Course Description
Since the mid-19th century, both Cuba and Mexico have experienced fraught economic, political, and cultural relations with the United States. This course will treat such issues as US foreign policy and economic imperialism, but will also address the social and cultural history of transnational populations and transcultural practices in the USA, Cuba, and Mexico. Moving beyond a traditional narrative of US military and economic domination of Latin America, this course examines US-Latin American relations in two new ways: First, despite the recurrent history of hostility that has punctuated US relations with both Mexico and Cuba, populations in both countries have also embraced the domestic development of American popular culture. We will analyze the repercussions of these influences on Cuban and Mexican history. Secondly, social and political influences have never operated in one direction alone, so this course also addresses how Cuba and Mexico have in turn shaped the demographics, economy, culture, and national identity of the USA.

Course Objectives
• To acquire a basic narrative of important political and economic events shaping US Cuban-Mexican relations
• To complicate a predominant and simplified vision of the United States’ historic relationship to Latin America
• To learn how analytic categories (race, culture, gender) shape political events and the histories written about them
• To develop writing, research, and interpretive skills

Required Texts
HIST 398H Course Pack (available at the SGW campus bookstore)
Selected articles: Electronic Reserve, Webster Library
Selected websites: See details below

Grading Scheme:
Mid-term test Oct. 22 25 % A+ = 90-100  C+ = 67-69
Term paper Nov. 24 35 % A = 85-88  C = 63-66
Participation 5 % A- = 80-84  C- = 60-62
Final exam 35 % B+ = 77-79  D+ = 57-59
B = 73-76  D = 53-5
B- = 70-72  D- = 50-52
F = 0-49
University and Class Policies:
In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

The only acceptable excuses for not submitting work or for missing tests are medical or family emergencies (job interviews, sporting events, computer problems, etc. are not acceptable excuses). In such instances, students requesting extensions or make-ups must provide written documentation of their circumstances. It is not necessary to divulge the nature of medical ailment, but a physician’s note must indicate that the medical condition or its treatment impaired the student’s ability to complete the required work on time.

Term papers may be handed in late, but for each week they are late, papers will receive a deduction of one letter grade (10%). Term papers may not be submitted after the last day of class. The late penalty does not change if papers are submitted one hour or one week late. Late papers will be assigned a grade but will not receive any written comments. Papers must be submitted to me in person in class or during my office hours on the date they are due. Do not leave papers under my office door. Do not send me papers electronically. You may leave papers for me in my departmental mailbox; however, I will date their submission from the date I pick them up, regardless of when they were deposited.

Plagiarism: The most common offense under the Academic Code of Conduct is plagiarism which the Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement" (Article 16a). This could be material copied word for word from books, journals, internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. "Presentation" is not limited to written work. It also includes oral presentations, computer assignments and artistic works. If you translate the work of another person into French or English and do not cite the source, this is also plagiarism. If you cite your own work without the correct citation, this too is plagiarism. IN SIMPLE WORDS: DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU GOT IT! DON'T FORGET TO USE QUOTATION MARKS! (The Academic Integrity Website: http://provost.concordia.ca/academicintegrity/plagiarism/) This grave academic offence will be prosecuted according to the University’s Code of Conduct.

Student Services

- **History Department Undergraduate Academic Advisor**: Dr. Alison Rowley, LB 1041-01, (514) 848-2424 ext. 2421 profarowley@gmail.com

- **Concordia Counselling and Development** (career services, psychological services, student learning services, etc): http://cdev.concordia.ca/

- **The Concordia Library Citation and Style Guide**: http://library/concordia.ca/help/hwto/citations.html

- **Advocacy and Support Services**: http://supportservices.concordia.ca

- **Student Transition Centre**: http://stc.concordia.ca/

- **New Student program**: http://newstudent.concordia.ca/
• **Access Centre for Students With Disabilities**: [http://supportservices.concordia.ca/disabilities](http://supportservices.concordia.ca/disabilities)

• **The Academic Integrity Website**: [http://provost.concordia.ca/academicintegrity/](http://provost.concordia.ca/academicintegrity/)

• **Financial Aid & Awards**: [http://web2.concordia.ca/financialaid/](http://web2.concordia.ca/financialaid/)

• **Health Services**: [http://www-health.concordia.ca/](http://www-health.concordia.ca/)

**Class Format:**
My lectures will take up the majority of class time, but I will often incorporate questions and short discussions into my lectures. I will post reading questions for you to consider on the website in advance of each class.

**Assignments:**
**Term Paper:** 2000-2500 words (8-10 pages), due in class on Tuesday November 24. See separate “Essay Writing Guide” for further details.

**Mid-term Test:** In class, Thursday October 22. The test will have a short answer and essay format and will draw from both lectures and assigned readings.

**Participation:** Your participation grade will reflect your attendance and regular, thoughtful contributions to class discussions.

**Final Exam:** Held during the scheduled exam period, with a format similar to the mid-term.

**Schedule of Classes and Readings:**
- **CP** = Course Pack
- **ER** = Electronic Reserves, Webster Library
- **web** = websites

Primary sources are listed below in **bold**

**Part I: Introduction**

1. Tuesday September 8: Course Introduction

2. Thursday September 10: Views of the Other
   - **CP**: Octavio Paz, “Mexico and the United States.”

**Part II: Land, Labour, Nation, and Race**

3. Tuesday September 15: Race and Religion in the Colonial Period
   - **CP**: Raymund A. Paredes, “The Origins of Anti-Mexican Sentiment in the United States”

4. Thursday September 17: The Mexican-American War
   - **web**: PBS, “The US-Mexican War”
   - [http://www.pbs.org/kera/usmexicanwar/index_flash.html](http://www.pbs.org/kera/usmexicanwar/index_flash.html)
On this site, read the following sections:

Under “Prelude to War” http://www.pbs.org/keraw/usmexicanwar/prelude/
- Overview
- United States/Manifest Destiny/Manifest Destiny Overview
  /An Introduction
  /Mexico’s Dream of New Spain
  /A Go-Ahead Nation
- Mexico/Divisions in Mexico/Mexico and the United States in 1846
  /The Divisions in Mexico during the War with the United States

**CP: “Mexican Views of the Mexican-American War”**

5. Tuesday September 22: The Mexican-American War and the Idea of the Nation; Tem Paper Discussion


   **web:** “A Foreigner in My Own Land”: Juan Nepomuceno Seguin Flees Texas, 1842 http://historymatters.gmu.edu/d/6531

6. Thursday September 24: Chicanos and the US Economy

   CP: Gilbert G. Gonzales and Raul A Fernandez, “Empire and the Origins of Twentieth-Century Migration from Mexico to the United States”

   **CP: “Chicano Consciousness”**

7. Tuesday September 29: Slavery and Race

   CP: Rebecca J. Scott, *Degrees of Freedom: Louisiana and Cuba after Slavery*, pp. 11-29


8. Thursday October 1: Cuba-US Migration and Immigration, 1850-1898


   CP: Louis A. Pérez, “Reminiscences of a “Lector”: Cuban Cigar Workers in Tampa”

9. Tuesday October 6: The Cuban Revolution of Independence


   **web:** Luis Martínez-Fernández, “The Birth of the American Empire as Seen Through Political Cartoons (1896-1905)”
10. Thursday October 8: Americans in Cuba, 1898-1959
   ER: Carmen Diana Deere, “Here Come the Yankees! The Rise and Decline of United States
   Colonies in Cuba, 1898-1930,” *The Hispanic American Historical Review*, Vol. 78, No. 4 (Nov.,


11. Tuesday October 13: The US Role in the Mexican Revolution
   
   **web:** “La Punitiva
   [http://special.trincoll.edu/~wsulliva/Villa.htm](http://special.trincoll.edu/~wsulliva/Villa.htm)

12. Thursday October 15: American Views of the Mexican Revolution

   CP: Margarita de Orellana, "The circular look"

   ER: Mark C. Anderson, “‘What’s to Be Done with ‘Em?’ Images of Mexican Cultural Backwardness,

13. Tuesday October 20: Post-Revolutionary Mexican State and Society

   CP: Mary Kay Vaughan, “Nationalizing the Countryside: Schools and Rural Communities in the
   1930s”

   **CP:** “The Socialist ABCs”

14. Thursday October 22: Mid-term test

**Part III: Culture & Consumerism**

15. Tuesday October 27: Mexican Movies

   CP: Seth Fine: “Myths of Cultural Imperialism and Nationalism.”

16. Thursday October 29: Popular Music in Mexico

   web: Manuel Peña, “Música fronteriza/Border Music”

17. Tuesday November 3: Popular culture in Cuba, 1902-1959


   ER: John Corbin, "Cubanos," Americans and Modes of Being between in Pre-Castro Cuba,” *Third
18. Thursday November 5: Pre-Revolutionary Cuban Influences on American Popular Culture


CP: Gustavo Pérez Firmat, “I Came, I Saw, I Conga’d: Contexts for a Cuban-American Culture”

19. Tuesday November 10: Race, Culture, and Violence: The Zoot Suit Riots


Part IV: Communism & Capitalism

20. Thursday November 12: The Cuban Revolution


21. Tuesday November 17: Cuban-US Relations during the Cold-War


22. Thursday November 19: Cuban America

CP: Maria Cristina Garcia, Havana USA, 13-43, 213-224.

23. Tuesday November 24: Anti-Communism: The Tlatelolco Massacre

TERM PAPER DUE

ER: Eric Zolov, “Showcasing the 'Land of Tomorrow: Mexico and the 1968 Olympics,” The Americas 61.2 (October, 2004), 159-188.

CP: “Eyewitness and Newspaper Accounts of the Tlatelolco Massacre”
Part V: Conclusion

24. Thursday November 26: Trade: Free or Frozen?

25. Tuesday December 1: Latino USA

26. Thursday December 3: Wrap up and exam review