

LAH 3931, Section 12384
The Cold War & Latin America
Summer A 2020

Introduction: The Cold War (1947-1994), a global struggle to remake the world after the end of the Second World War, heightened popular hopes that the second half of the twentieth century augured the beginning of a new era of social justice and national autonomy. For some of Latin America's national elites, a minority of the population, the conflict threatened entrenched privileges secured in the aftermath of nineteenth century independence movements. Until recently, the historians of the conflict have portrayed the Cold War as a bipolar, superpower struggle between the US and the Soviet Union, ignoring Latin America's role in shaping its regional and international contours. However, as recent scholarship reveals, the conflict provoked political and social revolutions from the left and the right, transforming the lives of Latin Americans in the process. Moreover, the most recent scholarship has looked at how this conflict impacted workers, women, and ethnic/racial minorities.

From the early nineteenth century to the Second World War, US government officials supported anti-democratic regimes that furthered US economic and geopolitical interests in the region, employing policies like Manifest Destiny, the Monroe Doctrine, the Roosevelt Corollary, and the Good Neighbor Policy. These policies affirmed US primacy in the hemisphere, established the US as the regional hegemon and cautioned that the US government would not tolerate foreign "meddling" in Latin America. Thus, the U.S. intervened in Peru (1835-36), Mexico (1846-48, 1914, 1916), Argentina (1852-53), Nicaragua (1853-54, 1912-25, 1926-33), Cuba (1898, 1906, 1917-22), Puerto Rico (1898), Colombia/Panama (1901-1911), Haiti (1915-34), Honduras (1905), Dominican Republic (1916-24), Guatemala (1920-21) and others. However, the Second World War offered a reprieve from US intervention in the region and created the possibilities for some countries to foster closer ties to the Soviet Union after Moscow joined the Allies. Although the Soviets created international links through the Communist International (Comintern) prior to the war, these networks paled in comparison with the heavy US political, economic, and military interests in the hemisphere. The Soviet Union's role in the region increased mostly after the death of Stalin in 1953. Once the Cold War began, US officials and business interests rekindled their interventionist policies with the help of local elites, this time under the guise of "containing" communism.

In this six-week Summer A semester, we will focus primarily on three case studies (ABCs (Argentina/Brazil/Chile), Cuba, and Mexico) to examine the different responses to the global Cold War. All three case studies challenged the national status quo in the 1920s and 1930s with "popular" movements. After 1948, the legacies of these popular movements changed the way Latin American countries negotiated their place within the context of the Cold War. To gain a truly regional perspective, we will also examine popular movements in Guatemala, Brazil, Chile, and Nicaragua. Many of these revolutions enjoyed support from state and non-state transnational actors who supported the proliferation of revolutionary or reactionary movements in the region. To this end, we will examine the way Cuba supported revolutionary movements in Latin America and Africa as well as how the governments who opposed the spread of Cuban-like revolutions worked together to thwart their triumph. To cite just one example, Mexico publicly voiced support for Cuba's revolution in its early stages. However, internally, the Mexican state repressed popular mobilizations fearing another Cuban-like Revolution.

Course Objectives:

- Enable students to assess short-term and long-term historical outcomes employing evidence-based texts with multiple lines of reasoning.
- Empower students to consider how social, political, economic, and racial factors determine the course of historical events.
- Introduce students to the major events and movements that occurred during the Cold War in Latin America.
- Utilize recent scholarship to underscore the variegated responses to revolutionary and reactionary movements in the region from the perspective of Latin America.
- Analyze interdisciplinary primary and secondary sources, including speeches, films, music, essays, and poetry.
- Foster group discussion skills.

Required readings:

There are **three required texts** for the course.

- Renata Keller, *Mexico's Cold War: Cuba, The United States and The Legacy of the Mexican Revolution* (Cambridge: Cambridge University Press, 2015);
- Rachel Hynson, *Laboring for the State: Women, Family, and Work in Revolutionary Cuba, 1959-1971* (New York: Cambridge University Press, 2019);
- Jerry Dávila, *Dictatorship in South America* (Chichester, West Sussex, UK: Wiley-Blackwell, 2013)

Thanks to the generosity of Dr. Hynson, who understands the burden placed on families as a result of the COVID-19 pandemic, I am able to post a free PDF version of her monograph on our Canvas page. In addition, to mitigate the financial burden of purchasing additional primary and secondary sources, I will provide them via Canvas. In all, there are five “packets” of primary and secondary sources that I will provide at no cost to the student.

Attendance and class participation are a must and essential to our class discussions. In order to receive the full participation grade students **MUST** participate in class discussions, demonstrating their mastery of assigned readings. As our classes are now online and the transition from one student to the next limits our time, we must find ways to listen to our fellow classmates **and** ensure that everyone has an opportunity to participate. Fortunately, technology might be able to help us whereby students can submit comments/questions when the instructor’s prompt is posed via the chat in ZOOM. **IT IS RECOMMENDED THAT YOU CONNECT VIA ZOOM ON A DESKTOP OR LABTOP NOT VIA CELLPHONE.**

Exams:

There are **two exams** during the semester, **both are essay exams to submit via Canvas**. The first exam requires the student to compose a five-page letter from a citizen in one of our case studies to someone of a different class, racial background or gender in another country in the region describing the political, social, and economic reforms required to transform society justly. The first essay will focus on the 1950s and 1960s. The letter requires an understanding of the existing conditions in both nations, the challenges that may obstruct its success, and the “lessons learned.”

The second exam is a five-page report underscoring **LATIN AMERICA’S IMPACT ON THE COLD WAR**. What role did the region play? To what extent did Latin Americans force global superpowers to pay attention to the region? The essay will focus on the 1970s through the 1990s and **MUST** engage regional

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Human Rights concerns. This report requires an understanding of the conditions on the ground, but this essay will also take a broader view of the Cold War.

Weekly Response Papers:

End of the Week Response Papers: The response papers are yoga for your brain. They will allow you to grapple with the major concepts, debates, and problems that we discuss in class. **ALL WEEKLY RESPONSE PAPERS ARE DUE VIA CANVAS ON THE DAY AFTER OUR FRIDAY DISCUSSIONS.** This will also provide time to ask any questions of the professor just in case there were themes that you did not fully grasp or in case you require further explanation. However, I do require that the responses follow one of the following structures: 1.) Pose a question and then work through the possible answers; 2.) Make an assertion and offer a counterargument.

Film Response Papers: Students will submit a 1-3-page response paper that analyzes films and provides context. In other words, no summaries. The films, for the purposes of this class, are texts. Your task is to discuss how these visual texts engage the primary and secondary sources we discuss in class. **ALL FILM RESPONSE PAPERS ARE DUE ON THE FRIDAY AFTER WE WATCH ALL OR MOST OF THE FILM IN CLASS.**

Other Course Policies

OFFICE HOURS ZOOM:

<https://ufl.zoom.us/j/3465006606>

Excused Absences:

Students who are unable to attend class at the scheduled time, cannot turn an assignment by the due date, or miss class due to illness must provide a letter from a physician. In special cases where life circumstances arise, the student MUST communicate with the professor well in advance or at the time the event occurs. If you will incur absences due to UF-sanctioned activities (such as participation in UF teams, etc.) then you must notify the professor in advance.

Academic Honesty:

Violations of academic honesty standards include but are not limited to cheating, plagiarism, misrepresentation of another's work as one's own, bribery, conspiracy, and fabrication. The criteria for assessing whether student behavior meets one or more of these violations as well as the sanctions imposed may be reviewed at the website: <http://www.aa.ufl.edu/aa/Rules/4017.htm>

Students with disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Contact the Disability Resource Center through their website: <http://www.dso.ufl.edu/drc/>

Make-up Policy and Extra Credit:

There is no extra credit, except on the first day of class and on May 29th due to the Memorial Day holiday. Students who miss weekly discussions cannot "make up" the assignment. These class discussions are outlined below. Unexcused absences will result in a participation grade of zero for each class discussion.

Other Course Policies:

I know that COVID-19 quarantines provide several challenges to paying attention to class. Although you will be muted while I am lecturing or playing a movie, PLEASE keep your cell phones turned off during class. The student MAY NOT record class discussions and/or lectures because it infringes on the freedom associated with class discussion. Surfing the web, texting, checking of email, or other tasks that connect you to the outside world unrelated to note-taking during discussions, lectures or other classroom activities are not permitted.

Assessments

Week	Attendance (12.67%)	Participation in discussions (21.8%)	Response papers (26.2%)	Exams (39.3%)	Total
Week 1	1 point per class – 5 points total	Five points per discussion – 5 pts total	Five points each (2) – 10pts total		20pts
Week 2	1 point per class – 4 points total	Five points per discussion – 10 pts total	Five points each (2) – 10pts total		24pts
Week 3	1 point per class – 5 points total	Five points per discussion – 10 pts total	Five points each (3) – 15pts total		30pts
Week 4	1 point per class – 5 points total	Five points per discussion – 10 pts total	Five points each (2) – 10pts total	Essay Exam 1 – 40pts	65pts
Week 5	1 point per class – 5 points total	Five points per discussion – 10 pts total	Five points each (2) – 10pts total		25pts
Week 6	1 point per class – 5 points total	Five points per discussion – 5 pts total	Five points each (1) – 5pts total	Essay Exam 2 –50pts	65pts
	29pts	50pts	60pts	90pts	229pts

Course Calendar and Assignment Schedule

Date	Topic	Readings	Assessment
Week 1			
May 11	Course introduction		Assignment: Map quiz (low stakes)
May 12	Lecture: The U.S. and Latin America 1810-1929		
May 13	Latin American mass mobilizations in the 1920s and 1930s	-Document Packet 1 (ALL PRIMARY SOURCE PACKETS available on Canvas)– Modern politics in Peru, the Cuban Revolution of 1933.	In-class discussion, Document Packet 1
May 14	In-class Movie, <i>The Motorcycle Diaries</i>	-Read Film Review: “Motorcycle Diaries: the myth of Che Guevara in the	Assignment: 1-2-page reflection paper on movie and film review due via Canvas

		twenty-first century,” By Fernanda Bueno	
May 15	In-class discussion/reflection, reflection paper on U.S./Latin America relations before Cold War	Document Packet 2 – Institutionalizing the Mexican Revolution, and Peronism in Argentina.	Assignment: 2-page weekly reflection paper due via Canvas
Week 2			
May 18	Lecture: Containment (1947-1958)		
May 19	In-class discussion, “What We Know and Should Know”	Gilbert M. Joseph, “What we Know and Should Know,” from <i>In From the Cold</i>	In-class discussion, “What we Know and Should Know”
May 20	In-class discussion of primary sources	Document Packet 2 – Guatemala	In-class discussion of primary sources and Reflection paper on Cold War 1947-1958 due via Canvas
May 21	In-class movie, <i>El Silencio de Neto</i>		Assignment: 2-page reflection paper on movie due via Canvas
May 22	Lecture: The Cuban Revolution		
Week 3			
May 25	MEMORIAL DAY NO CLASS		
May 26	In-class movie, <i>Portrait of Teresa</i>	Rachel Hynson, <i>Laboring for the State</i> , 1-148	Summit via canvas – 3-page reflection – Compare the film to <i>Laboring for the State</i> .
May 27	Document Packet 3 – Brazil	- Movie, <i>Vlado: Thirty Years Later</i> (Must be included in Friday reflection paper)	2-page Brazil reflection paper
May 28	In-class discussion, Revolution and Counterrevolution in Cuba & The institutionalization of the Mexican Revolution	Renata Keller, <i>Mexico’s Cold War</i> , 1-127	In-class discussion, <i>Mexico’s Cold War</i>
May 29	In-class discussion/reflection, Latin American Cold War 1959-1964	Jerry Dávila, <i>Dictatorship in South America</i> , 1-54	In-class discussion and Assignment: 3-page reflection paper on Cold War in Latin America, 1959-1968 due via Canvas

			-TAKE HOME EXAM 1 posted
Week 4			
June 1	The Specter of the Cuban Revolution (1965-)		Take home exam 1 due via Canvas.
June 2		Renata Keller, <i>Mexico's Cold War</i> , 128-229	In-class discussion, <i>Mexico's Cold War</i>
June 3	In-class movie, <i>Roma</i>		Assignment: 1-2-page reflection paper on movie and Keller due via Canvas
June 4		Rachel Hynson, <i>Laboring for the State</i> , 149-274	In-class discussion, <i>Laboring for the State</i>
June 5	In-class discussion/reflection, Latin American Cold War 1965-1970		Assignment: 2-page weekly reflection paper
Week 5			
June 8	1970s		
June 9		Piero Gleijeses, "The View from Havana," from <i>In From the Cold</i>	In-class discussion "The View from Havana"
June 10		Document Packet 4 – Chile	In-class discussion, Document Packet 4
June 11	In-class movie, <i>Machuca</i>		Assignment: 2-page reflection paper on movie due via Canvas
June 12	In-class discussion/reflection, Latin American Cold War 1970s		Assignment: 1-2-page reflection paper on class discussion due via Canvas
Week 6			
June 15	Lecture: Cold War in 1980s		
June 16		-Jerry Dávila, <i>Dictatorship in South America</i> , 55-184 -Ariel C. Armont, "Transnationalizing the Dirty War" -Javiera Barandiarán, "Privatizing Expertise"	In-class discussion and 4-page reflection from three readings.
June 17	Movie, <i>Finding Oscar</i>		
June 18	Lecture: End of the Cold War and Legacy in Latin America Part 1		

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June 19	Lecture: End of the Cold War and Legacy in Latin American Part 2		Final Essay DUE
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