History 364
Revolution and Radical Politics in Latin America

TR 1:30-2:45PM
KH 7
Spring 2016

Prof. Matt Karush
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Office Hours: TR, 10:30-12:00
and by appt.
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Course Description:
During the twentieth century, Latin America witnessed both peaceful political movements and violent revolutions aimed at redressing economic inequalities and creating a more just society. This course will consider several of these movements in comparative perspective: the Mexican Revolution, the Allende regime in Chile, the Cuban and Nicaraguan Revolutions. Among the questions we will consider are the following: What factors account for the emergence of these movements? What has determined their success or failure? What impact have they had on society? Are they compatible with democracy? What role has the United States played in fomenting or preventing these radical political movements?

Books Required for Purchase:
Michael J. Gonzales, The Mexican Revolution, 1910-1940
Peter Winn, Weavers of Revolution: The Yarur Workers & Chile's Road to Socialism
Thomas Wright, Latin America in the Era of the Cuban Revolution

*All books are available at the University Bookstore (and from your favorite on-line vendor). All other readings are available via the class website: http://matthewkarush.net/hist364/. I will email you the password.

Class Requirements:
Requirements include a midterm and final exams (both of which will be composed of essay questions and identifications), a 2-3 page essay on a film we will see in class, and a 6-8 page paper involving outside research (see paper assignments below). Late papers will be marked down one half grade per day unless an extension is requested and granted at least one week prior to the due date. Active participation in class discussions is required, and there will be five very short multiple choice quizzes to encourage students to keep up with the reading. Quiz, exam, and essay due dates are listed in the class schedule below.

Grades will be determined as follows:

midterm 20%
final 25%
film essay 10%
research paper 25%
class participation and quizzes 20%
A Note on Classroom Decorum:
Students should feel free to bring laptops, ipads, etc to class in order to take notes. However, please try to stay off of social media, email, and the web (unless you are googling a name or event that was mentioned in lecture or discussion). The material we will be discussing in class is complex; it requires your full attention. More important, the images on your screen are likely to distract students sitting behind you. If you (like me) are one of those people who will find it hard not to surf the web, then leave the laptop at home. Similarly, if you stayed out late the night before and you know you are unlikely to be able to stay awake, skip class and get the notes from a classmate. Sleeping students are a distraction to others. Finally and most importantly, **DO NOT TEXT** in class. If you have a personal emergency to deal with, quietly leave class and go deal with it.

Class Schedule:

1/19 – Introduction: The Significance of Revolution in Latin American History

Part I: Modernization and its Discontents: The Mexican Revolution

1/21 – The Porfiriato: Background to Revolution
   • Gonzales, 1-59

1/26 – Causes, Outbreak, and the Fall of Díaz
   • Gonzales, 60-91
   • "Plan of San Luis Potosí" and "Plan of Ayala"

1/28 – The Old Regime Fights Back
   • Gonzales, 92-132
**Quiz 1 on 1/28 (covers Gonzales, 92-132)**

2/2 – The War Between the Revolutionaries
   • Gonzales, 133-181

2/4 – The Aftermath
   • Gonzales, 182-220

2/9 – Cárdenas: A Revolution Delayed?
   • Gonzales, 221-270

Part II: The Dawn of the Cold War

2/11 – The Cold War Comes to Latin America: Guatemala, 1954
   • Greg Grandin, “Off the Beach: The United States, Latin America, and the Cold War”
**Quiz 2 on 2/11 (covers Grandin)**

2/16 – The Cuban Revolution: Origins
   • Wright, xi-xiv, 1-19
   • Fidel Castro, "History will Absolve Me"
2/18 – Taking Power and Managing Dissent
  • Guerra, 37-106

2/23 – Radicalization: Towards Dictatorship?
  • Guerra, 135-188; 198-226
**Quiz 3 on 2/23 (covers Guerra, 135-188; 198-226)**

2/25 – Challenges to the Revolution: Youth, Sexuality and Race
  • Guerra, 227-255

3/1 – Reviving the Revolution: 10 Million Tons of Sugar
  • Guerra, 256-277; 290-316; 353-367

3/3 - **MIDTERM EXAM**

**SPRING BREAK**

**Part III: After Cuba**

3/15 –The Impact of the Cuban Revolution in Latin America and the U.S.
  • Wright, 39-72
  **Research Paper thesis and bibliography due in class on 3/15**

3/17 – Guerrilla Warfare Spreads
  • Wright, 73-109
  **Quiz 4 on 3/17 (covers Wright, 73-109)**

3/22, 3/24 – Remembering the Allende Years
  • Film (shown in class): *Machuca* (Wood, 2004)
  • Wright, 129-147

3/29 – Chile: A Peaceful Path to Socialism?
  • Winn, 1-78
  **Film Essay due in class on 3/29**

3/31 – Workers Radicalize the Revolution
  • Winn, 79-208

4/5 – The End of Allende: the 1973 Coup
  • Winn, 209-256
  **Quiz 5 on 4/5 (covers Winn, 209-256)**

4/7 – Backlash: Latin America’s Anticommmunist Dictatorships
  • Wright, 149-164

4/12, 4/14 – Nicaragua: The Rise and Fall of the Sandinista Revolution
• Wright, 165-185
4/19 – Democratization and Neoliberalism: The End of Revolution?
• Wright, 187-206

4/21 – The Return of the Left

4/26 – Taking Stock

4/28 – Final Exam Review

RESEARCH PAPER due in class on 4/28

5/10 – Final Exam (1:30-4:15)
Due in class on 3/29

Write a 2-3 page paper that answers the following questions. Your paper should be typed, double-spaced, spell-checked, and proof-read. It should also be stapled and have page numbers. There should be no spaces between paragraphs. Remember to make a clear argument and use specific examples to support your claims. Be sure to read Wright, 129-147 for background, but you do not have to reference that text in your essay.

Socialist politician Salvador Allende was elected President of Chile in 1970 and oversaw an ambitious, revolutionary transformation before he was overthrown by the military in 1973. Andrés Wood was a young boy during these years, and his film, *Machuca*, is based loosely on his own experiences. What is Wood’s interpretation of the Allende experience? Does the film suggest an explanation for the failure of socialism in Chile?
Research Paper Assignment
Due in class on 4/28
(Preliminary Thesis and Bibliography due on 3/15)

Pick a Latin American revolutionary movement that occurred in the past. You may NOT choose either the Mexican or Cuban Revolutions, but any other historical case is fair game, including the Nicaraguan, Guatemalan, and Chilean movements we are studying in this class.

Research this movement through the available scholarly literature. You must consult at least two significant scholarly sources that we have not read in class: either two books, one book and two articles, or four articles. Textbooks, newspapers, magazines, encyclopedias, and most websites are NOT scholarly works.

Write a 6-8 page essay in which you make an historical argument about the movement you have chosen. In other words, your paper must do more than simply describe the movement or list its characteristics; you need to advance your own interpretation. Since you only have 6-8 pages to work with, you should focus on one particular aspect of the movement: its causes, its impact, the reasons for its success or failure or some other historical issue. Do NOT argue that the movement was simply good or bad. To give your paper a comparative dimension, you should draw on one or two of the class readings.

Your paper should be typed, double-spaced, spell-checked, proof-read, stapled, and page-numbered.

Below are several possible movements to explore, along with bibliographical recommendations. Feel free to choose a different movement and/or different readings. I will approve your choices when you hand in your thesis and bibliography on March 15.

1) Peru: Sendero Luminoso (the Shining Path)
   David Scott Palmer, ed., The Shining Path of Peru (St. Martin’s Press)
   Orin Starn, “To Revolt against the Revolution: War and Resistance in Peru’s Andes,”
   Cultural Anthropology 10:4 (547-80).

2) El Salvador: Communist movement of 1932
   Roque Dalton, Miguel Marmol (Curbstone).
   Jeffrey Gould and Aldo Lauria-Santiago, To Rise in Darkness (Duke)

3) El Salvador: FMLN (the Farabundo Martí National Liberation Front)
   Aldo Lauria-Santiago and Leigh Binford, eds., Landscapes of Struggle

4) Argentina: the Montoneros
   Richard Gillespie, Soldiers of Perón: Argentina’s Montoneros (Oxford)

5) Guatemala: Arévalo/Arbenz or the later guerrilla struggles
   Piero Gleijeses, Shattered Hope
Cindy Forster, *The Time of Freedom*
Greg Grandin, *The Last Colonial Massacre*

**ENROLLMENT INFORMATION**
Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes. (Deadlines each semester are published in the Schedule of Classes available from the Registrar's Website, registrar.gmu.edu.)
Last day to add a class: 1/26
Last day to drop a class: 2/19
After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

**ACADEMIC INTEGRITY**
Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. For the purposes of this course, make sure that you understand what plagiarism is and how to avoid it. You may not present anyone else’s words or ideas as if they were yours. If I suspect that you have, I will immediately turn your case over to the Honor Committee.

**MASON EMAIL ACCOUNTS**
Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.

**OFFICE OF DISABILITY SERVICES**
If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

**WRITING CENTER**
For help with your writing, please use the services of the Writing Center: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu; wcenter@gmu.edu

**COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)**
(703) 993-2380; http://caps.gmu.edu

**UNIVERSITY POLICIES**
The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.