

HILA 103: Revolution in Modern Latin America
Tues/Thurs 11:00 a.m.-1:50 p.m.
CENTR 217A

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Office Hours: Tuesdays, 2:30pm-4pm (HSS #6017)

This course gives an overview of some of Latin America's most notable revolutionary moments. Covering five major flash points (Haiti, Mexico, Cuba, Chile, and resistance to the neoliberal turn), we will analyze the following questions: What constitutes a revolution? Who are the primary agents of revolution and what do they want? What constitutes a "successful" or "failed" revolution? And how do we encapsulate "revolutionary moments"? Are they ongoing processes or do they have a fixed beginnings and endings? While scholars continue to debate many of these questions, the purpose of this class is for us to critically engage primary sources, secondary literature, films, and other cultural materials to determine how to assess Latin American revolutions within their historical context and within our contemporary circumstances.

Course Readings & In-Class Materials:

All course readings will be available via TritonEd and therefore do not require any book purchases. However, many of our course readings will be coming from one edited collection, which is available for purchase in the event you prefer a physical copy. The book can be purchased through Duke University Press and Amazon (used and e-book available as well).

- Gilbert Joseph and Greg Grandin, eds., *A Century of Revolution: Insurgent and Counter-Insurgent Violence during Latin America's Long Cold War* (Durham: Duke University Press, 2010).

Along with our readings, we will be using primary source materials during our lectures to analyze how people understood their revolutionary moments. Using testimonials, proclamations, propaganda, manifestos, state surveillance documents, songs, and art, primary sources grant us a vision from participants and opponents of Latin America's various revolutions. Additional primary sources will be available via TritonEd to be used for your midterm and final papers.

The primary sources will be used to compliment our course readings as well as films we will be watching in-class. The films, which include motion pictures as well as documentaries, will allow us to examine how revolutions are remembered as well as to determine the circumstances in which they are produced.

Classroom Culture

This course will be touching on issues that are controversial, historically and contemporarily. Revolutions, in their very nature, create social disruptions that can linger far beyond the space and time in which they inhabited. Our objective in this course is to understand the historical precedent and resonance of these revolutions and counter-revolutions. To best analyze these revolutions (and counter-revolutions), we will use evidence-based arguments, not opinions, to substantiate critical discussions. With that said, please be respectful of the opinions of your peers and professor. Try your best not to interrupt others when they are speaking. Be attentive and open to what your classmates share.

Academic Honesty: You are encouraged to study with your peers, but absolutely all work must be your own and you are expected to adhere to the university's academic honesty code for all assignments. Any case of cheating or plagiarism will be dealt with according to university policy and result in an F grade (zero) for the assignment.

Accommodations for Students with Disabilities: If you require special consideration regarding class-seating arrangements, course materials, or written assignments please notify the professor.

Cell Phones: Cell phones are to be turned off or to silent mode prior to coming to class. Please do not answer cell phones during class.

Computers: It is acceptable to use your laptop/tablet to take notes during class and to review materials, but please refrain from surfing the Internet and email during class.

The professor reserves the right to alter the syllabus at any point during the quarter

Assignments

Final Project, due Saturday, August 5th: 40%
Midterm Essay, due in class, Thursday, July 20th: 30%
Participation: 20%
Map Quiz: 10%

Final Project (40%)

For this course's final, you have two options for your final project:

- 1) An **analytical essay (1,000-1,400 words)** in which you critically examine one of the revolutions we covered during our course, OR a comparative study which puts two revolutions in conversation with one another. You will receive a prompt ahead of time with more information about what you will be writing on. This essay should incorporate weekly readings, lecture notes, primary sources, and aspects of the films we watch. Essays will be due during our final.

- 2) Join up in groups of between 3-5 students to create a **group video skit**. The skits should be approximately five minutes long and act out a scenario relating to one of the revolutions we covered in class. Each participant will write a **short essay (750-1,000 words)** describing the historical context in which your skit is based upon using weekly readings, lecture notes, primary sources, and aspects of the films we watch. Skits should be sent to me the night before the final and will be presented to the class during our final.

Physical copies of all final essays should be turned during our final on **Saturday, August 5th**. Turnitin copies of the papers should be turned in no later than 11:59pm, August 5th. The papers should be 12-point font, double-spaced, with 1” margins on all sides. Late papers and/or group projects will not be accepted.

Midterm Essay (30%)

For the midterm essay, you will be asked to write a **750-1,000 word analytical essay**, which will be due at the beginning of class on **Thursday, July 20th** – Turnitin copies should be turned in no later than 11:59pm on Thursday, July 20th. The midterm should be 12-point font, double-spaced, with 1” margins on all sides. Late papers and/or group projects will not be accepted.

Participation (20%)

Although much of our time in class will be based around a set lecture, we will also conduct the course in a seminar fashion. This means that students must come prepared to participate in classroom discussion. Being prepared means doing our weekly reading *before* our first weekly class meetings (Week #1 will be the only exception), so please be sure to allocate the proper amount of time to finish the readings and bring your notes and readings to class to fully engage. If it seems that students are not doing the readings, I may initiate conducting pop quizzes during class.

Attendance: Due to the short duration of this course, attendance is mandatory. Much of what we will be covering in this class will be discussed or experienced in class, so it’s crucial to be at lecture. You are allowed one unexcused absence for the course. A second absence will result in a 15% deduction in your final grade. Three or more absences will result in an automatic fail.

Map Quiz (10%)

In Week #2, there will be a map quiz during Week #2 in which you will be asked to indicate where the countries we are covering are located, as well as their national capitals.

Week #1: Haiti & The Atlantic Revolutions

July 6th



****No Class, July 4th****

Readings

- Michel-Rolph Trouillot, “An Unthinkable History: The Haitian Revolution as a Non-Event,” in *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995), 70-107.
- Ada Ferrer, “Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic,” *The American Historical Review* 117:1 (Feb., 2012): 40-66.

Primary Sources

- Excerpts from Jeremy D. Popkin, *Facing Racial Revolution: Eyewitness Accounts of the Haitian Insurrection* (Chicago: University of Chicago Press, 2008), 37-58; 174-179; 233-251; 363-366.
- Excerpts from *The Cuban Reader: History, Culture, Politics*, edited by Aviva Chomsky, Barry Carr, and Pamela Maria Smokaloff (Durham: Duke University Press, 2009), pp. 115-117, 122-127.

Film

- *Égalité for All: Toussaint Louverture and the Haitian Revolution* (2009, 60 minutes, directed by Noland Walker)

Week #2: The Mexican Revolution
July 11th & July 13th



****Map Quiz – Tuesday, July 11th****

Readings

- Friedrich Katz, “Violence and Terror in the Russian and Mexican Revolutions,” in *A Century of Revolution*, pp. 45-61.
- Myrna I. Santiago, “Rejecting Progress in Paradise: Huastecs, the Environment, and the Oil Industry in Veracruz, Mexico, 1900-1935,” *Environmental History* 3:2 (Apr., 1998): 169-188.
- Gladys McCormick, “The Last Door: Political Prisoners and the Use of Torture in Mexico’s Dirty War,” *The Americas* 74:1 (Jan. 2017): 57-81.

Primary Sources

- *The Mexico Reader*, pp. 334-356, 411-425, 439-451

Film

- *The Storm That Swept Mexico* (2011, 117 minutes, directed by Ray Telles)

Week #3: The Cuban Revolution July 18th & July 20th



****Midterm Essay due Thursday, July 20th****

Readings

- Michelle Chase, "Women's Organisations and the Politics of Gender in Cuba's Urban Insurrection (1952-1958)," *Bulletin of Latin American Research* 29:4 (2010), 440-458.
- Michelle Chase, "The Trials: Violence and Justice in the Aftermath of the Cuban Revolution," in *A Century of Revolution*, 163-198.
- Devyn Spence Benson, "Conflicting Legacies of Antiracism in Cuba," *NACLA Report on the Americas* 49:1, 48-55.

Primary Sources

- Fidel Castro, "History Will Absolve Me"; Ernesto "Ché" Guevara, "Reminiscences of the Cuba Revolutionary War"; Fidel Castro, "Castro Announces the Revolution;" in *The Cuba Reader*, pp. 306-320, 341-344.

Film

- *Ché Parte 1 - El Argentino / Ché: Part I* (2008, 134 minutes, directed by Steven Soderbergh)

Week #4: Revolution & Counter-Revolution in Cold War Latin America



Readings

- Raymond B. Craib, “Students, Anarchists and Categories of Persecution in Chile, 1920,” *A contra corriente: A Journal on Social History and Literature in Latin America* 8:1 (Fall 2010): 22-60.
- Raymond B. Craib, “The Firecracker Poet: Three Poems by José Domingo Gómez Rojas,” *New Letters: A Magazine of Writing & Art*, 71-78.
- Peter Winn, “The Furies in the Andes: Violence and Terror in the Chilean Revolution and Counterrevolution,” in *A Century of Revolution*, 239-276.

Primary Sources

The Chile Reader, pp. 380-414, 422-432, 443-449.

Films

- *La batalla de Chile / The Battle of Chile* (1975-1979, excerpts, directed by Patricio Guzmán)
- *Historia de un oso / Bear Story* (2016, 11 minutes, directed by Gabriel Osorio Vargas)
- *Chile, memoria obstinate / Chile, Obstinate Memory* (58 minutes, 1997, directed by Patricio Guzmán)

Week #5: Revolution from Below in the Neoliberal Age



Readings

- Fernando Coronil, "The Future in Question: History and Utopia in Latin America (1989-2010)," in *Business as Usual: The Roots of the Global Financial Meltdown* (New York: NYU Press, 2011), 231-264.
- John Holloway, Chapters 1-3, in *Change the World Without Taking Power* (London: Pluto Press, 2010), 1-42.

Primary Sources

Excerpts from Subcomandante Marcos, *Our Weapon Is Our Word: Selected Writings* (New York: Seven Stories Press, 2001).

Film

Even The Rain / También la lluvia (2010, 104 minutes, directed by Icíar Bollaín)

****Final: Saturday, August 5th, 11:30am-2:29pm****