THREE REVOLUTIONS: HAITI, MEXICO, CUBA  
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We compare and contrast the revolutionary events, processes and outcomes in Haiti, Mexico, and Cuba. None were simple reflexes of European or North American ideas and politics, although such external factors were among their causes and effects. Each had significant anti-colonial or anti-imperial components, as well as social and political conflicts and alliances within the immediate societies of the revolutionary countries which involved both “internal” and “external” groups and ideas. We consider the roles of such investors, landowners, mineowners, merchants, bankers, politicians, state administrators, peasants, laborers, intellectuals, migrants, and other social groups in-country or in the relevant imperial centers. We analyze: interrelations among kinds of capitalism, and anti-capitalist ideologies or social forms and types of rationality; changing revolutionary processes and demands; changing role and organization of the state; the supporters or antagonists of the revolution among differing social groups at differing times; the revolution’s relation to earlier and later movements. Where necessary, we invoke examples from other countries.

The course will be conducted as a workshop, as a seminar, drawing on each participant's unique experiences and history. Class discussions/arguments/debates are pivotal.

Central to our workshop, to the seminar, is your active participation -- as a presenter and discussant, as a speaker, as someone who expresses their own point of view, their own questions, their reactions to other students and to the professor. I judge and grade you on your participation in class, on your contributions to our discussions, on your working with your partners, as well as on the exams/papers you write.

Do things to the best of your ability: you are not expected to know all the answers. Nor are you expected to be “perfect”.

My office hours are important. Use these hours. Don’t be afraid to talk to me! Please bring any questions or comments that you may have, to me. Feel free to e-mail me about anything.

You have certain responsibilities. You will:

- write weekly reaction papers concerning what you read. They will be short, one page or so in length, and are to be handed in to me at the Tuesday meeting. They will be returned ASAP. They are required. Although they will not be graded, they shape my image of you, your abilities and growth. I will write comments on them. They’re important --- they tell me what you see as important, salient or problematic, or what I may need to clarify or explain.

This is your reaction to the week’s assignments. You can write on at least one of the following questions: What is the single most significant point learned from the readings?, What is the relation to prior reading assignments? What questions do these readings provoke in your thinking. What use is it to you? What does this reading say to you? What problems does it raise or resolve for you? You can use the reaction paper as a space for defining the questions you would ask the group, the comments you would make about the readings; it will be one of the bases for our discussions.

- lead off and provoke discussion of one of the topics suggested by the course, by our readings. Working with another student and with me, you will make a “presentation” and lead off a conversation highlighting some of the important points of the topic, or the themes of a reading assignment, or the questions suggested by this assignment. This kind of discussion is central to our workshop, and you should approach it the way you would work on a major paper. When you are responsible for this assignment, you must meet with me at least once before the discussion. These discussions are usually held at the Tuesday class meeting. We will discuss how to do this at length. And I will make suggestions as to how to do this.
- discuss, ask questions, comment, argue – don't be afraid to risk participating, don't fear me or your peers. This is a workshop for all of us!

- write a final exam paper of some ten-twelve pages. It will be on topics that I will assign when I know the group better, due at the end of the semester.

**Attendance**  Except for the first weeks, when I am still learning people's names, I do not call the roll. You are adults and must make your own decisions, including whether you attend a particular class. **However, this is a course in which collective participation is important - and you have to come to class to make this happen.**

**Grades.** I take everything into account: your participation and activity, what you say, what you write. I try to give people the benefit of the doubt; I try to see each individual person for her/himself; I try to be as flexible as possible and work with people's strengths and weaknesses. I do not mark on curves; I start with the assumption that each of you deserves an "A", but you must prove it through your writing and speaking, and your collaboration with your partners and peers.

I will distribute **guiding questions** concerning the assigned texts at least one week in advance of the reading/class discussion. I will also distribute **suggestions for further reading** for each topic. **As I get a sense of your interests and experiences, I may vary the readings -- especially in the last third of the course.**

**Assignments, instructions, bibliographies, exam questions and some texts will be sent by e-mail, in PDF format. In order to read these, you must install the Adobe Acrobat Reader, downloadable from Adobe.**

Remember that all your work must be your own. Don't copy, don't plagiarize; identify all sources and quotations.

**Books you will need to get:** (required readings are marked with an asterisk)


A supplementary reading on the Mexican Revolution, which some of you may want to use, is:


You will download the other readings, which are articles, selections from various books or internet materials.

**CALENDAR**

1 **Preliminaries**

   **Week 1/29/-31**

2 **Sainte Domingue/Haiti (1789-1845)**  

   **Weeks 2 - 5: 2/5- 2/28**

   colonialism, anti-colonial war; mercantilism; slavery, gender, race-thinking and racism; the “Atlantic system”; peasant utopias of land, labor, marketing, and democracy; military dictatorship; international trade, loans and new imperial forms of control

Harvard University Press.


3. México (1910 - 1940) \hspace{1cm} Weeks 6 - 8: 3/5-3/28

dictatorship, “Economic development”, external ownership and finance; nationalism; commercial agriculture, mining and foreign trade; peons, wage-workers, cowboys, peasants, military/political leadership; ideological/political civil war; forms of socialism;


4. Cuba (1933-2011) \hspace{1cm} Weeks 9 -13: 4/2-5/2

neo-colonialism; maximum external control of export markets, imports, marketing, ownership, and finance; guerrilla rebellion; US “anti-Communism”, the content of the “Cold War”; and “international” polarization; imperial use of guerrilla-like tactics/forces; mass media, consumer desire; peasant and wage-worker (proletarian) social needs and demands; “middle sectors” and society; class/sector conflict and alliances; varieties of state socialism;


5. Conclusions \hspace{1cm} Week 14: 5/7 -5/9


Readings on the Occupy movements: readings, website materials, selections TBA

**Supplementary readings:**


**Final exam paper due date**: TBA

Spring recess: 3/18/23; exams 5/15-21; Gallatin graduation 5/21