

History 115: Modern Latin America
Fall 2021
Asynchronous lectures, sections Friday 11am and 12pm

Prof. Casey Marina Lurtz

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Office hours Mondays 1:00-3:00, Gilman 331G or online

Sign up: <https://calendly.com/lurtz/office-hours>

TAs:

Elena Palazzolo

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Office hours:

Weds 11AM - 1PM

Gilman atrium or online

11am section – Ames 234

12pm section – Maryland 202

Arthur Lee

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Weds 11AM - 1PM

Gilman atrium or online

11am section – Gilman 132

12pm section – Gilman 55

This course is a survey of Latin American history from the 1820s to the present. It centers on the construction and meaning of nations and citizens, as seen through the lenses of race and ethnicity, international relations, economics and development, and arts and culture.

The course is designed to introduce students to important themes, chronologies, and dynamics in Latin American history, as well as to the skills historians use. Students 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 in conversation. Students will also practice communication skills, both written and verbal, through assignments, discussions, and presentations.

The course will take a hybrid model for Fall 2021. Each week, students will listen and/or watch two to four lectures, podcasts, and videos asynchronously as well as completing assigned readings. Section on Friday will take place in person.

All coursework will take place online, through a series of research activities and assignments that, over the course of the semester, will guide students through the historians' process. Each student will build a digital humanities project in ESRI StoryMaps around a topic of interest to them. No prior experience with StoryMaps is needed.

This syllabus serves as a contract between you and me that explains what I expect of you, and what you may expect of me. Please read it carefully. If at any time I need to make changes, I will provide as much advanced notice as possible.

A note on the state of the world: This class is taking place during a pandemic, and we are all people struggling to find our footing in an uncertain, inequitable world. Ask for help if you need it. Treat each other with kindness. Respect each other's boundaries, rights, and needs. Please afford your instructors the same generosity they are striving to afford you.

Course Requirements & Grading:

- 20% Weekly Research Worksheets
- 20% Weekly StoryMap Updates & Trainings
- 20% Section Participation
- 20% Midterm
- 20% Final

Work Flow:

The course Teams site holds all the materials for the course. Each week you will spend time in each of the channels – Lectures, Readings, and StoryMaps – as well as complete worksheets via Assignments. You can join in the group chat as you complete your work. If you ever hit a paywall when trying to access readings, try using the [Johns Hopkins Proxy](#). If you have any trouble with Teams, check out our [Using Teams module](#).

In general, a week in this class will look something like this:

1. Watch Prof. Lurtz's 5-minute intro for the week, posted to the General channel
2. Listen to lectures in the Lectures channel and post questions for Prof. Lurtz in the chat
3. Complete readings in the Readings channel and post a discussion question in the chat
4. Download, complete, and submit the research worksheet in Assignments
5. Sign into ArcGIS via the StoryMaps channel and complete the StoryMap module, using the chat to get help when you need it
6. Attend and participate in Friday section to discuss the course materials and progress on your StoryMap

Assignments:

Over the course of the semester, you will learn how historians research and communicate by completing a digital research project on a topic of your own design. Every assignment builds into this project. Through weekly worksheets and StoryMaps modules, you will practice finding, analyzing, and communicating about primary and secondary sources that connect a subject you're interested to the topics we're all learning about.

Finding a topic takes time. You want something that isn't too huge (people teach whole classes on subjects like migration, Mexico, the Cold War, etc.) but isn't so specific that you won't be able to find sources online (the social meanings of Gabriela Mistral's favorite foods are probably fascinating, but hard to research from Baltimore). We have created a [topic bank](#) that can serve as a tool to building a good research topic, but it is just a starting point. Over the first five weeks of the term, you will refine your topic, choosing another descriptor each week. You are not bound to the subject you settle on in week 5, but the midterm and final assignments will be easier if you find something early and stick to it.

The first part of each weekly assignment (located in Teams) guides you through a new piece of the research process. You will practice these skills in guided research exercises and then apply those skills to your chosen subject, gathering the necessary information and materials in a Teams assignment document and research folder. You will turn each weekly assignment in to your TA, who will provide feedback in Teams.

The second part of each weekly assignment (posted to your section ArcGIS group) guides you through communicating that information. You will take the research you have gathered and use the StoryMaps platform to present it to your colleagues, TA, Prof. Lurtz, and, eventually, various kinds of imagined (or real) audiences beyond Johns Hopkins. StoryMaps is “a [story authoring web-based application that enables you to share your maps in the context of narrative text and other multimedia content.](#)” The weekly modules will introduce you to different StoryMaps tools and techniques and teach you how to effectively combine visual, audio, and textual elements as you build toward making an argument about your research subject. Aside from the modules we have designed, you will also complete at least one training through the library or ESRI (the company that makes StoryMaps) that teaches you more about digital humanities tools. You will publish each weekly StoryMap as part of your section's StoryMap group and spend time sharing it with your classmates during section. After the midterm, you will start sharing your StoryMap with classmates in your and other sections working on related topics so that you can share resources and insights.

The individual midterm and final will combine the research and communication skills you have practiced thus far while also asking you to connect your topic to the themes of the class. You can start working on them whenever you like in the semester – the assignments are posted to Teams already – but they are designed to be completed the week of the midterm and final. The midterm asks you to create a StoryMap that makes an argument about your research subject using mapping tools to pinpoint important places, actors, and sources related to your topic and the larger process we've covered in the class thus far. The final asks you to bring together the materials and StoryMaps you've created during the term into one final cohesive project that educates a specific imagined audience about your research topic while relating it to overarching developments in Latin American history.

Alongside the individual midterm and final, you will contribute to group research guides related to the theme of your project. These will be built in Teams and we will provide more details as the due dates approach.

All together, these assignments are designed to help you develop good research and writing habits. You will learn to keep track of your searches and sources, back up your work, properly cite primary and secondary materials, and make a distinction between developing an argument and communicating it. At the end of the semester, you will have a collection of StoryMaps as well as a folder full of research materials that will show how far you've come!

Policies:

Late Work & Extensions

If you are in need of an extension, ask. I am generally happy to provide extensions, so long as students request extra time at least 36 hours before the assignment is due. Late assignments (not granted an extension) will be docked a grade for each day they are late (e.g., an A becomes an A- becomes a B+). Back up your computers and use a cloud storage service like OneDrive, Dropbox, or Google Drive – hard drive crashes are not an excuse for missing work.

Absences

Absences are excused for illness, religious observance, participation in certain university activities, and other circumstances described in the university's policies. Inform the professor or TA beforehand if you will miss section. Frequent unexplained absences or tardiness will result in a lower overall grade.

Accommodations

Accommodations will be made for those who need them. Please communicate with me early in the semester to discuss your needs. Transcripts of all lecture podcasts are available for those who need them on request. Any student with a disability who may need accommodations in this class should obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

Moving Section Online

If you are uncomfortable meeting in person for whatever reason, please reach out to Prof. Lurtz and we will constitute an online section. If university policy shifts, we will move all sections online.

Mental Health

Many students experience anxiety, depression, and other emotional challenges. Please be in touch with me or your TA if you need an extension, reschedule, or other adaptation of the course. If you would like to speak to a professional counselor, please visit the campus Counseling Center. Information is available on the Counseling Center's website: <https://studentaffairs.jhu.edu/counselingcenter/>

Communications

We read and respond to email during regular business hours, 9-5, Monday thru Friday. Please use proper formatting and address (Professor or Dr. Lurtz) when writing your email. It's good practice. The best way to reach me is to come to my office hours, Mondays from 1:00-3:00 in Gilman 330G or online. I encourage you to come speak to me at least once during the semester, even if just to introduce yourself.

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>).

Week 1 (Aug 30, 2021): Welcome and What is Latin America?

Listen:

1. Course welcome & logistics (Prof. Lurtz)
2. What is Latin America? (Prof. Lurtz)
3. Latin America to Independence (Prof. Lurtz)
4. Calle 13, "Latinoamerica" (2011), [Calle 13 - Latinoamérica](#)

Lyrics:

- In Spanish: <https://genius.com/Calle-13-latinoamerica-lyrics>
- In English: <https://lyricstranslate.com/en/latinoamerica-latinoamerica.html>

Reading:

1. Gobat, Michel. "The Invention of Latin America: A Transnational History of Anti-Imperialism, Democracy, and Race." *The American Historical Review* 118, no. 5 (December 1, 2013): 1345–75. <https://doi.org/10.1093/ahr/118.5.1345>.

Research & StoryMap:

1. Complete the introduction to StoryMaps worksheet and complete your first StoryMap
2. Familiarize yourself with the Hub and Teams sites
3. Look over the digital humanities workshops on offer and sign up for one

Section (Sep 3, 2021)

Week 2 (Sep 6, 2021): Independence and Early Republicanism

Listen:

1. Imperial Crisis & the Wars of Independence (Prof. Lurtz)
2. Imagining New Nations (Prof. Lurtz)

Reading:

1. Trouillot, Michel-Rolph. "The Three Faces of San Souci." In *Silencing the Past: Power and the Production of History*, 31-69. Beacon Press, 1995.
2. Sábato, Hilda. "New Republics at Play." In *Republics of the New World: The Revolutionary Political Experiment in Nineteenth-Century Latin America*, 22-49. Princeton: Princeton University Press, 2018.

Research & StoryMap:

1. Complete Searching an Online Archive worksheet.

2. Pick your first topic descriptor from the topic bank. You'll refine this each week by adding another descriptor from a different category.
3. Complete the StoryMap primary source module.

Section (Sep 10, 2021)

Week 3 (Sep 13, 2021): The Limits of Republicanism

Listen:

1. Slavery Continued and Contested, Part I (Prof. Lurtz)
2. Slavery Continued and Contested, Part II (Prof. Lurtz)
3. "Oscar de la Torre on the Amazon's Black Peasantry," *Historias*, Jan. 30, 2020.
<https://soundcloud.com/historiaspod/historias-75-oscar-de-la-torre-on-the-amazons-black-peasantry>

Reading:

- [Chira, Adriana. "Affective Debts: Manumission by Grace and the Making of Gradual Emancipation Laws in Cuba, 1817–68." *Law and History Review* 36, no. 1 \(2018\): 1–33.](#)
- [Edwards, Erika. "The history behind the removal of Argentina's version of 'Aunt Jemima,'" *The Washington Post*, June 24, 2021.](#)

Research & StoryMap:

1. Pick a second descriptor from the topic bank
2. Complete the Looking for Archives worksheet
3. Complete the archives StoryMap module

Section (Sep 17, 2021)

Week 4 (Sep 20, 2021): Consolidating Nation States

Listen:

1. Centralism vs. Federalism (Prof. Lurtz)
2. Building the State (Prof. Lurtz)
3. "Scientific, Geographic & Historiographic Inventions of Colombia," *15 Minute Histories*, October 2, 2019. <https://15minutehistory.org/podcast/episode-123-scientific-geographic-historiographic-inventions-of-colombia/>

Reading:

1. [del Castillo, Lina. "Surveying the Lands of Republican Indígenas: Contentious Nineteenth-Century Efforts to Abolish Indigenous Resguardos near Bogotá, Colombia." *Journal of Latin American Studies* 51, no. 4 \(2019\): 771–99. doi:10.1017/S0022216X19000294.](#)
2. Vezub, Julio and Mark Healey. "'Occupy Every Road and Prepare for Combat': Mapuche and Tehuelche Leaders Face the War in Patagonia." In *The Conquest of the Desert: Argentina's Indigenous Peoples and the Battle for History*, edited by Carolyn R. Larson, 43–70. Albuquerque: University of New Mexico Press, 2020.

Research & StoryMap:

1. Pick a third descriptor from the topic bank.
2. Complete the Historical Maps worksheet.
3. Complete the maps StoryMap module.

Section (Sep 24, 2021):

Visit to MSE Library (Brody Learning Commons 2030-2040) for hands on map workshop with Reina Chano Murray

Week 5 (Sep 27, 2021): The Export Boom and Liberalism

Listen:

1. Liberalism on the Rise (Prof. Lurtz)
2. The Export Boom (Prof. Lurtz)

Reading:

1. [Cribelli, Teresa. "These Industrial Forests': Economic Nationalism and the Search for Agro-Industrial Commodities in Nineteenth-Century Brazil," *Journal of Latin American Studies* 45:3 \(2013\) p. 545-579.](#)
2. [Romero, Simon. "Deep in Brazil's Amazon, Exploring the Ruins of Ford's Fantasyland," *New York Times*, Feb. 20, 2017.](#)

Research & StoryMap:

1. Pick your final descriptor from the topic bank
2. Complete national archives & publications worksheet
3. Complete the national archives StoryMap module

Section (Oct 1, 2021)

Week 6 (Oct 4, 2021): Migration – Latin America and the World to WWI

Listen:

1. Migration and the Americas (Prof. Lurtz)
2. ["Kathleen Lopez on Chinese Cubans: A Transnational History," New Books Network. Nov 21, 2014.](#)

Reading:

1. [Moya, José C. "A Continent of Immigrants: Postcolonial Shifts in the Western Hemisphere." Hispanic American Historical Review 86, no. 1 \(February 2006\): 1–28.
<https://doi.org/10.1215/00182168-86-1-1>.](#)
2. [Walhout, Hannah. "How Japanese Immigrants Shaped Peruvian Food." *Food and Wine*, April 17, 2019.](#)

Research & StoryMap:

1. Complete reading against the grain worksheet
2. Complete StoryMaps worksheet by returning to an archive or database you've already spent some time with and reading it against the grain.

Section (Oct 8, 2021)

Week 7 (Oct 11, 2021): Crises of Consolidation & Midterm

Listen:

1. Crises of Liberalism (Prof. Lurtz)
2. ["The Mexican Revolution," In Our Time, January 20, 2011.](#)

Research & StoryMap:

1. Individual Midterm – Complete the Midterm Worksheet to build a Map Tour on your topic
2. Collaborative Midterm: Join the Teams channel that most closely matches your research topic and follow the guide to create a primary source research guide

Section (Oct 15, 2021)

Week 8 (Oct 18, 2021): The Rise of Populism

Listen:

1. The Rise of Populism (Prof. Lurtz)
2. Peronism (Prof. Lurtz) (make sure to view the accompanying images)

Reading:

1. James, Daniel. "Meatpackers, Peronists, and Collective Memory: A View from the South," *American Historical Review* 102:5 (1997), p. 1404-1412.
2. Guillermprieto, Alma. "Little Eva," *The New Yorker*, December 2, 1996, p. 98. Reprinted in *Looking for History: Dispatches from Latin America*.

Research & StoryMap:

1. Complete the Library Tutorial on Secondary Source Research.
2. Complete the annotating secondary sources worksheet.
3. Complete the StoryMap secondary source intro module.
4. Share any useful guides you found to your thematic Teams channel.

Section (Oct 22, 2021)

Week 9 (Oct 25, 2021): Possibilities of Social Revolution

Listen/Watch:

1. The Cuban Revolution in Context (Prof. Lurtz)
2. [The Fidel Castro Tapes \(2014\)](#)
 - a. Complete the worksheet in Teams before section
3. ["Michelle Chase and Devyn Spence Benson on the Cuban Revolution," *Historias*, Feb. 25, 2019.](#)

Reading:

1. Chomsky, Aviva. "Introduction," in *A History of the Cuban Revolution*, 1-14. Malden, MA: John Wiley & Sons, 2015.
2. [Benson, Devyn Spence. "'Not Blacks, But Citizens': Race and Revolution in Cuba." *World Policy Journal* 33, no. 1 \(2016\): 23-29.](#)

Research & StoryMap:

1. Complete the finding other people's sources worksheet.
2. Complete the source collection StoryMap module.

Section (Oct 29, 2021)

Week 10 (Nov 1, 2021): The Cold War

Listen:

1. Latin America's Cold War (Prof. Lurtz)
2. The Cold War in Central America (Prof. Lurtz)
3. ["William Booth on Latin America's Cold War, and the Political Left," *Historias*, April 23, 2021.](#)

Reading:

1. Booth, William A. "Rethinking Latin America's Cold War." *The Historical Journal*, First View, 1–23. <https://doi.org/10.1017/S0018246X20000412>.
2. [Weld, Kirsten. "No Democracy Without Archives." *The Boston Review*. July 9, 2020.](#)

Research & StoryMap:

1. Complete the mapping the historiography worksheet.
2. Complete the historical conversations StoryMap module.

Section (Nov 5, 2021)

Week 11 (Nov 8, 2021): Emerging from Dictatorship

Listen/Watch:

1. Resisting Oppression (Prof. Lurtz)
2. Ending Dictatorship (Prof. Lurtz)
3. Film: *No* (2012) (available on reserve, and we will schedule a viewing)

Reading:

1. [Kornbluh, Peter. "Oscars: Declassified Documents Tell History behind Best Foreign Film Nomination, 'No.'" National Security Archive Electronic Briefing Book No. 413. Feb. 22, 2013.](#)
2. Bruey, Alison. "National Protest and Possibility, 1983-19990," in *Bread, Justice, and Liberty: Grassroots Activism and Human Rights in Pinochet's Chile*, 167-206. Madison: University of Wisconsin Press, 2018.

Research & StoryMap:

1. Complete the generating research questions worksheet.
2. Complete the research proposal StoryMap module.

Section (Nov 12, 2021)

Week 12 (Nov 15, 2021): Remaking the Americas in the 1990s and 2000s

Listen:

1. Democratization and its Discontents (Prof. Lurtz)
2. On the Move (Prof. Lurtz)
3. [“Resource Radicals with Thea Riofrancos,” *The Dig*, January 19, 2021.](#)

Reading:

Pick one of the following issues of NACLA and come to section prepared to summarize it for your classmates, using the worksheet on Teams as a reading guide:

1. [NACLA Report on the Americas, Volume 40, Issue 2 \(2007\): Report: How Pink Is The ‘Pink Tide’? \(p. 16-41\)](#)
2. [NACLA Report on the Americas, Volume 40, Issue 3 \(2007\): Report: Of Migrants and Minutemen: Inside the Immigration Battle \(p. 13-40\)](#)
3. [NACLA Report on the Americas, Volume 48, Issue 2 \(2016\): Report: Drug, Wars, and Capitalism \(105-106, 130-180\)](#)
4. [NACLA Report on the Americas, Volume 42, Issue 5 \(2009\): Report: Political Environments: Development, Dissent, and the New Extraction \(11-41\)](#)

Research & StoryMap:

1. Complete the journalism assignment in Teams
2. Complete the data visualization StoryMap module.

Section (Nov 19, 2021): Hostile Terrain exhibition at the MSE Library

Week 13 – Fall Break (Nov 22-26, 2021)

Find two recently produced (since 2015) sources – one written and one audio – that you think make for good concluding material for this course. Upload your suggested reading and listening for the final week of class to the document in the General Files tab on Teams

Week 14 (Nov 29, 2021): Now What?

Listen:

1. You decide! Pick two of the pieces your classmates have added to Teams

2. What is Latin America, Redux (Prof. Lurtz)

Reading: You decide! Pick two of the pieces your classmates have added to Teams

Research & StoryMap:

1. Read the guidelines for the final in Assignments and select a project and audience
2. Outline your final StoryMap and the work to be done – what can you copy from your work across the semester, what sources do you still need to find, what additional elements would you like to include?
3. Come to section prepared to talk through your final Storymap with your classmates

Section (Dec 3, 2021)