will receive a “D-” and you MAY NOT do a rewrite.

Final Project: a Policy Brief (no more than 3,000 words, approx. 8-9 pages max.): 15%

On the last day of class (Dec. 6), students must turn in their final project: a policy brief. This is a policy brief that you, as an expert consultant, will write to convince a specific, influential audience (whether it is members of the US government, journalists, academics, donors, development NGOs, etc.) of the best action they should take with respect to the problem. The “problem” can involve a country in Latin America OR it can involve immigrant communities from the region in the United States. The purpose of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or course of action the policy brief outlines. The brief, in short, should serve as an impetus for a specific action, and lay out the potential impact of the action on the targeted problem, as well as the individual(s), and communities the problem affects.

The Policy Brief is not unlike the reading response papers. The difference is that you have identified a current issue or problem and you are identifying the audience that needs to learn about the problem so they can take action to help solve it in the way you suggest is best. You may choose to work on one of the more current “problems” in US-Latin American relations that we will discuss in Part 4 (weeks 10, 11, or 12) or identify a topic we have not covered, but fits within the scope of the class.

NOTE ON PEER-REVIEW: Your Policy Brief will be Peer-Reviewed in class.

Annotated Bibliography 5%

On Friday, Nov. 15, you must turn in the topic you will address in your Policy Brief (1 point on final average). This may be just one very well thought out sentence, or a longer paragraph, but not more than one paragraph. On Friday, Nov. 22, you must turn the final version of your topic followed by an annotated bibliography for your Policy Brief (4 points on final average). The readings we have covered over the course of the semester are fair game, but you must select readings specific to your topic (either from those assigned in class or readings you have identified outside of the class reading list). The bibliography must list the articles (at minimum 3 to max 8 scholarly journal articles), books (at minimum 5 to max 12), and alternate sources (at least 3-5, newspapers, interviews, websites, etc.). For each source the student should write an annotation of 4-8 sentences explaining: 1) how the source **specifically** relates to the problem the paper will examine. 2) the main argument of the source 3) the evidence that the source draws on to make the argument 4) the reliability of the sources/evidence.

Final Oral Presentation 5%

During the last week of the semester, each of you will “brief” the rest of the class about the problem you have identified and the course of action that needs to be taken. Presentations cannot exceed 5 minutes (strict time will be kept). Think of the class as the Congressional committee, Executive Task Force, or Consulting Firm, etc. that will decide whether or not your proposal is convincing and worth implementing. The class, in turn, is expected to make suggestions that can help strengthen the proposal.

IMPORTANT NOTICES

Global Cultures Flag

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Writing Flag

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Course Schedule

Part 1. The Imperial Era

Week 1 Introduction: Cultural Citizenship and the Hispanic Challenge

Aug. 28 Introduction

Aug. 30 Discussion on Cultural Citizenship and the “Hispanic Challenge”

Reader: Renato Rosaldo (1994) “Cultural Citizenship and Educational Democracy” in *Cultural Anthropology* 9(3) pp. 402-411.

Samuel P. Huntington, “The Hispanic Challenge,” *Foreign Policy*, No. 141 (Mar.-Apr., 2004), pp. 30-45.

- Week 2** **Race, Ethnicity and Class in 18th-century US Territorial Expansion**
 Sept. 2 **NO CLASS:** Labor Day Holiday (Read Talons: Intro & Ch. 1, pp. 1-40)
 Sept 4 Reader: **Brian Delay, “Independent Indians and the US-Mexican War,” *The American Historical Review*, Vol. 112, No. 1 (Feb., 2007) pp. 35-68.**
 Sept. 6 ***“Treaty of Peace, Friendship, Limits, and Settlement with the Republic of Mexico”***
 Link from The Library of Congress available via Blackboard
- Week 3** **Territorial Expansion into Mexico: a novel view**
 Sept. 9 Reader: ***Maria Amparo Ruiz Burton, *The squatter and the don*, Ch 1&Ch 2***
 Sept 11 Reader: David Luis-Brown, “The ‘double loop’: uniting ‘white slaves’ in The Squatter and the Don,” in *Waves of Decolonization: Discourses of Race and Hemispheric Citizenship in Cuba, Mexico, and the United States* (Duke UP, 2008) pp. 48-56
 Sept 13 **First Position Paper due in class on Friday.** (last day to drop course for possible refund!)
Workshop: The Introduction and Thesis Statement
 Also bring to class: Your paper’s first paragraph printed double-spaced on two separate sheets (each sheet should have the first paragraph on it).
- Part 2. Race, Class, and Gender Across – and In the Creation of-- Boundaries**
- Week 4** **Degrees of Freedom post-emancipation Mexico, Louisiana, and Cuba**
 Sept 16 Talons, Ch 2.
 Sept 18 ***Karl Jacoby, “Between North and South: The Alternative Borderlands of William H. Ellis and the African American Colony of 1895,” in Truett and Young (eds), *Continental Crossroads: Remapping U.S.-Mexico Borderlands History* (Duke UP, 2004) pp. 209-240***
 Sept. 20 Reader: ***Rebecca Scott, *Degrees of Freedom: Louisiana and Cuba after Slavery* (Harvard UP, 2005) Chapter 6, pp. 154-188.***
Commented Papers will be returned Friday in class
- Week 5** **Racialized and Gendered representations in context of expanding suffrage rights**
 Sept. 23 Reader: ***Scott, *Degrees of Freedom*, Ch 7, pp. 189-215.***
 Sept. 25 ***Eileen J. Findlay, “Decency and Democracy: The Politics of Prostitution in Ponce, Puerto Rico, 1890-1900,” *Feminist Studies*, Vol. 23, No. 3 (Autumn, 1997) pp. 471-499***
 Sept. 27 Reader: ***John Johnson, *Latin America in Caricature* (Austin: UTPress, 1980)***
Rewrites on paper 1 due Friday
- Week 6** **From Pan Americanism to Anti-Americanism**
 Sept. 30 Talons Ch.3 & 4 pp. 64-113.
 Oct. 2 ***Ann Towns, “The Inter-American Commission of Women and Women’s Suffrage, 1920-1945,” *Journal of Latin American Studies*, Vol 42, Issue 4 Nov. 2010, pp. 779-807.***
 Oct. 4 ***Greg Grandin, Your Americanism and Mine: Americanism and Anti-Americanism in the Americas,” *The American Historical Review*, Vol. 111, No. 4 (Oct. 2006) pp. 1042-1066.***
Position paper 2 due in class on Friday.

Part 3. The Cold War

- Week 7** **US-Latin America: Initiating the Cold War and Post- WWII Labor Regimes**
 Oct. 7 In-class movie shorts: Mr. Nixon goes to Venezuela
 Reader: ***George Kennan, “Memorandum to the Secretary of State”***

Oct 9 In-class movie: ***Why Braceros? <http://archive.org/details/WhyBrace1959>***
Reader: ***Wayne Grove, "The Mexican Farm Labor Program, 1942-1964: Government-Administered Labor Market Insurance for Farmers" in *Agricultural History*, Vol. 70, No.2, Twentieth-Century Farm Policies (Spring1996).***

Oct 11 Talons, Ch. 5, pp. 113-180

Position paper 2 returned in class with comments

Week 8 Covert Interventions, the Cuban Revolution, and Aid

Oct 14 Talons, Ch 6 &7, pp. 134-176.

Reader: ***Ernesto "Che" Guevara, Political Sovereignty and Economic Independence***

Oct 16 Reader: ***James F. Siekmeier, "A Sacrificial Lama? The Expulsion of the Peace Corps from Bolivia in 1971," *Pacific Historical Review*, Vol. 69, No. 1 (Feb. 2000) pp. 65-87.***

Oct 18 Reader: ***James Garneu, "Santiago Matacomunistas"? Cardinal Cushing's Crusade against Communism in Latin America," *U.S. Catholic Historian*, Vol. 22, No. 4, Catholic Anticommunism (Fall 2004) pp. 97-115***

Rewrite on position paper 2 due in class

Week 9 Cold War Dictatorships, and Human Rights Violations

Oct 21 Talons, ch. 8 pp. 177-202

Oct 23 Reader: ***"The Documents," in Danner, *The Massacre at el Mozote*, pp.175-228.***

Oct 25 Reader: ***"The Documents," in Danner, *The Massacre*, pp. 228-304***

Position paper 3 due in class

Part 4. Increasing Hemispheric Interdependence: 1980s-2000s

Week 10 Debt Crisis, the Washington Consensus & Free Trade

Oct 28 Talons, Ch 9 & 10, pp. 205- 245

Oct 30 Reader: William Finnegan, "The Economics of Empire: Notes on the Washington Consensus," *Harper's Magazine* (May 2003).

Nov. 1 **Paper 3 returned in class with comments**

Week 11 Migration, Cultural Threats and Cultural Citizenship

Nov. 4 Talons, Ch 13 p. 291-307

Nov. 6 Eric Schlosser, "In the Strawberry Fields," *Atlantic Monthly* (November 1995).

Nov. 8 Kirsten Silva Gruesz, "Alien Speech, Incorporated: On the Cultural History of Spanish in the US," *American Literary History* (Spring 2013) 25 (1): 18-32.

Newman, Hartman, and Taber, "Foreign Language Exposure, Cultural Threat, and Opposition to Immigration," *Political Psychology* (2012) Vol. 33, no 5 pp. 635-657.

Paper 3 final version due in class

Week 12 Drugs, Violence, and Legalization Schemes

Nov. 11 Talons, Ch 14

Nov. 13 Daniel Wilkinson, "Death and Drugs in Colombia," *The New York Review of Books*, June 23, 2011 and Alma Guillermo Prieto, "The Murderers of Mexico," *The New York Review of Books*, Oct 28, 2010.

Nov. 15 “Uruguay: Marijuana, Organized Crime, and the Politics of Drugs” special report from InSight Crime: Organized Crime in the Americas
Topic for final paper due in class (1 point on final average)

Part 5. The War on Terror & Lat Am turns to the Left

Week 13 War on Terror & Turn to the Left

Nov. 18 Talons, Ch 11 & Ch 12, pp. 246-290

Nov. 20 Miguel Centellas, “Bolivia’s New Multicultural Constitution: The 2009 Constitution in Historical and Comparative Perspective,” in Todd Eisenstadt, Michael Danielson, Moisés Jaime Balión Corres, and Carlos Sorroza Polo (eds). *Latin America’s Multicultural Movements: The Struggle Between Communitarianism, Autonomy, and Human Rights* (Oxford UP, 2013)
Preamble to Bolivian Constitution <http://www.scribd.com/doc/73770823/Bolivia-2009-Official-Translation>

Nov. 22 “Snowden Renews Plea for Moscow to Grant Asylum,” *NYTimes* July 13, 2013
Due in class: Annotated Bibliography (4 points on final average)

Week 14 Workshop class and Thanksgiving

Nov. 25 In-class workshop on writing a Policy Brief. Bring 1st draft of brief to class for peer-review.

Read: How to write an effective policy brief and policy brief rubric (UTBlackboard)

Nov. 27 No class (Turkey-day Prep)

Nov. 29 No class (digest your turkey day)

Week 15 Presentation week

Dec. 2 Presentations by 8 students

Dec. 4 Presentations by 8 students

Dec. 6 Presentations by 8 students **Final policy brief due in class today, Dec. 6**

There is no Final Exam required for this class.

Final Average Grade Scale (based on University website)

A= 4.0 = 93-100% range on final average
A-= 3.67 = 84-92% range on final average
B+ = 3.33 = 76-83% range on final average
B = 3.0 = 68-75% range on final average
B- = 2.67 = 59-67% range on final average
C+ = 2.33 = 51-58% range on final average
C = 2 = 43-50% range on final average
C- = 1.67 = 34-42% range on final average
D+ = 1.33 = 26-33% range on final average
D = 1 = 18-25% range on final average
D- = 0.67 = 1-17% range on final average
F= 0 = more than ½ the class missed due to unexcused absences

Further Useful Info and links:

Excused absences

Excused absences will result in no penalty for late papers nor will be counted against your final grade.

Reasonable accommodations will be made for students to turn in missed work under these circumstances.

What constitutes an excused absence: 1) documented student illness or hospitalization. 2) Religious holidays -

by UT Austin policy, you must notify me of your pending absence at least **fourteen** days prior to the date of observance of a religious holy day. 3) A university-organized or university-sponsored event.

Undergraduate Writing Center located at FAC 211. Call 512-471-6222 and see website for details.

<http://www.uwc.utexas.edu/students/appointment>

Students with Disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities [512-471-6259](tel:512-471-6259)

<http://www.utexas.edu/diversity/ddce/ssd/>

UT Honor Code: The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. As such, plagiarism (passing off the work of others as your own, regardless of where you acquired it) will not be tolerated. For more information definitions and consequences of plagiarism other forms of academic dishonesty, see: <http://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/>

Emergency evacuation

Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> :

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

Behavior Concerns Advice Line (BCAL): 512-232-5050

Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency