Course Description:

The world since 1800 has witnessed profound and troubling contradictions between the democratic promises of freedom, equality, and inclusion in nation-states and the ever-present experiences of colonialism, racism, and capitalist expansion. As people were consolidating nation-states across Europe, North America, and Latin America in the nineteenth-century, people living in regions like Africa and Asia were denied self-government and were subject to rule as colonies by others. Even within countries like the United States, Canada, and Cuba, certain peoples — women, indigenous peoples, and African Americans — were denied full citizenship in the nation. These contradictions between the promise of equality for all and the practices of racism and exclusion were further propelled by two inter-related processes: first, environmental degradation and climate change and second, the growing interconnection of the world. Over the course of this semester we will examine the problem of modernity — principally the disjunction between the promise and practice of democracy — within the context of environmental change and globalization.

As the problem of modernity suggests, globalization and environmental change were not experienced the same everywhere. Indeed, historians and social scientists have demonstrated that both of these processes were profoundly affected by social and economic inequalities. The poor and marginalized tend to be most negatively affected by pollution, soil degradation, and climate change, while they have also frequently benefited less from the increased circulation of goods, people, and ideas with globalization. A central component of this course will thus be the question of the spatial distribution of power.

In order to bring to light the question of the spatial distribution of power and the problem of modernity, this course will view world history from the margins and specifically from the eyes of Central Americans and Cubans. Major world history themes will be covered by the textbook, Worlds Together, Worlds Apart, and will be addressed in lectures. The rest of the readings and lectures will focus on understanding these themes and processes from the specific experiences of Central Americans and Cubans.
Course Objectives:

This course has two primary and inter-related objectives. First, it will introduce you to the principal practices of the historian: interpretation of primary documents, research, and analysis of historical debates. Second, you will build a toolkit of global analysis that will help you to better understand, analyze, and interpret the movement of people, goods, and ideas across time and space. You will write two essays over the course of the semester, each progressively building your historical skills and your toolkit of global analysis.

Course Assignments and Evaluation:

- Two papers 6-8 pages (1500-2000 words): 25% each
- Drafts of Essays (1 for each paper): 2% each
- Weekly Reading Write-ups: 16%
- Comprehensive Final Exam: 30%

Papers: I will provide you with a more detailed rubric for your papers when the assignments are distributed and we will have several workshops leading up to your papers to help you prepare your thesis statement and cite sources. We will also engage in in-class peer-review of essay drafts. After the peer-review, you will have a week to polish and revise your essay. This is a crucial exercise in the development of writing skills. For the late policy on papers, see course policies.

In-Class discussions and Weekly Write-Ups: Participation in class discussions is essential to this course. Every Thursday, we will spend class discussing the weekly readings and often doing practical workshops on issues such as citing sources, writing a thesis statement, and doing library research. You will be expected to come prepared to class, having written a brief summary of the readings from your own perspective. This summary is 24 hours before class (e.g. on Wednesday by 11:30am). Detailed rubrics for these weekly write-ups will be discussed and handed out separately.

*Please note this course fulfills the “Written English Requirement” in the University of Manitoba and essays must be expository and analytical in nature. You will receive feedback on both content and style. Also note the following:

“Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.”

*You will be provided with an evaluation of your course work to date on the Final Voluntary Withdrawal deadline of November 18th.

*Please approach me with any grade appeals or concerns as soon as possible. It is university policy that “Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.”
Grading Scale:
A+ 88-100%  C+ 65-69%
A  80-87%    C  60-64%
B+ 75-79%    D  50-59%
B  70-74%    F  0-49%

Course Policies

* I have a zero tolerance policy towards plagiarism and other forms of cheating. Section 8 of the General Academic Regulations in the online Academic Calendar and Catalog and the Faculty of Arts regulation (online at http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities.html) reads:

> The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

> The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

*If you would like your course work from the end of the semester please collect it early in the following semester. “Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.”

*Email: Please reserve email for quick, one-word-answer type questions only. A face-to-face conversation is more productive for substantive questions about course content, deadlines, concerns, etc. In these cases, we can talk before or after class, during my regular office hours or by appointment.

*Technology offers us many exciting resources for learning. However, unless we use laptops in specific exercises, research suggests that we benefit more from using them outside than inside the classroom. A recent study from psychologists at York University concludes that students who use laptops in classrooms do “11% worse on comprehension tests” than those who did not, while those who could see a neighbor’s laptop screen fared
17% worse on tests than students who could not.* This disadvantage equals one to two whole letter grades. Yikes! The researchers concluded that we often overestimate our capacity to effectively multitask and laptops unintentionally distract those around us. Therefore, to promote a productive learning environment, laptops will not be allowed in lecture or discussion. Finally, all cell phones, ipods, and other devices must be turned off or silenced and stored away for the duration of class. Requests for exemptions to this policy, for any reason, are dealt with on a case-by-case basis. Please talk to me if you would like an exemption.


Technology:

*Late Papers: Please contact me at least 48 hours in advance of the deadline in order to receive an extension. I will not grant extensions after that time (except under the most exceptional circumstances). Late papers will receive a penalty of 2.5% each day they are overdue. For example, if the paper is due on Tuesday and you submit it on Friday, even if you wrote a paper that received 80% (an “A” paper), you would receive a grade of 72.5% (a “B” paper).

* It is important for you to attend class. Beyond the obvious learning that occurs in the classroom, assignments as well as some other course materials are provided in class and will not be made available in electronic format or posted in UMLearn. Students are responsible for making up any missed classes.

*Copying course materials: Lectures in this course are copyright of the professor. Please do not record or distribute lecture materials to individuals not registered in this class without my consent. Sharing notes with another student in this class is not only allowed, but also encouraged.

*All course materials must be submitted by the last day of classes.

**Student resources**

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): [http://umanitoba.ca/student/academiclearning/](http://umanitoba.ca/student/academiclearning/). The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: [http://umanitoba.ca/student/studentlife/index.html](http://umanitoba.ca/student/studentlife/index.html).
History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Kyle Feenstra, tailored just for you! They are available on the Libraries page at this link: http://libguides.lib.umanitoba.ca/history. Students who need research assistance can also schedule an appointment with a librarian through the website.

**Required Readings** – available at the UM Bookstore


All other readings are available on UMLearn

*Readings are subject to change.

**Unit I: From Age of Revolutions to the Age of Progress, 1750-1914**

Week 1: September 8th: Introduction to Central America and Cuba in the World

Week 2: September 13th and 15th: Political and Economic Reordering, 1750-1850

Reading:

For Tuesday: Chapter 15, *World’s Together, Worlds Apart*

For Thursday: José Antonio Saco, “The Color Line” *The Cuba Reader*, pg.91-93


Film: Clips from *The Last Supper*

Week 3: September 20th and 22nd: Consolidating Nations and Colonies in the Age of Empire, 1850-1870

Readings:

For Tuesday: *Worlds Together Worlds Apart*, Chapter 16, pgs. 607-625 Chapter 17, pgs. 629-642


Film: Clips from *Walker*
Week 4: September 27th and 29th: Colonialism, Race, and Economic Progress, 1870-1900
Readings:
For Tuesday: Chapter 17, Worlds Together, Worlds Apart, pgs.642-663
Residents of Santo Domingo de Heredia “Caffeinated Miasmas” The Costa Rica Reader, pgs. 281-283.
Film: Clips from The Civilizers

Week 5: October 4th A New Empire and Unsettled Worlds, 1890-1914
Reading:
For Tuesday: Worlds Together, Worlds Apart, Chapter 18
José Martí “Our America” Latin America since Independence, pgs. 119-125.

Fall Break Oct 6 & 7

Unit III: Competing Visions of Modernity and the Cold War 1910-1989

Week 6: October 11th and 13th: Visions of the Modern, 1910-1929
Reading:
For Tuesday: Worlds Together, Worlds Apart, Chapter 19, pgs. 704-718
For Thursday: Augusto Sandino “Political Manifesto, Nicaragua, July 1927” Latin American Since Independence, pgs. 154-156.
Frederick U. Adams “Conquest of the Tropics” The Guatemala Reader, pgs. 144-149.
Catherine Rendón “Magical Modernism” The Guatemala Reader, pgs. 162-166.
Short Film: Journey to Banana Land

University Closed: Thanksgiving October 10th

Week 7: October 18th and 20th: The Great Depression, 1929-1939
Readings:
Rosalie Schwartz “The Invasion of Tourists” The Cuba Reader, pgs. 244-252

*October 18th: Unit I Essay Draft Due, Peer Review in Class
Week 8: October 25th and 27th: War and Revolution, 1940-1959
Readings:
For Tuesday: *Worlds Together, Worlds Apart*, Chapter 20, pgs. 743-754
Miguel Marmól “If that is Communism, Then They are Communists” *The Guatemala Reader*, pgs 214-216.
Film: Bitter Fruit

October 27th: Unit I Essay Due

Week 9: November 1st and 3rd: The Global 60s and the Challenge of Decolonization
Readings:
For Tuesday: *Worlds Together, Worlds Apart*, Chapter 20, pgs. 754-781
Film: Fidel!
*Please note: I will be away on November 3rd, giving an invited lecture in New Haven Connecticut. Another professor will show the documentary film *Fidel* in class on Thursday.*

Week 10: November 8th and 10th: The Hot Cold War, 1970-1990
Readings:
For Tuesday: *Worlds Together, Worlds Apart*, Chapter 21, pgs. 785-792
Juan Antonio Blanco and Medea Benjamin “From Utopianism to Institutionalization” *The Cuba Reader*, pgs. 433-442.
Alejandro Portes and Alex Stepick “City on the Edge: Cubans in Miami” *The Cuba Reader*, pgs. 581-587.
Film: Clips from When the Mountains Tremble and Target Nicaragua

*University Closed November 11th for Remembrance day.

Unit III: A New World Order, 1970-present

Reading:
For Tuesday: *Worlds Together, Worlds Apart*, Chapter 21, pg 792-813
For Thursday: *Enrique’s Journey*, ix-61.
Film: Clips from *The Uncompromising Revolution*

*November 18th*: VW Day

**Week 12**: November 22nd and 24th: Human Rights and Memory
Reading:
*Enrique’s Journey*, pgs. 61-178.
Film: Clips from *El Granito*

*November 22nd*: Unit II Essay Draft due, peer review in class

**Week 13**: November 29th and December 1st: The War on Terror, the Mobility of Capital, and Migration
Reading:
For Tuesday: *Worlds Together, Worlds Apart*, Epilogue
December 1st: Unit II Essay Due in class
Film: Clips from *Juan of the Dead*

*December 1st*: Unit II Essay due.

**Week 14**: December 6th and 8th: Climate Change, the Anthropocene, and Rethinking World History
Reading:
For Tuesday: *Enrique’s Journey*, pgs. 249-297.

*December 9th*: Last day of classes