

HSTR 231HX: Modern Latin American History

The University of Montana, Spring 2019
T, Th, 11:00-12:20, LA 204

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**Descamisados in front of the Casa Rosada in the Plaza de Mayo
Buenos Aires, October 17-18, 1945**

COURSE DESCRIPTION:

After hundreds of years subordinated as colonies of the Spanish and Portuguese empires, peoples across the southern half of the western hemisphere fought for independence, giving rise to modern Latin American nation-states. In this course, we move chronologically through major economic, political, social, and cultural dynamics in the region, beginning with a consideration of the legacy of colonialism and the wars for independence in the 1810s-20s. We then move into the nineteenth and twentieth centuries, where our study is organized around *three major thematic lines*.

First, we look at diverse visions of the nation and models for development that emerged in different places and times and competed for national ascendance.

Second, we study social relations and the structures and dynamics of power at local, national, and international levels. How have groups with certain racial, gender, political, and other characteristics gained and maintained the power to dominate their nations? How have majorities often been marginalized from economic and political power?

Third, we explore a diversity of collective movements that have challenged structures and practices of exclusion and oppression. How have different groups in Latin America in particular historical contexts mobilized to transform their societies? On this question, we highlight key cases, such as the Mexican Revolution, the “Guatemalan Spring” of the 1940s-50s, and the Popular Unity government in Chile. We consider both domestic and international factors in the outcome of these projects for change. We end with a look at current political and social movements in the era of neo-liberal global capitalism.

This course counts for History majors and minors, the Latin American Studies minor, the International Development Studies minor, and two required General Education groups: Group VI, Historical & Cultural Studies (H) and Group X, Indigenous & Global Perspectives (X).

LEARNING OBJECTIVES & ASSESSMENT:

This is a **General Education H** (Historical & Cultural Studies) course, designed to teach students to:

1. Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events.
2. Evaluate texts or artifacts within their historical and/or cultural contexts.
3. Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

This is also a **General Education X** (Cultural and International Perspectives) course, designed to teach students to:

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.
2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.
3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.

In sum, students who successfully complete this course will: (1) gain basic knowledge of significant people, places, events, and dynamics in modern Latin American history (2) learn about historians’ methods for understanding the past, and (2) improve critical thinking, reading, and writing skills.

All of these learning objectives will be assessed through group discussions, weekly graded essays, a map quiz, a midterm exam, and a final exam. Required reading for this course averages 60-80 pages per week. Required writing (not including exams) is between 14-18 pages.

REQUIRED READING:

- Chasteen, John Charles. *Born in Blood and Fire: A Concise History of Latin America*, fourth edition (W.W. Norton & Company, 2016). [Okay to use the third edition]
- *Articles and book selections.* The bibliography of required reading in addition to the textbook appears at the end of this syllabus. This material is on Moodle.

HIGHLY RECOMMENDED:

- Trimble, John R. *Writing with Style: Conversations on the Art of Writing* (Prentice Hall, 2000).

REQUIREMENTS AND GRADE COMPOSITION

Map Quiz (Tu, 2/12)	50 pts	5%	Essays (8/13 x 25 pts each)	200 pts	20%
Midterm Exam (Tu, 3/5)	200 pts	20%	2 Graded Essays (50 pts each)	100 pts	10%
Final Exam (Th, 5/2, 8-10vam)	300 pts	30%	Attendance + Participation	150 pts	15%
			TOTAL	1000 pts	100%

GRADING SCALE: Final Grades (converted from 1000 points possible)

		B+	87-89	C+	77-79	D+	67-69
A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
						F	59 & lower

DROP/ADD DEADLINES

1/18:	last day to add classes via CyberBear without consent
1/31:	last day to add/drop/change via CyberBear w/ refund or partial refund
2/1-3/15:	drop/add/change with signatures & fee (W on transcript)
3/16-4/26:	drop/add/change by petition to dean; <i>granted only for legitimate, serious, documented reasons</i> (WP or WF on transcript)

ATTENDANCE & PARTICIPATION

Success in this course requires ongoing, active engagement with all relevant information, themes, questions, and assignments. You can demonstrate your interest and preparation in several ways. Foremost, I will assess the frequency and quality of your *contributions in class discussions and group activities*. This is a subjective assessment on my part, worth up to 50 points. If speaking in public is difficult for you, come to my office hours periodically to talk about course material.

I keep track of attendance. At the beginning of each class, I will pass around an attendance sheet, which *you must be sure to sign*. If your name is not on the sheet, I will assume you were not there. Excused absences require either official documentation or *prior* approval by me. I will *not* excuse leaving early or returning late for Spring break or other holidays. I allow one unexcused absence with no penalty. After that, each absence is 7 points off the 100 points given for attendance. Missing class will also affect my subjective assessment of your overall participation.

MAP QUIZ & EXAMS

Separate handouts and/or class discussions will be provided for these requirements.



Ronald Reagan, 40th U.S. President (1981-89), and First Lady Nancy



Luis Ignacio (LULA) da Silva, President of Brazil, 2002-2011

ESSAYS

Up to 8 times in the semester, you may submit a short essay (1 ½-2 pp.) based on that week's reading, each of which is worth 25 points. (Only one per week). You can skip this written exercise for any 5 weeks you choose, but you are still responsible to do the reading for those weeks and to come to class prepared to discuss it. Be aware that one of the possible days for essay submission is the day of the midterm, so carefully choose which weeks you will and will not submit essays. Get started on the essays right away; not completing them will severely affect your grade.

To receive any credit for these essays, you must follow all of the criteria on the separate Essay Guidelines handout, reproduced in condensed form below. To improve your writing, I strongly recommend a short book called *Writing with Style* by John Trimble.

To receive 25 points, essays must, at a minimum, meet these criteria:

1. Be double-spaced, typed, and about **1 ½-2 pages**. 1 ½ is minimum for credit. 3 is max.
2. Have a **page number** on all pages after the first. (Number on first page is optional).
3. Have a **creative title** that catches your readers' attention, **together with a subtitle** that tells your readers more specifically what the essay will be about (who, what, where, when, or whichever of these factors is important for us to know).
4. Be drawn from the reading for that week, and **answer one of the questions** presented about it, unless your own choice of topic was given as an option.
5. Have a clearly worded **thesis statement or question** somewhere near the beginning of the essay. Make sure the essay stays focused on this key angle or argument.
6. Be **broken into paragraphs**, each with a clear theme that relates to your overall argument.
7. Include a **minimum of 2 citations to the reading for the week, with page numbers**. This includes both paraphrased ideas and direct quotes. You may also cite lecture notes or any sources beyond the material for this course, but such references must be *in addition to, not a substitution for*, the minimum 2 citations to the week's reading. If you cite lecture notes, give the date.
8. **Indicate your sources with the page numbers** in the text, either with footnotes or MLA style citation – (Marti, 360). Only if you add something from a source *not* on the syllabus do you need to give full citation information.
9. **Give an appropriate introduction to your sources** in the body of your text, especially when you quote from them. (eg. "According to historian John French, ". . .")
10. **Follow all additional rules and guidelines** presented in class discussions, handouts, or supplementary readings.
11. Be **carefully edited and proofread**. Misspellings, typographical errors, and excessive grammatical or stylistic errors will result in a 0.

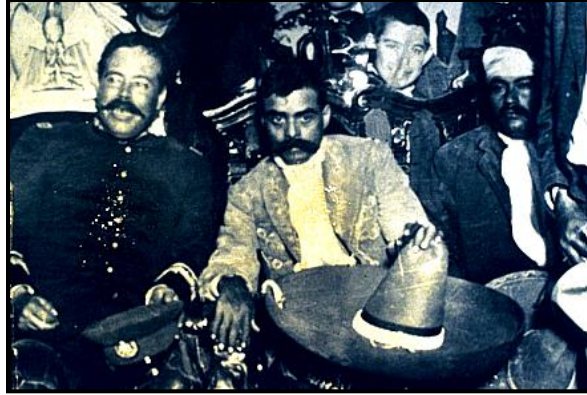
OTHER COURSE POLICIES

- In the first weeks of the semester, I will ask you to sign a **course contract**, which reads:

My signature below signifies that I have carefully read the following course documents: Syllabus; Key Terms & Questions 1; Essay Guidelines; and Map Quiz Guidelines. I have asked the professor or otherwise clarified points of confusion and believe that I understand the content, requirements, and expectations presented in these course handouts.

If you do not wish to sign this agreement by the last day to change registration on Cyberbear, you should drop the course.

- This course complies with the History Department policy which **does not allow course drops after the 45th instructional day of the semester**, except in serious, documented circumstances as outlined in university policy: [University of Montana Undergrad Advising on Drop-Add](#)
- **Keep all of your graded written work until the end of the semester (essays, exams).**
- Get and use a **umontana email** account. I may send out group or individual messages during the semester with changes or information for which you are responsible.
- Many of the course readings are on **Moodle**. Please make sure you have access to reliable internet service throughout the semester. You may also want to download the readings to a zip drive or hard drive to make sure you can access them when needed.
- **No late assignments** or make-up work will be accepted without prior approval from me or appropriate university documentation (presented in the timeliest fashion possible).
- Notify me of any relevant **disabilities or athletic or other commitments** as early as possible. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students \(DSS\)](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide appropriate accommodation.
- This course involves a considerable amount of **formal writing**. Assistance may be found at the University Writing Center [LA 144; 243-2266; [University of Montana Writing Center](#)].
- All students must practice **academic honesty** and adhere to **Student Conduct Code**: [University of Montana student conduct code](#). Plagiarism or other academic misconduct may result in a failing grade and/or prompt further disciplinary action from the University. If you have questions about what constitutes plagiarism or how to avoid it, see me.
- It is **your responsibility** to keep track of your own performance. I am always willing to meet with you during the semester to help you get the most out of this course. The end of the semester is not the appropriate time to meet with me about your work or grade.



Pancho Villa and Emiliano Zapata in México, D.F., December 1914

SCHEDULE:

(reading should be done by the class period on which it is listed)

1) Th, 1/10: Course Introduction

2) Tu, 1/15: *The Origins of Latin America*

RDG: Chasteen, Ch. 1, "Welcome" & Ch. 2, "Encounter," pp. 1-53. [52 pp.]

3) Th, 1/17: *Three Centuries of Iberian Colonial Rule*

RDG: Chasteen, Ch. 3, "Colonial Crucible," pp. 55-93. [38 pp.]

4) Tu, 1/22: *Slavery and the Haitian Revolution*

RDG: Brown, Ch. 13, "The Haitian Social Revolution," pp. 387-405. [18 pp.]

Dubois, "Prologue," pp. 1-7. [6 pp.]

Trouillot, "Unthinkable History" pp. 70-107. [38 pp.]

ESSAY 1

5) Th, 1/24: *Movements and Wars for Independence*

RDG: Chasteen, Ch. 4, "Independence," pp. 95-125. [30 pp.]

6) Tu, 1/29: *Postcolonial Strife: Competing Visions of Nation-Building*

RDG: Chasteen, Ch. 5, "Postcolonial Blues," pp. 127-159. [32 pp.]

ESSAY 2

7) Th, 1/31: *Civilization vs Barbarism: The Case of Argentina*

RDG: Clayton & Conniff, "Search for Political Order," pp. 72-81. [9 pp.]

Hanke & Rausch, "The Age of Caudillos," pp. 47-57. [10 pp.]

Chasteen, "Making Sense of Caudillos," in Chasteen & Tulchin, pp. 37-41. [5 pp.]

8) Tu, 2/5: *Centralism vs Federalism: The Mexican-American War and the Liberal Ascent*

RDG: Chasteen, Ch. 6, "Progress," pp. 161-91. [30 pp.]

Clayton & Conniff, "Mexico," pp. 94-101. [7 pp.]

ESSAY 3

- 9) **Th, 2/7: *The Liberal Era and Neocolonial Export Capitalism***
RDG: Chasteen, Ch. 7, “Neocolonialism,” (1st half), pp. 193-213. [20 pp.]
 Rosenberg, Ch. 3, “Dilemmas of National Development,” pp. 48-59. [11 pp.]
- 10) **Tu, 2/12: *The Spanish-American (-Cuban) War and the Advent of US Hegemony***
RDG: Chasteen, Ch. 7, “Neocolonialism,” (2nd half), pp. 213-225. [12 pp.]
 Clayton & Conniff, “Cuban-Spanish-American War,” pp. 218-223. [5 pp.]
 Clayton & Conniff, “Modernism,” pp. 202-204. [2 pp.]
 Sacerio-Gari, Intro to Marti, “Our America” [2 pp.]
 Marti, “Our America,” in Chasteen & Tulchin, pp. 182-85. [4 pp.]
 “The Platt Amendment,” in La Rosa & Mora, pp. 65-66. [2 pp.]
ESSAY 4 & MAP QUIZ
- 11) **Th, 2/14: *A Response to the Inequities of Neocolonialism: The Mexican Revolution I***
RDG: Chasteen, Ch. 7, “Countercurrents: New Immigration,” pp. 227-31;
 Ch. 8, “Nationalism,” (1st half), pp. 233-49. [20 pp.]
 Flores Magon, *Land & Liberty*, Part 1, pp. 1-31. (intro text by Dave Poole, with
 excerpts from Flores Magón’s writings) [32 pp.]
- 12) **Tu, 2/19: *Consolidating a Nationalist Agenda: The Mexican Revolution II***
RDG: Burns & Charlip, Ch. 7, “The Mexican Explosion,” pp. 179-206. [21 pp.]
ESSAY 5
- 13) **Th, 2/21: *Democratic Openings and National Development Models (ISI)***
RDG: Chasteen, Ch. 8, “Nationalism,” (2nd half), pp. 249-61. [17 pp.]
 Hutchison, etal, “The Chile Reader,” pp. 273-78. [5 pp.]
 (reread) Rosenberg, Ch. 3, “Dilemmas of National Development,” pp. 48-53.
- 14) **Tu, 2/26: *Making Sense of Populism: The Rise of Perón in Argentina***
RDG: Chasteen, Ch. 8, “Countercurrents: Populist Leaders,” pp. 263-65;
 Ch. 9, “Revolution,” (beginning), pp. 267-75. [8 pp.]
 James, “Perón and the People,” in *The Argentina Reader*, pp. 269-295. [26 pp.]
 Perón, “Evita and the People,” in Rosenberg, ed., pp. 67-69. [2 pp.]
ESSAY 6
- 15) **Th, 2/28: *Catch up and Review***
- 16) **Tu, 3/5: *MIDTERM***
ESSAY 7
- 17) **Th, 3/7: *Democratic Reform in Guatemala and the U.S. Response***
RDG: Schlesinger & Kinzer, *Bitter Fruit*, in LaRosa & Mora, pp. 149-158. [9 pp.]
 Skidmore & Smith, “Guatemala,” pp. 337-343. [6 pp.]
 Keen, “Operation Guatemala,” pp. 482-90. [8 pp.]
- 18) **Tu, 3/12: *The Advent of the Cold War in Latin America***
RDG: Chasteen, Ch. 9, “Revolution,” (middle), pp. 275-82. [7 pp.]

Kennan, "Latin America as a Problem," in LaRosa & Mora, eds., pp. 123-134 [11 pp.]
Dulles, "The U.S. & Latin America," (Caracas Decl), in Chasteen & Tulchin, pp. 319-323.

ESSAY 8

19) Th, 3/14: *The Cuban Revolution*

RDG: Chasteen, Ch. 9, "Revolution," (end), pp. 282-92. [9 pp.]
Keen, ed., "Latin American Roads to Socialism," pp. 403-12. [10 pp.]
Luxenberg, Alan, "Did Eisenhower Push Castro," in LaRosa & Mora, pp. 159-173. [14 pp.]
Matthews, "Castro in the Sierra Maestra," in Duncan & Goodsell, pp. 213-224 [11 pp.]

20) Tu, 3/19: *The 1960s-70s: Guerrillas, Christians, and the Alliance for Progress*

RDG: Chasteen, Ch. 9, "Countercurrents: Liberation Theology," pp. 293-95. [3 pp.]
Clayton & Coniff, "Global Impact of the Cuban Revolution," pp. 452-454. [2 pp.]
Berryman, *Liberation Theology*, pp. 15-24. [9 pp.]
Guevara, "Guerrilla Warfare," & OLAS, in Chasteen & Tulchin, pp. 250-54. [4 pp.]
"The Alliance for Progress," in Rosenberg, ed., pp. 78-82. [4 pp.]
Kennedy, "The Lesson of Cuba," in Chasteen & Tulchin, pp. 323-25. [3 pp.]

ESSAY 9

21) Th, 3/21: *The 1960s-70s: The Chilean Popular Unity*

RDG: Keen & Haynes, "The Chilean Way" (1), pp. 342-356. [14 pp.]
Burns & Charlip, "Chile," pp. 250-52. [3 pp.]

[Tu, 3/26 & Th, 3/28: Spring Vacation]

22) Tu, 4/2: *Authoritarian Regimes in the Southern Cone*

RDG: Chasteen, Ch. 10, "Reaction," (1st half), pp. 297-314. [17 pp.]
Keen & Haynes, "The Chilean Way" (2), pp. 356-60. [5 pp.]
Kornbluh, "Introduction" & "Pinochet in Power," pp. xi-xx, 153-73. [29 pp.]

ESSAY 10

23) Th, 4/4: *Transitions to Democracy, New Social Movements, Politics of Memory and Human Rights*

RDG: Keen & Haynes, "The Chilean Way" (3), pp. 360-363. [4 pp.]
Burns & Charlip, "Do Elections Make Democracies," pp. 383-86. [4 pp.]
Wright, "Chile: Impunity, Truth, and Justice," pp. 179-215 [37 pp.]

24) Tu, 4/9: *Civil War, Genocide, and Revolution in Central America*

RDG: Chasteen, Ch. 10, "Reaction," (2nd half), pp. 314-27. [9 pp.]
Martin and Wasserman, "Nicaragua, El Salvador, Guatemala," pp. 413-16. [3 pp.]
Keen, "Central America" (selections), pp. 437-49. [12 pp.]

ESSAY 11

25) Th, 4/11: *Neoliberalism and Its Critics: The Case of the Zapatistas*

RDG: Burns & Charlip, "Neoliberalism" & "NAFTA & the Zapatistas," pp. 288-295. [8 pp.]
Betto, "Neoliberalism," in Keen, pp. 450-454. [4 pp.]

Harvey, "Inclusion through Autonomy: Zapatistas & Dissent," pp. 12-17. [6 pp.]
Subcomandante Marcos, Selections from *Our Word Is Our Weapon* [38 pp.]:
Part I (declarations), pp. 13-17, 43-51, 115-23; Part II (fiction), pp. 289-93, 346-55.

26) Tu, 4/16: *The Rise of the Left in the Early 21st Century*

RDG: Chasteen, Ch. 11, "Neoliberalism," pp. 329-56. [27 pp.]
Castañeda, "Latin America's Left Turn" (2006), pp. 28-43. [15 pp.]
Hammond, "The World Social Forum" (2005) [5 pp.]

ESSAY 12

27) Th, 4/18: *The Fall of the Left Just a Decade Later*

RDG: Spend several hours reading news reports and analyses about recent and current happenings in Latin America. **Come to class prepared to tell us about at least one development or situation, in any country/ies.** Some respectable news sites you might look at include, but are not limited to:

[Foreign Affairs, South America](#)
[NACLA Report on the Americas](#)
[Wall Street Journal, Latin America](#)
[World Affairs Journal](#)
[NPR Latin America](#)

28) Tu, 4/23: *Thinking about Latin America Today... and its Future*

RDG: You may either delve deeper into the case you began to explore last week, or read up on any other current event(s) in Latin America, perhaps something that came up in Thursday's discussion. Use the same or equally respectable news sites as you did last week. **And, again, come to class prepared to discuss—intelligently—any development or situation in any country.**

ESSAY 13

29) Th, 4/25: *Catch up and Review*

Th, 5/2, 8-10 am: EXAM



Fidel Castro and U.S. V.P. Richard Nixon, Washington, D.C., April 15, 1959



Fidel Castro's ashes, Santiago de Cuba, December 4, 2016

REQUIRED READINGS (in addition to the Chasteen textbook)

Allende, Salvador. "Last Words Transmitted by Radio Magallanes: September 11, 1973," Ch. 20, in *Chile's Voice of Democracy: Salvador Allende, A Reader*, ed. James Cockcroft (Ocean P, 2000), pp. 239-241.

"The Alliance for Progress," in Rosenberg, et. al., eds. *Americas*, pp. 78-82.

Berryman, Philip. *Liberation Theology: The Essential Facts About the Revolutionary Movement in Latin America and Beyond* (NY: Pantheon, 1987), pp. 15-24.

Betto, Frei "Neoliberalism and Culture: A View from the Left," in Keen, ed. *Latin American Civilization*, pp. 450-54.

Brown, Jonathan C. "The Haitian Social Revolution," Ch. 13 in *Latin America: A Social History of the Colonial Period*. 2nd ed. (Belmont, CA: Thomson Wadsworth, 2000), pp. 387-405.

Burns, E. Bradford and Julie A. Charlip, *Latin America: An Interpretive History*, 8th ed. (Pearson; Prentice Hall, 2007). SELECTIONS:

----- . "The Mexican Explosion," pp. 179-206.

----- . "Chile," pp. 250-252.

----- . "Neoliberalism and its Discontents," pp. 288-291.

----- . "NAFTA and the Zapatistas," pp. 291-295.

Castañeda, Jorge. "Latin America's Left Turn," *Foreign Affairs* 85, no. 3 (May-June 2006), pp. 28-43.

Chasteen, John Charles, "Making Sense of Caudillos and 'Revolutions' in Nineteenth-century Latin America," in John Charles Chasteen and Joseph Tulchin, eds. *Problems in Modern Latin American History* (Scholarly Resources, 1994), pp. 37-41.

Clayton, Lawrence A. and Michael L. Conniff. *A History of Modern Latin America*. 2nd ed. (Belmont, CA: Thomson Wadsworth, 2005). SELECTIONS:

----- . "The Search for Political Order: 1830s-1850s," pp. 72-81.

----- . "Mexico," pp. 94-101.

----- . "Modernism" and "Cuban-Spanish-American War," pp. 202-204, 218-223.

----- . "Global Impact of the Cuban Revolution," pp. 452-454.

Dubois, Laurent. "Prologue," in *Avengers of the New World: The Story of the Haitian Revolution* (Harvard UP, 2004), pp. 1-7.

Dulles, John Foster. "The United States and Latin America in the Cold War" (Declaration of Caracas), in Chasteen and Tulchin, eds., *Problems in Modern Latin American History*, pp. 319-323.

Flores Magon, Ricardo. *Tierra Y Libertad, Land & Liberty: Anarchist Influences in the Mexican Revolution* (Over the Water, Sanday, Orkney: Cienfuegos P, 1977), pp. 1-37.

Guevara, Ernesto "Che", "General Principles of Guerrilla Fighting" & OLAS, "General Declaration," in Chasteen and Tulchin, *Problems in Modern Latin American History*, pp. 250-254.

Hammond, John. "The World Social Forum and the Rise of Global Politics," *NACLA Report on the Americas* 38, no. 5 (March/April 2005), 30-33.

Harvey, Neil. "Inclusion Through Autonomy: Zapatistas and Dissent," *NACLA Report on the Americas* 39, no. 2 (Sept/Oct 2005), 12-17, 44-45.

Hanke, Lewis and Jane M. Rausch. "The Age of Caudillos—Juan Manuel de Rosas," in *People and Issues in Latin American History: Sources and Interpretations, from Independence to the Present* (M. Wiener, 1990), pp. 47-57.

Haynie, Devon. "Latin America's Right Turn," *U.S. News*, January 9, 2017.

Hutchison, Elizabeth Quay, et. al. eds. "Depression, Development, and the Politics of Compromise," in *The Chile Reader: History, Culture, Politics* (Duke UP, 2013), pp. 273-78.

James, Daniel. "Perón and the People," in Gabriela Nouzeilles and Graciela Montaldo, eds., *The Argentina Reader: History, Culture, Politics* (Duke UP, 2002), pp. 269-295.

Keen, Benjamin, ed., *Latin American Civilization: History & Society, 1492 to the Present*, 7th ed. (Westview P, 2000). SELECTIONS:

-----, "Operation Guatemala," pp. 482-90.

-----, Central America: "The Church in the Nicaraguan Revolution"; "President Reagan's 'Freedom Fighters'" & "Nicaraguan Revolution Under Fire," pp. 437-47.

-----, "Latin American Roads to Socialism," pp. 403-412. (includes Castro, "History Will Absolve Me," & article on Cuban educational achievements)

Keen, Benjamin and Keith Haynes. "The Chilean Way," Ch. 14 in *A History of Latin America, vol. 2, Independence to the Present*, 7th ed. (Houghton Mifflin, 2004), pp. 342-363.

Kennan, George. "Latin America as a Problem in U.S. Foreign Policy," in LaRosa and Mora, eds., *Neighborly Adversaries*, pp. 123-134.

Kennedy, John F. "The Lesson of Cuba, Address by President Kennedy," in Chasteen & Tulchin, eds., *Problems in Modern Latin American History*, pp. 323-325.

Kornbluh, Peter. "Introduction" and "Pinochet in Power," in *The Pinochet File: A Declassified Dossier on Atrocity and Accountability* (NY: New Press, 2003), pp. xi-xx., 153-73.

Luxenberg, Alan. "Did Eisenhower Push Castro into the Arms of the Soviets?" in La Rosa and Mora, eds., *Neighborly Adversaries*, pp. 159-173.

Marcos, Subcomandante Insurgente. *Our Word Is Our Weapon: Selected Writings*. Translated by Ed. by Juana Ponce de Leon; Forward by Jose Saramago (NY: Seven Stories P, 2001), Part I, pp. 13-17, 43-51, 115-23 & Part II, pp. 289-93, 346-55.

Martí, José, "Our America," in Chasteen and Tulchin, eds. *Problems in Modern Latin American History*, pp. 182-185.

Martin, Cheryl and Mark Wasserman, "Nicaragua, El Salvador, Guatemala," in *Latin America and Its People, Vol. II, 1800 to Present* (Pearson/Longman, 2005), pp. 413-417.

Matthews, Herbert L. "Castro in the Sierra Maestra," in W. Raymond Duncan and James Nelson Goodsell, eds. *The Quest for Change in Latin America: Sources for a Twentieth-Century Analysis* (Oxford UP, 1970), pp. 213-224.

Perón, Eva Duarte. "Evita and the People," in Rosenberg, et. al. eds., *Americas*, pp. 67-69.

"The Platt Amendment," in Michael LaRosa and Frank O. Mora, eds. *Neighborly Adversaries: Readings in U.S.-Latin America Relations*, 2nd ed. (Rowman & Littlefield, 2007), pp. 65-66.

Rosenberg, Mark, et. al., eds., "Dilemmas of National Development," Ch. 3 in *Americas: An Anthology* (Oxford UP, 1992), pp. 48-59.

Sabatini, Christopher. "The Sad Death of the Latin American Left," *Foreign Policy*, December 10, 2015. <http://foreignpolicy.com/2015/12/10/venezuela-brazil-chavez-maduro-rousseff-lula/>

Sacerio-Garí, Enrique. Introduction to his translation of José Martí, "Our America," in *The Heath Anthology of American Literature, Volume C: Late 19th Century*, Paul Lauter, et. al. eds (Cenage Learning, 2010).

Schlesinger, Stephen and Stephen Kinzer. *Bitter Fruit: The Untold Story of the American Coup in Guatemala*, selections in LaRosa and Mora, eds. *Neighborly Adversaries*, pp. 149-158.

Skidmore, Thomas E. and Peter H. Smith, "Guatemala: Reaction and Repression," in *Modern Latin America*, 3rd ed. (Oxford UP, 1992), pp. 337-343.

Trouillot, Michel-Rolph, "An Unthinkable History," in *Silencing the Past: Power and the Production of History* (Beacon Press, 1995), pp. 70-107.

Velasco, Alejandro, "Looking for the Left Turn," *NACLA: Report on the Americas* (Winter 2014/15).

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