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HIST3Q94 Revolution in Latin America

Description:

This course approaches the question of social change in Latin America by opening up “revolution” as a modern category of historical analysis to study conflict, crisis and resolution in local, regional and national scale in ways that are relevant to present times. Actions range from uprisings, rebellions, revolts, and reforms, to classical examples of revolutionary change. The course introduces students to formal and informal forms of social engagement and to a wide variety of styles of leadership, to a wide array of goals and outcomes, to the various paths – peaceful and violent – individual men and women as well as groups take in order to change social structures and institutions, and to the bearing gender, ethnicity and identity or group affiliation have on social change. The course draws examples from the late 1700s up to the 1970s, the Caribbean, Mexico, and Central and South America during the colonial and modern periods.

Methodology:

This course invites students to consider the course syllabus, assignments, activities, and evaluation system from day one of class as part of a single joint venture in which teaching and learning bind together content, learning outcomes, instructional strategies and assessment protocols proper to the proposed field of inquiry.

Through case studies, problem-solving organized in thematic clusters students will familiarize themselves with categories of analysis that are among the historian’s toolbox: historical actors, their actions in context, their motivations and goals, and the balance historical actors strike between individual and group interests, process, outcomes.

During the term students will also be asked to develop a keen awareness of the historian’s field of action and his or her audience. They will also be asked to ground their learning process on a hands-on situational approach to the production of knowledge. The notions of memory, agency, self and other, change, conflict, violence and resolution provide the necessary framework.

The readings assigned for this course, which include the genres of memoir, testimony, ethnographic account, as well as a vast array of graphic and textual documentation as well as methods for gathering information required in the production of scholarly works, offer students concrete examples of the significance of working in this field.

The course emphasizes two instructional objectives: one centers on content-delivery, the other focuses on skill-development. Both require the student to actively engage in the learning process, which includes participation and developing a peer-communication style appropriate to the university setting.

Objectives:

Using revolution as an analytical framework the purpose of this course is to encourage students to: 1) shift attention from outcome to motivation and process; 2) shift attention from a view of conflict that stresses victimization to one that underlines human agency in all the forms conflict may take; 3) understand the social workings of violence and the role it plays in achieving, or not, transformation of society; 4) understand the social dynamics that are specific to Latin America without reproducing a story-line of Latin American exceptionalism; 5) delve into the question of the function of the past in our individual lives and in present times at large, and finally, 6) turn all aspects of the students' learning experience (attending lectures, participating in seminar activities, reading, writing, engaging in independent work) into an opportunity to reflect upon change, starting with yourself, the community you belong to, the social networks your concrete actions may contribute to build or strengthen at local, regional, national or trans-national levels and in the short, medium or long term.

With this in-depth exploration of a single theme students will continue to refine the methods and skills that are proper to the historical disciplines (built up in the first and second year) and learn to transfer them to other fields of social engagement.

The following is a summary of what historical thinking/writing comprises:

Problem Solving:

Identify central historical actors and their meaningfulness, identify geographical setting and time-frame, identify important institutional frameworks for human interaction, recognize economic, political, cultural, and social dimensions, identify patterns of continuity and change and the grounds for comparison and contrast using specific events as case studies, general themes, or categories of historical analysis.

Writing:

Developing a strong awareness of the fundamentals of grammar and style in writing, learning the fundamentals of essay writing, familiarizing themselves with the fundamentals of story-telling and narrative, and learning the protocols of writing in history.

Reading:

Become familiar with a variety of written sources, understand the audience for which the document is intended, identify the literary genre to which it belongs, identify the author's thesis statement, follow the author's central argument, learn to analyze and synthesize information, learn the fundamentals of historical interpretation.

Research:

Work with primary and secondary sources, learn to find support literature to compliment course material using library resources, prepare annotated bibliographies, use citation protocols, and familiarize themselves with various forms of dissemination of scholarly work. These may include books, refereed journal articles, book reviews and book chapters, as well as multimedia products such as websites, curatorial work for full or partial museum, gallery or web-based exhibits, digital visual or audio collections, and documentary films.

Institutional frameworks:

Be able to learn about public and private institutions that contribute to the dissemination of history works.

Work ethics:

Be able to work individually, learn to cooperate, learn to engage in team-work, set up short, medium and long-term goals and meet the goals, develop self-reflection skills and put what student learns about himself or herself to work in various learning environments, take responsibility for learning process in context, develop listening skills, and combine listening with communication effectively so as to create a life-enhancing environment for exchange.

Activities and Assignments: Mapping Out Our Field of Interaction and Action

This course also invites students to approach actions such as listening, speaking, reading, writing, and participating in group activities as 'performative acts', that is, as each of us having the ability to experience them as acts of speech that in themselves effect profound change at the individual level, on others or a given state of affairs. Learning is an action in which we fully and responsibly engage in communication with someone other than our self, always. Writing is a vehicle, not an end in itself.

Activities and assignments include in-class oral reading reports on readings, short written assignments on readings, participation in Social Justice Forum, final take-home exam, participation in seminar.

Students will have the opportunity to conduct research on two specific areas: community and social networks at local and regional levels, as well as working with primary documents from Canadian sources in the public domain. This will allow them to put to work what they learn in the various learning environments in concrete social settings and come to the subject under examination from a Canadian perspective.

Weekly seminars are a central teaching and learning component of this course. Attendance and adequate preparation, by attending lectures, doing your readings is mandatory. This prepares you for participating in seminar discussions and take engage in proposed activities. Seminars meet Thursdays from 11:00am to noon, and Fridays from 10:00 to 11:00 am.

This year seminars will offer students with a unique opportunity to learn from the application of techniques used in drama in education and theater to actively engage in learning and communicating knowledge about the past in their writing and other media.

Seminars will be led by the instructor, a teaching assistant, and Brenna Baker and Rebecca Durance Hine, two fourth-year students currently finishing their Drama in Education and Society degree program at Brock who will be doing their field work internship with us. Brenna and Rebecca will lead activities in seminars, and occasionally they will join us in weekly lectures as well. Handouts on the activities and objectives will be distributed so that you may integrate them fully into your learning experience in a history classroom setting.

Seminars start on the week of January 18 and end the week of April 6. Please note that there will be no seminars on the week of March 29th. Descriptions of seminar objectives will be provided a week in advance.

Description of Assignments and Activities, Weighting of Marks and Due Dates:

Please note that instructions for all activities and assignments will be distributed in class ahead of time, one week in advance at the latest.

Background on Assigned Readings 5%

We will start the term with a short assignment consisting on doing background reading on the books serving as support material for this course. The assignment consists on finding information about the books on the internet so that you may create an annotated bibliography. You will use this annotated bibliography to make an informed decision on the books you'll read over the term. You will also use it as a working and study tool: Throughout the term you'll have plenty of opportunity to update and modify it at your discretion and following the instructors recommendations, suggestions, instructions or advise. Please note that you must submit this annotated bibliography January 19 in lecture in order to get the instructor's approval of your choice of readings.

In-class oral reading reports 10%

All students must come prepared to do an oral reading report on a weekly basis, at least three times following a thematic schedule. There is no fixed date for the presentations (to the discretion of the instructor). Students will prepare the assigned readings for the week and assigned book (combined from February 9 onwards) following instructions.

Presentations on general reading start January 18. Presentations on first book selection start February 9. Presentations on second book selection start February 23. Presentations on third-book selection starts March 16. All students must present at least three times in order to get the assigned 10%.

Short Written Assignment 1 10%

Based on selection of book of the student's choice from group 1. Guidelines and instructions will be given a week prior to submission of the assignment. Maximum 5 pages, double space, Times New Roman point 12. The assignment is due February 2 in lecture.

Short Written Assignment 2 10%

Based on selection of book of the student's choice from group 2. Guidelines and instructions will be given a week prior to submission of the assignment. Maximum 5 pages, double space, Times New Roman point 12. The assignment is due February 16 in lecture

Short Written Assignment 3 10%

Based on selection of book of the student's choice from group 3. Guidelines and instructions will be given a week prior to submission of the assignment. Maximum 5 pages, double space, Times New Roman point 12. The assignment is due March 9 in lecture

Social Justice Forum with Research Component 10%

Social Justice Forum takes place March 20. This assignment combines research done in preparation for participation in workshop handed in Tuesday, March 16, attendance, and presentation of report March 23. No grade will be assigned unless these three aspects of the assignment are successfully completed.

Final Take-home Exam with Research Component 25%

Based on lectures, books of the student's initial choice from groups 1, 2, and 3 and additional research. You should include the updated version of the annotated bibliography, plus all additional annotated materials you may be using to write the assignment. Guidelines and instructions will be given two weeks prior to submission of the assignment. Maximum 15 pages, double space, Times New Roman point 12. The assignment is due April 20 in the History Department.

Seminar Participation 20%

Missing more than two seminar results in a 0 grade on the 20% of the final grade unless medical documentation is provided. Please note that final decisions on grades assigned for seminar participation are at the discretion of the instructor.

Readings:

Readings include a general reference book; memoirs, diaries, and testimonies; ethnographic accounts; dispatches and scholarly books. The following list of books is available for purchase at the bookstore. Since you will be using these books as reference material throughout the term I strongly recommend that you buy a copy for personal use. Also note that some of these titles may not be yet in at the Gibson Library. Check Gibson library catalogue for availability.

Selections from book lists B, C and D will be assigned to all students for weekly reading starting February 9.

A. General (40 copies, all students must read this book, start reading the first day of classes)

Peter Winn, *Americas: The Changing Face of Latin America and the Caribbean* 3rd ed. (Berkeley, Ca: University of California Press, 2006)

B. Memoires (10 copies of each, students pick up one from this list, maximum 8 students reading each book, sign-up sheet, subject to instructor's approval, day you are expected to start doing this reading is January 19)

Isabel Allende, *The Sum of Our Days*, Margaret Sayers Peden, trans. (New York: Harper Collins, 2008)

Gioconda Belli, *The Country Under My Skin: A Memoir of Love and War* (New York: Anchor Books, 2003)

Ernesto 'Che' Guevara, *The Motorcycle Diaries: Notes on a Latin American Journey*, Alexandra Keeble, trans., (Melbourne, Australia; New York: Ocean Press; [Havana, Cuba]: Centro de Estudios Che Guevara, 2004)

Alma Guillermo Prieto, *Dancing With Cuba: A Memoir of the Revolution*, Esther Allen, trans. (New York: Vintage Books, 2005)

C. Testimonio and Ethnographic Accounts (10 copies of each, students pick up one from this list, maximum 8 students reading each book, sign-up sheet, subject to instructor's approval, day you are expected to start doing this reading is January 19)

Omar Cabezas, *Fire From the Mountain: The Making of a Sandinista* Trans. Kathleen Weaver (New York: New American Library, 1985)

Florencia Mallón, editor, translator, with an introduction, *When a Flower is Reborn: The Life and Times of a Mapuche Feminist*, by Rose Isolde Reuque Paillalef (Durham NC: Duke University Press, 2002)

Terry Rugeley, ed. *Maya Wars: Ethnographic Accounts from Nineteenth-Century Yucatan* (Norman: University of Oklahoma Press, 2001)

Maria Eugenia Vasquez Perdomo, *My Life as a Colombian Revolutionary: Reflections of a Former Guerrillera*, Lorena Terando, trans. (Philadelphia: Temple University Press, 2005)

D. Scholarly Books (10 copies of each, students pick up one from this list, maximum 5 students reading each book, sign-up sheet, subject to instructor's approval, day you are expected to start doing this reading is January 19)

Nicholas Caughlan, *The Saddest Country: On Assignment in Colombia* (Montreal: McGill-Queen's University Press, 2004)

Don E. Dumond, *The Machete and the Cross: Campesino Rebellion in Yucatan* (University of Nebraska Press, 1997)

Carolyn E. Fick, *The Making of Haiti: The Saint Domingue Revolution from Below* (Knoxville: The University of Tennessee Press, 1990)

Stephanie Mitchell and Patience A. Schell, *The Women's Revolution in Mexico, 1910-1953* (Lanham: Rowman & Littlefield Pub., 2007)

Steve J. Stern, *Battling for hearts and minds: memory struggles in Pinochet's Chile, 1973-1988* (Durham, N.C.: Duke University Press, 2006)

Andrew Grant Wood, *Revolution in the Street: Women, Workers, and Urban Protest in Veracruz 1870-1927* (Wilmington, Del.: SR Books, 2001)

Course Outline

January 12 Presentation of Syllabus: Defining Our Fields of Action and Interaction

January 19 The Making of Revolution in the Americas: A View from the South

Peter Winn, *Americas*, Chapters 1, 14 and Epilogue.

January 26 Background to the Making of Revolution: The Colonial Period

Peter Winn, *Americas*, Chapter 2.

February 2 Background to the Making of Revolution: The Modern Period

Peter Winn, *Americas*, Chapter 3.

February 9 Grappling with Revolutionary Change in Latin America Across the Americas in the Modern Period I

Peter Winn, *Americas*, Chapter 4.

Selected sections and/or chapters from list of books B (materials will be available on reserve a week in advance at Gibson library).

February 16 Grappling with Revolutionary Change in Latin America Across the Americas in the Modern Period II

Peter Winn, *Americas*, Chapter 5.

Selected sections and/or chapters from list of books B (materials will be available on reserve a week in advance at Gibson library).

Reading week

March 2 Conflict and the Social Workings of Violence I

Peter Winn, *Americas*, Chapter 6.

Selected sections and/or chapters from list of books C (materials will be available on reserve a week in advance at Gibson library).

March 9 Conflict and the Social Workings of Violence II

Peter Winn, *Americas*, Chapter 7.

Selected sections and/or chapters from list of books C (materials will be available on reserve a week in advance at Gibson library).

March 16 The Power of the Image and the Text: Making Change Visible I

Peter Winn, *Americas*, Chapter 8, 11.

Selected sections and/or chapters from list of books D (materials will be available on reserve a week in advance at Gibson library).

March 23 The Power of the Image and the Text: Making Change Visible II

Peter Winn, *Americas*, Chapter 9.

Selected sections and/or chapters from list of books D (materials will be available on reserve a week in advance at Gibson library).

March 30 The Power of the Spirit: Religion in Revolutionary Perspective

Peter Winn, *Americas*, Chapter 10

Selected sections and/or chapters from list of books D (materials will be available on reserve a week in advance at Gibson library).

April 6 The Changing Face of Revolution in Latin America: A View from the North

Peter Winn, *Americas*, Chapter 12, 13.

General Information:

Code of Conduct:

To ensure the development of the successful partnership this course offers to students, the following is what instructors propose as appropriate code of conduct. In lecture and seminar we will observe the fundamentals of social civility: respectful interactions, refraining from distracting others, turning off cellular phones, minimizing side conversations. Laptop users: laptops can be distracting for those around, if activities other than class-related are being engaged in, given the interactive nature of both settings there will be times when request laptops be class, pen and papers or other forms of exercises assumed instead.

Communication with Instructors and Teaching Assistant:

The instructor and teaching assistant are happy to discuss things with you during office hours or by appointment. Should you have questions on lectures please address them to the instructor via email. In most cases questions will be addressed in lecture. Otherwise you may expect a response within the next 72 hours. Remember that the fact that you are attending this course makes you a precious member of a larger learning team. You may want to approach a classmate for clarification first, so if you wish you may introduce yourself to other classmates and exchange emails within the next week.

Privacy

Given current privacy legislation information about your performance in this course can only be communicated with you (not with employers, parents, boyfriends or girlfriends).

Academic Integrity at Brock University:

<http://www.brocku.ca/academicintegrity/index.php>

For a full description of academic regulations and university policies check your Undergraduate Calendar 2000-2010.

Enjoy!