
Course Syllabus

HIST 6360, SEC. 501
LATIN AMERICA IN WORLD WAR II
FALL 2016, MON 5:30-8:15, FO 3.222

PROFESSOR CONTACT INFORMATION

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COURSE DESCRIPTION

This course will examine Latin American history through the context of World War II. The course will focus on issues such as the roles and contributions of Latin American nations in the war as well as the impact of the war within Latin American nations. Possible themes include, but are not limited to, hemispheric relations, U.S. diplomacy, ideological developments (Fascism, communism, etc.), military strategy and defense, economic developments, and propaganda. Finally, we will conduct research in a topic related to Latin American in World War II.

STUDENT LEARNING OBJECTIVES/OUTCOMES

- Students will demonstrate a thorough knowledge of the major events related to World War II in Latin America during the late 1930s and 1940s.
 - Students will demonstrate an ability to identify and engage with the most recent scholarship as well as more well-established scholarship on hemispheric security, U.S.-Latin American relations, and general World War II history as it pertains to Latin America.
 - Students will demonstrate an ability to evaluate the complexities of issues including (but not limited to) diplomacy, security, global politics, nationalism, race and class, popular culture, labor, and economic development as part of Latin America's role in World War II and the role of World War II in Latin America.
 - Students will demonstrate an ability to construct an original research project or historiographical analysis of a topic relating to the history of Latin America during World War II.
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REQUIRED TEXTBOOKS AND MATERIALS

Weekly Monographs:

Stanley Hilton, *Hitler's Secret War in South America, 1939-1945: German Military Espionage and Allied Counterespionage in Brazil*, Louisiana State University Press, 1999 ISBN: 0807124362

Max Paul Friedman, *Nazis and Good Neighbors: The United States Campaign against the Germans of Latin America in World War II*, Cambridge University Press, 2005 ISBN: 0521675359

Thomas Schoonover, *Hitler's Man in Havana: Heinz Luning and Nazi Espionage in Latin America*, University Press of Kentucky, 2008, ISBN: 0813125014

Selfa A. Chew, *Uprooting Community: Japanese Mexicans, World War II, and the U.S.-Mexico Borderlands*. Tucson: University of Arizona Press. 2015.

Maria Emilia Paz, *Strategy, Security, and Spies: Mexico and the U.S. as Allies in World War II*, Pennsylvania State University Press, 1997, ISBN: 0271016663

Darlene Sadlier, *Americans All: Good Neighbor Cultural Diplomacy in World War II*, University of Texas Press, 2013, ISBN: 978-0292756854

Antonio Pedro Tota, *The Seduction of Brazil: The Americanization of Brazil during World War II*, University of Texas Press, 2010, ISBN: 0292723520

Deborah Cohen, *Braceros: Migrant Citizens and Transnational Subjects in the Postwar United States and Mexico*, University of North Carolina Press, 2013, ISBN: 978-1469609744

Emilio Zamora, *Claiming Rights and Righting Wrongs in Texas: Mexican Workers and Job Politics during World War II*, TAMU Press, 2009, ISBN: 1603440976

Erasmus Gamboa, *Mexican Labor & World War II: Braceros in the Pacific Northwest, 1942-1947*, University of Washington Press, 2000, ISBN: 029597849X

Leslie Bethell, *Latin America between the Second World War and the Cold War: Crisis and Containment, 1944-1948*, Cambridge University Press, 1997, ISBN: 0521574250

John Bratzel, *Latin America During World War II*, Rowman & Littlefield, 2006, ISBN: 0742537412

Chapters and Articles on Reserve at McDermott Library:

1. Franklin D. Roosevelt, "The Good Neighbor Policy: Address at Chautauqua, N.Y." August 14, 1936, Presidential Papers of Franklin D. Roosevelt, 1936, Item 100. (Academic Search Complete)
2. Bryce Wood, "The Making of the Good Neighbor Policy," in Michael LaRosa and Frank O. Mora (eds.) *Neighborly Adversaries: Readings in U.S.-Latin American Relations*, 2nd Edition (Rowman & Littlefield, 2007) pp. 101-108.
3. David Green, "The New Technique: Giving Latin America a Share," in *The Containment of Latin America: A History of the Myths and Realities of the Good Neighbor Policy*, (Chicago: Quadrangle Books, 1971) pp. 37-58.
4. Thomas Rath, "'Que el cielo un soldado en cada hijo te dio:' Conscription, Recalcitrance, and Resistance in Mexico in the 1940s," in *Journal of Latin American Studies*, Vol. 37 (2005) pp. 507-531.
5. Stephen I. Schwab, "The Role of the Mexican Expeditionary Air Force in World War II: Late, Limited, but Symbolically Significant," in *The Journal of Military History*, Vol. 66, No. 4 (Oct. 2002) pp. 1115-1140.
6. Gerald K. Haines, "Under the Eagle's Wing: The Franklin Roosevelt Administration Forges and American Hemisphere," in *Diplomatic History* Vol. 1, No. 4 (1977) pp. 373-388.
7. Julianne Burton, "Don (Juanito) Duck and the Imperial-Patriarchal Unconscious: Disney Studios, the Good Neighbor Policy, and the Packaging of Latin America" in Andrew Parker, et. al. (eds) *Nationalisms and Sexualities* (Routledge, 1991) ISBN: 0415904331
8. Dale Adams, "Saludos Amigos: Hollywood and FDR's Good Neighbor Policy," in *Quarterly Review of Film and Video* Vol. 24 (2007) pp. 289-295.
9. Héctor J. Maymí-Sugrañes, "The American Library Association in Latin America: American Librarianship as a 'Modern' Model during the Good Neighbor Policy Era," in *Libraries & Culture* Vol. 37, No. 4 (Fall 2002) pp. 307-338.
10. Gisela Cramer and Ursula Prutsch, "Nelson Rockefeller's Office of Inter-American Affairs (1940-1946) and Record Group 229," in *Hispanic American Historical Review* Vol 86, No. 4 (2006) pp. 785-806.
11. Richard Griswold del Castillo, "The Los Angeles 'Zoot Suit Riots' Revisited: Mexican and Latin American Perspectives," in *Mexican Studies/Estudios Mexicanos* Vol. 16, No. 2 (2000) pp. 367-391.
12. Ezequiel Padilla, "The American System and the World Organization," in *Foreign Affairs* Vol. 24, No. 1 (Oct. 1945) pp. 99-107.
13. Francisco V. Garcia-Amador, "The Rio de Janeiro Treaty: Genesis, Development, and Decline of a Regional System of Collective Security," in *The University of Miami Inter-American Law Review* Vol. 17, No. 1 (Fall 1985) pp. 1-42.

Recommended:

Stetson Conn and Byron Fairchild, *The Framework of Hemisphere Defense*, Honolulu: University Press of the Pacific, 2002.

J. Manuel Espinosa, *Inter-American Beginnings of U.S. Cultural Diplomacy, 1936-1948*, Washington D.C.: Bureau of Educational and Cultural Affairs, U.S. Department of State, 1976.

David Green, *The Containment of Latin America: A History of the Myths and Realities of the Good Neighbor Policy*, Chicago: Quadrangle Books, 1971.

Robert H. Holden and Eric Zolov, eds. *Latin America and the United States: A Documentary History*, New York: Oxford University Press, 2000.

Stephen R. Niblo, *War, Diplomacy, and Development: The United States and Mexico, 1938-1954*, SR Books, 1995

Eduardo Obregón Pagán, *Murder at the Sleepy Lagoon: Zoot Suits, Race, & Riot in Wartime L.A.*, Chapel Hill: University of North Carolina Press, 2003.

Fredrick B. Pike, *FDR's Good Neighbor: Sixty Years of Generally Gentle Chaos*, Austin: University of Texas Press, 1995.

Monica Rankin, *Mexico la patria! Propaganda and Production during World War II*, Lincoln: University of Nebraska Press, 2010.

David Rock, *Latin America in the 1940s: War and Postwar Transitions*, University of California Press, 1994.

Friedrich Schuler, *Mexico between Hitler and Roosevelt*, Albuquerque: University of New Mexico Press, 1998.

Bryce Wood, *The Making of the Good Neighbor Policy*, New York: Columbia University Press, 1961.

GRADING POLICY

The grading in this course is based on weekly discussions, weekly notes/wikis, and a final project. The breakdown of the grading is as follows:

FBI document exercise	25%
Participation/Weekly Wiki	25%
Final Project	50%

COURSE & INSTRUCTOR POLICIES

No late assignments will be accepted and there is no make-up policy for in-class work.

All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some audiences may take offense at topics of a sensitive nature. There will be NO substitutions of readings, films, documents, presentations, and/or other course requirements to suit personal preferences. There are NO EXCEPTIONS to this rule.

ASSIGNMENTS

Weekly Notes Wiki: Each week the class will collectively prepare notes for each of the assigned readings through the creation and editing of a wiki. The wiki for this class can be accessed at:

<http://latamwii2016.pbworks.com/w/page/110365669/FrontPage>

You should decide as a group how you would like to administer the wiki. Each student will be graded on his/her weekly contributions. Keep in mind that I can and will access the entire history of the wiki edit when assessing student contributions. Each change, deletion, and addition is recorded by the wiki software along with accompanying user information. I will have access to this information all semester even if some comments/contributions no longer appear in the finalized wiki.

Wiki entries should cover all readings assigned in the class and you may include other useful materials as well (timelines, additional bibliographies, suggested primary sources, links to helpful sites, etc.)

Wikis for assigned readings should include a statement of the author's main argument, followed by supporting evidence the author provides. You should examine the author's use of sources, methodology, and theory. It is appropriate to include citations and/or additional information on other sources (books, articles, films, primary sources) that are relevant to the book under consideration. Your wikis should conclude with a critical analysis of the readings. In your analysis, you should provide your critique of the readings. Please also include any information you have about the author and/or publisher that may influence your interpretation of the readings. It is also appropriate to compare your critique to published reviews of the book (where available). Peer-reviewed journals publish reviews of many historical monographs, and these should be available for most books assigned in this course. Response papers should be typed and prepared prior to class meetings. Since this is a graduate-level reading seminar, I expect your wiki responses to be thorough and to reflect graduate-level analysis.

****ALL STUDENTS ARE EXPECTED TO MAKE SUBSTANTIVE CONTRIBUTIONS TO THE WIKI EACH WEEK.**

I suggest considering the following themes/questions when preparing the wikis:

- **Title/Author:** Is there any significance in the title chosen for the work? Who is the author? What do you know about him/her? Field? Discipline? Institutional affiliation? Peers/colleagues? For books, was it first a dissertation? What else has the author written?
- **Publisher:** Who is the publisher? What do you know about the press? Is it academic or otherwise? What is the publisher known for? What other types of works has the publisher produced? Is the book part of a series? What is the nature of the series? Who is the series editor? What do you know about him/her?
- **Thesis:** What is the author's main argument (as opposed to the subject of the book)?
- **Evidence:** How does the author support his/her main argument?
- **Research/sources:** Look at the notes and bibliography. What primary and secondary sources did the author consult? Which libraries, collections, archives, etc. were involved?
- **Methodology:** How did the author approach his/her sources? What questions were asked? Are any theoretical frameworks involved? Are there any inherent challenges to the sources and/or approach? How has the author attempted to contend with those challenges?
- **Body of Scholarship:** Who else has written on the topic? Who else has used similar sources and/or theoretical models? Where does the work fit within the existing body of literature? It is responding to a previous study? Was it a seminal work? What have other scholars said about it?
- **Critique/analysis:** What is your overall critique of the work? Is the thesis solid? Has the author defended it well? What is your opinion of the use of sources and methodology? How can you use the information presented? How can you use the methodological model?

FBI document exercise: One class period will be devoted to a FBI document exercise. You will choose a country (or countries for those where documentation is limited) and prepare an assessment of the FBI primary sources dealing with WWII-related investigations. Digitized FBI reports are available in the CUSLAI research room for you to download. You should begin planning for this exercise early in the semester and ideally you will want to choose a country or countries that will be relevant to your final project in the class.

Class Participation: This is a graduate readings/research seminar and all students are expected to participate in class discussions. The majority of our class meetings will be devoted to discussing that week's readings. Please come to class prepared to contribute to a graduate-level discussion. You should have clear opinions about the week's readings, authors, topics, etc. You should review wiki postings and make your own contributions on the course wiki. You may also have questions to pose to the rest of the class. Class participation is a large portion of your final grade. Please note: it is not possible to "make up" class participation. Missing class will reflect poorly on the class participation portion of your grade.

Final Project: For the final project in this course, you will select a topic based in primary source research dealing with Latin America during World War II and write a seminar paper due at the end of the semester. (Creative projects may be considered for those who wish to explore alternate methods of presenting research). We will periodically discuss potential topics in class and you should contact me early in the semester to discuss your topic. Approval deadline is listed on the course schedule. The course schedule includes various progress report stages where all students will report on the status of their projects.

LIBRARY RESOURCES:

Library Webpage: www.utdallas.edu/library

TexShare Card: Library card available through the McDermott Library that gives all UTD students borrower privileges at most university and public libraries throughout the state of Texas.

DeGolyer Library at SMU: Southern Methodist University's library for special collections and other primary documents in the humanities. It specializes in collections related to the American Southwest and it houses the archives of several Dallas-based businesses.

Downtown Dallas Public Library: Contains some hidden gems related to Latin American history. Of particular interest, this library houses a microfilm collection of the Mexican newspaper *Excelsior* dating to the early 20th century.

World Cat: Database of general collections at lending libraries throughout the United States. This should be the first database you search for sources (primary and secondary) on Latin American history. World Cat specifies which books are owned by the McDermott Library and includes an inter-library loan link for books the library does not own.

JSTOR: an electronic archive of core scholarly journals from the humanities, social sciences, and sciences. The journals have been digitized, starting with their very first issues, often dating back to the 1800s. It does not contain current issues. Everything in JSTOR is full-text. Full-length journals articles and book reviews can be downloaded on or off campus through the library's webpage.

Project Muse: a collection of the full text of over 300 high quality humanities, arts, and social sciences journals from 60 scholarly publishers. Coverage for most journals began around 1995. Full-length journals articles and book reviews can be downloaded on or off campus through the library's webpage.

OTHER RESOURCES:

National Archive and Record Administration

U.S. government archive located in College Park, MD. Many images and documents may be available online.
<http://www.archives.gov/>

Internet Modern History Sourcebook

<http://www.fordham.edu/halsall/mod/modsbook08.html>

Latin American History Links (CSU Ohio):

<http://www.csuohio.edu/history/courses/Josehis165/LINKS.htm>

Sources and General Resources on Latin America

Site maintained by Professor Steven Volk of Oberlin College.
<http://www.oberlin.edu/faculty/svolk/latinam.htm>

Online Primary Sources Page

Site maintained by Professor Richard Slatta of North Carolina State University.
<http://social.chass.ncsu.edu/slatta/hi216/doclist.html>

Nettie Lee Benson Latin American Collection at the University of Texas at Austin:

<http://www.lib.utexas.edu/benson/>

Latin American Network Information Center (LANIC)

<http://lanic.utexas.edu/>

H-LATAM: Web-based, scholarly discussion network of Latin American historians and other scholars. This is a good forum for keeping up on current literary debates and also to query experts in the field for advice on literature, methodology, archives, etc.

<http://www.h-net.org/>

ACADEMIC CALENDAR:

The following schedule outlines the topics and reading assignments for each class. This schedule is subject to change. Any changes made to the schedule and/or any other course requirements will be announced in class and will be posted on the course website: www.utdallas.edu/~mrankin.

WEEK 1

August 22 Course Introduction

WEEK 2

August 29 Good Neighbor Policy and Diplomacy in the 1930s
Leonard, Introduction
Reserve Readings 1-3

WEEK 3

September 5 Labor Day – No Class

WEEK 4

September 12 German Threat in Latin America
Hilton or Friedman (choose 1)
Leonard, Chapters 10 & 11

WEEK 5

September 19 Espionage Case Study
Schoonover
Leonard, Chapter 5

WEEK 6

September 26 Japanese Threat in Latin America
Chew
Leonard, Chapters 7-8

WEEK 7

October 3 FBI Documents Exercise

WEEK 8

October 10 Mexico and Hemispheric Security
Paz
Reserve Readings 4 & 5

*****Final Project Topic Deadline – turn in 1 page summary with preliminary thesis and sources

WEEK 9

October 17 Introduction to the OCIAA
Sadlier (or Rankin if you really want to read it)

WEEK 10

October 24 Propaganda and Popular Culture
Reserve Readings 6-10

WEEK 11

October 31 Progress Reports

WEEK 12

November 7 Americanization in Latin America
Tota
Leonard, Chapters 4 & 9

WEEK 13

November 14 Latin Americans in the United States
Zamora, Gamboa, or Cohen (Choose one)
Reserve Reading 11

WEEK 14

November 28 Latin America and the Post-War
Bethell
Reserve Readings 12 & 13

WEEK 15

December 5 Final Project Presentation

TBA Final Project Due by 5:00 p.m

COMET CREED

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

UT DALLAS SYLLABUS POLICIES AND PROCEDURES

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.