

HISTORY 335a: Topic: Latin America in Revolution

Spring 2008

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COURSE DESCRIPTION: This course investigates dominant trends in 20th century Latin American history with special attention to revolutionary upheaval in Mexico, Bolivia, Guatemala, Cuba, and Central America.

BOOKS REQUIRED FOR THIS COURSE: The student is required to obtain and read the following books as well as the packet of photocopies.

Michael Gonzales, *The Mexican Revolution, 1910-1940*, Albuquerque: University of New Mexico Press, 2002.

Domitila Barrios de Chungara, *Let Me Speak*, Boulder: Monthly Review Press, 1976.

Piero Gleijeses, *Shattered Hope*, Princeton: Princeton University Press, 1991.

Aviva Chomsky, Barry Carr, and Pamela Maria Smorkaloff, editors, *The Cuba Reader: History, Culture, Politics*, Durham: Duke University Press, 2003.

Manlio Argueta, *One Day of Life*, New York: Vintage Books, 1991.

Thomas W. Walker, *Nicaragua: Living in the Shadow of the Eagle*, 4th ed., Boulder: Westview Press, 2002.

COURSE REQUIREMENTS:

Weekly Reaction Papers: Students will be required to write short reaction papers (2 pages) to each week's readings to be submitted in class on the day the readings are assigned. (See attached guidelines) In addition to the brief "reaction," students should prepare 3 to 4 broadly conceived questions that can be used to help spark class discussion.

Longer Reaction papers: Over the course of the semester, each student will select three weeks in which he/she will write lengthier reaction papers of roughly 5 pages. These are similar to the weekly papers but will develop the issues more extensively.

Examinations: None.

Research Paper: Each student will write an analytical research paper, making an argument about some aspect of Revolution in Latin America. Students may select their own topics (with professor's advance approval) or choose one of the proposed topics (see attached guidelines) Either way, students should submit a paper proposal accompanied by a bibliography (see immediately below) by week 6. Final papers should be roughly 12 pages and use *at least* 6 different sources. Consult syllabus for deadlines.

Paper Proposal: Students are expected to submit a 500 word proposal for their research papers by no later than week 6 (proposals are welcome earlier). Proposals should indicate the topic of the paper, preliminary thoughts and findings as well as a thoughtfully selected bibliography of related works that will be used in drafting the final paper. I expect that students will have spent considerable time reading and carefully selecting works appropriate to their topics before submitting their proposals.

• **LATE PAPERS:** Papers submitted late will be penalized one full grade per day. (From A to B for example). Papers are due IN CLASS. Anything handed in after class will be treated as late.

• **PLAGIARISM:** Plagiarism is a serious offense. Students caught plagiarizing will be failed for the course.

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Oral Participation:

Class Participation: Attendance is mandatory but not sufficient. Effective oral participation in class is also expected of all students. Effective participation means that students come to class well prepared and contribute extensively to class discussions. A significant percentage of the final grade depends on this oral participation. Students will be penalized for any absences or coming to class unprepared. Students with more than two absences will have their final grades reduced by one full grade (A to B, for example) per missed class.

Research Presentation: Students will present their research projects at the semester's end. Details provided in class.

GRADES: Final grades will be determined as follows:

- Class preparation & participation (3% per class – weeks 2-14) 39%
- 10 weekly short reaction papers (2% each) 20%
- 3 longer reaction papers (6% each) 18%
- Paper proposal 3%
- Research Paper & presentation 20%

WEEKLY READING ASSIGNMENTS:

WEEK 1: (Jan. 17) COURSE INTRODUCTION

WEEK 2: (Jan. 24) REVOLUTION: AN OVERVIEW

Jan Knippers Black, *Latin America: Its Problems and its Promises*, Part 2, pp. 59-87. (In packet)

Patrice M. Franko, "Poverty and Inequality," ch. 11 in *The Puzzle of Latin American Economic Development*, Lanham: Rowman & Littlefield Publishers, Inc., 1999. (In packet)

Eric R. Wolf, "On Peasant Rebellions," *International Social Science Journal*, (1969), 286-93. (In packet)

WEEK 3: (Jan. 31) THE MEXICAN REVOLUTION – ORIGINS TO 1914

Michael Gonzales, *The Mexican Revolution, 1910-1940*, Intro. and chapters 1-4.

WEEK 4: (Feb. 7) THE MEXICAN REVOLUTION –1914-40

Michael Gonzales, *The Mexican Revolution, 1910-1940*, chapters 5-9 and conclusion.

- You should have selected a paper topic by now!!

WEEK 5: (Feb. 14) THE BOLIVIAN REVOLUTION

Herbert S. Klein, *Bolivia: The Evolution of a Multi-Ethnic Society*, 227-45. (In packet)

Domitila Barrios de Chungara, *Let Me Speak*, Boulder: Monthly Review Press, 1976. pp. 9-115 & 194-204.

WEEK 6: (Feb. 21) EVERY DAY LIFE IN RURAL CENTRAL AMERICA

Manlio Argueta, *One Day of Life*, New York: Vintage, 1991, read entire novel.

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- Paper prospectus due in class.

WEEK 7: (Feb. 28) THE GUATEMALAN REVOLUTION

Piero Gleijeses, *Shattered Hope*, Princeton: Princeton University Press, 1991, pp. 8-49, 85-107, & 117-207.

WEEK 8: (Mar. 6) THE GUATEMALAN REVOLUTION (cont.)

Gleijeses, *Shattered Hope*, ch. 10 & 11, & 13-15.

SPRING BREAK

WEEK 9: (Mar. 20) THE CUBAN REVOLUTION – BACKGROUND TO REVOLUTION

“Cuba: Late Colony, First Socialist State,” chapter 8 in Thomas E. Skidmore and Peter H. Smith, *Modern Latin America*, Sixth edition, Oxford: Oxford University Press, 2005. (In packet)

From Chomsky et al, *The Cuba Reader*:

- ~ Neocolonialism, pp. 143-45.
- ~ The Platt Amendment, by President Theodore Roosevelt, pp. 147-49.
- ~ Life At The Mill, by Ursinio Rojas, pp. 226-33.
- ~ The Invasion Of The Tourists, by Rosalie Schwartz, pp. 244-52.
- ~ A Prostitute Remembers, by Oscar Lewis, Ruth M. Lewis and Susan M. Rigdon, pp. 260-63.
- ~ Where Is Cuba Headed?, by Julio Antonio Mella, pp. 265-69.
- ~ The United States Confronts The 1933 Revolution, by Sumner Welles and Cordell Hull, pp. 283-86.
- ~ The United Fruit Company In Cuba, by Oscar Zanetti, pp. 290-95.
- ~ History Will Absolve Me, by Fidel Castro, pp. 306-14.
- ~ Reminiscences Of The Cuban Revolutionary War, by Che Guevara, pp. 315-20.
- ~ The U.S. Rules Cuba, 1952-1958, by Morris Morley, pp. 321-25.
- ~ The Cuban Story In The New York Times Herbert Matthews, pp. 326-32.

WEEK 10: (Mar. 27) THE CUBAN REVOLUTION (cont.) – VICTORY AND INSTITUTIONALIZATION

From Chomsky et al, *The Cuba Reader*:

- ~ Part V: Building A New Society, pp. 333-35.
- ~ Fidel Castro Announces The Revolution, by Fidel Castro, pp. 341-43.
- ~ How The Poor Got More, by Medea Benjamin, Joseph Collins and Michael Scott, pp. 344-353.
- ~ Women In The Swamps, by Margaret Randall, pp. 363-69.
- ~ Man and Socialism, by Ernesto Che Guevara, pp. 370-74.
- ~ In The Fist Of The Revolution, by José Yglesias, pp. 375-77.
- ~ The Agrarian Revolution, by Medea Benjamin, Joseph Collins and Michael Scott, pp. 378-85.
- ~ 1961: The Year Of Education, by Richard R. Fagen, pp. 386-88.
- ~ The Literacy Campaign, by Oscar Lewis, Ruth M. Lewis and Susan M. Rigdon, pp. 389-94.
- ~ The Family Code, by Margaret Randall, pp. 399-405.
- ~ Silence On Black Cuba, by Carlos Moore, pp. 419-23.
- ~ Part VI: Culture and Revolution, pp. 449-50.
- ~ Revolutionary Sport, by Paula Pettavino and Geralyn Pye, pp. 475-479.
- ~ Mea Cuba, by Guillermo Cabrera Infante, pp. 481-87.

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William M. LeoGrande, "Mass Political Participation in Socialist Cuba," 186-97. (In Packet)

WEEK 11: (April 3) THE CUBAN REVOLUTION (cont.) – GLORIFICATION, DEFENSE & SURVIVAL

"Fidelismo and the Radicalization of Latin American Politics," chapter 3 in Thomas C. Wright, *Latin America in the Era of the Cuban Revolution*, New York: Praeger, 1991. (In Packet).

From Chomsky et al, *The Cuba Reader*:

- ~ Part VII: The Cuban Revolution and The World, pp. 515-16.
- ~ The United States Government Responds to Revolution, by Foreign Relations of the US, pp. 530-35.
- ~ Fidel Castro Calls On Cubans To Resist The Counterrevolution, by Fidel Castro, pp. 536-39.
- ~ Operation Mongoose, by Edward Landsdale, pp. 540-43.
- ~ "Offensive Missiles On That Imprisoned Island", by President John F. Kennedy, pp. 544-46.
- ~ The Assassination Plots, by Select Committee To Study Governmental Operations, pp. 552-56.
- ~ City On The Edge, by Alejandro Portes and Alex Stepick, pp. 581-87.
- ~ Cuban Medical Diplomacy, by Julie Feinsilver, pp. 590-94.
- ~ Part VIII: The "Periodo Especial" and The Future Of The Revolution, pp. 595-97.
- ~ Zippy Goes to Cuba, by Bill Griffith, pp. 604-06.
- ~ From Communist Solidarity To Communist Solitary, by Susan Eckstein, pp. 607-22.
- ~ The Revolution Turns Forty, by Saul Landau, pp. 623-27.
- ~ Pope John Paul II Speaks in Cuba, by Pope John Paul II, pp. 635-36.
- ~ Emigration In The Special Period, by Steve Fainaru and Ray Sánchez, pp. 637-43.
- ~ A Dissident Speaks Out, by Elizardo Sánchez Santacruz, pp. 664-65

WEEK 12: (April 10) THE NICARAGUAN REVOLUTION

Thomas W. Walker, *Nicaragua: Living in the Shadow of the Eagle*, 4th ed., Boulder: Westview Press, 2002. Read Foreword and ch. 1-4.

Phillip Berryman, *Liberation Theology*, Introduction, 3-8. (In Packet).

WEEK 13: (April 17) THE NICARAGUAN REVOLUTION (cont.)

Walker, *Nicaragua: Living in the Shadow of the Eagle*. (Finish book)

Alma Guillermoprieto, *The Heart that Bleeds*, "Managua, 1990." New York: Vintage, 1994, 23-46. (In Packet).

WEEK 14: (April 24) TBA

WEEK 15: (May 1) STUDENT RESEARCH PRESENTATIONS



Research paper due in class.



Presentation of research papers.

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Reaction Papers

Each week students will submit brief papers (2 pages typed) in which they will “react” to the week’s assigned readings. Students should comment on the authors’ arguments, bring up points that were not entirely clear, and give general assessments of the “success” of the readings. These are not intended to be formal papers rather the student should use them to think about and reflect on the readings and their significance and to better prepare themselves to participate thoughtfully in class discussions.

Some questions to ask yourself as you read the assignments and prepare your “reaction papers.”

1. What is the central focus of the piece (or pieces) that you have read?
2. What is the author’s main argument or objective in writing the piece?
3. What preconceptions (assumptions e.g.) does the author have?
4. How might the arguments have been influenced by the authors’ biases (cultural, economic, ethnic, etc.)
5. What facts or evidence does the author bring to bear in support of his/her arguments? Does the factual evidence seem valid? Well chosen? Complete?
6. What are the work’s strengths or weaknesses?
7. Given the evidence presented, what alternative interpretations or arguments might be possible?
8. In what ways are the issues raised and arguments made important?

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Proposed Topics for Research Papers

The following topics are acceptable as research topics for this semester's research paper. You are certainly encouraged to develop a topic of your own, but you must come discuss it with me well before the prospectus is due. Generally, I recommend focusing on ONE nation. Please consult with me if you intend to write a comparative essay. In any event, your paper should make an argument about your topic; it should propose and defend a thesis.

1. Women and revolution.
2. Impact of a revolutionary society on one social sector (e.g. women, peasants, landowners, elites, etc.).
3. Impact of a revolution on a nation's cultural production (e.g. art, journalism, literature, music).
4. Cuba's Revolutionary economy 1960-75.
5. Agrarian reform and its impact in Bolivia, Mexico, Cuba or Nicaragua.
6. US response to the Bolivian Revolution.
7. Liberation Theology in Nicaragua or El Salvador.
8. The Catholic Church in Revolutionary Cuba.
9. The role of the Communist Party in Cuba.
10. Iran Contra Scandal.
11. Cuba's trade embargo after nearly 50 years.
12. Mass politics in Revolutionary Cuba.
13. The Cuban Missile Crisis.
14. United Fruit Company and Guatemala.
15. Evo Morales and the resurgence of revolution in Bolivia.
16. Railroads and the Mexican revolution.
17. Examine the ideological influences of one of the revolutions.
18. Examine the impact of revolutionary policies on poverty in one of the revolutions.
19. Cuba and the fall of the Soviet Union.
20. Examine when and why Cubans have emigrated to the United States since 1959.