

Your first midterm exam will consist of three sections (identifications, short answer, and a primary source analysis) designed to demonstrate your mastery of several of our key course objectives:

- **Historical Thinking:** Frame a historical argument about how to interpret Latin American revolutions using primary and secondary sources as evidence. Demonstrate a global awareness of the peoples and cultures of Latin America and how ethnic identity, race, gender, and class intersect to shape a diversity of individual experiences.
- **Historical Knowledge:** Identify the principal events, people, and institutions that shaped the Mexican Revolution and the Cuban Revolution, and explain their significance. Read critically and evaluate divergent interpretations of Latin American history.
- **Critical Reasoning:** Demonstrate your mastery of the central skills of historical research, including the ability to formulate a historical argument using primary and secondary sources as evidence.
- **Clear Communication:** Organize, present, and communicate your own reactions to course materials.

**Schedule:** You'll take our midterm exam in class on **Wednesday, October 2**. This is the **only** time midterm #1 will be administered. This exam is worth **12.5%** of your course grade.

**Accommodations:** I'm happy to work with any students identified as qualifying for extended time or other accommodations. Please just follow the procedures set by the Learning Center for setting this up (including making an online request at least two business days in advance (Monday 9/30)).

**Content:** The midterm will include all the material we've studied up to the exam, including our foundational theories of revolutions readings, methodological questions about public history & Wikipedia, the Mexican Revolution, and the Cuban Revolution. The exam is **closed book** and **closed note**. You won't need a green book, but make sure to bring a pen.

**Part I: IDs & Contextualization** (15 minutes; four responses, choice of six) 30%

This section asks you to prepare concise definitions of key concepts in Latin American revolutionary history and present your analysis of their historical significance.

Pick any four of the six terms given. In a short response of **no more than two sentences**, you need to correctly identify each term and explain why it is significant. **If you do not explain the historical significance, you will only receive half credit.**

**Part II. Short Answer.** (10 minutes. Two questions; choice of three) 30%

These short answers are designed to measure your mastery of historical thinking and historical knowledge to make an argument about Latin American revolutions. Questions prompts may ask you to evaluate historiographical debates, explain the historical significance of key concepts or texts, or interpret historical processes and change over time. I may also draw some from **student suggestions** for essay questions.

These questions could each be book topics; however, you need to identify the most important aspects – drawing on **specific** evidence – in just a single paragraph. Responses should be no more than three or four sentences. To be fair to the class, **I will stop reading after four sentences.** Make sure to succinctly state your **argument** in the first sentence, and explain **how** the examples you provide support your interpretation.

In a short paragraph of four or five sentences, answer **two** of the following questions.

For example:

1. To what extent did the Cuban Revolution reflect a revolutionary change in gender norms? Please include three specific examples.
2. In what ways did the 1917 Mexican Constitution reflect the goals of regional leaders?

**Part III. Primary Source Analysis & Contextualization.** (20 minutes. One 3-4 paragraph essay; choice of two sources) 40%

I will provide you with a choice of two brief quotes drawn from your primary source readings. You will write an identification and contextualization for **one** of the sources. Your brief (around three-four paragraph) response should:

1. identify the source and its author(s);
2. place the document into its larger historical context (this includes explaining when was it created and why, how it reflects the POV of its author, who is the audience/what kind of source is it, what was the goal of the text);
3. analyze key issues raised in the primary source excerpt in light of our class discussion (in the specific short excerpt I give you, what key themes emerge and why are they important?);
4. conclude with an explanation of what you think this short source excerpt can tell us about Latin American revolutions.

**You must complete all four requirements to receive full credit for your answer.**

*I will give you a **choice of two quotes** drawn from the following documents:*

José Carlos Mariátegui “On the Indigenous Problem” (1928)  
EZLN Command “First Declaration from the Lacandon Jungle” (1993)  
Asela de los Santos Tamayo, “It Gave Us a Sense of Worth”

**Key People, Events, & Concepts:**

|   |                                       |  |
|---|---------------------------------------|--|
| Primary source                                  | Tupac Amaru II                        | John Reed  |
| Secondary source                                | José Carlos Mariátegui                | Subcomandante Marcos                               |
| Historiography                                  | Porfirio Díaz                         | EZLN (Zapatistas)                                  |
| Gender  | <i>Científicos</i>                    | Fidel Castro                                       |
| Race  | Emiliano Zapata                       | 26 <sup>th</sup> of July Movement                  |
| Social history                                  | Pancho Villa                          | Haydeé Santamaría                                  |
| Neocolonialism                                  | Francisco Madero                      | Asela de los Santos Tamayo                         |
| Human Development Index                         | <i>Soldaderas</i>                     |  |
| Classical Liberalism                            | The Plan of Ayala                     | Systemic Biases                                    |
| Gini Coefficient                                | The Plan of San Luis Potosí           | Afrocubanas Project                                |
| Global South                                    | Mexican Constitution of 1917          | Intersectionality                                  |
| Imperialism                                     | Popular Culture                       | Federación de Mujeres Cubanas                      |
| Reform movement                                 | <i>Corrido</i>                        |  |
| Revolutionary movements<br>(5 critical factors) | Organization of American States (OAS) | Unidades Militares de Ayuda a la Producción (UMAP) |

**Key Secondary Texts:**

James DeFronzo “Social Movements & Revolutions” from *Revolutions & Revolutionary Movements*  
 Phillip Berryman, “Highly Unequal & Middle Class” from *Latin America at 200*  
 Marc Becker, ch 1 “Theories of Revolution” from *Twentieth Century Latin American Revolutions*  
 Devyn Spence Benson, “Not Blacks, But Citizens’: Race and Revolution in Cuba”

**Exam Tips:**

I encourage you to study in groups for the midterms. I will be happy to clarify any questions you have during class, but will not just define terms you can look up in the textbook index.

Make sure you read through your own HAP responses and notes as well as the Class Notes posted on our Voices site.

As you take the exam, **read all of the instructions carefully**. I outline all of the components that must be present for full credit on your responses. If you do not fully answer the question, you will not receive full credit.