

History 101: Latin American Revolutions
Midterm #2 Study Guide Fall 2019

Your second 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 revolutions in Chile and Nicaragua, 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 **Friday, November 8**. This is the **only** time midterm #2 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: Wednesday 11/6).

Content: This second midterm will include our foundational theories of revolutions readings, methodological questions about public history & Wikipedia, and our readings about Chile and Nicaragua. The exam is **closed book** and **closed note**. You won't need a green book, but make sure to bring a **pen**.

Student ID: I'll grade the exams without your names on them to minimize any potential bias in my evaluation. Please make sure you either memorize your student ID number or bring your ID to class.

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. To be fair to the class, **I will stop reading after five sentences.**

Make sure to succinctly state your **argument** in the first sentence, and explain **how** the concrete examples you provide support your interpretation.

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

An example of the kinds of questions I might ask:

1. To what extent did the Cuban Revolution reflect a revolutionary change in gender norms? Please include three specific examples.
2. Drawing on specific examples, what were the three most significant factors motivating the overthrow of Salvador Allende?

Part III. Primary Source Analysis & Contextualization (20 minutes. One 3-4 paragraph essay) 40%

I will provide you with a brief excerpt drawn from your primary source readings. You will write a short primary source analysis of this source. 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 primary source excerpt drawn from one of the following documents:

Ernesto Cardenal, “The Shepherds of Bethlehem” from *The Gospel in Solentiname*
Colonel Juan Deichler Guzmán “A Mayor of the Regime” from *Fear in Chile*

Key People, Events, & Concepts:

Primary source	Lucía Hiriart	Liberation Theology
Secondary source	CEMA (Centros de Madres)	Pope John Paul II
Historiography	<i>Arpillera</i>	Christian Base Communities
Gender	DINA	<i>The Gospel of Solentiname</i>
Race	1988 Plebiscite	Ernesto Cardenal
Social history	Gen. Augusto Pinochet	Fernando Cardenal
Systemic Biases	Dirty War	Christian Base Communities
Gendered forms of protest	<i>los desaparecidos</i>	Augusto César Sandino
Testimonios	Salvador Allende	Anastasio Somoza
Reform movement	Popular Unity	Contra War
Chilean Road to Socialism	Operation Condor	Literacy Campaigns
#CACEROLAZO		
Revolutionary movements (5 critical factors)	Catholic affiliation in Latin America	Sandinista National Liberation Front (FSLN)

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*
Margaret Power, “Defending Dictatorship”

Exam Tips:

The best exams will demonstrate a strong understanding of **chronology**, a deep familiarity with **historiography**, concrete **details**, and clear historical **analysis**.

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.

You will have up to the full class period for your exam, but I anticipate that it will take you less time. Remember to pace yourself. Quality, not quantity is the goal.

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.