History 364
Revolution and Radical Politics in Latin America

MW 12:00-1:15PM
Music/Theater Building 1007
Fall 2018
Prof. Matt Karush
Office: Rob B 339
Office Hours: W, 2:00-4:00
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

*All books are available at the University Bookstore (and from your favorite on-line vendor). Be sure to get the correct edition of the Wright book.

Readings marked with an asterisk are available on our course’s Blackboard site. Go to mymason.gmu.edu and click on the “courses” tab and then on HIST 364-001. Clicking on “Course Content,” at the left of the screen, you will find PDFs of the readings. For the readings on 9/26, links have been provided below. Other readings are journal articles that can be found by searching via the library webpage.

Class Requirements:
Requirements include an in-class midterm composed of an essay question and identifications, a take-home final exam consisting of 2 or 3 essays, and a 6-8 page paper involving outside research (see paper assignment 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. All due dates are listed in the class schedule below. Active participation in class discussions is required. In addition, students are required to prepare a discussion question for each day’s reading. These questions should raise substantive issues of interpretation, NOT simply points of fact. I will select two or three students at random to share their questions with the class.

Grades will be determined as follows:
midterm 20%
take-home final 30%
research paper proposal 5%
research paper 25%
class participation/discussion questions 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:

8/27 – Introduction: The Significance of Revolution in Latin American History

Part I: Modernization and its Discontents: The Mexican Revolution
8/29 – The Porfiriato: Background to Revolution
   • Gonzales, 1-59

9/3 – No Class: Labor Day

9/5 – Causes, Outbreak, and the Fall of Díaz
   • Gonzales, 60-91
   • "Plan of San Luis Potosi"* and "Plan of Ayala"*

9/10 – The Old Regime Fights Back
   • Gonzales, 92-132

9/12 – The War Between the Revolutionaries
   • Gonzales, 133-181

9/17 – The Aftermath
   • Gonzales, 182-260

9/19 – CLASS CANCELED

9/24 – What Difference Did the Revolution Make?
   • Gonzales, 261-270
Part II: The Dawn of the Cold War

9/26 – The Cold War Comes to Latin America: Guatemala, 1954

10/1 – The Cuban Revolution: Origins
  • Wright, xiii-xvii, 3-19
  • Fidel Castro, "History will Absolve Me" ([http://college.cengage.com/history/world/keen/latin_america/8e/assets/students/sources/pdfs/87_fidel_castro.pdf](http://college.cengage.com/history/world/keen/latin_america/8e/assets/students/sources/pdfs/87_fidel_castro.pdf))
  • “Sierra Maestra Manifesto” ([http://www.latinamericanstudies.org/cuban-rebels/manifesto.htm](http://www.latinamericanstudies.org/cuban-rebels/manifesto.htm))

10/3 – Taking Power and Managing Dissent
  • Guerra, 37-106

10/9 [Class meets on **Tuesday** this week!] – Radicalization: Towards Dictatorship?
  • Guerra, 135-188; 198-226

10/10 – Challenges to the Revolution: Youth, Sexuality and Race
  • Guerra, 227-255

10/15 – Reviving the Revolution: 10 Million Tons of Sugar
  • Guerra, 256-277; 290-316; 353-367

10/17 - **MIDTERM EXAM**

Part III: After Cuba

10/22 – The Impact of the Cuban Revolution in Latin America and the U.S.
  • Wright, 41-77

10/24 – Guerrilla Warfare Spreads
  • Wright, 81-118

**Research Paper Proposal due in class on 10/22**

10/29 – Chile: A Peaceful Path to Socialism?
  • Winn, 1-78
  • Wright, 141-161

10/31, 11/5, 11/7 – The Allende Revolution
  • Film (shown in class): *Battle of Chile, Pt. 3: The Power of the People* (Guzmán, 1979)
  • Winn, 79-208
11/12 – The End of Allende: the 1973 Coup
  • Winn, 209-256

11/14, 11/19 – Backlash: Latin America’s Anticommunist Dictatorships
  • Wright, 187-227

11/21 – No Class: Thanksgiving

11/26, 11/28 – Nicaragua: The Sandinista Revolution II
  • Wright, 163-185

**RESEARCH PAPER due via email before class on 11/28**

12/3, 12/5 – The Fall, Rise and Fall (?) of the Left
  • Wright, 229-250

**12/14 – Take-Home Final Exam due via email by 5:00 PM**
Pick a Latin American revolutionary movement that occurred in the past. You may NOT choose the Mexican or Cuban Revolutions or the Allende experience in Chile, but any other historical case is fair game, including the Nicaraguan and Guatemalan 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 sources.

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, but feel free to choose a different movement. On 10/22, you will email me a proposal with a preliminary bibliography and either a topic or hypothesis to explore. I will either approve your choices or suggest some changes.

Peru: Sendero Luminoso (the Shining Path)  
El Salvador: Communist movement of 1932  
El Salvador: FMLN (the Farabundo Martí National Liberation Front)  
Argentina: the Montoneros  
Guatemala: Arévalo/Arbenz or the later guerrilla struggles  
Bolivia: 1952 MNR Revolution
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: 9/4
Last day to drop a class with no tuition penalty: 9/9
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.