



## Department of History

HTST 472

Revolutions in Twentieth-Century Latin America  
Block Week, Winter 2020

**Instructor:** Dr. A. Kiddle

**Office:** SS 644

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**Office Hours:** By appointment

**Class Time:** M-F 8:30-4:30

**Location:** ST 131

### Course Description:

This course examines Latin America's "century of revolution" – the twentieth century. We will focus upon the Mexican, Bolivian, Cuban, Nicaraguan Revolutions, and the Chilean Road to Socialism. Why have people rebelled? What were the sources of discontent, and how were they experienced differently by different sectors of society?

### Course Outcomes:

Through their successful completion of this course students will:

- Assess and analyse primary sources and documents that elucidate the experience of revolution.
- Identify and analyse how different sectors of society participated in and shaped Latin American revolutions.
- Identify and evaluate the internal and external sources of discontent that contributed to the emergence of revolutionary movements in Latin America.
- Demonstrate critical analysis and academic writing skills by constructing a historical argument through the analysis and interpretation of a primary source and relevant secondary sources.

### Required Texts:

Belli, Gioconda. *The Country Under My Skin: A Memoir of Love and War*. New York: Anchor Books, 2003.

Becker, Marc. *Twentieth-Century Latin American Revolutions*. Lanham: Rowman & Littlefield, 2017.

“The History Student’s Handbook: A Short Guide to Writing History Essays” (available at <http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/EssayHandbook1.pdf>).

Additional readings are available on d2l.

**Recommended Text (optional):**

<b>Evaluation:</b>		
Assessment Method	Description	Weight
Reflective Response	Students will write a reflective response of approximately 3 pages (1000 words) in length to Giaconda Belli’s <i>The Country Under My Skin</i> . Analyses will respond to the essay prompt posted on d2l and will reflect on how Belli’s class and gender influenced her experience of the Nicaraguan Revolution. Students are not required to refer to outside sources. Essays must be properly documented - be sure to consult <i>The History Student’s Handbook</i> in matters of style, or the Chicago Manual of Style for anything not covered by the handbook. <a href="https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html">https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html</a> Papers will be assessed on the basis of both the clarity of argument and writing effectiveness. Due via d2l on <b>Monday, January 7, 2020 at 11:59 pm.</b>	20%
Film Analysis	Students will choose one of the five films shown in class and analyse it in an essay of approximately 3 pages (1000 words) in length. Analyses should comment on what the film contributes of our understanding of revolution and the light it sheds on the larger historical process of the revolution in question. Students are not required to refer to outside sources. Essays must be properly documented - be sure to consult <i>The History Student’s Handbook</i> in matters of style, or the Chicago Manual of Style for anything not covered by the handbook. <a href="https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html">https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html</a> Papers will be assessed on the basis of both the clarity of argument and writing effectiveness. Due via d2l on <b>Monday, January 13, 2020 at 11:59 pm.</b>	20%
Document Analysis	Students will choose one of the assigned documents and analyse it in an essay of approximately 3 pages (1000 words) in length to understand what it contributes to our understanding of revolution, and the light it sheds on the larger historical processes of the revolution the individual in question participated in or lived through. Students are <b>not</b> required to refer to outside sources.	20%

	Essays must be properly documented - be sure to consult <i>The History Student's Handbook</i> in matters of style, or the Chicago Manual of Style for anything not covered by the handbook. <a href="https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html">https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html</a> Papers will be assessed on the basis of both the clarity of argument and writing effectiveness. <b>Due via d2l on Friday, January 17, 2020 at 11:59 pm.</b>	
Class participation	Participation accounts for 10 percent of your final mark in this class. Your contribution to the discussion should be substantive and demonstrate a thorough familiarity with the works under consideration.	5%
Quizzes	Students will complete a daily quiz based on the day's readings. <b>Due each morning before class at 8:30 via d2l.</b>	10%
Final Essay	In the final essay, which should be approximately 10 pages (2500 words) in length, students will research the experience of one of the sectors of society under discussion in a twentieth-century Latin American revolutionary process. Students should refer to at least ten (10) outside scholarly sources (either academic books, or book chapters, journal articles, etc.). Internet sources, such as Wikipedia should not be used, but journal articles that were accessed via the internet, using databases such as JSTOR, Historical Abstracts, HAPI, and Project Muse that are available on the library's website, are encouraged. Essays must be properly documented - be sure to consult <i>The History Student's Handbook</i> in matters of style, or the Chicago Manual of Style for anything not covered by the handbook. <a href="https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html">https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html</a> Papers will be assessed on the basis of both the clarity of argument and writing effectiveness. <b>Due via d2l on Sunday, January 26, 2020 at 11:59 pm.</b>	25%

**Nota bene:**

This course is intended for all UCalgary students, and I am committed to creating an inclusive learning environment. If you have any foreseen or unanticipated conditions or circumstances that require reasonable accommodations, you are encouraged to contact the campus resources outlined below or contact me by email, phone, or during office hours to discuss how I can help you to be successful in this course.

Please feel free to call or come to see me during my office hours. If you cannot come during the posted times, I would be happy to make an appointment for a mutually convenient meeting time.

Please feel free to e-mail me, but be aware that it may take up to 48 hours for me to respond.

Regular attendance at lectures is essential to the successful completion of the course.

All written work **must** conform in matters of style to the guidelines in the *The History Student's Handbook*.

Late assignments that are not accompanied by a legitimate excuse such as a doctor's note will be penalised **one third of a letter grade per day** (e.g. From B + to B).

Students who anticipate difficulty meeting a deadline (for academic or personal reasons) should request an extension at least 48 hours **before** an assignment's due date.

Students will treat the instructor and fellow students with respect. Refrain from disruptive behaviour. Turn your cell phones off during lecture. Be punctual.

**Class schedule:**

<b>Date</b>	<b>Topic &amp; Reading</b> <b>* Please do the reading for each day BEFOREHAND *</b>	<b>Assignments/Due Dates</b>
Day 1	<p><b>January 6, 2020</b></p> <p><b>Theories of Revolution and The Mexican Revolution</b></p> <p>Textbook: <i>Twentieth-Century Latin American Revolutions</i>. Chapters 1 and 2</p> <p>Article: Joseph, Gilbert M. and Allen Wells. "Corporate Control of a Monocrop Economy: International Harvester and Yucatan's Henequen Industry during the Porfiriato." <i>Latin American Research Review</i> 17:1 (1982): 69-99. <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/2502941">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/2502941</a></p> <p>Document: Buck, Sarah A. "Rosa Torre González: <i>Soldadera</i> and Feminist." In <i>The Human Tradition in Mexico</i>, edited by Jeffrey M. Pilcher, 137-148. Wilmington: SR Books, 2003. (d2l)</p> <p><b>Film: And Starring Pancho Villa as Himself (112 min.)</b></p>	d2l Quiz by 8:30
Day 2	<p><b>January 7, 2020</b></p> <p><b>The Bolivian Revolution</b></p> <p>Textbook: <i>Twentieth-Century Latin American Revolutions</i>. Chapter 4.</p> <p>Article: Zunes, Stephen. "The United States and Bolivia: The Taming of a Revolution, 1952-1957." <i>Latin American Perspectives</i> 28:5 (Sep., 2001): 33-49.</p>	d2l Quiz by 8:30  <b>Reflective Response of Belli's <i>The Country Under My Skin</i> due at 11:59 pm via d2l</b>

	<p>Document:  Medlin, Mary Ann. "Doña Sara and Doña Juana: Two Bolivian Weavers." In <i>The Human Tradition in Latin America in the Twentieth Century</i>, edited by William H. Beezley and Judith Ewell, 219-231. Wilmington: SR Books, 1990. (d2l)</p> <p><b>Film: Yawar Mallku (85 min.)</b></p>	
Day 3	<p>January 8, 2020</p> <p><b>The Cuban Revolution</b></p> <p>Textbook:  <i>Twentieth-Century Latin American Revolutions</i>. Chapter 5.</p> <p>Article:  Pérez, Jr., Louis A. "Fear and Loathing of Fidel Castro: Sources of US Policy toward Cuba." <i>Journal of Latin American Studies</i> 34:2 (May, 2002): 227-254.  <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3875788">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3875788</a></p> <p>Document:  Lewis, Oscar, Ruth M. Lewis, and Susan M. Rigdon, "The 'Rehabilitation' of Prostitutes." In <i>The Cuba Reader</i>, edited by Aviva Chomsky, Barry Carr and Pamela María Smorkaloff, 395-398. Durham: Duke University Press, 2003. (d2l)</p> <p><b>Film: Before Night Falls (133 min.)</b></p>	d2l Quiz by 8:30
Day 4	<p>January 9, 2020</p> <p><b>The Chilean Road to Socialism</b></p> <p>Textbook:  <i>Twentieth-Century Latin American Revolutions</i>. Chapter 6.</p> <p>Article:  Power, Margaret. "The U.S. Movement in Solidarity with Chile in the 1970s." <i>Latin American Perspectives</i> 36:6 (November 2009): 46-66.</p> <p>Document:  "Women Lead the Opposition to Allende: Interview with Carmen Saenz." In <i>The Chile Reader</i>, edited by Elizabeth Quay Hutchinson, Thomas Miller Klubock, Nora B. Milanich, and Peter Winn, 406-409. Durham: Duke University Press, 2014. (d2l)</p>	d2l Quiz by 8:30

	<b>Film: Missing (123 mins.)</b>	
Day 5	<p>January 10, 2020</p> <p><b>The Nicaraguan Revolution</b></p> <p>Belli, Gioconda. <i>The Country Under My Skin: A Memoir of Love and War</i>. New York: Anchor Books, 2003.</p> <p>Textbook: <i>Twentieth-Century Latin American Revolutions</i>. Chapter 7.</p> <p>Article: Sánchez Nateras, Gerardo. “The Sandinista revolution and the limits of the Cold War in Latin America: the dilemma of non-intervention during the Nicaraguan crisis, 1977-78.” <i>Cold War History</i> 18:2 (2018): 111-129.</p> <p>Document: Heyck, Denis Lynn Daly. “Violeta Chamorro.” In <i>Nicaraguan Life Stories</i>, 37-52. New York: Routledge, 1990. (d2l)</p> <p><b>Film: Alsino y el Condor (89 min.)</b></p>	<b>d2l Quiz by 8:30</b>

### Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.

Percentage	Letter Grade	Grade Point Value	Description
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

### Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Tower Room 116, call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- **Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.
- Registration Changes and Exemption Requests: <https://www.ucalgary.ca/registrar/registration/appeals>

### Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in the History Student's Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

### Red Box Policy:

If your instructor requires paper copies of an essay and/or assignment, and the essay/assignment can be handed in outside of class, you can drop them in the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name, and 4) your student number.** Assignments received after 4:00 p.m. are date stamped the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied at 4:00 p.m. Monday to Friday.

### Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course,

when, in fact, it is not. Please see [The History Student's Handbook](#).

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K](#).

### **Academic Accommodations:**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

### **Other Useful Information:**

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Winter 2020