

History 3318
United States Foreign Relations with the Global South since 1945
Spring 2024

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Meets	Mondays and Thursdays, 1:15pm-2:40pm, Weir 202	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 since 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:

- ð Peter L. Hahn, *Crisis and Crossfire: The United States and the Middle East since 1945* (Washington, D.C.: Potomac Books, Inc., 2005). {PH}
- ð Óscar Martínez, *A History of Violence: Living and Dying in Central America* (London: Verso, 2016).
- ð Alan McPherson, *Intimate Ties, Bitter Struggles: The United States and Latin American since 1945* (Washington, D.C.: Potomac Books, Inc., 2006). {AM}
- ð Elizabeth Schmidt, *Foreign Intervention in Africa: From the Cold War to the War on Terror* (Cambridge: Cambridge University Press, 2013). {ES}
- ð 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: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Schreiner University seeks to provide reasonable accommodations for all qualified persons with disabilities. Schreiner University is compliant with Section 504 of the Rehabilitation Act of 1973 with respect to providing academic adjustments/auxiliary aids to qualified students. Students requiring such accommodations should contact the Section 504 Coordinator, Mr. Micah Wrase, MKWrase@schreiner.edu, 830-792-7258, in Dickey Hall, Room 215. Should a faculty office prove inaccessible, special arrangements to meet outside the office will be made for students with mobility impairments.

Course Prerequisites: no prerequisites for this course.

***Course Evaluations & Assessments:* Percentage of Total Course Grade**

- ∂ Participation, 25%
- ∂ Global Problems Briefings, 15%
- ∂ Essays (2), 15% each
- ∂ Examinations, 30%: Mid-Term (15%) & Final (15%)

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 a significant issue that the country of their choice—a signup sheet will be passed around—is facing. The intention of this assignment is that students give briefings (presentations) that inform listeners (classmates) about the global problems that affect the international community. Not all problems will have a direct tie to U.S. foreign policy; nevertheless, the point of the exercise is to connect the historical themes of the course content with current affairs. We will discuss appropriate sources to use for country investigation during our first class meeting.

The criteria for the assignment are as follows:

-choose a country

-find and investigate a significant issue that country faces presently

in some cases, for some presentations, this process will be reversed. Presenters will choose a significant issue—such as the war on drugs or immigration—and then choose a country to investigate that is tied to the significant issue

-discuss how that current issue is tied to historical problems we have discussed in class regarding this country

-discuss how this problem affects or ties into U.S. foreign policy interests

-invite responses from classmates/ask reflection questions to classmates

a Powerpoint presentation should be prepared and utilized by presenters. Information on how to prepare effective Powerpoint presentations will be provided. As much as possible, students should dress business casual for their presentations.

Essays: During the semester each student will be expected to complete two 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
Thursday, 1/18	Course Introduction; Coming to understand global problems; sources to use; an effective Powerpoint presentation; Lecture: <i>From colonialism to neocolonialism in Latin America, 1890s to 1910s</i>	AM: 1-15
Week II	Week II	Week II
Monday, 01/22	Lecture: <i>U.S. Interests in the Middle East and the advent of Arab nationalism, 1920s to mid-1950s</i>	PH: xvii-xix; 1-18; 35-46
Thursday, 01/25	Lecture: <i>Decolonization in North Africa, late 1940s to early 1960s</i>	ES: 1-33; 165-192
Week III	Week III	Week III
Monday, 01/29	Lecture: <i>Intervention, Good Neighborliness, and Cold War in Latin America, 1920s to early 1960s</i>	AM: 17-43; Start reading Martínez, preface and chapters 1 to 2
Thursday, 02/01	Lecture: <i>Arab Nationalism, Israeli Nationalism, and the United States, 1948 to 1973</i>	PH: 19-34; 47-67; Martínez, chapters 3 to 5
Week IV	Week IV	Week IV
Monday, 02/05	Lecture: <i>Crisis in the Congo, early 1960s</i>	ES: 35-77; Martínez, chapters 6 to 8
Thursday, 02/08	Global Problems Briefings: a.) <i>Something on Egypt and Gazan refugees</i> b.) <i>Something on the Democratic Republic of Congo and free/fair elections</i>	Student Presentations
Week V	Week V	Week V
Monday, 02/12	Lecture: <i>Challenges to U.S. Hegemony in Latin America: Cuba, Chile, and Nicaragua, 1961 to 1979</i>	AM: 45-68; Martínez, chapters 9 to 11

Thursday, 02/15	Lecture: <i>Confounding Peace in the Middle East, 1975 to 1981</i>	PH: 69-85; Finish reading Martínez (if you haven't already), chapters 12 to 14
Week VI	Week VI	Week VI
Monday, 02/19	Lecture: <i>Colonial Wars in Portuguese Africa, 1960s to mid-1970s</i>	ES: 79-101 <i>First Essay Due on a History of Violence, in class, hardcopy</i>
Thursday, 02/22	Lecture: <i>South Africa, Apartheid, and the United States, 1960s to 1990s</i>	ES: 103-141
Week VII	Week VII	Week VII
Monday, 02/26	Midterm Exam	Study Hard!
Thursday, 02/29	End of Spring I: No Class	Start reading Stearns: Intro, chapters 1 and 3
Week VIII	Week VIII	Week VIII
Monday, 03/04	Spring Break: No Class	Stearns: chapters 4-6
Thursday, 03/07	Spring Break: No Class	Stearns: chapters 7 to 9
Week IX	Week IX	Week IX
Monday, 03/11	Global Problems Briefings: <i>a.) Something on South Africa and corrupt government</i> <i>b.) Something on Iran and regional influence</i>	Student Presentations
Thursday, 03/14	Lecture: <i>The Tumultuous Last Decade of the Cold War in Latin America, 1980 to 1992</i>	AM: 69-88; Stearns: chapters 10 to 13
Week X	Week X	Week X
Monday, 03/18	Lecture: <i>Neoliberalism and its Discontents, 1980s to 2010s</i>	AM: 89-110
Thursday, 03/21	Lecture: <i>War and Peace in the Middle East, 1980s-early 2000s</i>	PH: 87-104
Week XI	Week XI	Week XI
Monday, 03/25	Lecture: <i>Shifting Cold War alliances in the Horn of Africa, 1960s to 1990s</i>	ES: 143-163

Thursday, 03/28	Global Problems Briefings: a.) <i>Something on Israel and October 7, 2023</i> b.) <i>Something on Hamas in Gaza</i> c.) <i>Something on the Gaza war</i>	Student Presentations
Week XII	Week XII	Week XII
Monday, 04/01	Easter: No Class	Finish Reading Stearns
Thursday, 04/04	Global Problems Briefings: a.) <i>Something on NAFTA</i> b.) <i>Something on Mexico's presidential election of 2024</i> c.) <i>Something on Javier Milei of Argentina</i>	Student Presentations
Week XIII	Week XIII	Week XIII
Monday, 04/08	Lecture: <i>The War on Terror in the Middle East, 2001 to 20??</i>	PH: 105-135; <i>Second Essay Due, <u>Dancing in the Glory of Monsters</u>, in class, hardcopy</i>
Thursday, 04/11	Lecture: <i>State Collapse and Civil Strife in post-Cold War Africa, 1990s to 2010s</i>	ES: 193-230
Week XIV	Week XIV	Week XIV
Monday, 04/15	Global Problems Briefings: a.) <i>Something on coups in the Sahel</i> b.) <i>Something on Sudan, a new genocide?</i>	Student Presentations
Thursday, 04/18	Lecture: <i>Crime and U.S.-Latin American Relations, 1980s to 2010s</i>	AM: 111-145
Week XV	Week XV	Week XV
Monday, 04/22	Lecture: <i>Immigration and U.S.-Latin American Relations</i>	"Undermining the Sandbags," Montoya
Thursday, 04/25	Global Problems Briefings: a.) <i>Something on the War on Drugs</i> b.) <i>Something on El Salvador and Nayib Bukele</i> c.) <i>Something on Mexican Immigration to the United States</i>	Student Presentations
Friday, 04/26	Final Exam	2:00pm-4:30pm

***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.