

HISTORY 261
COMPARATIVE REVOLUTIONS IN 20TH CENTURY LATIN AMERICA

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Fall, 2004
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Office: Phillips 313
Hours: T/Th 2-3
Mon. 4-5

COURSE DESCRIPTION

This course will analyze and compare the origins, process and outcomes of the four major social revolutions in Latin America in this century: Mexico, 1910; Bolivia, 1952; Cuba, 1959; Nicaragua 1979. We will also examine two unsuccessful revolutions (that is failure to take power): Peru and Colombia. One of our goals is to test the main theories of revolution to the praxis of Latin America. Imperialism and nationalism, class conflict, the viability of the old regime, the state of the armed forces, the permissiveness of the world context, the role of the United States, social and economic change are subjects that will be particularly germane to our analysis.

Our objective will be not only to assess the theories, but also to understand why revolutions occur, in what types of societies they take place and what happens to societies that have them. How effective are revolutions at obtaining their goals or in transforming society? How has the United States dealt with revolutionary situations and regimes? Are revolutions still possible in Latin America in the post-Cold War, neo-liberal global world order?

The final part of the course will be given over to student oral presentations of their papers on a particular revolutionary case (successful or unsuccessful) and its theoretical or interpretative implications. For organizational purposes we will use a modified

version of Wickham Crowley's designation of revolutions before Castro (BC), a second wave of revolutions (1956-70) and a third wave since 1970.

REQUIRED READINGS

DeFronzo, J., Revolutions & Revolutionary Movements (Westview, 1996)

Castro, D. (ed.), Revolution and Revolutionaries: Guerrilla Movements in Latin America (Scholarly Resources, 1999)

Perez-Stable, M., The Cuban Revolution: Origins, Course, and Legacy (Oxford, 2nd ed., 1999)

Gonzales, Michael J., The Mexican Revolution 1910-1940 (University of New Mexico Press, 2002).

Klein, H., A Concise History of Bolivia (Cambridge U. Press, 2002)

Rochin, J.F., Vanguard Revolutionaries in Latin America Peru, Colombia, Mexico (Rienner, 2003)

OPTIONAL

Wright, T., Latin America in the Era of the Cuban Revolution (Praeger, 1993)

Other Useful Titles (consult the bibliographies in assigned texts)

Wickham-Crowley, T., Guerrillas & Revolution in Latin America (Princeton, 1992)

Paterson, T., Contesting Castro: The United States and the Triumph of the Cuban Revolution

McClintock, C. Revolutionary Movements in Latin America: El Salvador's FMLN and Peru's Shining Path (Institute of Peace, 1998)

Clayton & Conniff, Modern History of LA (used in IA 190 Coca)

Klaren, Peter Flindell, Peru: Society & Nationhood in the Andes (Oxford, 2000) [copies in bookstore under History 163]

Castaneda, Jorge, Utopia Unarmed: The Latin American Left After the Cold War (Vintage, 1994)

RESERVE BOOKSHELF HISTORY DEPARTMENT (3rd floor Phillips)

History 261 folder with files on:

various readings on Charismatic leader-follower relations (Post); Bolivia & US by Siekmeier

COURSE REQUIREMENTS

Requirements have been designed to sharpen students' basic skills in preparation for the job market of the 21st century. These skills include team work, ability to debate, to make concise oral presentations, to write clearly and effectively, and to think in unconventional ways, among others. Since there are no examinations in the course, students will be required to write two 5-7 page COMMENTARIES on the readings and a final 20 page RESEARCH PAPER.

Students will also participate in organized class debates, as members of a team, for which they will prepare brief outlines of their remarks for the class. Students will also prepare short oral reports for class summarizing and commenting on specific documents from Daniel Castro's Revolutions and Revolutionaries. Class discussions will debate the origins and outcomes of the various revolutions.

COMMENTARIES

Students will be required to prepare two 6-8 page (word processed, double spaced, page numbered) commentaries on the readings and class discussions for the course (see class schedule below). The commentary should include a synthesis and critique of the main points in the readings and informed observations and comments from class discussions and videos.

DEBATES

Students will be divided into teams to debate various issues related to revolutions, revolutionaries and revolutionary movements. Each debate team will be composed of 2-3 persons and will prepare a brief handout to the class outlining their positions/remarks. Each team will make a 15-20 minute presentation, followed by a 5 minute rebuttal, after which the remaining students in the class will raise questions or make pertinent remarks.

RESEARCH PAPERS

Students will prepare a 20 page research paper (with a bibliography

of at least 2 pages), utilizing the theoretical and interpretative literature, examining a particular revolutionary case study which attempts to explain why it was or was not successful in coming to power (eg defeated) and/or carrying out its program of transformation. In consultation with the instructor students may also choose other relevant topics such as Liberation Theology; US policy towards LA revolution(s), Zapatismo (Chiapas, 1992) [see Rochlin, chs 6-7], The Shining Path, Colombia, Chile=s Ademocratic path@ under Allende, leadership (bios) etc. In any case the paper must endeavor to be analytical and interpretative, that is to maintain and argue a particular thesis or position. It also must be approved by the instructor.

NOTE: Students must schedule at least one meeting, in addition to the Oct. 4 meeting, with the instructor during his office hours to discuss his or her paper project.

GRADES: Grades will be computed roughly in the following way: 30% commentaries, 50 % final paper; 20% oral reports and in-class participation.

SCHEDULE OF CLASSES (subject to change)

Sept 13 Introduction and Organization

Sept 20 Definitions and Overview

Assignment

DeFronzo, 1

Gonzalez chs 1-3

Castro, Intro, 3

Video/Mexico, pt 1

Sept 27 Do the Theories Work? Mexico/DEBATE: Revolution or National Populist Reform

Team #1= radical transformation

Team #2= moderate reformist

Assignment

Gonzalez 4-9

Video/ Mexico, pt. 2

Sept 29 CWEDS SPECIAL CLASS (5-7) class 1957 E St. basement B16)
on Political Psychology 201 on A Charismatic Leader-
Follower Relationship, @ Professor Jerald Post
(ESIA)

Assignment:

Post, "The Final Act;" "Narcisism & Charismatic
Leadership" (History Reserve Shelf folder for H261)

Oct 4 Electronic Research Resources, (Dr. David Ettinger, IA & Poli
Sci Librarian), Gelman Library, Room B06. Bring 2
page precis of research paper topic, including
bibliography, for review and comment.

Oct 11 OPEN/TBA

Oct 18 US Policy towards LA Revolution: Bolivia & Guatemala
Professor James Siekmeier (Historian US Department of
State)

Assignment:

Reserve Reading file on Bolivia
Klein, chs 7-8

Oct 25 The Cuban Revolutionary Tradition & Frustrated
Nationalist Reform

Assignment

1st commentary due

DeFronzo, 5
Perez-Stable, 1-5

Video/The Last Communist

Nov 1 Cuba: the Outcome

Assignment

Perez-Stable, 8-8
Castro, 5-6, 11

6

Nov 8 The Nicaraguan Revolution: Origins & Outcome

Assignment

DeFronzo, 6

Castro, 4

Student progress reports on research paper

Video/Crisis in Central America

Nov 15 Colombia

Assignment

Rochlin, chs 4-5

Castro, 8

Nov 22 Peru=s Shining Path

Klaren on AHistoricizing Peru=s Time of Troubles@

Assignment

Rochlin, chs 2-3

Castro, 15-17

Nov 29 Student Presentations

Assignment

2nd commentary due

Dec 6 Student Presentations

Dec 8

FINAL PAPERS DUE IN HISTORY DEPARTMENT OFFICE BY 5PM Monday DEC 13