

History 3318
United States Foreign Relations with the Global South since 1945
Fall 2019

Instructor	Benjamin C. Montoya, Ph.D.	Office Hours	Monday and Wednesday, 10.30am to 12.00pm; Tuesday and Thursday, 12.30pm to 2.00pm
Office; Phone	A.C. Schreiner, 207; 830-792-7286	Section Number	1
Meets	Monday and Wednesdays, 2.35pm to 3.50pm, Weir 101	E-mail	bmontoya@schreiner.edu

Course Description: The transition of the Third World into the Global South through periods of decolonization, Cold War, the post-Cold War, and the early years of the twenty-first century has often been complicated, violent, susceptible to the vagaries of international politics, and vulnerable to interference from larger states. This course will analyze U.S. relations with Latin America, Africa, and the Middle East since the end of the Second World War. We will discuss various national histories to understand how relations with the United States shaped the Third World, and continues to shape the Global South. Such national case studies include Nicaragua and Iran, which both went through revolutions that recast their relationship with the United States; Egypt and Venezuela, which both witnessed nationalist upsurges that were largely predicated on anti-Americanism; Guatemala and Rwanda, which both deal with the legacies of brutal civil wars; Honduras and Somalia, which both struggle with issues of crime that undermine the stability of their state institutions; Iraq and Colombia, which both struggle to come to terms with internecine warfare related to terrorism and drug trafficking, respectively; and Brazil and South Africa, which both lead their respective regions in economic prowess and seek larger roles in international politics. These national case studies will demonstrate the common and distinct historical struggles Third World countries have faced, and discuss the problems these Global South states continue to confront in recent years.

Course Goals:

- ∂ To study the major themes and problems in United States relations with Latin America, the Middle East, and Africa 1945.
- ∂ To compare and contrast how Global South nations have challenged U.S. hegemony and/or European neocolonialism in their struggles for self-determination.
- ∂ To understand how internal and regional pressures shaped and were shaped by external (i.e., foreign) influence and interests across the Global South.
- ∂ To consider what problems continue to affect the Global South in the new millennium.
- ∂ To expand skills in reading, critical evaluation and synthesis of information within the framework of International Affairs.
- ∂ To develop skills in presenting ideas and arguments clearly and logically in written and oral form.
- ∂ To practice skills in leading peers through discussion activities.

Required Texts:

- ∂ Peter L. Hahn, *Crisis and Crossfire: The United States and the Middle East since 1945* (Washington, D.C.: Potomac Books, Inc., 2005). {PH}
- ∂ Óscar Martínez, *A History of Violence: Living and Dying in Central America* (London: Verso, 2016).
- ∂ Alan McPherson, *Intimate Ties, Bitter Struggles: The United States and Latin American since 1945* (Washington, D.C.: Potomac Books, Inc., 2006). {AM}
- ∂ Elizabeth Schmidt, *Foreign Intervention in Africa: From the Cold War to the War on Terror* (Cambridge: Cambridge University Press, 2013). {ES}
- ∂ Jason K. Stearns, *Dancing in the Glory of Monsters: The Collapse of the Congo and the Great War of Africa* (New York: PublicAffairs, 2011).

Course and Institutional Policies

Class Time=Special Time: *Every class time is a special time.* It is when we will meet to discuss the important issues of U.S. relations with Latin America, the Middle East, and Africa since 1945. You should think of our class time as *special time*, during which you are expected to engage fully in the lectures and discussions, free from external distraction. Therefore, electronic devices are allowed only for notetaking purposes. If I find that your use of electronics is distracting you and your classmates seated around you, I will ask you to refrain from using your device. And if the problem persists, I will excuse you from the classroom.

As well as being prepared for class, I expect you to respect your classmates, me, and our work. I expect you to participate in class appropriately and frequently, and to ask lots of questions. Likewise, you can expect me to be prepared for class. You can expect me to keep my office hours and respond to emails in a timely manner (usually within 24 business hours). Also, you can expect me to respect you and your work; to answer questions when I can, and find answers or resources and provide guidance when I cannot.

Attendance Policy: I will not keep attendance, but regular participation and lectures will require your presence in class. Please be punctual to each class. Contact me if there is a reason you will be tardy. If you are going to be massively late (15+ minutes), please refrain from coming to class and ask a classmate about what you missed. Habitual tardiness will negatively affect your overall grade.

Communication (personal and virtual): It is important that you are clear in your communication via email, since it is a dominant mode of communication. Unless I indicate otherwise address me as “Dr. Montoya,” both in person and in emails. In your email correspondence to me always signoff with your name, proofread your email before sending it, and do not ask questions on matters you can resolve yourself by looking at the course materials. I will not respond to emails that are unclear due to typographical errors, that do not address me by name at the beginning of the message, and/or that do not provide the name of the addresser (email writer).

Academic Integrity/Dishonesty Policy: The standards pertaining to Academic Integrity/Dishonesty will be rigorously enforced. Academic Dishonesty is defined as any incidence in which a student presents another’s work, in whole or part, as his or her own. This includes exam answers, research papers, and the like. Therefore, cheating in any form and plagiarism (the act of stealing or using the ideas or writings of another and representing them as one’s own) will not be tolerated. Student papers are subject to review by a plagiarism checking service (for example, Turnitin.com). Violations may result in an F grade for this course and possible expulsion from the University.

Make-Up Policy: Missed assignments—in-class discussions, essays, and exams—cannot be made up.

Substances, Victuals, and Libations: the use of tobacco products as well as the consumption of food or beverage in the classroom is strictly prohibited, apart from water in a water bottle.

Section 504 Compliance Statement: Special Circumstances Schreiner University is committed to ensuring the full participation of all students and is compliant with Section 504 of the Rehabilitation Act of 1973 with respect to providing appropriate academic accommodations to students with qualifying conditions. Students seeking accommodations should contact Dr. Jude Gallik, the Section 504 Coordinator, by calling 830.792.7258, e-mailing jgallik@schreiner.edu or by stopping by Room 218, Dickey Hall. Professional documentation of the qualifying condition is required for consideration of the request. Students with mobility impairments whose instructor's office is inaccessible should contact the instructor directly to make alternative arrangements. If such arrangements are unsatisfactory, the student should contact the Section 504 Coordinator.

Course Prerequisites: There are no prerequisites for this course.

Course Evaluations & Assessments: Percentage of Total Course Grade

- ∂ Attendance, 5%
- ∂ Participation, 20%
- ∂ Class Presentation, 10%
- ∂ Essays (2), 15% each
- ∂ Examinations, 35%: Mid-Term (15%) & Final (20%)

Assessment

It is important you remain accountable to the coursework; therefore, be sure you keep up with all the work. You will be confronted with a lot of material and information during the term. It is very difficult to catch up if you get behind or procrastinate.

Participation: Regular participation in discussions and Class Presentations (see below for details) is expected as a sign of your intellectual curiosity and commitment to the learning process. Students are expected to participate fully in all interactive learning experiences and to demonstrate critical thinking and synthesis skills in class discussions, critical reading, and peer review.

Note on speaking in front of others: Although it is common to experience anxiety while speaking in front of others, it is an essential skill not only in academia but life itself. It is imperative that respect be given to the opinions of fellow classmates so that a safe environment to practice this important skill is fostered.

Global Problems Briefings: Throughout the term students will present on a special subtopic relevant to the course material. Presenters, working individually, will choose readings for the class to read in advance of their presentation. On the assigned presentation day, the presenters will address the readings' key points and help facilitate class discussion following the presentation. Further instructions on the assignment's instructions and expectations can be found under *Course Resources* on Canvas.

Essays: During the semester each student will be expected to complete two 10-page essays, the first on *A History of Violence* and the second on *Dancing in the Glory of Monsters*. Outside research may be required for these essays. Further details on this assignment will be made available to the class, and posted under *Course Resources* on Canvas. See the Course Schedule below for both essays' deadlines.

Examinations: Two major examinations will be given during the semester, one at the midterm and the other on the final day of class. These exams will assess your command of the course topics we will have read and discussed in class. The material for the exams will be drawn primarily from the lectures.

Course Lessons: All lectures are in PowerPoint form and will be made available under *Course Resources* on Canvas, after they are given in class.

Grading Scale

Your total course grade will be determined on a 1 to 100 point scale. The percentages above reflect point values, totaling to 100 points. Depending on how well you complete the different course assignments, the total points earned will determine the final percentage and GPA of your course grade.

Feedback: I provide regular feedback on assignments so students are able to gauge their progress throughout the quarter, with exception to class participation, which I tally on a rolling basis. Contact me if you have questions on the quality of your participation.

Final Grades for the course depend on the percentage of the total 100 points you earned during the quarter.

Below you will find a percentage-to-GPA chart.

A = 93-100%; A- = 90-92%; B+ = 88-89%; B = 83-87%; B- = 80-82%; C+ = 78-79%;

C = 73-77%; C- = 70-72%; D+ = 68-69%; D = 63-67%; D- = 60-62%; F = 0-59

Course Schedule

Date	Topic	Required Reading
Week I	Week I	Week I
Monday, 08/19	Course Introduction; Coming to understand global problems	-----
Wednesday, 08/21	Lecture: <i>From colonialism to neocolonialism in Latin America</i>	AM: 1-15
Week II	Week II	Week II
Monday, 08/26	Lecture: <i>U.S. Interests in the Middle East and the challenge of Arab nationalism in Egypt and Iran</i>	PH: xvii-xix; 1-18; 35-46
Wednesday, 08/28	Lecture: <i>Decolonization in North Africa, to 1962</i>	ES: 1-33; 165-192
Week III	Week III	Week III
Monday, 09/02	Labor Day: No Class	
Wednesday, 09/04	Lecture: <i>Intervention, Good Neighborliness, and Cold War in Latin America</i>	M: 17-43; Start reading Martínez, preface and chapters 1 to 2
Week IV	Week IV	Week IV
Monday, 09/09	Lecture: <i>Arab-Israeli Relations, to 1973</i>	PH: 19-34; 47-67; Martínez, chapters 3 to 5
Wednesday, 09/11	Lecture: <i>Congo Crisis, 1960-1965;</i> <i>Colonial Wars in Portuguese Africa</i>	ES: 35-77; Martínez, chapters 6 to 8
Week V	Week V	Week V
Monday, 09/16	Global Problems Briefings: a.) <i>The Arab Spring, six years on (Egypt, Tunisia, Libya)</i> b.) <i>Ebola and bad governance in Congo</i>	Presentation Articles (see Canvas)
Wednesday, 09/18	Lecture: <i>The Contextual Sinkhole—Vietnam</i>	TBD
Week VI	Week VI	Week VI
Monday, 09/23	Lecture: <i>Challenges to U.S. Hegemony in Latin America: Cuba, Chile, El Salvador and Nicaragua</i>	AM: 45-68; Martínez, chapters 9 to 11
Wednesday, 09/25	Lecture: <i>Arab-Israeli efforts at peace;</i> <i>Palestinian intifada</i>	PH: 69-85; Finish reading Martínez (if you haven't already), chapters 12 to 14

Week VII	Week VII	Week VII
Monday, 09/30	Lecture: <i>Civil War and Independence in Portuguese Africa (Mozambique and Angola); White Settler governments and African nationalists in Southern Africa</i>	ES: 79-141 First Essay Due
Wednesday, 10/02	Global Problems Briefings: a.) <i>South Africa, Twenty Years on from the end of apartheid</i> b.) <i>Iran, nuclear deals, and sanctions</i>	Presentation Articles (see Canvas)
Week VIII	Week VIII	Week VIII
Monday, 10/07	Midterm Exam	Study Hard!
Wednesday, 10/09	Lecture: <i>The Tumultuous Last Decade of the Cold War in Latin America</i>	AM: 69-88
Week IX	Week IX	Week IX
Monday, 10/14	<i>Fall Break: No Class</i>	Start reading Stearns: Intro, chapters 1 and 3
Wednesday, 10/16	Lecture: <i>U.S.-Latin American relations after the Cold War: Washington Consensus, free trade, and debt crises (Mexico and Argentina)</i>	AM: 89-110
Week X	Week IX	Week IX
Monday, 10/21	Lecture: <i>War and Peace in the Middle East, 1980s-early 2000s</i>	PH: 87-104; Stearns: chapters 4-6
Wednesday, 10/23	Lecture: <i>Shifting Cold War alliances and post-colonial struggles in Ethiopia and Somalia</i>	ES: 143-163; Stearns: chapters 7 to 9
Week XI	Week X	Week X
Monday, 10/28	Global Problems Briefings: a.) <i>The Two-State Solution between Israelis and Palestinians, where it stands now</i> b.) <i>Somalia and Pirates</i>	Presentation Articles (see Canvas)
Wednesday, 10/30	Lecture: <i>Another example of post-Cold War state collapse—Yugoslavia</i>	TBD
Week XII	Week XI	Week XI
Monday, 11/04	Lecture: <i>The Swing to the Left in Latin America: Venezuela, Bolivia, Ecuador, and Nicaragua</i>	Stearns: chapters 10 to 13
Wednesday, 11/06	Global Problems Briefings: a.) <i>NAFTA, twenty years on</i>	Presentation Articles (see Canvas)

	<i>b.) Right-wing populism in South America (Brazil)</i>	
Week XIII	Week XII	Week XII
Monday, 11/11	Lecture: <i>The War on Terror in the Middle East</i>	PH: 105-135; Finish Reading Stearns
Wednesday, 11/13	Lecture: <i>Africa, from the Cold War to the War on Terror</i>	ES: 193-230
Week XIV	Week XIII	Week XIII
Monday, 11/18	Global Problems Briefings: <i>a.) the current state of ISIS</i> <i>b.) Islamic Radicalism in the Sahel</i>	Presentation Articles (see Canvas)
Wednesday, 11/20	Lecture: <i>The War on Drugs in Latin America: Colombia and Mexico</i>	AM: 111-145
Week XV	Week XIV	Week XIV
Monday, 11/25	Lecture: <i>Mexican Immigration</i>	TBD Second Essay Due
Wednesday, 11/27	Thanksgiving: No Class	
Week XVI	Week XV	Week XV
Monday, 12/02	Global Problems Briefings: <i>a.) The fate of the War on Drugs</i> <i>b.) Mexican Immigration and U.S. Politics</i>	Presentation Articles (see Canvas)
Week XVI	Week XVI	Week XVI
Friday, 12/06, 1:30pm-3:30pm (in our classroom)	Final Exam	Examination

***Note on Course Schedule:** The course schedule is subject to change according to class pace, student needs, Schreiner scheduling needs, etc. I will update you when changes are made, as well as provide an updated syllabus to the Canvas page. The pace of the course will be brisk and it is essential that you keep up.