



## HIST 4000/7772 Imperialism, Revolution, Democracy



Winter 2020

Tuesday, 8:30- 11:15



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**Office Hours: M, F**  
2:30 -3:30 pm or by  
appointment



## Latin American History since the Cuban Revolution



### I-COURSE DESCRIPTION

This course, focused on the history of Latin America since the mid- twentieth century, is organized around three main themes: imperialism, revolution, and democracy. It explores the conflicts around political participation, economic distribution, and social justice related to the impact of American policies in the region, the Cuban revolution, and shifting political and economic processes at the local, national, and international levels. Based on those themes, the course seeks to provide a broad overview of country cases, theoretical approaches, and historical periods, including revolutionary regimes, military dictatorships, human rights, neoliberalism, social movements, and democratization processes.

### II-ASSIGNMENTS AND EVALUATION

The class will meet once a week, on Tuesdays between 8:30 and 11:15, for the discussion of assigned material. Given that the course is an upper-undergraduate/ Honours/ graduate seminar, attendance and active participation are not only course requirements but also assumed and highly expected by the instructor, and *they will be strictly taken into account for the final mark*, see below on marking.

Over the semester, students will write three short, five-page papers (4-5 double-spaced and typed pages, Times New Roman 12) based on class readings and written in response to questions provided by the instructor. Students will have three options for each of those papers.

Students will also write a longer, comprehensive paper (10-12 pages) toward the end of the semester. The paper will demand the comparative analysis, organization and discussion of the material covered in the course. The paper is due at the last class, when students will have to make a short presentation of their papers. As an option to this final paper, students interested in specific topics related to the course may work on a research paper under the instructor's supervision. Final papers/research papers will also be due at the course's last class.

**Important note for graduate students:** academic work for graduate students enrolled at the 7000-level is expected to have higher quality and deeper analysis. In addition, the length of their papers should be 7 pages for the short papers and 13-15 pages for the final paper.

**Please note** that because students have several options for each paper, **late papers will not be accepted.** Only one unjustified absence will be allowed in the semester. To receive partial credit for a missing class, students will write the paper option for that week, even if they have already written on one of the options for that paper. This also applies to the justified absence in order to receive full credit for the missing class.

Also, I will strictly enforce the University's regulations regarding plagiarism, cheating and impersonation found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation at [http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html) , which reads:

*The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.*

*The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.*

*The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.*

Students' overall performance in the course will be evaluated as follows:

- Three short papers: 33 % (11% each, see dates for papers in class schedule)
- Attendance and participation: 34
- Comprehensive paper: 33 % Questions for the final paper will be distributed on March 24<sup>th</sup>; the paper will be due on April 7<sup>th</sup>.

Dates for each assignment are specified in the schedule listed below. Evaluation of term work will be provided by the voluntary withdrawal (VW) date, March 18<sup>th</sup>, 2020. Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

### ***Grading scale***

|               |              |
|---------------|--------------|
| A+: 4.1 / 4.5 | C+: 2.3/ 2.7 |
| A: 3.8/ 4     | C: 1.8/ 2.2  |
| B+: 3.3/ 3.7  | D: 1/ 1.5    |
| B: 2.8/ 3.2   | F: 0 / 0.9   |

## **III-STUDENT RESOURCES**

### Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

### Student Counselling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

### Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

## IV- READINGS

The course includes the following books, which are available at the bookstore and will be on reserve at the library. Others reading are available through UofM's library system or will be distributed in class.

-Lilian Guerra, *Visions of Power in Cuba: Revolution, Redemption and Resistance, 1959-1971*. University of North Carolina Press, 2012. Book available online via UofM Library

-Laura Briggs, *Reproducing Empire. Race, Sex, Science, and U.S. Imperialism in Puerto Rico*. University of California, 2002.

-Greg Grandin, *Empire's Workshop. Latin America, The United States, and the Rise of the New Imperialism*. Owl Books, 2007.

-Jerry Dávila, *Dictatorship in South America*. Wiley-Blackwell, 2013.

## V-SCHEDULE OF MEETINGS, READINGS, AND ASSIGNMENTS

January 7<sup>th</sup>: Introduction

January 14<sup>th</sup>: The Cuban Revolution 1  
Guerra, *Visions of Power*, Introduction and chapters 1- 5 (pp. i-197)

January 21<sup>st</sup>: The Cuban Revolution 2=> **Paper 1, Option 1**  
-Guerra, *Visions of Power*, chapters 6 to end (pp. 198-368)

January 28<sup>th</sup>: Puerto Rico: colonialism and gender  
-Laura Briggs, *Reproducing Empire* (entire) =>**Paper 1, Option 2**

February 4<sup>th</sup>: The United States and the Cold War=>**Paper 1, Option 3**

-Grandin, *Empire's Workshop*, chapters 1 to 4

February 11<sup>th</sup>: Imperialism, culture, and the Cold War→**Paper 2, Option 1**

-Selections from Joseph and Spenser, *In From the Cold. Latin America's New Encounter with the Cold War* (Duke University Press, 2008):

-Gil Joseph, "What We Know and Should Know: Bringing Latin America More Meaningfully into Cold War Studies."

-Seth Fein, "Producing the Cold War in Mexico: The Public Limits of Covert Communications."

-Victoria Lengland, "Birth Control Pills and Molotov Cocktails: Reading Sex and Revolution in 1968 Brazil."

-Valeria Manzano, "Sex, Gender and the Making of the 'Enemy Within' in Cold War Argentina," *Journal of Latin American Studies* 47 (2014), 1-29.

-Frances Stonor Saunders, *The Cultural Cold War. The CIA and the World of Arts and Letters* (The New Press, 1999) Introduction, chapters 2, 6, and 9.

February 18<sup>th</sup>: **no class, Winter Term Break**

February 25<sup>th</sup>: The Southern Cone: dictatorships and state terrorism

-Jerry Davila, *Dictatorship in South America* (entire) **Paper 2, Option 2**

March 3<sup>rd</sup>: The Southern Cone: democratization and human rights→ **Paper 2, Option 3**

-J. Patrice McSherry, "'Industrial Repression' and Operation Condor in Latin America." In *State Violence and Genocide in Latin America. The Cold War Years*, edited by Marcia Esparza, Henry R. Huttenbach, and Daniel Feirstein, pp. 107-123. Florence, KY: Routledge, 2010 (available online through UofM's catalog)

-Selections from Emilio Crenzel and Eugenia Allier-Montaña, *The Struggle for Memory in Latin America: Recent History and Political Violence* (New York: Palgrave Macmillan, 2015), available online through UofM's catalog:

-Emilio Crenzel and Eugenia Allier-Montaña, "Introduction", pp. 1-33

-Emilio Crenzel, "Toward a History of the Memory of Political Violence and the Disappeared in Argentina", pp. 15-34

-Claudio Barrientos, "Memory Policies in Chile, 1973-2010," pp. 35-70

-Samantha Quadrat, "The Skirmish of Memories and Political Violence in Dictatorial Brazil," pp. 71-89

March 10<sup>th</sup>: Neoliberalism, poverty, and inequality →**Paper 3, Option 1**

-Grandin, *Empire's Workshop*, chapters 5 to end

-Kelly Hoffman and Miguel Angel Centeno, "The Lopsided Continent: Inequality in Latin America," *Annual Review of Sociology*, 29 (2003), 363-390 (available in JSTOR)

-Alejandro Portes and Kelly Hoffman, "Latin American Class Structures: Their Composition and Change During the Neoliberal Era," *Latin American Research Review* 38, 1 (2003): 41-82 (available in JSTOR)

- Economic Commission for Latin America (ECLAC), “Social Panorama of Latin America 2019” Briefing Paper,” Introduction and Summary, pp. 11-32 (available online at [https://repositorio.cepal.org/bitstream/handle/11362/44396/4/S1900050\\_en.pdf](https://repositorio.cepal.org/bitstream/handle/11362/44396/4/S1900050_en.pdf))
- Documentary, *Chicago Boys* (2015), 1:29 <https://ok.ru/video/87099247174>

### March 17<sup>th</sup>: Guatemala → **Paper 3, Option 2**

- Carlota McAllister, “A headlong rush into the future: violence and revolution in a Guatemalan Indigenous Village.” In Grandin and Joseph, *A Century of Revolution*, pp. 276-308.
- Edward Fischer, “Beyond Victimization: Maya Movements in Post-War Guatemala.” In *The Struggle for Indigenous Rights in Latin America*, edited by Nancy Grey Postero and León Zamosc, pp. 81-104. Portland, Oregon: Sussex University Press, 2006.
- Julieta Rostica, “The Naturalization of Peace and War: The Hegemonic Discourses on Political Violence in Guatemala,” in Allier-Montañón and Crenzel, *The Struggle for Memory*, pp. 183-200.
- Greg Grandin, “The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala,” *The American Historical Review* vol 110, no 1, (2005): 46-67.
- Demetrio Cojti Cuxil, “Indigenous Nations in Guatemalan Democracy and the State: A Tentative Assessment.” In *Indigenous Peoples, Civil Society, and the Neo-liberal State in Latin America*, edited by E. Fischer, pp. 124-147. Berghahn Books, 2010.
- Documentary: “When the Mountains Tremble” (1983)

### [VW deadline, Wednesday March 18<sup>th</sup> ]

### March 24<sup>th</sup>: New social movements → **Paper 3, Option 3**

- Selections from Richard Stahler-Sholk; Harry E Vanden; Marc Becker,; *Rethinking Latin American social movements : radical action from below* (Lanham: Rowman and Littlefield, 2014), available online at UofMLibraries:
  - Richard Stahler-Stolk, Harry E. Vanden, and Marc Becker, “Introduction: New directions in Latin American social movements”
  - Sara C. Motta, “Latin America: reinventing revolutions, an "other" politics in practice and theory”
  - Kwame Dixon, “Brazil: the contradictions of Black cultural politics in Salvador da Bahia”
  - Richard Stahler-Sholk, “Mexico: autonomy, collective identity, and the Zapatista social movement”
  - Marina Sitrin: “Argentina: against and beyond the state”
  - Marc Becker, “Ecuador: Correa, indigenous movements, and the writing of a new constitution “
  - Rose J. Spalding, “El Salvador: horizontalism and the anti-mining movement”
  - María Elena Martínez-Torres and Peter M. Rosset, “Latin America: horizontal dialogue, agroecology, and CLOC/Via Campesina”

### March 31<sup>st</sup>: Elites, neoliberalism, and the ‘Pink Tide’

-Selections from Liisa L. North and Timothy D. Clark, eds., *Dominant Elites in Latin America From Neo-Liberalism to the 'Pink Tide'* (Palgrave Macmillan, 2018), full book available online for downloading via UofM Libraries.

-Liisa L. North, "Introduction—Reconfiguring Domination: Case Studies from Latin America"

-Simone Bohn. "Quasi-post-neoliberal Brazil: Social Change Amidst Elite Adaptation and Metamorphosis"

- Carlos A. Larrea and Natalia Greene, "Concentration of Assets and Poverty Reduction in Post-neoliberal Ecuador"

-Luis van Isschot. "Rural Colombia: The Architecture of State-Sponsored Violence and New Power Configurations"

-Simon Granovsky-Larsen, "Land and the Reconfiguration of Power in Post-conflict Guatemala"

-Timothy D. Clark and Liisa L. North, "The Limits of Democratization and Social Progress: Domination and Dependence in Latin America"

April 7<sup>th</sup>: last day of classes