



Western University

From the Selected Works of Jason Dyck

2015

HIST4470Y (Revolutions in Latin America)

Jason Dyck

**DEPARTMENT OF HISTORY
TRENT UNIVERSITY**



**HIST 4470Y
REVOLUTIONS IN LATIN AMERICA**

Fall/Winter 2014/2015 – Oshawa

INSTRUCTOR: Jason Dyck	EMAIL: jasondyck@trentu.ca	WEBPAGE: http://www.jasoncdyck.com	TELEPHONE: 905-435-5102, ext. 5053
CAMPUS: Oshawa	OFFICE LOCATION: Thornton 169	OFFICE HOURS: Thursdays, 12:00PM–2:00PM	

ADMINISTRATOR: Trisha Pearce	EMAIL: trishagpearce@trentu.ca
OFFICE LOCATION: Lady Eaton College, S101.3 (Symons Campus)	TELEPHONE: 705-748-1011, ext. 7840

COURSE DESCRIPTION

This course examines revolutionary and counterrevolutionary activity in Latin America from the late eighteenth century to the early 1990s. Its basic premise is that revolutions in Latin America were all responses—in varying degrees—to the social inequality that emerged as a result of conquest and colonization. To test this thesis, seminar themes are divided into four general groups: (1) colonial legacies, (2) revolution in the Atlantic world, (3) neocolonialism, and (4) the “Long Cold War.” The countries used as case studies in weekly seminars are Mexico, Guatemala, Cuba, Chile, and Nicaragua. A major objective of this course is to understand the context, goals, and outcomes of revolution through an exploration of rights, slavery, feminism, nationalism, imperialism, dictatorship, state formation, and agrarian reform. But a parallel objective is to recognize the multiethnic character of revolutionary art and literature through an analysis of murals, film, photography, social media, liberation theology, and testimonial writing.

COURSE FORMAT

I. SEMINAR SCHEDULE

TYPE	DAY	TIME	LOCATION
Seminar	Thursdays	10:10PM–12:00PM	Thornton 127

Please check <https://scheduler.trentu.ca/AcademicTimetable/Oshawa/FallWinter/TimeTableGen11.htm> to confirm times and locations.

II. SEMINARS AND SEMINAR READINGS/IMAGES

This is a seminar course, which means that you need to come prepared to class on a weekly basis. Each seminar is two hours long and you are responsible for the following:

- Viewing and analyzing the assigned images and videos
- Reading and reflecting upon the required readings
- Attending weekly seminars
- Preparing responses for the minute round
- Participating generously
- Giving one seminar presentation
- Giving one research presentation

Your seminar grade will be evaluated based upon the following five interrelated elements:

- Attendance
- Minute round
- Participation
- Seminar presentation
- Research presentation

ATTENDANCE is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a seminar you should communicate with the instructor **beforehand** and not after the fact.

MINUTE ROUND is an opening exercise at the beginning of each seminar in which every student will briefly share his/her reactions, questions, problems, and insights into the weekly readings and images. These carefully pre-crafted statements will both prepare and guide the larger group in discussion.

PARTICIPATION in weekly seminars means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion. Anyone who fails to attend seminar will be given an **automatic zero** for his/her participation mark. For a

more detailed description of how your seminar participation is evaluated see the “**Guide to Latin American History**” posted on Blackboard.

SEMINAR PRESENTATIONS (10 minutes) are an opportunity for you to critically engage with a supplementary reading for one weekly seminar. In the first week you will sign up for the reading of your choosing and then provide a ten minute presentation on the selected article or book chapter during seminar. Your presentation will provide a review of the author’s general argument and use of evidence together with your own assessment of his/her work. You are responsible for giving one seminar presentation throughout the course. For a few tips on how you should prepare and deliver your seminar presentation see the “**Guide to Latin American History**” posted on Blackboard.

RESEARCH PRESENTATIONS (2 minutes) are a chance for you to briefly share about your research topic with your fellow students. On the same day that your proposal for your research paper is due you will provide a brief overview of your topic, why you chose it, and some of the questions you plan to address in your essay.

III. SEMINAR CONDUCT

You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during seminars, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

COURSE OBJECTIVES

As a fourth year course, History 4470Y provides students with the opportunity to explore revolutionary and counterrevolutionary change and their cultural consequences in Latin America, both through class discussion of scholarship in the field and through advanced independent research. Students should be able to use their advanced knowledge of the field and skills in critical thinking, historical writing, historical approaches and methodologies to research a topic in depth using primary and secondary sources (both written and visual), produce an original analytical argument based on the evidence, and situate it in the appropriate historiographical and theoretical contexts. Students should be able to communicate their arguments to the instructor and their peers with clarity, accuracy, and logic through major research papers and class presentations. Upon completing this course successfully, students should understand the conventions of historical writing, the rules of academic integrity and professionalism, the importance of personal initiative and accountability, and the evolving nature of historical knowledge, and should be able to evaluate historical writing effectively through examinations of sources, arguments, and methodologies.

COURSE EVALUATION

COMPONENTS	VALUE	DUE DATE	MEDIUM
Seminars	25%	N/A	In class
Seminar Presentation	5%	TBD	In class
Research Presentation	2%	October 16, 2014	In class
Proposal/Annotated Bibliography	8%	October 16, 2014	Email
Photo Essay: The Camera Eye	15%	November 13, 2014	Email
Reflective Essay: Testimonios	15%	January 22, 2015	Email
Research Paper	30%	March 30, 2015	Email

*At least 25% of the grade will be made available before the deadline for withdrawal without academic penalty.

*You need to hand in all assignments to receive a passing grade in this course.

I. PROPOSAL/ANNOTATED BIBLIOGRAPHY FOR RESEARCH PAPER

1. Description and Purpose

The first assignment of this course is a short proposal on a research topic of your choosing on revolutions in Latin America together with an annotated bibliography. The purpose of a proposal/annotated bibliography is to provide you with the opportunity to do some preliminary research in preparation for writing. This will allow you to develop an initial argument, one that might change with further research. It will also provide you with the opportunity to evaluate your sources to see what is both available and useful for your particular topic. Your proposal should be 3 pages (doubled-spaced) and should briefly describe your topic (rooted in both a specific time and place) and general approach. Be specific in your proposal, remembering that you cannot address the entire history of Latin America in one research paper. Your annotated bibliography should be roughly 2–3 pages (single-spaced) and should include brief descriptions (2–3 sentences) on all of your sources. In these descriptions you should identify the general argument and usefulness of the book or article for your research paper. You can modify your topic and add or remove sources from your bibliography after submitting your proposal, but if you make substantial changes you should notify the instructor. Before writing your proposal make sure to review the “**Guide to Latin American History**” posted on Blackboard together with the *Online History Workbook* on the Department of History website at <http://www.trentu.ca/history/workbook/>.

2. Important Details

Due Date: October 16, 2014 (email before midnight)

Length: 5–6 pages (double-spaced, 12-font, Times New Roman)

Sources:

- At least 3 primary sources
- At least 14 secondary sources (both journal articles and books [at least 5])

II. PHOTO ESSAY: THE CAMERA EYE

1. Description and Purpose

The second assignment of this course is a photo essay analyzing Canadian society through the camera lens. It is designed as an exercise in cultural observation, one which encourages you to explore your artistic imagination and ethnographic skills. To complete

this assignment you need to visit a “cultural site” of your choosing (see list of possible sites below); spend at least 3-4 hours observing people, material objects, and architecture (feel free to return at another time); take notes on your observations (digitally or on paper); and snap numerous photographs of your experiences (at least 40 or even more). As you perform these tasks you need to imagine that you are an attentive traveller from another part of the world on your first trip to Canada. What would grab your attention in the Great White North? After you have finished your research, you need to select 10 photographs that capture the essence of the “cultural site” you chose to photograph. All of your photographs need to appear numbered on a separate page with the appropriate bibliographic information: author (which must be you), title (be creative), type of camera (still, instant, digital, or telephone), location (anywhere in Canada, but be specific), and date (day, month, and year). In addition to your photographs and bibliographic list, you need to write a 5-page reflection on your photo essay explaining your process of research and selection. What was your camera eye and how did this influence the way you viewed Canadian society? What did you do at the “cultural site” to obtain the best photographs? How and why did you choose your subjects? Why did you choose the 10 photographs you did and how did you determine their order of sequence? What do your photographs teach us about Canadian society (explain the significance of specific shots)? Before arriving to your “cultural site,” you should stimulate your camera eye by reading the essays by John Mraz and Peter Burke listed below.

2. Important Details

Due Date: November 13, 2014 (email before midnight)

Length: 10 photographs; 5 pages (double-spaced, 12-font, Times New Roman)

Preparatory Reading:

- [SS] John Mraz. “Mexican History: A Photo Essay.” In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 297–331. [Blackboard]
- [SS] Peter Burke. “Photographs and Portraits.” In *Eyewitnessing: The Uses of Images as Historical Evidence* (Ithaca: Cornell University Press, 2001): 21–33.
[http://annasuvorova.files.wordpress.com/2012/08/burke-4_319.pdf]

Possible Cultural Sites:

- Shopping Centre
- Farmers’ Market
- Sporting Event
- Cultural Festival
- Union Station
- Specific Neighbourhood

III. REFLECTIVE ESSAY: TESTIMONIOS

1. Description and Purpose

The third assignment of this course is a reflective essay on memory, objectivity, and truth in primary sources known as *testimonios* (testimonial literature). *Testimonios* are a uniquely Latin American literary form that emerged in the turbulent times of the 1960s, specifically in Cuba in the wake of the revolution. Several authors in the region turned to the poor, marginalized, and powerless to uncover their experiences of daily life, labour, religion, and revolutionary politics. *Testimonios*, then, are a cross between

documentary writing and autobiography, often produced in collaboration between an academic and subaltern. One of the most widely read works of the *testimonio* genre is *I, Rigoberta Menchú* (1983), an account of the Mayan activist Rigoberta Menchú Tum. While in exile in the early 1980s, Rigoberta shared her life story with the Venezuelan anthropologist Elisabeth Burgos-Debray, who in turn recorded, edited, and published the interviews in an autobiographic form. In 1999 the American anthropologist David Stoll questioned Rigoberta's account, suggesting that she not only left things out but that she in fact "lied" about several details, conflating her personal experiences with other indigenous communities in Guatemala. After reading through Rigoberta's account, your task is to write an essay addressing the value of her book as a primary source. What does her *testimonio* teach us about revolutionary and counterrevolutionary activity in Guatemala between the 1960s and 1980s? What does it teach us about indigenous people in Guatemala during the same time? Does it matter if all parts of her testimony are "literally" true and specifically happened to her and her family? Before carefully examining *I, Rigoberta Menchú*, you should read through the essays by Greg Grandin cited below. Also, make sure to review the "**Guide to Latin American History**" posted on Blackboard and the *Online History Workbook* on the Department of History website at <http://www.trentu.ca/history/workbook/>.

2. Important Details

Due Date: January 22, 2015 (email before midnight)

Length: 7 pages (double-spaced, 12-font, Times New Roman)

Sources:

- [PS] Rigoberta Menchú Tum. *I, Rigoberta Menchú: An Indian Woman in Guatemala*, trans. Ann Wright, ed. Elisabeth Burgos-Debray (London: Verso, 2010). [Course Text]
- [SS] Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby. "Roads to Revolution." In *The Guatemala Reader: History, Culture, Politics* (Durham: Duke University Press, 2011): 281–285. [e-Book]
- [SS] Greg Grandin. "A Victory Described in Detail." In *Who is Rigoberta Menchú?* (London: Verso, 2011): 1–31. [Library Reserves]

IV. RESEARCH PAPER

1. Description and Purpose

The fourth assignment of this course is a research paper on a theme of your choosing. The purpose of this assignment is to provide you with an opportunity to exercise your research and analytical skills. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Each essay must include both primary and secondary sources (see below for required amounts), which means drawing upon books, articles, and book chapters. Using primary and secondary sources from the syllabus is both permissible and encouraged if they are used as additional sources to the required amounts listed below. Beyond e-Books and e-Journals available through the Trent University Library, online sources are strictly prohibited. As you carry out your research you must look for work by reputable scholars, which means performing word searches in the library catalogue and other databases of scholarly journals. Before writing your paper review the "**Guide to Latin American History**" posted on Blackboard and the *Online History Workbook* on the Department of History website at <http://www.trentu.ca/history/workbook/>.

2. Important Details

Due Date: March 30, 2015 (email before midnight)

Length: 20 pages (double-spaced, 12-font, Times New Roman)

Sources:

- At least 3 primary sources
- At least 14 secondary sources (both journal articles and books [at least 5])

UNIVERSITY POLICIES

I. ACADEMIC INTEGRITY

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: www.trentu.ca/academicintegrity.

II. ACCESS TO INSTRUCTION POLICY

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Student Accessibility Services Office (SAS), (BH Suite 132, 705-748-1281 or email accessibilityservices@trentu.ca). For Trent University - Oshawa Student Accessibility Services Office contact 905-435-5102 ext. 5024 or email nancyhempel@trentu.ca. Complete text can be found under Access to Instruction in the Academic Calendar.

REQUIRED TEXTS

* John Charles Chasteen. *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011).

* Aviva Chomsky. *A History of the Cuban Revolution* (West Sussex: Wiley-Blackwell, 2011).

* Rigoberta Menchú Tum. *I, Rigoberta Menchú: An Indian Woman in Guatemala*, trans. Ann Wright, ed. Elisabeth Burgos-Debray (London: Verso, 2010).

*All other readings and images for this course are available on Blackboard, Library Reserves or through the Trent University Library as e-Books and e-Journals.

SEMINAR SCHEDULE

[PS] = Primary Source

[SS] = Secondary Source

FALL TERM (2014)

SEMINAR I: INTRODUCTION (SEPTEMBER 4)

COLONIAL LEGACIES

SEMINAR II: CONQUEST AND SLAVERY (SEPTEMBER 11)

REQUIRED READING

- [PS] Bartolomé de las Casas. *A Short Account of the Destruction of the Indies*, trans. Nigel Griffin (Harmondsworth: Penguin Books, 1992): 3–17, 27–30, 37–56, 127–130. [Blackboard]
- [PS] Olaudah Equiano. *The Life of Olaudah Equiano, or Gustavus Vassa, the African* [1789] (New York: Dover Publications, 1999): 23–36. [Blackboard]
- [SS] John Charles Chasteen. “Introduction” and “Encounter.” In *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 1–46. [Course Text]

SEMINAR PRESENTATION READING

- [SS] Matthew Restall. “Invisible Warriors: The Myth of the White Conquistador.” In *Seven Myths of the Spanish Conquest* (Oxford: Oxford University Press, 2003): 44–63. [e-Book]

SEMINAR III: REBELLION AND RESISTANCE (SEPTEMBER 18)

REQUIRED READING

- [PS] “Túpac Amaru I, Remembered (eighteenth century).” In *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 2002): 390–394. [Blackboard]
- [PS] “Documents from a Rebellion.” In *Latin American Independence*, ed. John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010): 1, 33–39. [Blackboard]
- [PS] “The Foundation of Nuestra Señora de Guadalupe de los Morenos de Amapa, Mexico.” In *Colonial Latin America: A Documentary History*, eds. Kenneth Mills, William B. Taylor, and Sandra Lauderdale Graham (Wilmington: Scholarly Resources, 2002): 320–327 [Blackboard]
- [SS] R. Douglas Cope. “Rebellion (Spanish America).” In *Lexikon of the Hispanic Baroque: Transatlantic Exchange and Transformation*, eds. Evonne Levy and Kenneth Mills (Austin: University of Texas Press, 2013): 278–280. [Blackboard]

- [SS] John Charles Chasteen. "Colonial Crucible." In *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 49–84. [Course Text]

SEMINAR PRESENTATION READING

- [SS] William B. Taylor. "Santiago's Horse: Christianity and Colonial Indian Resistance in the Heartland of New Spain." In *Violence, Resistance, and Survival in the Americas: Native Americans and the Legacy of Conquest*, eds. William B. Taylor and Franklin Pease (Washington: Smithsonian Institution Press, 1994): 153–189. [Blackboard]

REVOLUTION IN THE ATLANTIC WORLD

SEMINAR IV: THE LANGUAGE OF RIGHTS (SEPTEMBER 25)

REQUIRED READING

- [PS] "The Declaration of the Rights of Man and of the Citizen." In *The Portable Enlightenment Reader*, ed. Isaac Kramnick (New York: Penguin Books, 1995): 466–468. [Blackboard]
- [PS] "The American Declaration of Independence." In *The Portable Enlightenment Reader*, ed. Isaac Kramnick (New York: Penguin Books, 1995): 448–452. [Blackboard]
- [PS] Olympe Gouges. "The Rights of Woman." In *The French Revolution and Human Rights: A Brief Documentary History*, trans. and ed. Lynn Hunt (Boston: Bedford Books of St. Martin's Press, 1996): 124–129. [Blackboard]
- [SS] Jack A. Goldstone. "What is a Revolution?," "What Causes Revolutions?," "Revolutionary Processes, Leaders, and Outcomes," and "Constitutional Revolutions." In *Revolutions: A Very Short Introduction* (Oxford: Oxford University Press, 2014): 1–40, 61–69. [e-Book]
- [SS] Lynn Hunt. "'They Have Set a Great Example': Declaring Rights." In *Inventing Human Rights: A History* (New York: W. W. Norton & Company, 2007): 113–145. [Blackboard]

SEMINAR PRESENTATION READING

- [SS] Jane Abrey. "Feminism in the French Revolution." *The American Historical Review* vol. 80, no. 1 (1975): 43–62. [e-Journal]

SEMINAR V: EMANCIPATION AND INDEPENDENCE (OCTOBER 2)

REQUIRED READING

- [PS] Vincent Ogé. "Motion Made by Vincent Ogé the Younger to the Assembly of Colonists, 1789." In *The French Revolution and Human Rights: A Brief Documentary History*, ed. and trans. Lynn Hunt (Boston: Bedford, 1996): 103–104. [Blackboard]
- [PS] "The Free Citizens of Color: Address to the National Assembly, October 22, 1789." In *Slave Revolution in the Caribbean 1789–1804: A Brief History with Documents*, eds. Laurent Dubois and John D. Garrigus (Boston: Bedford, 2006): 67–70. [Blackboard]
- [PS] "The Haitian Declaration of Independence, January 1, 1804." In *Slave Revolution in the Caribbean 1789–1804: A Brief History with Documents*, eds. Laurent Dubois and John D. Garrigus (Boston: Bedford, 2006): 188–191. [Blackboard]

- [SS] Carolyn E. Fick. “The Haitian Revolution and the Limits of Freedom: Defining Citizenship in the Revolutionary Era.” *Social History* vol. 32, no. 4 (2007): 394–414. [e-Journal]
- [SS] Christopher Schmidt-Nowara. “An Era of Emancipation: Slavery and Revolution in the Americas.” In *Slavery, Freedom, and Abolition in Latin America and the Atlantic World* (Albuquerque: University of New Mexico Press, 2011): 90–116. [e-Book]

SEMINAR PRESENTATION READING

- [SS] Ada Ferrer. “Speaking of Haiti: Slavery, Revolution, and Freedom in Cuban Slave Testimony.” In *The World of the Haitian Revolution*, eds. David Patrick Geggus and Norman Fiering (Bloomington: Indiana University Press, 2009): 223–247. [Blackboard]

**SEMINAR VI: SPANISH AMERICAN REVOLUTIONS
(OCTOBER 9)**

- [PS] Camilo Henríquez. “A Revolutionary Journalist: “Fundamental Notions of the Rights of Peoples.” In *The Chile Reader: History, Culture, Politics*, eds. Elizabeth Quay Hutchison, Thomas Miller Klubock, Nara B. Milanich, and Peter Winn (Durham: Duke University Press, 2014): 129–132. [e-Book]
- [PS] Servando Teresa de Mier. “A Letter to the Editor.” In *Latin American Independence*, ed. John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010): 92–95. [Blackboard]
- [PS] “Broadside from the War.” In *Latin American Independence*, ed. John Charles Chasteen (Indianapolis: Hackett Publishing Company, 2010): 107–117. [Blackboard]
- [SS] John Charles Chasteen. “Independence.” In *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 87–114. [Course Text]
- [SS] Jay Kinsbruner. “The Causes of Independence.” In *Independence in Spanish America: Civil Wars, Revolutions, and Underdevelopment*, 2nd ed. (Albuquerque: University of New Mexico Press, 2000): 9–24. [Blackboard]

SEMINAR PRESENTATION READING

- [SS] George Reid Andrews. “Spanish American Independence: A Structural Analysis.” *Latin American Perspectives* vol. 12, no. 1 (1985): 105–132. [e-Journal]

NEOCOLONIALISM

**SEMINAR VII: CAUDILLO RULE
(OCTOBER 16)**

REQUIRED READING

- [PS] Antonio López de Santa Anna. “Protagonist on a National Stage.” In *Problems in Modern Latin American History: Sources and Interpretations*, 3rd ed., ed. James A. Wood and John Charles Chasteen (Lanham: Rowman & Littlefield Publishers, 2009): 79–81. [Blackboard]
- [PS] Ponciano Arriaga. “A Mexican Radical: Ponciano Arriaga.” In *Latin American Civilization: History & Society, 1492 to the Present*, ed. Benjamin Keen (Boulder: Westview Press, 1996): 273–275. [Blackboard]

- [PS] Lindesay Brine. "Travels amongst Indians." In *The Guatemala Reader: History, Culture, Politics*, eds. Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby (Durham: Duke University Press, 2011): 111–116. [e-Book]
- [SS] John Charles Chasteen. "Postcolonial Blues." In *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 117–147. [Course Text]

SEMINAR PRESENTATION READING

- [SS] Keith Miceli. "Rafael Carrera: Defender and Promoter of Peasant Interests in Guatemala, 1837–1848." *The Americas* vol. 31, no. 1 (1974): 72–95. [e-Journal]

*** * * FALL READING WEEK * * ***

**SEMINAR VIII: US-LATIN AMERICAN RELATIONS
(OCTOBER 30)**

REQUIRED READING

- [PS] "Reading Images: U.S.–Latin American Relations." In *Problems in Modern Latin American History: Sources and Interpretations*, 3rd ed., eds. James A. Wood and John Charles Chasteen (Lanham: Rowman & Littlefield Publishers, 2009): 155–159. [Blackboard]
- [PS] José Martí. "Our America." In *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr, and Pamela María Smorkaloff (Durham: Duke University Press, 2003): 122–127. [Blackboard]
- [PS] Francisco Bilbao. "The Two Americas." In *Latin American Civilization: History and Society, 1492 to the Present*, 6th ed., ed. Benjamin Keen (Boulder: Westview Press, 1996): 449–453. [Blackboard]
- [SS] John Charles Chasteen. "Progress" and "Neocolonialism." In *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 149–215. [Course Text]

SEMINAR PRESENTATION READING

- [SS] Aims McGuinness. "Searching for "Latin America": Race and Sovereignty in the Americas in the 1860s." In *Race and Nation in Modern Latin America*, eds. Nancy P. Appelbaum, Anne S. Macpherson, and Karin Alejandra Roseblatt (Chapel Hill: The University of North Carolina Press, 2003): 87–107. [Blackboard]

THE LONG COLD WAR

**SEMINAR IX: THE MEXICAN REVOLUTION
(NOVEMBER 6)**

REQUIRED READING

- [PS] Francisco "Pancho" Villa. "Dreams for a Future Mexico." In *The Mexican Revolution: A Brief History with Documents*, ed. Mark Wasserman (Boston: Bedford/St. Martin's, 2012): 39–40. [Blackboard]

- [PS] Francisco I. Madero. "The Plan of San Luis Potosí." In *The Mexican Revolution: A Brief History with Documents*, ed. Mark Wasserman (Boston: Bedford/St. Martin's, 2012): 35–37. [Blackboard]
- [PS] Emiliano Zapata. "Plan of Ayala." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 339–343. [Blackboard]
- [SS] Gilbert M. Joseph and Jürgen Buchenau. "Introduction: Revolution and the Negotiation of Rule in Modern Mexico," "Porfirian Modernization and Its Costs," "The Revolution Comes (and Goes), 1910–1913," and "The Violent Climax of the Revolution, 1913–1920." In *Mexico's Once and Future Revolution: Social Upheaval and the Challenge of Rule since the Late Nineteenth Century* (Durham: Duke University Press, 2013): 1–85. [e-Book]

SEMINAR PRESENTATION READING

- [SS] Thomas Benjamin. "From the Ruins of the Ancien Régime: Mexico's Monument to the Revolution." In *Latin American Popular Culture: An Introduction*, eds. William H. Beezley and Linda A. Curcio-Nagy (Wilmington: Scholarly Resources, 2000): 169–182. [Blackboard]

**SEMINAR X: PHOTOHISTORY
(NOVEMBER 13)**

REQUIRED READING

- [PS] Anita Brenner. "The Photographic History of the Mexican Revolution." In *The Wind that Swept Mexico: The History of the Mexican Revolution, 1910–1942*. (Harper, 1943): 109, 118, 123, 133, 139, 155, 178, 179, 183, 192, 194, 199, 200, 201, 203, 207, 208, 211, 216, 217. [Blackboard]
- [SS] John Charles Chasteen. "Nationalism." In *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 217–251. [Course Text]
- [SS] John Mraz. "Representing the Mexican Revolution: Bending Photographs to the Will of *Historia Gráfica*." In *Photography and Writing in Latin America: Double Exposures*, eds. Marcy E. Schwartz and Mary Beth Tierney-Tello (Albuquerque: University of New Mexico Press, 2006): 21–40. [Blackboard]
- [SS] John Mraz. "Representing the Revolution." In *Photographing the Mexican Revolution: Commitments, Testimonies, Icons* (Austin: University of Texas Press, 2012): 39–44. [Blackboard]

SEMINAR PRESENTATION READING

- [SS] Robert M. Levine. "Order and Progress." In *Images of History: Nineteenth and Early Twentieth Century Latin American Photographs as Documents* (Durham: Duke University Press, 1989): 23–71. [Library Reserves]

**SEMINAR XI: MURALISM
(NOVEMBER 20)**

REQUIRED READING

- [PS] Go to Olga's Gallery at <http://www.abcgallery.com> to view works by Diego Rivera and David Alfaro Siqueiros.

- [PS] David Alfaro Siqueiros. "Art and Corruption." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 492–499. [Blackboard]
- [PS] Diego Rivera. "Pre-Conquest Art," "The Mexican Renaissance," "The Ministry of Education and Chapingo," and "An Inspiration." In *My Art, My Life: An Autobiography (With Gladys March)* (New York: Dover Publications, 1991): 19, 78–84, 94–95. [Blackboard]
- [SS] Gilbert M. Joseph and Jürgen Buchenau. "Forging and Contesting a New Nation, 1920–1932" and "Resurrecting and Incorporating the Revolution, 1932–1940." In *Mexico's Once and Future Revolution: Social Upheaval and the Challenge of Rule since the Late Nineteenth Century* (Durham: Duke University Press, 2013): 87–139. [e-Book]
- [SS] Desmond Rochfort. "The Sickie, the Serpent, and the Soil: History, Revolution, Nationhood, and Modernity in the Murals of Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros." In *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920–1940*, eds. Mary Kay Vaughan and Stephen E. Lewis (Durham: Duke University Press, 2006): 43–57. [e-Book]

SEMINAR PRESENTATION READING

- [SS] Alexander S. Dawson. "From Models for the Nation to Model Citizens: *Indigenismo* and the 'Revindication' of the Mexican Indian, 1920–40." *Journal of Latin American Studies* vol. 30, no. 2 (1998): 279–308. [e-Journal]

SEMINAR XII: THE TLATELOLCO MASSACRE (NOVEMBER 27)

REQUIRED READINGS

- [PS] Octavio Paz. "Olympics and Tlatelolco." In *The Labyrinth of Solitude and Other Writings*, trans. Lysander Kemp (New York: Grove Press, 1985): 221–237 [Blackboard]
- [PS] Elena Poniatowska. "The Student Movement of 1968." In *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002): 555–569. [Blackboard]
- [SS] Gilbert M. Joseph and Jürgen Buchenau. "The Perfect Dictatorship, 1940–1968." In *Mexico's Once and Future Revolution: Social Upheaval and the Challenge of Rule since the Late Nineteenth Century* (Durham: Duke University Press, 2013): 141–166. [e-Book]

SEMINAR PRESENTATION READING

- [SS] Eric Zolov. "Showcasing the 'Land of Tomorrow': Mexico and the 1968 Olympics." *The Americas* vol. 61, no. 2 (2004): 159–188. [e-Journal]

WINTER TERM (2015)

SEMINAR I: THE MOTORCYCLE DIARIES (JANUARY 8)

REQUIRED READING

- [PS] Ernesto Che Guevara. *Motorcycle Diaries: Notes on a Latin American Journey* (Melbourne: Ocean Press, 2003): 31–33, 67–73, 79–81, 86–89, 133–139, 161–165. [Blackboard]
- [PS] Alberto Granado. *Traveling with Che Guevara: The Making of a Revolutionary* (New Market Press, 2004): 1–2, 7–9, 26–28, 32–33, 60–62, 74, 89–95. [Blackboard]

- [SS] John Charles Chasteen. "Revolution." In *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 253–283. [Course Text]
- [SS] Donald F. Stevens. "Never Read History Again?: The Possibilities and Perils of Cinema as Historical Depiction." In *Based on a True Story: Latin American History at the Movies*, ed. Donald F. Stevens (Lanham: SR Books, 1997): 1–12. [Blackboard]

SEMINAR PRESENTATION READING

- [SS] Cindy Forster. "'Not in All of America Can There Be Found a Country as Democratic as This One': Che and Revolution in Guatemala." In *Che's Travels: The Making of a Revolutionary in 1950s Latin America*, ed. Paulo Drinot (Durham: Duke University Press, 2010): 210–24. [e-Book]

**SEMINAR II: THE DECADE OF SPRING
(JANUARY 15)**

REQUIRED READING

- [PS] Juan José Arévalo. "The Shark and the Sardines." In *Problems in Modern Latin American History: Sources and Interpretations*, 3rd ed., eds. James A. Wood and John Charles Chasteen (Lanham: Rowman & Littlefield Publishers, 2009): 175–178. [Blackboard]
- [PS] Juan José Arévalo. "A New Guatemala." In *The Guatemala Reader: History, Culture, Politics*, eds. Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby (Durham: Duke University Press, 2011): 206–210. [e-Book]
- [PS] Government of Guatemala. "Most Precious Fruit of the Revolution." In *The Guatemala Reader: History, Culture, Politics*, eds. Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby (Durham: Duke University Press, 2011): 217–220. [e-Book]
- [SS] Jim Handy. "The Most Precious Fruit of the Revolution": The Guatemalan Agrarian Reform 1952–1954." *Hispanic American Historical Review* vol. 68, no. 4 (1988): 657–706. [e-Journal]
- [SS] Stephen M. Streeter. "Overthrowing the Revolution: U.S.-Guatemalan Relations to 1954." In *Managing the Counterrevolution: The United States and Guatemala, 1954–1961* (Athens: Ohio University Center for International Studies, 2000): 7–32. [e-Book]

SEMINAR PRESENTATION READING

- [SS] Cindy Forster. "The Macondo of Guatemala": Banana Workers and National Revolution in Tiquisate, 1944–1954." In *Banana Wars: Power, Production, and History in the Americas*, eds. Steve Striffler and Mark Moberg (Durham: Duke University Press, 2003): 191–228. [e-Book]

**SEMINAR III: RIGOBERTA MENCHÚ TUM
(JANUARY 22)**

REQUIRED READING

- [PS] Rigoberta Menchú Tum. *I, Rigoberta Menchú: An Indian Woman in Guatemala*, trans. Ann Wright, ed. Elisabeth Burgos-Debray (London: Verso, 2010). [Course Text]
- [SS] Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby. "Roads to Revolution." In *The Guatemala Reader: History, Culture, Politics*, eds. Greg Grandin, Deborah T. Levenson, and Elizabeth Oglesby (Durham: Duke University Press, 2011): 281–285. [e-Book]

- [SS] Greg Grandin. "A Victory Described in Detail." In *Who is Rigoberta Menchú?* (London: Verso, 2011): 1–31. [Library Reserves]

SEMINAR PRESENTATION READING

- [SS] W. George Lovell and Christopher H. Lutz. "The Primacy of Larger Truths: Rigoberta Menchú and the Tradition of Native Testimony in Guatemala." In *The Rigoberta Menchú Controversy*, ed. Arturo Arias (Minneapolis: University of Minnesota Press, 2001): 171–197. [Blackboard]

**SEMINAR IV: THE CUBAN REVOLUTION
(JANUARY 29)**

REQUIRED READING

- [PS] Fidel Castro. "History Will Absolve Me." In *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr, and Pamela María Smorkaloff (Durham: Duke University Press, 2003): 306–314. [Blackboard]
- [SS] Aviva Chomsky. "Introduction," "Cuba through 1959," and "Experiments with Socialism," and "Relations with the United States." In *A History of the Cuban Revolution* (West Sussex: Wiley-Blackwell, 2011): 1–90. [Course Text]

SEMINAR PRESENTATION READING

- [SS] Piero Gleijeses. "The View from Havana: Lessons from Cuba's African Journey, 1959–1976." In *In from the Cold: Latin America's New Encounter with the Cold War*, eds. Gilbert M. Joseph and Daniela Spenser (Durham: Duke University Press, 2008): 112–133. [e-Book]

**SEMINAR V: TESTIMONIAL NOVELS
(FEBRUARY 5)**

REQUIRED READINGS

- [PS] Miguel Barnet. *Biography of a Runaway Slave*, trans. W. Nick Hill (Willimantic: Curbstone Press, 1994): 11–13, 17–20, 44–48, 56–57, 61–67, 99–103, 151–156, 159–170, 175–177, 190–198. [Library Reserves]
- [SS] Aviva Chomsky. "Emigration and Internationalism" and "Art, Culture, and Revolution." In *A History of the Cuban Revolution* (West Sussex: Wiley-Blackwell, 2011): 91–133. [Course Text]

SEMINAR PRESENTATION READING

- [SS] Ada Ferrer. "Rustic Men, Civilized Nation: Race, Culture, and Contention on the Eve of Cuban Independence." *Hispanic American Historical Review* vol. 78, no. 4 (1998): 663–686. [e-Journal]

**SEMINAR VI: RACIAL DEMOCRACY
(FEBRUARY 12)**

REQUIRED READING

- [PS] Carlos Moore. "Silence on Black Cuba." In *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr, and Pamela María Smorkaloff (Durham: Duke University Press, 2003): 419–423. [Blackboard]

- [PS] John Clytus. “Black Man in Red Cuba.” In *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr, and Pamela María Smorkaloff (Durham: Duke University Press, 2003): 424–426. [Blackboard]
- [PS] Christian Parenti. “Post-Modern Maroon in the Ultimate Palenque.” In *The Cuba Reader: History, Culture, Politics*, eds. Aviva Chomsky, Barry Carr, and Pamela María Smorkaloff (Durham: Duke University Press, 2003): 427–432. [Blackboard]
- [SS] Aviva Chomsky. “Cuba Diversa” and “The “Special Period”: Socialism on One Island.” In *A History of the Cuban Revolution* (West Sussex: Wiley-Blackwell, 2011): 134–175. [Course Text]
- [SS] Henry Louis Gates, Jr. “Henry Louis Gates. *Black in Latin America (Episode2): Cuba: The Next Revolution* [<http://www.youtube.com/watch?v=1SquBC7jIH4>]

SEMINAR PRESENTATION READING

- [SS] Alejandro de la Fuente. “Recreating Racism: Race and Discrimination in Cuba’s Special Period.” In *A Contemporary Cuba Reader*, eds. Philip Brenner, Marguerite Rose Jiménez, John M. Kirk, and William M. LeoGrande (Landham: Rowman and Littlefield, 2007): 316–325. [Blackboard]

*** * * WINTER READING WEEK * * ***

**SEMINAR VII: THE CHILEAN ROAD TO SOCIALISM
(FEBRUARY 26)**

REQUIRED READING

- [PS] Salvador Allende Gossens. “Public Health Crisis.” In *The Chile Reader: History, Culture, Politics*, eds. Elizabeth Quay Hutchison, Thomas Miller Klubock, Nara B. Milanich, and Peter Winn (Durham: Duke University Press, 2014): 297–300. [e-Book]
- [PS] Salvador Allende Gossens. “The Chilean Revolution One Year In.” In *The Chile Reader: History, Culture, Politics*, eds. Elizabeth Quay Hutchison, Thomas Miller Klubock, Nara B. Milanich, and Peter Winn (Durham: Duke University Press, 2014): 400–405. [e-Book]
- [PS] “The Election of 1970.” In *The Chile Reader: History, Culture, Politics*, eds. Elizabeth Quay Hutchison, Thomas Miller Klubock, Nara B. Milanich, and Peter Winn (Durham: Duke University Press, 2014): 376–379. [e-Book]
- [PS] “Revolution in the Factory: Interviews with Workers at the Yarur Cotton Mill.” In *The Chile Reader: History, Culture, Politics*, eds. Elizabeth Quay Hutchison, Thomas Miller Klubock, Nara B. Milanich, and Peter Winn (Durham: Duke University Press, 2014): 393–399. [e-Book]
- [SS] Thomas C. Wright. “Chile under Allende: A Peaceful Road to Socialism?” In *Latin America in the Ear of the Cuban Revolution*, rev. ed. (Westport: Praeger, 2001): 129–147. [Blackboard]
- [SS] Peter Winn. “The Furies of the Andes: Violence and Terror in the Chilean Revolution and Counterrevolution.” In *A Century of Revolution: Insurgent and Counterinsurgent Violence during Latin America’s Long Cold War*, eds. Greg Grandin and Gilbert M. Joseph (Durham: Duke University Press, 2010): 239–275. [e-Book]

SEMINAR PRESENTATION READING

- [SS] Joanna Crow. “Debates about Ethnicity, Class, and Nation in Allende’s Chile (1970–1973).” *Bulletin of Latin American Research* vol. 26, no. 3 (2007): 319–338. [e-Journal]

**SEMINAR VIII: MEMORY AND SOCIAL MEDIA
(MARCH 5)**

REQUIRED READINGS

- [PS] Government Junta of the Armed Forces and Carabineros of Chile. "In the Eyes of God and History." In *The Chile Reader: History, Culture, Politics*, eds. Elizabeth Quay Hutchison, Thomas Miller Klubock, Nara B. Milanich, and Peter Winn (Durham: Duke University Press, 2014): 450–453. [e-Book]
- [PS] Joaquín Lavín and Ernesto Tironi. "Competing Perspectives on Dictatorship as Revolution." In *The Chile Reader: History, Culture, Politics*, eds. Elizabeth Quay Hutchison, Thomas Miller Klubock, Nara B. Milanich, and Peter Winn (Durham: Duke University Press, 2014): 498–511. [e-Book]
- [SS] John Charles Chasteen. "Reaction." In *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 285–316. [Course Text]
- [SS] Jerry Dávila. "Chile: From Pluralistic Socialism to Authoritarian Free Market." In *Dictatorship in South America* (West Sussex: Wiley-Blackwell, 2013): 82–111. [Blackboard]
- [SS] Carmen Oquendo-Villar. "Dress for Success: Fashion, Memory, and Media Representation of Augusto Pinochet." In *Accounting for Violence: Marketing Memory in Latin America*, eds. Ksenija Bilbija and Leigh A. Payne (Durham: Duke University Press, 2011): 265–289. [e-Book]

SEMINAR PRESENTATION READING

- [SS] Laurie Beth Clark and Leigh A. Payne. "Trauma Tourism in Latin America." In *Accounting for Violence: Marketing Memory in Latin America*, eds. Ksenija Bilbija and Leigh A. Payne (Durham: Duke University Press, 2011): 99–126. [e-Book]

**SEMINAR IX: THE SANDINISTA REVOLUTION
(MARCH 12)**

REQUIRED READING

- [PS] "Seal of the Defending Army of Nicaraguan National Sovereignty, 1927." In María del Carmen Suescun Pozas, "From Reading to Seeing: Doing and Undoing Imperialism in the Visual Arts." In *Close Encounters of Empire: Writing the Cultural History of U.S.-Latin American Relations*, ed. Gilbert M. Joseph, Catherine C. Legrand, and Ricardo D. Salvatore (Durham: Duke University Press, 1998): 526–527. [Blackboard]
- [PS] Gioconda Belli. *The Country Under My Skin: A Memoir of Love and War*, trans. Kristina Cordero (New York: Anchor Books, 2002): ix–xi, 3–6, 245–253, 262–269, 274–277. [Blackboard]
- [PS] Sergio Ramírez. "Saintly Living." In *Adiós Muchachos: A Memoir of the Sandinista Revolution*, trans. Stacey Alba D. Skar (Durham: Duke University Press, 2012): 17–33. [Blackboard]
- [SS] Richard Grossman. "Augusto Sandino of Nicaragua: The Hero Never Dies." In *Heroes & Hero Cults in Latin America*, eds. Samuel Brunk and Ben Fallaw (Austin: University of Texas Press, 2006): 149–170. [Blackboard]
- [SS] Thomas C. Wright. "The Nicaraguan Revolution." In *Latin America in the Ear of the Cuban Revolution*, rev. ed. (Westport: Praeger, 2001): 165–185. [Library Reserves]

SEMINAR PRESENTATION READING

- [SS] Steven Palmer. “Carlos Fonseca and the Construction of Sandinismo in Nicaragua.” *Latin American Research Review* vol. 23, no. 1 (1988): 91–109. [e-Journal]

**SEMINAR X: LIBERATION THEOLOGY
(MARCH 19)**

REQUIRED READING

- [PS] Ernesto Cardenal. “Revolution and Peace: The Nicaraguan Road.” *Journal of Peace Research* vol. 18, no. 2 (1981): 201–207. [e-Journal]
- [PS] Margaret Randall. “Christianity and Revolution.” In *Problems in Modern Latin American History: Sources and Interpretations*, 3rd ed., ed. James A. Wood and John Charles Chasteen (Lanham: Rowman & Littlefield Publishers, 2009): 241–244. [Blackboard]
- [PS] Gustavo Gutiérrez. “Liberation Theology.” In *The Peru Reader: History, Culture, Politics*, eds. Orin Starn, Carlos Iván Degregori, and Robin Kirk (Durham: Duke University Press, 1995): 293–296. [Blackboard]
- [SS] Daniel H. Levine, “Assessing the Impacts of Liberation Theology in Latin America.” *The Review of Politics* vol. 50, no. 2 (1988): 241–263. [e-Journal]
- [SS] Michael Dodson. “Nicaragua: The Struggle for the Church.” In *Religion and Political Conflict in Latin America*, ed. Daniel H. Levine (Chapel Hill: The University of North Carolina Press, 1986): 79–105. [Blackboard]

SEMINAR PRESENTATION READING

- [SS] Rosario Montoya. “Liberation Theology and the Socialist Utopia of a Nicaraguan Shoemaker.” *Social History* vol. 20, no. 1 (1995): 23–43. [e-Journal]

**SEMINAR XI: NO SEMINAR
(MARCH 26)**

**SEMINAR XII: CONCLUSION
(APRIL 2)**

REQUIRED READINGS

- [SS] Gilbert M. Joseph and Jürgen Buchenau. “The Embers of Revolution, 1968–2000” and “Conclusions.” In *Mexico’s Once and Future Revolution: Social Upheaval and the Challenge of Rule since the Late Nineteenth Century* (Durham: Duke University Press, 2013): 167–214. [e-Book]
- [SS] Aviva Chomsky. “Cuba into the Twenty-First Century” and “Conclusion.” In *A History of the Cuban Revolution* (West Sussex: Wiley-Blackwell, 2011): 176–195. [Course Text]
- [SS] John Charles Chasteen. “Neoliberalism.” In *Born in Blood and Fire: A Concise History of Latin America*. 3rd rev. ed. (New York: W. W. Norton & Company, 2011): 319–340. [Course Text]

SEMINAR OVERVIEW

FALL TERM (2014)		
WEEK	SEMINAR	DATE
1	Introduction	September 4
2	Colonial Legacies: Conquest and Slavery	September 11
3	Colonial Legacies: Rebellion and Resistance	September 18
4	Age of Revolution: The Language of Rights	September 25
5	Age of Revolution: Emancipation and Independence	October 2
6	Age of Revolution: Spanish American Revolutions	October 9
7	Neo-Colonialism: Caudillo Rule	October 16
8	Neo-Colonialism: US-Latin American Relations	October 30
9	Long Cold War: The Mexican Revolution (Mexico)	November 6
10	Long Cold War: Photohistory (Mexico)	November 13
11	Long Cold War: Muralism (Mexico)	November 20
12	Long Cold War: The Tlatelolco Massacre (Mexico)	November 27

WINTER TERM (2015)		
WEEK	SEMINAR	DATE
1	Long Cold War: The Motorcycle Diaries	January 8
2	Long Cold War: The Decade of Spring (Guatemala)	January 15
3	Long Cold War: Rigoberta Menchú Tum (Guatemala)	January 22
4	Long Cold War: The Cuban Revolution (Cuba)	January 29
5	Long Cold War: Testimonial Novels (Cuba)	February 5
6	Long Cold War: Racial Democracy (Cuba)	February 12
7	Long Cold War: The Chilean Road to Socialism (Chile)	February 26
8	Long Cold War: Memory and Social Media (Chile)	March 5
9	Long Cold War: The Sandinista Revolution (Nicaragua)	March 12
10	Long Cold War: Liberation Theology (Nicaragua)	March 19
11	No Seminar	March 26
12	Conclusion	April 2

ADMINISTRATIVE/ACADEMIC MATTERS

I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday. Every message sent should indicate in the subject line “HIST 4470Y” or it may be placed into junk mail. You may feel free to email the instructor about any questions you may have concerning the course.

II. BLACKBOARD

The syllabus, seminar questions, seminar readings, important handouts, internet links, and other important documents for this course will all be available for consultation on Blackboard.

III. SUBMISSION AND LATE POLICY

All assignments must be word documents attached to formal emails sent to the instructor at jasondyck@trentu.ca. Assignments that are handed in late without the instructor’s permission will be penalized 5% of the assignment’s worth per day after the due date. When an assignment is more than a week overdue it will not receive written

comments. All extensions must be approved by the instructor **beforehand** and only valid excuses will result in permission to hand in an assignment late. In order to receive an extension you need to provide a doctor's note for illnesses and establish a new due date in consultation with the instructor.

IV. ACADEMIC ASSISTANCE

There are several services available at Trent to help you with essay writing and other matters of academic life. All students are encouraged to familiarize themselves with the Academic Skills Centre, which provides support in areas of essay writing, time management skills, seminar presentations, and exam and test preparation. For more information you can visit their website at <http://www.trentu.ca/academicskills/>. Also useful for students of history is the *Online History Workbook* available on the Department of History website at <http://www.trentu.ca/history/workbook/>. This workbook provides you with information on essays, documentation, note taking, grammar, seminars, and other important academic matters.

V. GRADING

To earn a passing grade in this course you must hand in all of the given assignments. All submitted papers that do not have a bibliography and/or are less than the required length (even a paragraph under) will be considered incomplete and penalized accordingly. For more information on both how to write an essay and how they are evaluated see the "[Guide to Latin American History](#)" posted on Blackboard. Here are some of the general characteristics your papers should have:

- A title page with the title of your paper, your name, course code, instructor, and the date
- An introduction clearly stating the theme of your paper and its general argument
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A manageable topic and organized structure
- An intelligent use of sources and signs of original research
- A quality of analysis and a general demonstration of effort
- An informative conclusion concisely summing up your paper
- A bibliography and footnotes according to the Chicago Manual of Style
- A format using 12-font and Times New Roman letters on double-spaced pages
- A page number at the top or bottom of every page (excluding the title page)

VI. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before February 5, 2015.