

# Columbia University: Arts & Sciences

## A&S Fall 2022 Standard Evaluation

**Course:** HISTUN2671\_001\_2022\_3 - The Cold War in Latin America: HISTW2671\_001\_2022\_3\_153820

**Instructor:** Alfonso Salgado Munoz \*

**Response Rate:** 18/29 (62.07 %)

### 1 - What did you learn - in terms of knowledge, skills, or perspectives - in this course?The answer to this question will generally be available in Vergil.

Response Rate	12/29 (41.38%)
<ul style="list-style-type: none"> <li>• Learned a chronological series of events that shaped the Cold War in Latin America from 1823 to the late 1980s. Skills learned are how to apply historical analysis through various interpretive lenses and approaches that will help you to understand that the Cold War was not only an ideological conflict but a series of overlapping conflicts shaped by Marxist-Leninism, socialism, capitalism, as well as the numerous states across Latin America, the United States, and the Soviet Union.</li> <li>• Skills: It was unusual for teacher's to make us use films as historical evidence and to write a book review. Challenging in the sense that you have to alter the framework of a typical history paper.</li> <li>• During the course of the semester, I learned a lot about Latin American history, political science, and international affairs, particularly about dictatorships and national liberation ideology.</li> <li>• I learned so much in this course! Case studies of Cuba, Chile, and Guatemala were particularly interesting. I know so much more about the Cold War framework, U.S. intervention in Latin American countries, and individual and state actors as a result of taking this course.</li> <li>• Amongst the main arguments of the course is the complex and layered nature of the Cold War in Latin America. We got a broad reading of the region, looking at the Cold War as both an ideological struggle between diverging visions of modernity, and as a superpower conflict between states. These phenomena interacted with regional issues in ways which were far from "cold", leading to intense conflict. Throughout this period the USA is an influential actor but far from the only one. By looking at interdisciplinary case studies of key events in the region we saw the variety of local, regional and international forces at play. For example, how dictators in the Southern Cone during the 70's and 80's had their own brand of fierce anti-communism which commonly clashed with US expectations. Or how the Cold War lens commonly distorted interpretations by states of the extent to which communism was really a threat or not. As a non historian, the course was a good introduction to historiographical methodology, but approached events through several other lenses too, like foreign policy, gender and race, or political theory.</li> <li>• I learned a lot about the cold war in latin america, especially in-depth about Cuba, Nicaragua, and Chile. I also learned about the USSR during the Cold War and their different cultural campaigns, as well as international socialism pre-ww2.</li> <li>• cold war history in latin america</li> <li>• Everything relating to the Cold War period in Latin America with the influence of the United States and the USSR.</li> <li>• I learned a lot about the cold war in LatAM through the analysis of specific countries like Guatemala, Cuba, Chile, Nicaragua, etc.</li> <li>• I learned a lot about the the Cold War played out in Latin America: including the historical context leading up to the Cold War in this region, Communist theories and ideologies, US-intervention, the Soviet relationship with different countries in Latin America, the different Latin American governments that combatted Communism and the Communists who took power, the confounding factors that influenced these events, and so forth.</li> <li>• I felt that I learned a great amount of very useful and valuable information - and perspectives - in this course, especially considering the subject matter, which is relatively undercovered in the grand scheme of history, at least in my opinion. We went through the entire Cold War, not only as it pertained directly to Latin American nations, but also by way of transnational relationships and other exogenous themes that impacted the outcomes; and we also looked at personalized perspectives from Latin Americans themselves, which provided both a well-rounded , unbiased collection of new knowledge and also very valuable and unique perspectives on the event.</li> <li>• I learned a lot in terms of the history of the cold war in Latin America as well as a lot of political and historical concepts. I got a lot of context.</li> </ul>	

### 2 - What percentage of the work (including reading) assigned for this course did you complete on schedule?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
All or almost all	(1)	8	44.44%	<div><div></div></div>	
Most	(2)	7	38.89%	<div><div></div></div>	
Some	(3)	3	16.67%	<div><div></div></div>	
This question is not applicable	(4)	0	0.00%		
				0 25 50 100	
Response Rate					
18/29 (62.07%)					

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**3 - What is your overall assessment of the course? What are its strengths? In what ways might it be improved? In answering this question, you might address the value of readings and assignments, the structure of the course (including the relationship of sections to lectures), the contribution of the course to your knowledge of the subject matter and to the development of your analytical and reasoning skills, etc. We encourage you to use specific examples where possible.**

**Response Rate** 15/29 (51.72%)

- 2-3 readings from the bibliography 25-30 pages each, one essay on two films, midterm, book review, weekly discussion section, and final exam.
- The content is incredibly interesting, though I am certainly biased. The readings are super engaging and its cool when Salgado interjects his own research and opinions into lectures. Salgado is very passionate brings a lot of energy to class. He is also very knowledgeable.
- I think this is a fantastic course and the material covered was extremely culturally rich and illuminating. I do have some suggestions. There was a lot of readings per week, more so than a typical lecture. So I think the best way to offer this course is as a seminar with a final paper at the end. Or, a lecture minus one of the weekly readings to include only one written assignment and one final exam.
- This course provided a very comprehensive overview of Latin American history during the Cold War. Readings were mostly very interesting, but sometimes a bit lengthy and difficult to complete on time. The two writing assignments were difficult, but very interesting. I appreciated the attention to primary sources, and I would have also loved some more of the video ones (such as the one on the Alliance for Progress, the Chilean campaign ads, etc.) to get more of a picture of life during these periods.
- The interdisciplinary nature of the readings were a high point of the course. It lended too a broad conception of each of the events, and gave me more than I was expecting to get! This was great. readings were complex and interesting, avoiding easy explanation, which in turn makes the course engaging and challenging. At times, the reading load was quite high, specially given the book review we had to do on the side. In order to read all the texts I would say I spent more than 78 or 8 hours a week doing that, which in comparison to other courses, was quite high. In this respect, I have the impression we could have benefitted from a slower pace and workload which allowed for a more detailed discussion of these great articles and the text book. Another input I'd like to give is regarding the film review assignment. I felt it was given too early on, at a point we had very little knowledge of what was going on contextually. We hadn't yet studied the 60's, which made writing the essay less engaging than it could have been.
- I thought the lectures were really interesting but of course, very information-dense. The readings were also heavy and a lot. I did like the inclusion of primary sources as part of the discussion material because learning history from firsthand sources is especially helpful.
- awesome, salgado is great
- I thought the course did a great job of balancing larger concepts (e.g. containment, interventionism, the primary themes of the Cold War in L.A.) and specific case studies (such as the Nicaraguan and Cuban Revolutions). This way of learning made it a lot easier to understand both the broad scope of this period, as well as how local conditions influenced the development of the Cold War in particular regions. I enjoyed how each class included time for a short discussion based on the primary source assigned for that day. It was a really effective means of remaining engaged and of being able to contribute my own thoughts and questions. An area of improvement, in my opinion, would be the communication related to assignments. As a first-year student, I had a very difficult time understanding how to approach both the essay on films and the book review due to the vague rubrics that were provided. It would have been more helpful to have a clear layout of exactly what was expected of me from the start.
- The professor was always willing to answer questions. I really enjoyed the class and think that it is a very interesting subject. There were weeks where we covered countries as case studies and others when we dove into bigger ideas.
- Very complete course where we study not only the influence of powerful nations during the Cold War such as the US and the USSR. The Professor constantly challenged this vision by introducing the strong influence of regional powers such as Argentina, Chile, or Cuba among other according to the specific time referred to. The readings are very interesting and add a lot of context and details to the class.
- This course is very engaging but I think the readings should be a bit shorter so that the class is more doable.
- This course was incredibly comprehensive, almost covering too much, although this may be typical of history courses. Its strength is that it provides a strong foundation for anyone wanting to know more about the topic. It's compelling even to people who are unfamiliar with the topic. The readings while valuable are heavy, which may lead some students not to be able to complete the readings, and thus feel a bit lost during class and ill-prepared for exams. The assignments give students the chance to practice a practical skill. The assignments for graduate students I believe are too much and perhaps better suited for PhD candidates.
- I absolutely loved this course. I think the way that the class is structured is well done, and I felt that the majority - though not all - of the readings were valuable and applicable to the subject matter. While I did enjoy many of the readings, and found them helpful, I thought some were too in-depth on peripheral topics/tangential to what we were learning; I felt like I did not have sufficient background to understand such dense material; however, this was rare. I felt otherwise that the assignments - essays, especially - were fantastic, especially considering that the professor presented them in unconventional ways - they were not simply analytical essays; one was a book review and the other a film analysis, and I enjoyed that! I thought the specificity of the course matter and lecture material strengthened not only my knowledge in the area but piqued my interest as well.
- I thought the course went really smooth. I thought all the readings were interesting and engaging (for the most part). There was definitely a lot of reading so it was easy to get behind, but if you are smart about it and stay on task should be good. The assignments were reasonable. Would have been nice to get a little bit more guidance on the the first essay on the movies.
- I think the course is very strong. The reading can be a little daunting but for the most part it really equips you for the material in class and in the discussion sections. Specifically the primary sources. I think those, have connected very smoothly into the lecture material. Also Profe Salgado also makes time for questions and stops in the lecture to make sure the class understands what is going on without dragging the lecture on.

**4 - What is your overall assessment of the course?The answer to this question will generally be available in Vergil.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	9	50.00%	<div><div></div></div>	4.44	<div><div></div></div>		
Very Good	(4)	8	44.44%	<div><div></div></div>				
Good	(3)	1	5.56%	<div><div></div></div>				
Fair	(2)	0	0.00%	<div><div></div></div>				
Poor	(1)	0	0.00%	<div><div></div></div>				
				0 25 50 100	Question			
<b>Response Rate</b>				<b>Mean</b>	<b>STD</b>		<b>Median</b>	
18/29 (62.07%)				4.44	0.62		4.50	

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### 5 - Would you recommend this course to another student?The answer to this question will generally be available in Vergil.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Definitely recommend	(1)	14	77.78%	<div><div></div></div>	
Probably recommend	(2)	4	22.22%	<div><div></div></div>	
I'm not sure I'd recommend	(3)	0	0.00%		
Probably not recommend	(4)	0	0.00%		
Definitely not recommend	(5)	0	0.00%		
				0 25 50 100	
Response Rate					
18/29 (62.07%)					

### 6 - Please qualify your recommendations if you wish:The answer to this question will generally be available in Vergil.

Response Rate	10/29 (34.48%)
<ul style="list-style-type: none"> <li>• Must take!</li> <li>• This course is a must for any undergrad studying 20th-century International or Latin American history. This course should also be added to the list of Global Core classes.</li> <li>• I was very interested in the subject and would say that the course far exceeded my expectations. Prof. Alfonso is clearly very intimate with contemporary scholarship regarding this period and I feel we got a really thorough and broad reading of it.</li> <li>• It is a really interesting class if you care about cold war history or latin america. I took it as an elective, and it was heavy in terms of information but not so much in terms of everyday workload.</li> <li>• i love his passion for the course and it's structured really well</li> <li>• The course will definitely provide a lot of historical knowledge about subjects that are often talked about worldwide such as the Cuban Revolution but will most importantly provide new insight on important regional conflicts during the time such as the Nicaraguan Revolution, on important ideologies such as the rise of communism in Peru or the rise of dictatorships in countries such as Chile and Argentina. You will learn A LOT about Latin America during this time without ever feeling over overwhelmed as both the professor and the TA are very comprehensive.</li> <li>• The professor is very kind, the lectures are engaging, and the course content brings new perspectives that are not normally offered in Western classrooms.</li> <li>• It's a great course for anyone wishing to gain an expansive knowledge about how the Cold War played out in Latin America. It is a lecture-heavy, reading-heavy course, but has a variety of fascinating readings which contribute greatly to the course's content. It's a class you should devote a considerable amount of time to, to get the most out of it.</li> <li>• I think there are limited courses at Columbia and Barnard on Latin American politics/modern history and although this is a history class I think it does a good job at combining both.</li> <li>• I think the instructor is very nice and interested in the subject. He is enthusiastic and very understanding. The course contents are very interesting yet accessible. We went over a lot of complex historical events but he always added nuance and other perspectives without making it convoluted.</li> </ul>	

### 7 - How does the workload in this course compare to Columbia courses with a similar structure (e.g. a lecture, seminar, laboratory, or language course)?The answer to this question will generally be available in Vergil.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Much heavier workload	(1)	1	5.56%	<div><div></div></div>	
Heavier workload	(2)	11	61.11%	<div><div></div></div>	
Similar workload	(3)	6	33.33%	<div><div></div></div>	
Lighter workload	(4)	0	0.00%		
Much lighter workload	(5)	0	0.00%		
No basis for comparison	(6)	0	0.00%		
				0 25 50 100	
Response Rate					
18/29 (62.07%)					

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### 8 - How many hours a week did you devote to this course? (Note: Please include all time spent on this class including class time, discussion sections, readings, assignments, studying, etc.) The answer to this question will generally be available in Vergil.

Response Rate	13/29 (44.83%)
<ul style="list-style-type: none"> <li>• 6-8 hours a week. 10-12 hours on weeks spent studying for an exam or writing an essay.</li> <li>• Around four to six hours a week of reading, not including the book review. Written assignments generally ran between several days to a week.</li> <li>• 8-9 hours</li> <li>• From 7-8hrs/week to complete all the readings.</li> <li>• 6?</li> <li>• like a lot. a lot of reading</li> <li>• 8</li> <li>• around 7</li> <li>• You do have two essays during the semester on top of the midterm and final (in person for both) but the TA and professor hold office hours often and are willing to meet on Zoom. Also you have readings for both the lecture and the discussion sessions (primary and secondary sources). If you do all the readings then it would probably sum up to 4 hours per week without essays and the essays probably each took me a total of 8 hours.</li> <li>• 5 hours a week</li> <li>• Varied; between 3-10 hours a week</li> <li>• 8-ish hours per week at the most.</li> <li>• As I mentioned above there is definitely a lot of work but it ends up being pretty equivalent to other courses. Often times you can get away with not doing all the readings, but in this course it is difficult to do this.</li> </ul>	

### 9 - Please evaluate Alfonso Salgado Munoz. What are Alfonso Salgado Munoz's strengths? In what ways might their teaching be improved? In answering this question, you might address the clarity of the lectures or presentations and their relationship to the other elements of the course, the ability of Alfonso Salgado Munoz to generate enthusiasm and facilitate discussion, the quality of feedback, availability, the timeliness of the return assignment, etc. -

Response Rate	14/29 (48.28%)
<ul style="list-style-type: none"> <li>• Professor Salgado is a fantastic lecturer who is very passionate about the material he is teaching and the students he is teaching. I hope to take a class from him again in the future. You can tell he puts in extensive time in preparation for class lectures.</li> <li>• Strengths: Very knowledgeable of the subject and passionate about teaching. One of the few teachers I've had at Columbia that seems excited to be there with the students. The content and the readings are super cool. Weaknesses: The biggest fault I would say is his discipline in lecturing. He often goes on long tangents, which at times are interesting, but are often too long that you find yourself wandering off and now he's countless slides behind. My other biggest suggestion is to minimize the content on the slides. It is impossible to take note of all of the content on the slide while simultaneously listening to him speak. If you minimize the content on the slide, and expound upon it via explanation you would force people to (a) come to lecture because they could no longer just study via the slides and (b) make them pay attention to your lecturing because if they don't follow your train of thought then they won't have all the information they need. This requires being concise with your tangents and your explanations though. Also, questions are good but maybe keep them short.</li> <li>• Professor Salgado Munoz was a phenomenal lecturer. His knowledge on the course material was superior and he engaged the class with questions and answers which made other students enthusiastic to ask questions and participate without being overbearing or intimidating. Very rare for a professor at Columbia but very much welcomed and appreciated.</li> <li>• Professor Salgado is amazing! His lectures are comprehensive, even if we don't always get through all the content, and he pays a lot of attention to including relevant pictures, data, and quotes in his slides. He always fully answers questions and aims to get people involved in the lectures through primary source discussion.</li> <li>• His lectures are engaging and open to questions and discussion. He very knowledgeable of the material and contemporary scholarship, which is great, adding excitement to the course. He makes an effort to avoid simplistic solutions or explanations to these events, which makes it challenging but all the more engaging.</li> <li>• salgado was an incredible professor with a knack for making history's overarching narrative clear</li> <li>• Professor Salgado is a fantastic lecturer -- his lectures are always well-structured and delivered in an engaging way, and his PowerPoint presentations are a very helpful background material. He does a great job of facilitating classroom discussions and ensuring that everyone gets a chance to participate. One way he could improve is by altering the pacing of the course. Occasionally, the Professor would go off on a tangent based on a question posed in class, and that meant that we could not finish the lecture in full. I think it would be more helpful if he set aside a limited time for these diversions, in order to ensure that we get through at least most of the material on time.</li> <li>• He is always willing to answer questions and definitely made an effort to know students individually. His slides that he posts on courseworks always had the bulk of information.</li> <li>• This was Professor Salgado's first semester teaching at Columbia and I could not be happier to have taken his class. His lectures are interactive as he encourages students to participate by introducing their opinion or arguing with this vision of the events. I believe this has been my most interactive lecture. Overall the Professor is very enthusiastic and very knowledgeable about what he teaches which shows through his lectures and makes the students want to learn about his subject. I would maybe recommend slightly less readings especially during midterm or finals seasons.</li> <li>• Professor Salgado is a very kind professor. He is very approachable and makes lectures interesting. The only problem is sometimes he prepares too much for one class and doesn't finish the lecture in time. He is very knowledgeable about this topic and is open to questions</li> <li>• Professor Alfonso Salgado Munoz is a great professor. He is clearly passionate and knowledgeable about the topic. He prepares for class well, although tries to squeeze too much into every session; it could be beneficial to spend less time on some of the interesting graphs and charts to make sure there is time to cover the most important content. While class is mainly lecture, the professor still allows students to participate which makes for an inclusive classroom environment. The professor, while perhaps a harsh grader, does care about providing detailed feedback and helping students improve their analytical and writing skills. He returns assignments efficiently and is responsive through email and available through office hours. I think he should teach this course again.</li> <li>• I thought that Prof. Salgado was overall fantastic. He is clearly very invested and passionate about the subject material, and shared that with the class as much as he could. He consistently tried to include the class in discussion during lecture, and made a concerted effort to learn all of our names by at least the middle of the semester by cold-calling us to read excerpts from readings. I felt that the clarity of the presentations were straightforward and helpful; however, sometimes he had the tendency to go off into tangents on minute topics that we hadn't had any introduction to previously because it was personally interesting to him - there is nothing explicitly wrong with this, but many of us were confused. Regardless, I still think he taught incredibly effectively.</li> <li>• He was such an engaging professor who knows what he is talking about which makes it exciting to learn. I have no complaints about anything regarding his teaching style.</li> <li>• I think he is genuinely a great instructor in every way. Very kind teacher, enthusiastic and educated on the subject. He always asks for feedback and more discussion when it is time to share or ask questions. The assignments are turned back in within a timely manner with decent explanations as to how to improve and provides examples of what an A is. I would say that the only problem is the pace. Sometimes Prof Salgado will go over time</li> </ul>	

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### 10 - What is the overall teaching effectiveness of Alfonso Salgado Munoz? -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	12	66.67%					
Very Good	(4)	5	27.78%					
Good	(3)	1	5.56%					
Fair	(2)	0	0.00%					
Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
18/29 (62.07%)				4.61		0.61		5.00

### 11 - What are the strengths and weaknesses of (discussion section leader, lab section leader, grader) as an instructor, and how might 's teaching be improved?

Response Rate	0/29 (0%)
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### 12 - What is the overall teaching effectiveness of ?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Excellent	(5)	0	0.00%					
Very Good	(4)	0	0.00%					
Good	(3)	0	0.00%					
Fair	(2)	0	0.00%					
Poor	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
0/29 (0.00%)				0.00		0.00		0.00

### 13 - How useful or informative did you find Hal Brands' The Cold War in Latin America?

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Very Useful	(1)	9	50.00%					
Somewhat Useful	(2)	8	44.44%					
Not Very Useful	(3)	1	5.56%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
18/29 (62.07%)				1.56		0.62		1.50

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### 14 - Which articles or book chapters you found more interesting? Please choose between 3 and 5.

Response Option	Weight	Frequency	Percent	Percent Responses	
Avery, Molly. "Connecting Central America to the Southern Cone: The Chilean and Argentine response to the Nicaraguan revolution of 1979."	(1)	2	11.76%	<div></div>	
Carr, Barry. "Identity, Class, and Nation: Black Immigrant Workers, Cuban Communism, and the Sugar Insurgency, 1925-1934."	(2)	5	29.41%	<div></div>	
Chase, Michelle. "The Trials: Violence and Justice in the Aftermath of the Cuban Revolution."	(3)	6	35.29%	<div></div>	
Childs, Matt D. "An Historical Critique of the Emergence and Evolution of Ernesto Che Guevara's Foco Theory."	(4)	3	17.65%	<div></div>	
Drinot, Paul. "Creole Anti-Communism: Labor, the Peruvian Communist Party, and APRA, 1930-1934."	(5)	2	11.76%	<div></div>	
Forster, Cindy. "The Macondo of Guatemala: Banana Workers and National Revolution in Tiquisate, 1944-1954."	(6)	7	41.18%	<div></div>	
Harmer, Tanya. "Fractious Allies: Chile, the United States, and the Cold War, 1973-76."	(7)	6	35.29%	<div></div>	
Kelly, Patrick William. "The 1973 Chilean Coup and the Origins of Transnational Human Rights Activism."	(8)	4	23.53%	<div></div>	
Latham, Michael. "Ideology, Social Science, and Destiny: Modernization and the Kennedy-Era Alliance for Progress."	(9)	3	17.65%	<div></div>	
Lehman, Kenneth. "Revolutions and Attributions: Making Sense of Eisenhower Administration Policies in Bolivia and Guatemala."	(10)	5	29.41%	<div></div>	
Mallon, Florencia. "Barbudos, Warriors, and Rotos: The MIR, Masculinity, and Power in the Chilean Agrarian Reform, 1965-1974."	(11)	1	5.88%	<div></div>	
McCormick, Evan D. "Breaking with Statism? U.S. Democracy Promotion in Latin America, 1984-1988."	(12)	1	5.88%	<div></div>	
Moulton, Aaron Coy. "Counterrevolutionary Friends: Caribbean Basin Dictators and Guatemalan Exiles against the Guatemalan Revolution."	(13)	7	41.18%	<div></div>	
Power, Margaret. "Class and Gender in the Anti-Allende Women's Movement: Chile, 1970-1973."	(14)	6	35.29%	<div></div>	
Rupprecht, Tobias. "Formula Pinochet: Chilean Lessons for Russian Liberal Reformers during the Soviet Collapse, 1970-2000."	(15)	1	5.88%	<div></div>	
Sikkink, Kathryn. "Human Rights, Principled Issue-Networks, and Sovereignty in Latin America."	(16)	3	17.65%	<div></div>	
Spenser, Daniela. "Bolsheviks' Encounter with the Mexican Revolution."	(17)	3	17.65%	<div></div>	
Spenser, Daniela. "The Caribbean Crisis: Catalyst for Soviet Projection in Latin America."	(18)	3	17.65%	<div></div>	
Yordanov, Radoslav A. "Warsaw Pact Countries' Involvement in Chile from Frei to Pinochet, 1964-1973."	(19)	1	5.88%	<div></div>	
Yordanov, Radoslav A. "Outfoxing the Eagle: Soviet, East European and Cuban Involvement in Nicaragua in the 1980s."	(20)	3	17.65%	<div></div>	
<b>Response Rate</b>		17/29 (58.62%)			

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