

Beyond Aid and Intervention: Searching for Cultural Citizenship in Americas

Professor: Dr. Del Castillo

Office: Garrison 3.216

Office Hrs: Tues. 10am-1 pm.

Course Meets: MWF 1-2pm Welch 3.402

Course #: 39565 HIS 363K & 40265 LAS366

Semester: Fall 2012

Flags: Global Cultures Flag & Writing Flag

Office Phone: 475-7258

Overview:

Standard historical narratives explaining U.S. actions towards Latin America have characterized these actions as rooted in a unilateral, sentimental desire to “help the less fortunate” in developing countries through aid, to more violent, and again unilateral forms of intervention when the internal circumstances of a particular country are perceived to threaten U.S. interests. Responses from Latin American countries have ranged from attempts to establish confraternal solidarity among statesmen in the early nineteenth century, to confronting, cooperating, and/or seeking greater economic integration with an emerging imperial power to the north. This course will allow students to deepen their knowledge of this history, and challenge, it by exploring the inextricably intertwined and long-standing relationships that developed between non-state actors both within the United States and Latin America from the nineteenth century into the twenty-first. Readings and lectures will allow students to consider and debate the political, economic, cultural, racial, and scientific dimensions of these relationships. 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 certain kinds of interventions may affect individuals and communities irrespective of what their official papers may state (or not). Ultimately, students are encouraged to use what they learn in this class as background for a potential experience in the region through study abroad, community engagement, or an internship.

The five major aims of this course are therefore: 1) introduce students to the concept of “cultural citizenship,” especially as it relates to the history of U.S.-Latin America Relations; 2) identify some of the major ways individuals and communities have tackled the challenges posed by increasing US-Latin American Relations 3) 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 with those of immigrant communities from the region to the US 4) fine tune students’ communication skills through writing and public speaking 5) 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* (2007)

Rebecca Scott, *Degrees of Freedom: Louisiana and Cuba after Slavery* (Harvard UP, 2005)

Steven Palmer, *Launching Global Health: The Caribbean Odyssey of the Rockefeller Foundation* (Michigan UP, 2010)

Course Reader available at Jenn’s Copies 2200 Guadalupe St.

Grading Policy on Major Course Requirements and Assignments:

Attendance & Participation in Class Discussions

15%

Reading Response Position Papers:

3 worth 20% each = 60% total.

Annotated Bibliography	5%
Final oral presentation	5%
Final Paper:	15%

***** LATE ESSAY POLICY*****:

Late written work will result in a deduction of one full grade per 24-hour period after the deadline (including weekends & holidays). Exceptions will be made ONLY in cases where students have a **documented** personal or health related excuse.

ASSIGNMENT GUIDELINES

Participation: 15%

Since you cannot participate in class if you are absent, attendance is mandatory. But showing up is not enough. All students must come to class prepared to participate. I will provide you with reading comprehension/discussion questions each week. Your short answers to these (1 paragraph or so) together with the notes you take on the readings will help you contribute to class discussions. These notes can also help you prepare for the final paper.

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

Every student will write 3 short (1000-1500 words) reading response papers. All students will turn in a paper by the end of week 2. The position paper should: 1) identify an “issue” or “problem” of international dimensions at stake in the readings; 2) identify how the stake-holders involved in the “problem” act or react to the ways in which their immediate community might have praised or chastised the “stake-holder” for his or her views and/or actions regarding the problem; 3) explain AND EVALUATE what best course of action is proposed (explicitly or implicitly) by the reading’s author to solve the “problem.” After receiving feedback from the professor on their paper, students may choose to turn in a rewrite. The highest grade of the two drafts will be recorded.

The second and third papers should follow the same structure/answer the same questions as above. Students may choose what week’s readings they will write their papers on. The second paper must be on the readings assigned for one of the weeks from Part 2 of the class (i.e. readings for week 7, 8, OR 9) The third essay must be on the readings assigned for Part 3 of the class (i.e. readings for week 10, 11, or 12). And, as with the first paper, students may choose to turn in a re-write and the highest grade of the two drafts will be recorded.

NOTE ON RE-WRITES: Your first draft must receive a “**C+**” or better to be considered for re-write. In other words, you must try your best on the first draft. I will work with you on your writing, but you must work on your writing first. If you turn in a careless, sloppy, unfinished, and/or poorly written first draft that demonstrates little if any serious work on it (i.e., less than 1000 word minimum, incoherent writing, completely ignores the questions it must address) then you will receive a “**C**” or lower and you **MAY NOT** do a rewrite.

NOTE ON PEER-REVIEW: At least one of your 3 papers will be peer-reviewed in class.

Final paper (10-15 pages): 15%

On the last day of class (Dec. 7), students must turn in their final paper. Think of this paper as a kind of “executive summary” you will write as an expert consultant that was hired by the US government. You may

advise the US government on conducting a particular action in Latin America OR advise the US government concerning the implementation of a particular policy that would impact immigrant communities from the region. The “executive summary” should: 1) clearly identify what action will be taken, on whom, where, and why 2) provide a brief history of what the US has done in with respect to that action in the past, especially in the place selected and how that may affect implementation of action 3) Identify what the best, most effective practices have been around the action at stake by taking into consideration the roles of non-state actors 4) indicate what the least effective practices have been. 5) Propose the course of action you deem most effective.

Annotated Bibliography 5%

You must turn in an annotated bibliography that will help you structure your final paper by Week 13 (Nov. 19). The readings we have covered over the course of the semester are fair game, but you must also select readings specific to your topic (at LEAST 3). The annotated bibliography must clearly identify the problem that the final paper will develop. This may be just one very well thought out sentence, or a longer paragraph, but not more than one paragraph. The bibliography must then list the articles (at minimum 3 to max 8 scholarly journal articles), books (at minimum 5 to max 12), and primary sources (at least 3-5, newspapers, interviews, websites, etc.). For each book and article, 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%

Each of you will present to the class your final “executive summary” during the last week of the semester. Presentations should be between 5-10 minutes. Think of the class as the Congressional committee, Executive Task Force, or Consulting Firm that will decide whether or not your proposal is convincing and worth implementing.

IMPORTANT NOTICES

Plus and minus grades will be used for final course grades.

Note on readings: This course requires a significant amount of reading by students. The amount of reading you can expect is approximately 50-150 pages per week. The point of these readings is for you to engage critically with them as evidenced by your critiques in class discussions & in your position papers. If you are experiencing problems keeping up with the pace of the class please come see me during office hours.

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 to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work

Further Useful Info and links:

Consider visiting the **Undergraduate Writing Center** located at FAC 211 for help with your papers. Call 512-471-6222, set up an appointment online, or drop in. The UWC will be open for the fall semester from August 29 to December 12. The UWC will be closed September 3 for Labor Day. Monday—Thursday 9:00 AM—7:00 PM, last appointment at 6:00 PM. Friday 9:00 AM—3:00pm, last appointment at 2:00 PM. Last consultations begin 1 hour before closing. If your paper is due in two hours or less, you cannot meet with a consultant because you will not have enough time to revise after your consultation. PLEASE NOTE: The UWC uses a swipe card system at the check-in desk. Please remember to bring your UT ID when you visit. <http://www.uwc.utexas.edu/students/appointment>

Regarding students with disabilities: Students may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, [512-471-6259](http://www.utexas.edu/diversity/ddce/ssd/), <http://www.utexas.edu/diversity/ddce/ssd/>

Regarding academic dishonesty: UT Honor Code (or statement of ethics) and an explanation or example of what constitutes plagiarism (Link to University Honor Code: <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>)

Regarding accommodations for 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. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Regarding emergency evacuation routes and emergency procedures: www.utexas.edu/emergency. 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](http://www.utexas.edu/bcal)

Course Schedule

Part 1. The Imperial Era

Week 1	Territorial Expansion & Cultural Citizenship, the Concept
Aug. 29	Introduction
Aug. 31	Talons, Ch 1, pp. 13-42
	Reader: Renato Rosaldo (1994) "Cultural Citizenship and Educational Democracy" in <i>Cultural Anthropology</i> 9(3).

Week 2 **Race, Ethnicity and Class in 19th-century Territorial Expansion**
Sept. 3 Labor Day Holiday NO CLASS (Talons: Ch 2, pp. 43-54)
Sept 5 Reader: Maria Amparo Ruiz Burton, *The squatter and the don*, Ch 1 & Ch 2.
Sept. 7 Reader: Karl Jacoby, “Between North and South” in Truett and Young (eds), *Continental Crossroads: Remapping U.S.-Mexico Borderlands History*.
*****First Reading Response paper due Fri., Sept.7 from ALL STUDENTS*****

Week 3 **Shifting boundaries of race and citizenship in the hemisphere (19th century)**
Sept. 10 *Degrees of Freedom*, Introduction & Ch1
Sept 12 *Degrees of Freedom*, Ch. 4&5
Sept 14 *Degrees of Freedom*, Ch 6

Week 4 **Democracy and citizenship in context of US Military Interventions (1898-1930)**
Sept 17 *Degrees of Freedom*, Ch 7
Sept 19 *Degrees of Freedom*, Ch 8 & 9
Sept. 21 *Talons*, Finish Ch 2 – Ch. 3 pp. 54-80
Reader: John Johnson, *Latin America in Caricature* (Austin: UTPress, 1980)

Week 5 **US Medical Interventions & Emergence of Global Health**
Sept. 24 In-class movie shorts: Disney Health
Launching Global Health, Intro & Ch. 1, pp 1-54
Sept. 26 *Launching Global Health*, Ch 2 pp. 55-88
Sept. 28 *Launching Global Health*, Ch. 3 pp. 89-114

Week 6 **The Rockefeller Foundation and Global Health**
Oct. 1 *Launching Global Health*, Ch 4, pp. 115-139
Oct. 3 *Launching Global Health*, Ch 5, pp. 140-176
Oct. 5 *Launching Global Health*, Ch 6 & conclusion pp. 177-220

Part 2. The Cold War

Week 7 **US-Latin America: Post-WWII and Initiating the Cold War**
Oct. 8 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 10 Reader: George Kennan, “Memorandum to the Secretary of State”
Talons, Ch 3, pp. 81-110
Oct 12 Talons, Ch. 4 & part of 5, pp. 113-153

Week 8 **Empire building through example, trial, and error**
Oct 15 Talons, rest of Ch 5, pp. 153-180
Oct 17 Reader: Piero Gleijeses, “Ships in the Night: The CIA, the White House, and the Bay of Pigs,” *Journal of Latin American Studies*, vol. 77, no. 1 (Feb. 1995)
Oct 19 Reader: Ernesto “Che” Guevara, Political Sovereignty and Economic Independence”

Week 9 Cold War, Dictatorships, and Human Rights

- Oct 22 Talons, Ch 6, pp. 181-210
Oct 24 Reader: "The Documents," in Danner, *The Massacre at el Mozote*, pp.175-228.
Oct 26 Reader: "The Documents," in Danner, *The Massacre*, pp. 228-304

Part 3. Increasing Hemispheric Interdependence: 1980s-2000s

Week 10 Debt Crisis and the Washington Consensus

- Oct 29 Talons, Ch 7, pp. 213-240
Oct 31 Reader: Riordan Roett, "The Debt Crisis and Economic Development," in *Neighborly Adversaries*, LaRosa and O'Mora, eds. (Lanham, MD: Rowman and Littlefield, 1999)
Nov. 2 Reader: William Finnegan, "The Economics of Empire: Notes on the Washington Consensus," Harper's Magazine (May 2003).

Week 11 Migration & Cultural Citizenship

- Nov. 5 Eric Schlosser, "In the Strawberry Fields," Atlantic Monthly (November 1995).
Nov. 7 Flores & Benmayor (eds) *Latino Cultural Citizenship: Claiming Identity, Space, and Rights* (Intro, Ch 1 & Ch 5)
Nov. 9 Aihwa Ong, "Cultural Citizenship as Subject-Making: Immigrants Negotiate Racial and Cultural Boundaries in the United States," Current Anthropology, Vol. 37, No. 5 (Dec. 1997).

Week 12 Drugs, Violence, Environment, and Cultural Citizenship

- Nov. 12 Talons, Ch 8
Nov. 14 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.
Talons, Ch 9, pp. 273-304
Nov. 16 Nick Stevenson, "Localization as subpolitics: The Transition Movement and Cultural Citizenship," *International Journal of Cultural Studies* 2012 15:65

Part 4. The War on Terror & Lat Am turns to the Left

Week 13 War on Terror

- Nov. 19 Talons, Ch 10, pp. 307-336 *******Due in class: Annotated Bibliography*******
Nov. 21 No Class: Turkey day prep.
Nov. 23 No Class: Thanksgiving

Week 14 Latin America turns to the Left

- Nov. 26 Greg Grandin, "Muscling Latin America," *The Nation*, 2/8/2010, Vol. 290, Issue 5.
Nov. 28 In-class movie: South of the Border (Oliver Stone)
Nov. 30 In-class movie and discussion: South of the Border

Week 15 Presentation week

- Dec. 3 Presentations: by students on their "final executive project"
Dec. 5 Presentations by students on their "final executive project"
Dec. 7 Presentations by students on their "final executive project"

*****Final essay due in class today, Dec. 7*****