

REVOLUTIONS AND NATIONS

IN LATIN AMERICA

HIS390H5S

Winter 2024

Dr. Kevin Coleman

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Office Hours: Fridays, 3-4pm; and by appointment

Optional Group Reading: 3:30-4:30pm in MN Historical Studies Meeting Room

Fridays, 11am – 12

Office: MN 4280

Classroom: IB 390

COURSE DESCRIPTION AND LEARNING OUTCOMES

In twentieth-century Latin America, ordinary people—peasants, students, workers—organized to create more free and equal societies. Their movements for social change were met by entrenched powers that wanted to preserve the status quo. Over the next twelve weeks, we will examine the Cuban Revolution, Allende's Chilean Road to Socialism, the Pinochet dictatorship's reign of terror, and the Salvadoran civil war. We'll read about and discuss the lives of extraordinary people, from Che Guevara and Salvador Allende to Augusto Pinochet and gang members in Los Angeles. You will gain a nuanced understanding of the historiographies of three defining events in Latin American history.

But more importantly, I hope you gain an understanding of what we mean by the word *historiography*, and that you acquire the skills you need—as a citizen, as a historically-minded person, as a thinker in the world—to quickly find and evaluate the main contours of important debates and explanations of events. Those skills will serve you well, no matter what you end up doing in life. We will also attend to the narrative techniques of two exemplary works of historical nonfiction; doing so will enable us to become better readers and writers.

Note: Each week, **I will read the assigned texts aloud on Fridays from 3:30-4:30pm** in the Historical Studies Meeting Room on the fourth floor of MN. I encourage you to come to these optional sessions.

LEARNING OUTCOMES

1. Be able to explain the dynamics that have led to social and political upheavals in Cuba, Chile, and El Salvador.
2. Be able to explain the relationship between revolutionary violence and counterrevolutionary terror.
3. Be able to identify key historiographic trends in explaining the Cuban Revolution and the Pinochet dictatorship.
4. Be able to identify four effective narrative techniques in historical nonfiction.

GENERATIVE AI TOOLS

Students may not use generative artificial intelligence tools as they work through the assignments in this course. All writing and analysis must be your own.

UTM LIBRARY

The University of Toronto Libraries connect students with the world-class collections needed to successfully conduct research and complete assignments. At the [UTM Library](#), located within the Hazel McCallion Academic Learning Centre, students will find dedicated support for their courses:

- [Reference and Research Help](#) via in-person drop-in and the [Ask a Librarian](#) virtual chat service
- [Research Guides](#) developed by subject expert [Liaison Librarians](#), plus individual consultations on request
- [Workshops](#) on navigating databases, finding relevant articles, using software, citing correctly, and more.

REQUIRED BOOKS—AVAILABLE FOR PURCHASE AT THE UTM BOOKSTORE

Unforgetting: A Memoir Of Family, Migration, Gangs, and Revolution in the Americas, by Lovato. ISBN: 9780062938473

Che Guevara: A Revolutionary Life, by Anderson. ISBN: 9780802144119

Cuba, by Ferrer. ISBN: 9781501154560

Weavers of Revolution, by Winn. ISBN: 9780195045581

What You Have Heard Is True: A Memoir Of Witness And Resistance, by Forche, Carolyn. ISBN: 9780525560395

The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents, by Dingers. ISBN: 9781565849778

Bring
a printed copy
of each day's
reading to
class so that you
can easily refer to
important
passages during
our discussion.

FOSTERING OF ACADEMIC INTEGRITY

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://teaching.utoronto.ca/ed-tech/teaching-technology/pdt/pdt-faq/>).

EQUITY, HUMAN RIGHTS, AND RESPECT FOR DIVERSITY

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

ADDITIONAL ACADEMIC SUPPORT

The Robert Gillespie Academic Skills Centre (RGASC) is located in Room 3251 on the third floor of the Maanjiwe nendamowinan Building. The RGASC offers individual consultations, workshops (many CCR-accredited), and a wide range of programs to help students identify and develop the academic skills they need for success in their studies. Their programming will include both in-person and online options. Visit the [RGASC website](#) to explore their online resources, book an in-person or online appointment, or learn about other programming such as Writing Retreats, the Program for Accessing Research Training (PART), Mathematics and Numeracy Support, and dedicated resources for English Language Learners.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services as soon as possible. Accessibility staff (located in Room 2037B, W.G. Davis Building) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. Please call 905-569-4699 or email access.utm@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

COURSE SCHEDULE

JANUARY 12

- In-Class: Syllabus
- In-Class: Setting and Meeting your Goals—Create a schedule for yourself for this course for the next twelve weeks. Schedule reading + research + writing for Monday-Friday; two hours per day in four 30-minute chunks.
- Assignment #1—Discuss: Grandin, “Living in Revolutionary Time: Coming to Terms with the Violence of Latin America’s Long Cold War.”

JANUARY 19

- ASSIGNMENT #1—Discuss: *Che Guevara: A Revolutionary Life*, pp. xi-204.

JANUARY 26

- ASSIGNMENT #1—Discuss: *Che Guevara: A Revolutionary Life*, pp. 205-404.
- ASSIGNMENT #1—Analyze a primary source in class.

FEBRUARY 2

- ASSIGNMENT #1—Discuss: *Che Guevara: A Revolutionary Life*, pp. 405-732.

FEBRUARY 9

- ASSIGNMENT #1—Discuss: *Cuba*, pp. 1-156.

FEBRUARY 16

- ASSIGNMENT #1—Discuss: *Cuba*, pp. 157-314.
- Submit and Discuss: Assignment #2—Historiographic essay on the Cuban Revolution (25%)

**Bring
a printed copy
of each day's
reading to
class** so that you
can easily refer to
important
passages during
our discussion.

READING WEEK—NO CLASS

MARCH 1

- ASSIGNMENT #1—Discuss: *Cuba*, pp. 315-470.

MARCH 8

- ASSIGNMENT #1—Discuss: *Weavers of Revolution*, by Winn.

MARCH 15

- ASSIGNMENT #1—Discuss: *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents*, pp. xi-134.
- ASSIGNMENT #1—Analyze a primary source in class.

MARCH 22

- Submit and Discuss: Assignment #3—Historiographic essay on the Pinochet Dictatorship (25%)
- ASSIGNMENT #1—Discuss: *The Condor Years: How Pinochet and His Allies Brought Terrorism to Three Continents*, pp. 135-264.

APRIL 5

- ASSIGNMENT #1—Discuss: *What You Have Heard Is True: A Memoir Of Witness And Resistance*, by Forché, Carolyn.
- Assignment #4—Write about narrative techniques of Carolyn Forché & Roberto Lovato (25%)—due April 5.

APRIL 8

- ASSIGNMENT #1—Discuss: *Unforgetting: A Memoir Of Family, Migration, Gangs, and Revolution in the Americas*, by Lovato.

ASSIGNMENTS AND GRADING

#1 Participation (20%)

- To participate in class, you must attend class.
- Participation requires that you prepare in advance.
- Read all of the assigned readings before you come to class.
- Write down two or three things that you would like to say about the events, people, and historical processes that you read about.
- Express your ideas as clearly as you can. Make explicit reference to the assigned texts.
- Engage with each other. You, the students in this course, will say interesting things. You'll have great ideas, incisive interpretations of the assigned readings. Think with each other.

#2 Find and summarize a historiographic essay on the Cuban Revolution (25%)

- 1) Use the University of Toronto Libraries to find one historiographic essay on the Cuban Revolution.
- 2) The essay should have been published in a major scholarly journal; the quality of the historiographic essay you select will be factored into your grade for this assignment.
- 3) State the main argument of the essay.
- 4) Distinguish between the different schools of interpretation / trends of scholarship / dominant approaches to understanding the Cuban Revolution.
- 5) Properly cite, using citation guidelines of the *Chicago Manual of Style*, the essay that you found.
- 6) Length: your paper should be one full single-spaced page with standard margins.
 - Due February 16

**I want to
know what you
think and how you
think.**

If I want to
know what a chatbot
thinks, I'll ask one.

**So, don't use AI in
this course.**

#3 Find and summarize a historiographic essay on the Pinochet Dictatorship (25%)

- 1) Use the University of Toronto Libraries to find one historiographic essay on the Pinochet Dictatorship.
- 2) The essay should have been published in a major scholarly journal; the quality of the historiographic essay you select will be factored into your grade for this assignment.
- 3) State the main argument of the essay.
- 4) Distinguish between the different schools of interpretation / trends of scholarship / dominant approaches to understanding the Cuban Revolution.
- 5) Properly cite, using citation guidelines of the *Chicago Manual of Style*, the essay that you found.
- 6) Length: your paper should be one full single-spaced page with standard margins.
 - Due March 22

#4 Write about the narrative techniques of Carolyn Forché and Roberto Lovato (30%)

- This paper must be based on your original interpretation of these two works of historical nonfiction.
- Identify two narrative techniques employed by Forché and two employed by Lovato.
- Explain how those narrative techniques work. Provide examples. Explain why they are effective.
- It should be three pages long (double-spaced, 12-point font, standard margins), with footnotes citing your sources.
- Due April 5

ACADEMIC CONDUCT

As a student in this course, you have certain rights and responsibilities, some of which are outlined in the following statement of academic integrity written by the University of Toronto's Centre for Teaching Support and Innovation:

“Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

- Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
- Posting test, essay, or exam questions to message boards or social media.
 - Creating, accessing, and sharing assessment questions and answers in virtual “course groups.”
 - Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other [institutional resources](#).”

POLICIES ON TESTS AND ASSIGNMENTS

If a deadline for an assignment is not met, the assignment is subject to a late penalty of 2% per day. Students may request special consideration due to reasons beyond the student's control, including illness or injury; religious observances; other unplanned and/or unforeseeable circumstances entirely beyond the student's control (e.g., a court subpoena, a funeral, an accident, etc.). Reasons such as vacations, pre-purchased plane tickets, family plans, attendance at a wedding, lack of preparation, technology failure, extra-curricular commitments, and academic work in other courses are not considered to be beyond a student's control and will not be accommodated.

Students are permitted to declare an absence on ACORN for up to 7 (seven) consecutive days that does not require additional supporting documentation. However, you must still notify your instructor as soon as possible (within 3 days of the missed deadline), and complete the online [Special Consideration Request](#). This absence declaration tool may only be used once per term.

If your absence exceeds 7 days, you may be asked to provide supporting documentation (e.g., Verification of Illness Form or Verification of Extenuating Circumstances).

The ACORN absence declaration tool may NOT be used if the missed assessment is an in-class assignment.

Requests for additional extensions/accommodations, outside of this one-time only exception, must be submitted through a [Special Consideration Request](#). Please review the policy on our web site and follow the instructions to submit a request directly to the Department.

Students may invoke the “stuff happens” clause on one and only one assignment to receive an automatic 3-day extension, no questions asked. To invoke this clause, send an email to your professor before the assignment is due, and cc your TA, stating the invocation of the clause.

This “Notice of Collection” provides information from the University about the collection of medical certificates:

The University of Toronto respects your privacy. The information on this form is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering accommodations for academic purposes based on medical grounds. The department will maintain a record of all medical certificates received. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act.

If you have questions, please refer to www.utoronto.ca/privacy or contact the University's Freedom of Information and Protection of Privacy Office at 416-946-5835. Address: Room 201, McMurich Bldg., 12 Queen's Park Crescent, Toronto, ON, M5S 1A1.

Please remember that grades are earned on the basis of performance in an assignment, not given on the basis of need or effort.