

History 101: Latin American Revolutions  
Final Exam Study Guide Fall 2019

Your final exam will consist of three sections (Part I: two take-home essays; Part II: very short answer; and Part III: identifications and contextualization) 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 Latin American revolutions 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 final exam in class on Tuesday, December 10 at 9am. This is the only time the exam will be administered. This exam is worth 20% 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).

**Content:** The final exam will be comprehensive.

You may use course texts and notes for the take-home essays in Part I; Parts II & III (done in our classroom on 12/10) are 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.

**Tips for Exam Success:**

You are encouraged to study together to prepare for Parts II & III of this exam. However, remember that a group discussion of your individual approaches to the questions and concepts will be more productive than simply dividing up responsibility for the material and trading lists. Please take advantage of your peers' Class Notes and Latin America in the News blog posts as you study.

You must complete your work for Part I (Short Essays) on your own (without the help of classmates), but you may choose to work with the Writing Center as you draft and revise your essays.

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

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

You may not use your cell phone during the exam.

Read all of the instructions carefully. I outline all of the components that must be present for full credit on your response. If you do not fully answer the question, you will not receive full credit.

**Part I: Short Essays** (50%, 750-1000 words per essay, upload as a single pdf file to Moodle any time before our exam period on Tuesday, December 10 at 9am)

**Essay 1:** Demonstrating your skills of historical interpretation and critical reasoning, analyze your choice of ONE primary source to make an argument about **the causes and consequences of the Pinochet Dictatorship**. You may pick any of the primary sources we read for our class discussion of Chile.

Remember, primary sources reveal as much about the lived experiences and cultural expectations of their authors as they do about the historical events they describe. Make sure to consider your author's point of view and the larger historical context. What ideas about race, class, identity, and/or gender are revealed in your author's depiction of Chile? How does your source characterize the dictatorship, its goals, and its participants? How does your interpretation of the source relate to our larger course themes?

**Essay 2:** The political scientist James DeFronzo defines a revolutionary movement as “a social movement in which participants are organized to alter drastically or replace totally existing social, economic, or political institutions.” Of the Latin American case studies we analyzed this semester, which do you think was the most “revolutionary” and why? Your essay should draw on specific **primary** and **secondary** source evidence to support your argument.

### **Short Essay Guidelines:**

Your essays **must**:

1. Contain a clear and explicit **thesis** that **fully and directly** responds to the prompt.
2. Demonstrate your skilled historical analysis of primary and secondary sources by using them to support your thesis. You can and should use **specific evidence** from these sources, but not merely copy their contents with no analysis or contextualization.
3. Analyze the **point of view** represented and the **wider context** of all sources correctly.
4. Incorporate **relevant outside information** about Latin American history
5. Include a strong **introduction** and **conclusion**.
6. Follow the assignment guidelines.

As always, you must correctly cite all sources of information (quoted, paraphrased, or summarized) and include a list of works cited. See my guidelines on academic integrity:

Your two essays should be 750-1000 words each, 12 point font, double spaced.

You may consult the Writing Center if you wish, **but do not work with classmates to plan, compose, or polish the essay portion of the exam.**

**Part II: Very Short Answer** (25%, 30 minutes. Twenty questions; answer all questions)

These twenty questions will be drawn from the readings, class discussions, and student Latin America in the News entries. They are designed to measure your mastery of historical knowledge: key terms and concepts of from our study of Latin American Revolutions. Responses will often be a few words, and certainly no more than two or three sentences. Many of these may be multiple-choice questions.

Read the question carefully and make sure that you follow the directions given.

These may include demonstrating your mastery of chronology, the relationships between people and concepts, current events, and key analytical concepts.

For example:

1. Father Ernesto Cardenal was:
  - a. leader of the independence forces in Cuba.
  - b. a radical priest who worked closely with his indigenous parishioners in Mexico.
  - c. a liberation theologian who founded a religious community in Solentiname.
  - d. head of the Spanish botanical expedition to Venezuela.
  
2. Place the following events in chronological order:

The Cuban Revolution, The Wars of Independence, The Bolivarian Revolution, Allende's Election

**Part III: IDs & Contextualization** (25%, 30 minutes; five responses, choice of eight)

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 five of the eight 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.**

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

New Social Movements	Haydée Santamaría	<i>Caracas Chronicles</i>
Simón Bolívar	Fidel Castro	Neoliberalism
John Reed	Christian Base Communities	historiography
Francisco Madero	Reform v revolution	Gender
Emiliano Zapata	<i>Los desaparecidos</i>	Race
Miguel Hidalgo	Contras	Anastasio Somoza
Pancho Villa	Federation of Cuban Women	Evo Morales
Vilma Espín	Che Guevara	Moncada Garrison Assault
Henry Kissinger	Guerilla Warfare (concept)	Movimiento 26 de Julio
Daniel Ortega	Literacy campaigns	CEMA (Centros de Madres)
<i>Foco</i> theory	Pope John Paul II	African Diaspora
Shining Path	U.S. Embargo	Hugo Chávez
Social Movement	The Plan of San Luis Potosí	<i>Testimonios</i>
Populism	Bolivarian Revolution	Lucía Hiriart
Cold War	World Social Forum	<i>Arpillera</i>
FARC	“democratic path to socialism”	Popular Unity
Income Inequality	Dirty War	primary & secondary sources
<i>Somos Panas</i>	“Pink Tide”	Contra War
Nicolás Maduro	Systemic Biases	Augusto Pinochet
<i>Corrido</i>	Tupac Amaru II	<i>Soldaderas</i>
Augusto Sandino	Liberation Theology	Sandinistas
Ernesto Cardenal	<i>The Gospel of Solentiname</i>	Salvador Allende
<i>Corrido</i>	Gini Coefficient	Mexican Constitution of 1917
Revolutionary Movements (5 critical factors)		EZLN (Zapatistas)
<i>Frente Sandinista de Liberación Nacional</i> (FSLN)		Subcomandante Marcos
<i>CONAIE</i> ( <i>Confederation of Indigenous Nationalities of Ecuador</i> )		The Plan of Ayala
Washington Office on Latin America		Evo Morales
MST (Landless Workers’ Movement)		Jeanine Áñez
Organization of American States		Jair Bolsonaro
Venezuelan Human Rights Crisis		Sebastián Piñera
Andrés Manuel López Obrador		