This is a survey of Latin American history from roughly the 1820s to the present. The course will center on the construction and meaning of nations and citizens, as seen through the lenses of international relations, development, political power, race, and identity. Primary sources by Latin Americans will help us understand the complexities of this diverse region.

The course is designed to introduce students to important themes,chronologies, and dynamics in modern Latin American, primarily Spanish American, as well as the practical skills that historical study entails. Students will improve the basic critical and analytical skills at the heart of historians’ work. They will examine written primary sources to practice close reading and analysis, as well as images, films, and objects to learn how to engage non-written sources. They will work with and evaluate secondary sources, learning to assess how arguments are put together and place them within historical contexts. Students will also practice communication skills, both written and verbal, through class assignments, discussions, and presentations.

Lectures on Mondays will provide analytical introductions to the period or theme in question for the week. Wednesdays I will zoom in on a particular aspect of the week’s theme, generally related to the primary sources assigned, and we will weave group work with sources into lecture. Friday sections will be driven by student discussion of the material at hand.

**COURSE REQUIREMENTS:**
- 10% : Map Quiz
- 10% : In-class Presentation
- 20% : Class Participation
- 25% : Midterm Exam
- 35% : Final Exam

**IMPORTANT DATES AND DEADLINES:**
- February 15: Map Quiz in section
- March 12: Midterm in class
- May 4: Final exam handed out in section
- May 12: Take home final exam to be submitted via Blackboard by 5pm

This syllabus serves as a contract between you and me that explains what I expect of you, and what you may expect of me. By enrolling in this class, you accept the terms laid out below. Please read them carefully. If at any time I need to make changes to the syllabus, I will provide as much advanced notice as possible.
**COURSE MATERIALS**

The following books are available on reserve at the library, used via Amazon or AbeBooks, and at the campus bookstore. Books with an * are available as ebooks through the library. All other materials are available through the course website.


**ASSIGNMENTS & GRADING**

*Class Participation & Discussion Board (20%)*

Participation constitutes more than just showing up; students are expected to contribute to conversation and should arrive prepared to participate with questions, comments, arguments, doubts, interpretations or suggestions for further reading. There is no one right way to engage during the course. Showing up confused is perfectly acceptable; showing up unprepared is not. Each student is also required to submit two substantial, complex questions to the course website each Thursday based on the week’s reading and lectures.

*Map Quiz (10%)*

In the third week of the semester, students will complete a map quiz based on the map and list of places to be identified posted on the course website.

*In-class Presentation (10%)*

Each week’s discussion section will include a presentation on that week’s primary source(s) by members of the section. Students will sign up for presentations during the first week, at which time they will also work through what such a presentation should involve as a group. During these presentations, students will, at the least, summarize the provenance and contents of the source and introduce some questions to help begin discussion.

*Midterm Exam (25%)*

The midterm will be in class and include identifications of people/places/concepts and short answer questions. It will cover everything up to the date of the exam.

*Final Exam (35%)*

The take home final will be two essay questions (chosen out of four options) that pertain to the larger themes of the course. It will be comprehensive; students are expected to draw on and cite readings from the entirety of the semester. Each essay should be 5-7 double-spaced pages with 1” margins, in size 12 font. All sources must be fully cited in footnotes using Chicago style citations. It will be due via Blackboard by 5pm on the day of our scheduled final.
**Policies**

**Grading**

Exams in this class will be graded blindly. This is a way for me and the TA to be as fair and transparent as possible in grading your work. Please mark all your exams with your **ID number (not your JHED), rather than your name.**

**Grade Scale:**

- 95-100: A
- 90-94: A-
- 87-89: B+
- 80-82: B-
- 77-79: C+
- 73-76: C
- 70-72: C-
- 67-69: D+
- 60-62: D-
- 59 or below: F

**Late Work**

Late assignments will be docked a grade for each day they are late (e.g., an A becomes an A- becomes a B+). Work that is more than 5 days late (including weekends) will not be accepted for credit. Back up your computers – hard drive crashes are not an excuse.

**Absences**

Absences are excused for illness, religious observance, participation in certain university activities, and other circumstances described in the university’s policies and must be explained to your TA at least 48 hours before class. You are allowed one unexcused absence from section during the semester without penalty. **Each additional unexcused absence from section will result in the loss of a full percentage point from your final grade.** If you have an excused absence from section, arrange to make up work with your TA.

**Accommodations**

Accommodations will be made for those who need them. Please come talk with me early in the semester to discuss your needs. Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

**Communications**

I read and respond to email during regular business hours, 9-5, Monday thru Friday. Please use proper formatting and address when writing your email. It’s good practice. The best way to reach me is to come to my office hours, Mondays from 2-4 in Gilman 330G and by appointment. That’s what office hours are for! I encourage you to come speak to me at least once during the semester, even if just to introduce yourself.

**Screen Policy**

Laptops, electronic readers, and cell phones are both a boon and a distraction to higher education. Current research suggests that most of us learn better through longhand note taking. While computers are permitted and will sometimes be helpful for retrieving readings or completing in-class activities, I suggest not engaging with your devices during class. Social media, texting, chatting, email, and other non-class related activities are prohibited during class time. Make sure all of your devices are silenced.

**Academic Integrity**

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.
Report any violations you witness to the instructor. You may consult the associate dean of student conduct (or designee) by calling the Office of the Dean of Students at 410-516-8208 or via email at integrity@jhu.edu. For more information, see the Homewood Student Affairs site on academic ethics: (https://studentaffairs.jhu.edu/student-life/student-conduct/academic-ethics-undergraduates) or the e-catalog entry on the undergraduate academic ethics board: (http://e-catalog.jhu.edu/undergrad-students/student-life-policies/#UAEB).

COURSE SCHEDULE

Week 1 (Jan 29 – Feb 2) – Introduction and The Emergence of Latin America

SIGN UP FOR PRIMARY SOURCE PRESENTATIONS VIA BLACKBOARD BY FEB 2

- Dawson, *Latin America Since Independence*, Introduction
- Tom Holloway, "Latin America: What's in a Name?" in *A Companion to Latin American History* (p. 3-9)

Week 2 (Feb 5-9) – The Fallout From Independence – Regionalism and Caudillismo

- Dawson, *Latin America Since Independence*, Chapters 1 and 2 (pp. 11-21, 45-58)
- Esteban Echeverría, *The Slaughterhouse* in Dawson

Week 3 (Feb 12-16) – Making New Nations and New Citizens

WEDNESDAY FEB 14 MEET AT THE LIBRARY

MAP QUIZ IN SECTION THIS WEEK

- Dawson, *Latin America Since Independence*, Chapter 3 (pp. 73-90)
- Continue looking at historical maps at http://www.oldmapsonline.org/

Week 4 (Feb 19-23) – Negotiating New Rights

- Lauderdale Graham, *Caetana Says No*

Week 5 (Feb 26 – March 1) – Migration and the Urban Boom


Week 6 (March 5-9) – The Export Boom and the Liberal Turn

WEDNESDAY MARCH 7 MEET AT THE BALTIMORE MUSEUM OF ART

- Dawson, *Latin America Since Independence*, Chapter 4 (pp. 113-128), At A Glance: Economy (pp. 173-178)
- James Creelman, “Porfirio Díaz, Hero of the Americas,” in Dawson (pp. 129-140)
Week 7 (March 12–16) – The Mexican Revolution

Midterm in Class on Monday

- Claudio Lomnitz, Introduction to *The Return of Comrade Ricardo Flores Magón* (MIT Press, 2014)

Spring Break March 19-23 – No Class or Assignments

Week 8 (March 26-30) – Latin America and the World to World War II

- Dawson, *Latin America Since Independence*, Chapter 6 (pp. 181-197)
- Primary sources, including films, from Dawson (pp. 198-205 and online)
- Augusto Monterroso, “Mister Taylor” from *Complete Works and Other Stories* (1959)

Week 9 (Apr 2-6) – Economic Crisis and the Rise of Populism

- Dawson, *Latin America Since Independence*, Chapter 7 (pp. 207-227)

Week 10 (Apr 9-13) – The Cuban Revolution


Week 11 (Apr 16-20) – A New American Interventionism – Central America

- Grandin, *The Last Colonial Massacre*, esp. Intro, Ch. 4 & 5, and Conclusion

Week 12 (Apr 23-27) – Emerging from Dictatorship

- Dawson, *Latin America Since Independence*, Ch. 9 & 10
- Film: *No* (2012) (available on reserve, and we will schedule a viewing)

Week 13 (Apr 30 – May 4) – The Leftist Turn in a New Century

- Dawson, *Latin America Since Independence*, Ch. 11