

LATIN AMERICAN REVOLUTIONS IN THE TWENTIETH CENTURY

HI-469-001, SPRING, 2010
CLASS HOURS: T, H, 11:45-1:00
WINSTON 114
PH: 513-1468
EMAIL: narobins@ncsu.edu

NICHOLAS A. ROBINS
OFFICE HOURS: T, H, 2:00-3:00
AND BY APPOINTMENT IN
IN WITHERS 467

COURSE SCOPE AND SPECIFIC OBJECTIVES:

This course critically explores and examines the causes, philosophies, strategies, leadership, courses, outcomes and legacies of revolutionary movements and governments in twentieth and early twenty-first century Latin America and the Caribbean. In order to comprehensively understand these dynamics, we will also examine anti-colonial uprisings in the region, as well as Latin American political culture. We will employ primary sources while examining case studies with the objective of understanding how their different components interact, both domestically and internationally, to produce various outcomes.

The class seeks to encourage students to analyze and constructively criticize the subject matter, both verbally and through written assignments based on the readings. Through encouraging and emphasizing discussion and the exchange of ideas, the class is a learning community where all participants not only learn, but also teach. For this reason, preparation for each class, readiness to pose and answer questions, and participation in discussions are necessary to succeed in this course. Within this context, there is an emphasis on evaluation, comparison, analysis and synthesis.

GENERAL OBJECTIVES FOR HISTORY COURSES:

Each course in the history category of the General Education Requirements will provide instruction and guidance that help students to:

1. Understand and engage in the human experience through the interpretation of evidence from the past situated in geotemporal context; and
2. Become aware of the act of historical interpretation itself, through which historians use varieties of evidence to offer perspectives on the meaning of the past; and
3. Make academic arguments about history using reasons and evidence for supporting those reasons that are appropriate to the field of study.

REQUIRED READING:

Castro, Daniel, Ed. *Revolution and Revolutionaries: Guerrilla Movements in Latin America*. Scholarly Resources, 1999. ISBN: 0842026266.

Naranjo, Pedro, "As They Had Been in Ancient Times." (Primary Document Extract Posted on Vista)

Ulloa, Antonio and Jorge Juan. *Discourse and Political Reflections of the Kingdoms of Peru*. Norman: University of Oklahoma Press, 1978. ISBN: 0-8061-1482-7 (Posted on Vista)

Wright, Thomas, *Latin America in the Era of the Cuban Revolution*. Westport, CT: Praeger, 2001. ISBN: 0-275-96706-9.

CLASS REQUIREMENTS:

1. Attendance and punctuality are mandatory. Students are permitted two unexcused absences, and five absences in total for any reason. Any student missing more than five classes will receive a failing grade in the class. Missing three consecutive classes without the professor's prior approval will also result in a failing grade. Beyond the two permitted unexcused absences, each subsequent absence not excusable under university policy results in a five point deduction from the final grade, until the five absence limit is reached and a the professor will assign a failing grade.

If you anticipate an absence which is excusable under university policy, you must inform the professor no less than one week in advance, and, at that time, provide substantiating documentation authored by a third party explaining the reason for the absence. In the case of emergency absences, you must notify the professor no later than one week after the emergency and provide, upon your return to class, substantiating documentation authored by a third party. For further information on university attendance regulations, please consult http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02_20.3.php.

2. Students must come to class having read and assimilated, and be prepared to discuss, the reading material by its due date. Attendance of class does not count as participation, which is an active, verbal process.
3. All assignments must be typed, single-spaced, stapled, legible and printed in black ink, and you must attend class on the due date of the assignment to receive credit for it.
4. Unless previously cleared by the professor, late assignments are not accepted.

5. Students must adhere to University policies on academic integrity, including the University Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment." Plagiarism is the presentation of the work of others as your own, and, as with all violations of the honor code, will automatically result in a failing grade.
6. Please familiarize yourself with the student code of conduct, which is available at http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php. Any student violating such policy will receive a failing grade in the class and be reported to the Office of Student Conduct. If you are unsure if a practice is permitted, please see the professor.
7. All course requirements must be completed to qualify for course credit.
8. Preparation for class may be evaluated on the basis of additional and unannounced quizzes.
9. Students in this course must have taken three credit hours of history.
10. Students must prepare and hand in at the beginning of class at least three concise, well-thought out questions concerning the readings on the days indicated below. Questions should not only provide a platform for class discussion, but also demonstrate that the student has read the material and critically evaluated and analyzed the topic.
11. Preparation of Thought Questions are as indicated in the course outline and schedule below. For class meetings designated with a TQ, you will write a 500 word response to the question indicated for that class. Answers should demonstrate a thorough understanding of the reading assigned for that day, and evaluate and analyze the topic. Essays should draw from the readings assigned for that day, as well as from primary sources, and be cited according to the Chicago Manual of Style. Critically reflect upon the readings, look for patterns, and support your argument with evidence. Responses should be cogent, concise, and reflect an ability to prioritize knowledge, i.e. to cover the most salient issues.

GENERAL INFORMATION:

1. You are welcome to make an appointment with the professor if you have a conflict during regular office hours.
2. Students with disabilities: Please consult with the professor no later than the second class meeting to make arrangements in accordance with university policies, which can be found at www.ncsu.edu/dso/.
4. Credit Only or Satisfactory/Unsatisfactory Status: You must earn a minimum of 70%, and complete all class assignments and fulfill attendance and participation requirements to receive credit for this class. Please note that an S/U course may only count as a free elective, not as part of the General Education Program or the student's major. For more information see http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php

5. No electronic devices of any kind are permitted to be used in class. This includes but is not limited to laptops, cell phones and tape recorders.
6. A central part of this class is the development of the ability to make reasoned arguments and develop a critical perspective and ability. For this reason, students will on occasion be required to advocate positions in which they may not believe, on controversial topics. If you are unwilling to do this, then this class is not a suitable match for you.
7. If you need additional academic help outside of class during the semester, please consult the Tutorial Center at http://www.ncsu.edu/tutorial_center. "Walk In" writing assistance is also available at the Undergraduate Tutorial Center in 126 Nelson. Writing questions may also be emailed to grammar@ncsu.edu.

WRITTEN ASSIGNMENTS WILL BE EVALUATED ON THE FOLLOWING CRITERIA:

1. Focus, Content, Ideas, Analysis, Interpretation 30%

- A. Focuses on what the question asks. Does specifically what the question requires and fulfills the demand of the action verb: compare, synthesize, critique, evaluate, etc.
- B. Analyzes the actions and motives of people in the past and what they did.
- C. Incorporates the actual words of historical actors (primary sources) into the essay.
- D. Attempts to explain (interpret) key issues specified, such as causation or comparison.
- E. Briefly identifies the people mentioned and defines specialized terms.

2. Inclusion of Relevant Historical Evidence 30%

- A. Supports all thesis statements (assertions, explanations, interpretations) with specific, warranted evidence (examples, illustrations, concrete historical actions).
- B. Integrates evidence from three or more different primary sources into each paragraph, with appropriate direct quotations from primary sources.
- C. Identifies sources—names and gives a brief description of persons quoted.
- D. Includes statistical or visual evidence if appropriate (numbers, percentages, charts, graphs).

3. Organization and Logical Argument 20%

- A. Organizes ideas and themes into logical sequences and subtopics.
- B. Each paragraph focuses on and supports a single idea; one topic per paragraph.

- C. Logical transitions between paragraphs create a clear flow of ideas through the essay.
- D. Makes as complete an argument as space permits, within established word limit.
- E. Avoids logical fallacies and unsupported assertions.

4. Writing Clarity and Correctness 10%

- A. Presents ideas in direct, concise sentences. Avoids long sentences (20 words plus).
- B. Expresses ideas in the active voice.
- C. Employs strong, vigorous action verbs.
- D. Does not incorrectly mix past and present tenses.
- E. Uses correct spelling, grammar, and punctuation.

5. Citation 10%

Sources must be properly cited, according to the Chicago Manual of Style.

GRADING:

Preparation and Participation:	25%
Preparation of Thought Questions	25%
Mid-term:	25%
Final Exam:	25%

COURSE OUTLINE AND SCHEDULE:

The following is tentative and may be modified at the discretion of the professor. Readings are indicated on the day on which they will be discussed in class, and questions based on the readings must be handed in at the beginning of class.

January

- 12 Introduction/Overview
- 14 Defining and Identifying Causes of Revolution
- 19 Identifying Causes of Revolution Continued
Read Wright, Introduction; Castro, Introduction.
TQ 1: What are the major causes of revolutions?
- 21 Latin America's Colonial Legacy
Read and be prepared to discuss Juan and Ulloa, Chapters 1-5.
- 26 Latin America's Colonial Legacy Continued

Read and be prepared to discuss Juan and Ulloa, Chapters 6-9.

- 28 Resistance as Revolution: The Pueblo Revolt of 1680
Read and be prepared to discuss Naranjo.

February

- 2 Anti-Colonial Insurgency Case Study: The Great Andean Rebellion of 1780-1782
Read and be prepared to discuss Castro, Introduction, and Galindo, Chapter 1 in Castro.
- 4 Political Culture, Economic Development and the Caste War of Yucatan, 1847-1901
Read and be prepared to discuss Rugeley, Chapter 2 in Castro.
- 9 Revolution as Institution? Mexico, 1910-2000
Read and be prepared to discuss Millon, Chapter 3 in Castro.
- 11 A Conservative Revolution? Bolivia, 1952
Read and be prepared to discuss Peredo, Chapter 11 in Castro.
- 16 Film: Guantanamera
- 18 Guantanamera continued
- 23 The Cuban Revolution: Ideological Origins and Course
Read and be prepared to discuss Guevara, Chapter 5 in Castro, and Wright, Chapters 1-2.
TQ 2: What conditions in Cuba led to the rise of Fidel Castro and his garnering of middle-class support?
- 25 From Hope to Despair: The Cuban Revolution in Practice
Read and be prepared to discuss Wright, Chapter 3.

March

- 2 Revolutionary Theory and Tactics During the Cold War
Read and be prepared to discuss Debray, Chapter 6, and Marighella, Chapter 12, in Castro, and Wright, Chapters 5-6.
- 4 Allende and the Electoral Path in Chile
Read and be prepared to discuss Wright, Chapter 8.
- 9 Review
- 11 **Mid-Term Exam**

- 16 No Class: Spring Break
- 18 No Class: Spring Break
- 23 Coffee, Cotton and Cattle: Export Economies and Social Unrest in Central America.
- 25 The Second Coming of Sandino: Nicaragua, 1979
Read and be prepared to discuss Ramírez, Chapter 4 in Castro, and Wright, Chapter 10.
- 30 The State Responds: Guatemala in the 1980s
Read and be prepared to discuss Gott, Chapter 7 in Castro

April

- 1 No Class: Spring Holiday
- 6 The ABC's of Repression: Unrest in the Southern Cone
Read and be prepared to discuss Castro, Chapter 13, Petras, Chapter 14 in Castro, and Wright, Chapter 9.
TQ 3: What was the basis of the “legitimacy” of bureaucratic authoritarian governments in South America?
- 8 Mao and Túpac Amaru in the Andes: The Shining Path and MRTA in Peru
Read and be prepared to discuss De la Puente, Chapter 9, Béjar, Chapter 10, Masterson, Chapter 15, Castro, Chapter 16, Alegría/Flakoll, Chapter 17, in Castro and Wright, Chapter 7.
TQ 4: How did the strategy and tactics of the Shining Path differ from other rebel movements in Latin America? In what ways was it, and was it not, Maoist?
- 13 U.S. Responses to Revolution in Latin America
Read and be prepared to discuss Wright, Chapter 4.
TQ 5: What have been the varying responses by United States governments to revolution in Latin America?
- 15 Democracy and Revolutions
- 20 The New Left in Latin America: Venezuela, Ecuador and Bolivia
Read and be prepared to discuss Lowy, Chapter 18, Braun, Chapter 19, in Castro and Wright, Chapter 11.
- 22 The New Left in Latin America Continued

27 Revolution or Evolution: Evaluating the Success of Revolutions

29 Last Day of Class: Review

May

Final Exam: TBA