

Prof. Daniel Fernández Guevara  
Office Hours: Fridays 9:50 a.m. – 10:50 a.m.  
Flint Room 009

Class Meeting Time: M-F 11:00 – 12:15 p.m.  
Class Location: Flint 0105

LAH 3931, Section 12384  
The Cold War & Latin America

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.

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 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 (Argentina, Cuba, and Mexico) to examine the different responses to the global Cold War. All three case studies entered the period examined with "popular" movements that challenged the national status quo in the 1920s and 1930s. 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 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.

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### **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. In order 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 discussion based on the readings.

- *Mexico’s Cold War: Cuba, The United States and The Legacy Of The Mexican Revolution* by Renata Keller. Cambridge University Press, ISBN: 9781107438859.
- *Cuba’s Revolutionary World* By Jonathan C. Brown. Harvard University Press, ISBN: 9780674971981.
- *Guerrillas and Generals: The “Dirty War” in Argentina* By Paul H. Lewis. Praeger, ISBN: 9780275973605.

### **Exams:**

There are **two exams** during the semester. The first exam, a take home 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 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 more comprehensive in-class examination of the long-term effects of the Cold War in Latin America.

### **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. Every Friday we will discuss the major topics of the week for the first 45 minutes and the remainder of class students can begin writing their response papers. 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 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.

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Film Response Papers: Students will submit a 1-2-page response paper that analyzes films and contextualizes the film within the context of the class. 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.

### **Other Course Policies**

#### **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 other 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 or “make-ups” for missing discussions of the weekly reading assignment. These class discussions are outlined below. Unexcused absences from discussion will result in a participation grade of zero for each class discussion.

#### **Other Course Policies:**

All cell phones must be turned to vibrate at the beginning of class. The student MAY NOT record class discussions and/or lectures because it infringes on the freedom association 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. Repeated offenses may lead to confiscation of the electronic device or disciplinary sanction.

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**Assessments**

Week	Attendance (12%)	Participation in discussions (32%)	Response papers (20%)	Exams (36%)	Total
Week 1	1 point per class – 5 points total	Five points per discussion – 10 pts total	Five points each (2) – 10pts total		25pts
Week 2	1 point per class – 5 points total	Five points per discussion – 15 pts total	Five points each (2) – 10pts total		30pts
Week 3	1 point per class – 5 points total	Five points per discussion – 15 pts total	Five points each (2) – 10pts total		30pts
Week 4	1 point per class – 5 points total	Five points per discussion – 15 pts total	Five points each (2) – 10pts total	Exam 1 – 40pts	70pts
Week 5	1 point per class – 5 points total	Five points per discussion – 15 pts total	Five points each (2) – 10pts total		30pts
Week 6	1 point per class – 5 points total	Five points per discussion – 10 pts total		Exam 2 – 50pts	65pts
	30pts	80pts	50pts	90pts	250pts

**Course Calendar and Assignment Schedule**

Date	Topic	Readings	
<b>Week 1</b>			
May 13	Course introduction		Assignment: Map quiz (low stakes)
May 14	Lecture: The U.S. and Latin America 1810-1929		
May 15	Latin American mass mobilizations in the 1920s and 1930s	-Document Packet 1 (available on Canvas)– Modern politics in Peru, the Cuban Revolution of 1933, Institutionalizing the Mexican Revolution, and Peronism in Argentina.	In-class discussion, Document Packet 1
May 16	In class movie, <i>The Feast of the Goat</i>		Assignment: 1-2-page reflection paper on movie due via Canvas
May 17	In-class discussion/reflection, reflection paper on U.S./Latin America relations before Cold War		Assignment: 1-2-page reflection paper due via Canvas
<b>Week 2</b>			

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May 20	Lecture: Containment (1947-1958)		
May 21		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 22	In class discussion of primary sources	Document Packet 2 – Guatemala	In-class discussion, Document Packet 2
May 23	In class movie, <i>El Silencio de Neto</i>		Assignment: 1-2-page reflection paper on movie due via Canvas
May 24	In-class discussion/reflection, reflection paper on Cold War in Latin America before the Cuban Revolution		Assignment: 1-2-page reflection paper on Cold War 1947-1958 due via Canvas
<b>Week 3</b>			
May 27	Lecture: The Cuban Revolution		
May 28	Revolution and Counterrevolution in Cuba & The institutionalization of the Mexican Revolution	Johnathan Brown, <i>Cuba's Revolutionary World</i> , 1-135  Renata Keller, <i>Mexico's Cold War</i> , 1-127	In-class discussion, <i>Cuba's Revolutionary World &amp; Mexico's Cold War</i>
May 29	In class movie, <i>Memories of Underdevelopment</i>		Assignment: 1-2-page reflection paper on movie due via Canvas
May 30		Document Packet 3 –Brazil	In-class discussion, Document Packet 3
May 31	In-class discussion/reflection, Latin American Cold War 1959-1964		Assignment: 1-2-page reflection paper on Cold War in Latin America, 1959-1964 due via Canvas -TAKE HOME EXAM 1 DISTRIBUTED
<b>Week 4</b>			
June 3	The Specter of the Cuban Revolution (1965-)		Take home exam 1 due via Canvas.
June 4		Renata Keller, <i>Mexico's Cold War</i> , 128-229	In-class discussion, <i>Mexico's Cold War</i>
June 5	In class movie, <i>Roma</i>		Assignment: 1-2-page reflection paper on movie due via Canvas

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June 6		Johnathan Brown, <i>Cuba's Revolutionary World</i> , 225-450	In-class discussion, <i>Cuba's Revolutionary World</i>
June 7	In-class discussion/reflection, Latin American Cold War 1965-1970		Assignment: 1-2-page reflection paper on movie due via Canvas
<b>Week 5</b>			
June 10	1970s		Email Professor Fernández missing document
June 11		Piero Gleijeses, "The View from Havana," from <i>In From the Cold</i>	In-class discussion "The View from Havana"
June 12	In class movie, <i>Death and the Maiden</i>		Assignment: 1-2-page reflection paper on movie due via Canvas
June 13		Document Packet 4 – Chile	In-class discussion, Document Packet 4
June 14	In-class discussion/reflection, Latin American Cold War 1970s		Assignment: 1-2-page reflection paper on class discussion due via Canvas
<b>Week 6</b>			
June 17	Lecture: Cold War in the 1980s		
June 18		Kyle Burke, <i>Revolutionaries for the Right</i> , introduction & 118-154	In-class discussion, <i>Revolutionaries for the Right</i>
June 19		Paul H. Lewis, <i>Guerrillas and Generals</i> , 1-240	In-class discussion, <i>Guerillas and Generals</i>
June 20	Lecture: End of the Cold War and Legacy in Latin America		
June 21	Final Exam		