

## Latin American Revolutions (HIST 3850)

*“In this part of the world the possibility is almost totally gone for there to be a peaceful transition to socialism.”*

- Ernesto “Che” Guevara (1963)

Spring 2024  
MC209, MWF 1:30-2:20  
Office: MC 227  
Office Hours: MWF 2:30-3:30 (and by appointment)

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### Course Overview

This course presents a critical comparative analysis of twentieth-century revolutionary theories and movements in Latin America. We will examine the socio-political conditions that led to a revolutionary situation and the differing responses to those conditions. We will interrogate what those revolutions sought to accomplish and what were the outcomes of those revolutionary changes. We will examine those events through the lens of those who participated in them. In addressing these issues, we will emphasize the themes of nationalism, state formation, imperialism, agrarian reform, leadership strategies, and citizenship. A goal of this class is to acquire a more complex understanding of the nature of exploitation, oppression, and exclusion in Latin America and of continuing struggles for a more equal and just society.

### Readings

Becker, Marc. *Contemporary Latin American Revolutions*. 2d edition. Lanham: Rowman & Littlefield, 2022. ISBN: 9781538163733

### Assignments and grades

<u>Assignment</u>	<u>Points</u>
Chapter summaries	10 pts
Chapter analyses	30
Secondary source analysis	10
Microfilm assignment	20
Research paper	30

At least 90 points are necessary for an A, 80 for a B, 70 for a C, and 60 for a D. Fewer than 60 points is an F. Successful completion of all assignments is required to receive credit for this class.

**Chapter summaries:** Post a summary of each chapter in the *Contemporary Latin American Revolutions* textbook to the Brightspace discussion board by midnight the day before we begin discussing that chapter in class. Include any comments, questions, responses, or reactions you might have to the readings. 1 pt each, 10 pts total.

**Chapter analyses:** Compare the narrative in each chapter to the perspectives in the biographies and documents included with that chapter. Due the last day we discuss each chapter. 3 pts each, 30 pts total.

**Secondary source analysis:** Analyze a scholarly book included in the list of sources for one of chapters from the *Contemporary Latin American Revolutions* textbook and present your findings from the book to the class when we discuss that revolutionary movement. This paper must be typed, double-spaced, about 3 pages long, and include citations, a bibliography, and page numbers. Sign up at [https://docs.google.com/document/d/1z0HridtS7CkuZtD8rDbG76jbjZcBm0aGBE2jn0wR7\\_s/edit?usp=sharing](https://docs.google.com/document/d/1z0HridtS7CkuZtD8rDbG76jbjZcBm0aGBE2jn0wR7_s/edit?usp=sharing) 10 pts.

**Microfilm:** Select a document from the microfilm collection ([https://library.truman.edu/find-materials/microforms-collections/#sub\\_key\\_222](https://library.truman.edu/find-materials/microforms-collections/#sub_key_222)). Have me approve the document, and then write a paper (typed, double-spaced, about 3 pages, citations, bibliography, page numbers) analyzing the document and its historical perspective. Attach a copy of the document to the essay. Due March 18. 20 pts.

**Research paper:** Write a research paper on a topic related to Latin American revolutions. The paper must use a minimum of six scholarly sources (including at least one book and one journal article) and one primary source, and should be about 15 pages long, typed, double-spaced, and include citations, a bibliography, and page numbers. The format should follow Turabian, *Manual for Writers of Research Papers*. Due May 7. 30 pts.

## **Class Schedule**

### Intro/Theory

Jan 17: Intro

Jan 19: Marxism 101.

**Read:** Becker, ch. 1 (“Theories of Revolution”)

### Mexican Revolution

Jan 22-Jan 26: **Read:** Becker, ch. 2 (“Mexican Revolution, 1910–1920”)

### Guatemalan Spring

Jan 29-Feb 9: **Read:** Becker, ch. 3 (“Guatemalan Spring, 1944–1954”)

### Bolivia’s Nationalist Revolution

Feb 12-16: Becker, ch. 4 (“Bolivia’s Nationalist Revolution, 1952–1964”)

**Wednesday, February 14:** Meet in Pickler library classroom

### Cuban Revolution

Feb 19-March 1: **Read:** Becker, ch. 5 (“Cuban Revolution, 1959–”)

Chilean Road to Socialism

March 4-22: **Read:** Becker, ch. 6 (“Chilean Road to Socialism, 1970–1973”)

Sandinistas

March 25-April 4: **Read:** Becker, ch. 7 (“Nicaraguan Sandinistas, 1979–1990”)

Guerrilla Warfare

April 8-12: **Read:** Becker, ch. 8 (“Guerrilla Warfare”)

Venezuela

April 15-26: **Read:** Becker, ch. 9 (“Venezuela’s Bolivarian Revolution, 1999–”)

Pink Tides

April 29-May 3: **Read:** Becker, ch. 10 (“Socialisms of the Twentieth and Twenty-First Centuries”)

Final exam: Tuesday May 7, 1:30-3:20 p.m.

## **Addendum**

Also see syllabus resources for students: <https://wp-internal.truman.edu/provost/syllabus-resources-for-students/>.

**Credit generation** – This is a four-credit course with three weekly face-to-face meetings with your professor (three weekly 50-minute for MWF classes, two 80-minute classes for TR classes, and one 3-hr period for evening classes, plus 6 “hours” [300 minutes] of outside-class time per week). You will earn the fourth credit because this course incorporates increased content and collateral readings, including primary sources, as well as increased research and paper writing. It also includes higher-level critical thinking exercises that specifically develop analysis, synthesis, and evaluation rather than simple knowledge and comprehension.

**Writing-enhanced** – This class has been designed to help satisfy the “writing-enhanced” requirement of Truman’s LSP. As such, the various written projects will assist the quest to improve your writing and critical thinking skills as well as help you understand how interconnected are cognition, the writing process, and the final written product.

**Outcomes** – The major outcomes of this class include:

1. Demonstrate broad familiarity with the field of history and the events and trends that it covers.
2. Demonstrate significant familiarity with the major events and trends in history.
3. Demonstrate an appreciation of historiography and the range of fields and methods that historians deploy.
4. Demonstrate strong familiarity with the range of research protocols practiced by historians including the location, examination, and use of primary and secondary sources.
5. Demonstrate strong familiarity with professional standards to which historians adhere.
6. Demonstrate the ability to apply those protocols and standards in both directed and independent research.

**Expectations** – My expectations of you as students in this class are fairly straightforward and not unlike those of any other college-level class:

1. I expect you to complete the assigned readings before class.
2. I expect you to come to class prepared to think about and discuss these readings.
3. I expect you to be fully present and engaged in class lectures and discussions. This means no inappropriate use of personal technology devices. If we are meeting remotely over zoom, you should have your camera turned on. If there is a reason you cannot or do not want to have your camera turned on, just please let me know.
4. I expect you to complete all assignments, and to turn all of them in on time.
5. I expect all written essays to be your own original work.

If you run into any problems that hinder you from meeting any of these expectations, please let me know. I think you will find that as with most of your professors I can be completely reasonable, but I cannot help you if you do not communicate with me or disappear from class without explanation. Remaining in touch is important. I do want you to excel in this class, and

will bend over backwards to do what I can to ensure that you do. But please keep in mind that your instructors are people as well, and we have our breaking points. If I am bent over backwards and you keep pushing, I *will* break and you will not be happy with the consequences because you will fail the class.

**Requirements** – Our goal is to challenge existing assumptions, engage alternative viewpoints, and encourage critical thinking. Through the study of history, we seek to empower ourselves to be better citizens, and to provide ourselves with the skills necessary to play a positive and educated role in society. We need to be active constituents rather than mere recipients of our education. To accomplish those tasks, we should strive to create an open and supportive learning environment. Complete reading assignments before class so that you are prepared to carry on an intelligent discussion of the material in class. Lectures and discussions will complement the readings and assume the base level of knowledge that they present, so it is critically important that you keep up with the readings. Please drop me a note if you have any concerns or suggestions for improving the class.

**Attendance policy** – Students are expected to attend all their classes and participate actively in discussions. Poor or irregular attendance will adversely affect the quality of work and the course grade. A student who has to miss class must contact the course instructor and give a clear, valid explanation. Extended absences (for example, medical) should be documented (for example, by a note from the doctor). The student has the responsibility to make up any work missed, with deadlines at the discretion of the instructor. For university guidelines on attendance: [http://catalog.truman.edu/content.php?catoid=15&navoid=801&hl=attendance+policy&returnto=search#Attendance\\_Policy](http://catalog.truman.edu/content.php?catoid=15&navoid=801&hl=attendance+policy&returnto=search#Attendance_Policy)

**Performative assignment** – Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You must meet this requirement within the first calendar week of the semester. Failure to do so, or to provide an explanation of an extenuating circumstance by that date and time will result in your removal from the course. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, attendance at a class session or completion of one of the assignments for the first week of the semester.

**Writing Center** – The Writing Center (<https://writingcenter.truman.edu/>), in Pickler Memorial Library 107, is open from 8 am to 5 pm Monday through Friday, and is a good resource for improving your writing. They can help you to brainstorm, adjust style(s), fix grammar, references, citations, and the like. Never be too embarrassed or ashamed to seek out help.

**Academic integrity** – Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities, risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion for the academic program or University. The University policy on academic dishonesty as published in

the Student Conduct Code and General/Graduate Catalog applies ([http://catalog.truman.edu/content.php?catoid=20&navoid=1192#Academic\\_Dishonesty](http://catalog.truman.edu/content.php?catoid=20&navoid=1192#Academic_Dishonesty)).

The Truman State University Student Conduct Code (8.020.01) defines the term “academic misconduct” to include: 1) cheating, defined as using or attempting to use unauthorized materials, information aids in any academic exercise; 2) fabrication, defined as falsification or invention of any information or citation in an exercise; 3) facilitating academic misconduct, defined as helping or attempting to help another in an act of academic dishonesty; and /or 4) plagiarism, defined as representing the words or ideas of another as one’s own in an academic exercise. Students who are caught committing acts of academic misconduct in this course will be subject to the full range of penalties, including failing the assignment and the course. In every case, the Dean of Student Affairs Office and the Vice President for Academic Affairs will be notified; these officials have the power to suspend or expel students for academic misconduct. For more information see these two websites: [http://catalog.truman.edu/content.php?catoid=11&navoid=491#Academic\\_Dishonesty](http://catalog.truman.edu/content.php?catoid=11&navoid=491#Academic_Dishonesty) and <http://www.truman.edu/wp-content/uploads/2014/08/2014-Student-Conduct-Code.pdf>.

**ADA accommodations for students with disabilities** – The university is committed to making every possible effort to comply with the Americans with Disabilities Act (ADA). If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Services Office (x4478) as soon as possible. Also see <http://disabilityservices.truman.edu/>.

To obtain disability-related academic accommodations students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. Truman complies with ADA requirements. For additional information, refer to the Office of Student Access and Disability Services website at <http://disabilityservices.truman.edu/>

You may also contact OSA by phone at (660) 785-4478 or email [studentaccess@truman.edu](mailto:studentaccess@truman.edu)

**Notice of Compliance** – In compliance with federal law and applicable Missouri statutes, the University does not discriminate on the basis of sex, disability, age, race, color, national origin, religion, sexual orientation, or veteran status in admission to or employment in its education programs or activities. The University complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; and other state and federal laws and regulations.”

**Discrimination and Title IX** – Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities.

Apparently political ideology is not included, so we can discriminate based on that. Faculty and staff are considered “mandated reporters” and therefore are required to report potential violations of the University’s Anti-Discrimination Policies to the Institutional Compliance Officer.

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. Faculty and staff are considered “mandated reporters” and therefore are required to report potential incidents of sexual misconduct that they become aware of to the Title IX Coordinator.

For more information on discrimination or Title IX, or to file a complaint contact the Institutional Compliance Officer (<https://titleix.truman.edu/>), Title IX and Section 504 Coordinator

Office of Institutional Compliance

Violette Hall, Room 1308

100 E. Normal Ave

Kirksville, MO 63501

Phone: (660) 785-4354

[titleix@truman.edu](mailto:titleix@truman.edu)

The institution’s complaint procedure can be viewed at <http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf> and the complaint form is accessible at <http://titleix.truman.edu/make-a-report/>.

**FERPA** – Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an “educational need to know”. These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar’s Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

**Recording** – No recording in the classroom is permitted without the explicit and written permission of the instructor.

**Statement on disruptive behavior:**

“Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Conduct.” *(From Washington State University, suggested by Lou Ann Gilchrist).*

**The minimum investment of time necessary by the average student to achieve the learning goals of the course**, both in the class sessions and in autonomous learning activities. Apparently

either the Missouri state Higher Learning Commission (HLC) or the Truman State University administration has mandated that all syllabi should contain information that documents the activities that warrant the credit hours awarded. For each hour in class, students should expect to devote approximately three additional hours per week to completing the course work. This is true for all classes.

You can access the University's standard attendance policy at <http://policies.truman.edu/policylibrary/attendance-policy/>.



**Emergency Procedures** – In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF at this link: <http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf>.

Students should be aware of the classroom environment and note the exits for the room and building. For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings, available at the QR code shown or at the following link: <http://police.truman.edu/emergency-procedures/academic-buildings/>

This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/>.

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the “Truman” tab. Click on the registration link in the lower right of the page under the “Update and View My Personal Information” channel on the “Update Emergency Text Messaging Information” link. During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

**Appropriate use of technology** – Appropriate use of technology is encouraged and inappropriate use is—well, inappropriate and detrimental to our common learning environment.

**Other random things I’m supposed to tell you:**

The best way to contact me outside of class is via email and typically I am able respond fairly quickly. If you don’t receive a response from me (like, in more than a day) please try again because the email probably was lost.

I plan to provide prompt feedback on assignments, typically before the next class period.

This class has no prerequisite or enrollment requirements.



It has expectation for prior knowledge/skills  
It has no special equipment or technology requirements