This course is designed to introduce you to the history of Latin America as well as critical issues in the study of Latin American history. Together, we will analyze the cultural groups, identities, and interests that came together in post-Colonial Latin American societies. The course emphasizes Latin America's internal economic growth, its impact on domestic racial, ethnic, gender, and class conflicts, and their collective effects on the region's foreign relations—especially, but not limited, with the United States in the twentieth century. The course will pay close attention to selected historical figures, trends, concepts, and events that help shape a historical understanding of modern Latin America.

The readings for this course fall into two categories: primary sources and secondary sources. Primary sources are those documents that were written during (or close to) the period which they describe. Secondary sources are written about the time period, often by scholars and academics (such as in a history textbook).

**Required texts:**
The following books are available at the SIU Bookstore. All additional readings can be found on this course’s website (D2L), or they will be handed out.


**COURSE GRADES AND REQUIREMENTS**

**Attendance and participation: 10%**
It is imperative that you be in class and on time for each class meeting. Any unexcused absences will detrimentally affect your grade; and since you cannot participate if you are not physically present, missing a class will count as a “double penalty.” I do, however, understand that you may
occasionally need to miss class for excused reasons. You will not be penalized IF you let me know, in advance, via email or in person AND provide appropriate documentation (see SIU regulations for what constitutes an excused absence). In case of illness, please bring appropriate documentation from a health care provider. It is your responsibility to make up any work you may have missed and to get the class notes from your peers.

A note on participation: although this course is designed as a lecture course, participation is a vital component of the class experience. The primary source material we will be reading requires that we be able to discuss the material critically. Therefore, we will have in-class discussions in which you will be expected to provide your reactions and analysis of the works.

**10 Weekly Reading Quizzes: 10% (1% each)**
You will be quiz on selected weeks in which you will be expected to be familiar with the readings of that particular week. I will announce in advance, that is the prior week to the quiz, that a quiz will be taken on the following week. However, I will say what day of the week I will be giving the quiz therefore, you must be present at all times.

**Four (4) Content Quizzes: 40% (10% each)**
During the semester, there will be four major quizzes. Some of these quizzes will be in response to primary sources; sometimes to books, articles, etc., that we have read during the semester. The dates for these quizzes are included in the course’s syllabus.

**Midterm and final exam: 40% (20% each)**
The midterm and final exams will cover all of the information to date. While the final will not be cumulative “per se,” you will need to retain the information learned during the first half of the semester in order to explain certain processes. One week prior to the exam, you might be provided with four essay questions. On the day of the exam, I will choose two of those questions for you to answer. You will be expected to use the class material (including lectures, secondary sources, primary sources, and films) to answer the questions. Makeup exams will be scheduled at the convenience of the instructor, for acceptable excuses only (note: going on vacation early is not an acceptable excuse).

**Writing Assignments Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Competent</th>
<th>Developing</th>
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<tbody>
<tr>
<td>Argument/Thesis Statement</td>
<td>Argument stated clearly and logically; provides effective rational for essay and its organization.</td>
<td>Argument is stated but less convincingly and with less guidance for the way the essay will be developed.</td>
<td>Argument is underdeveloped and offers little guidance to content of the essay.</td>
</tr>
<tr>
<td>Organization</td>
<td>Information is presented in a logical manner that is easy for the audience to follow.</td>
<td>Information is presented in a logical manner that at times presents challenges for the audience to follow.</td>
<td>Information jumps around a lot and is not easy to follow.</td>
</tr>
<tr>
<td>Evidence</td>
<td>Identifies evidence in an informative manner; gives specific examples to support the ideas presented.</td>
<td>Identifies evidence in general terms; gives general examples that loosely support the ideas presented.</td>
<td>Identifies evidence in vague terms; does not provide examples to support the ideas presented.</td>
</tr>
<tr>
<td>Analysis:</td>
<td>Student clearly identifies areas where the author(s) makes specific assumptions; identifies areas of bias or non-bias and gives a complicated explanation.</td>
<td>Student broadly mentions general assumptions; identifies author’s bias or non-bias and somewhat gives a complicated explanation.</td>
<td>Student makes minimal or no reference to author’s assumptions; does not recognize bias or non-bias of author and gives a simplistic explanation.</td>
</tr>
<tr>
<td>Subject Mastery</td>
<td>Clearly shows a thorough knowledge of course materials.</td>
<td>Shows a moderate understanding of the course material.</td>
<td>Did not show a clear understanding of the course material.</td>
</tr>
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</table>
Grading Criteria for Reading Responses
In your essays, you will be expected to answer the question prompt by using lecture notes, secondary source readings, and the primary sources which you are analyzing. Therefore, it is imperative that you be up to date on both the secondary and primary source reading assignments! Please be prepared to share your ideas in class. All assignments should be typewritten, with your name, a title, numbered pages, a "reasonable" font size (i.e. 12 point in Times New Roman), one-inch margins, and have some sort of staple/paper clip to bind all the pages together.

I expect you to comply with the Golden Rule on all assignments. Plagiarism (refer to the Office of Student Conduct on what constitutes plagiarism), whether intentional or not, is grounds for an automatic “F” on the assignment, and, in extreme cases, an “F” in the course. All cases of plagiarism will be referred to the Office of Student Conduct.

A means uniformly excellent work WELL BEYOND that which is required. You have read and understood the material and the context in which it was created, and have demonstrated in your writing a grasp of course concepts. You have shown a creative and CRITICAL (critical thinking, challenging your assumptions) interpretation of course materials. It is well written and thoughtful (Your paper is coherent, sentences flow. . .). You have PROOFREAD your work. It has no spelling, punctuation, grammatical errors, and has correct citation format.

B means substantially good work beyond the level of acceptance or satisfactory. It fulfills all the requirements set forth in the assignment. Your paper is good solid work.

C means acceptable and satisfactory. It fulfills all of the requirements set forth in the assignment but lacks greatly in critical thinking, creativity, or thoughtfulness. It has problems with spelling, punctuation, grammar, and format that distract from the paper’s argument.

D means below that which is acceptable or satisfactory. It fulfills very few of the requirements set forth in the assignment; has consistent problems with spelling, grammar, punctuation, and format; and is not at all critical of the material. The writing is poor.

Overall Class Grade Scale
A 100 - 90
B 89.9 - 80
C 79.9 – 70
D 69.9 – 60
F 59.9-

Final Note: I reserve the right to make minor changes to the syllabus during the semester. If a student fails to take the Midterm or Final Exam, the student will receive an F automatically.

SCHEDULE

Jan 14: Introduction:
What is history? Where and what is “Latin America?”

Jan 16: Latin America: Independence

Jan 18: Patriotism vs. Nativism
Jan 21: Martin Luther King Jr. Day
               No class

Jan 23: Liberal Disappointment

Jan 25: Discussion

Jan 28: Brazil’s Path
               Read: Read: J. Chasteen, Born in Blood & Fire, 130-147.

Jan 30: Progress & Reform
               Read: Read: J. Chasteen, Born in Blood & Fire, 149-162.

Feb 1: Progress & Reform

Feb 4: Quiz #1 & Discussion

Feb 6: Neocolonialism

Feb 8: Latin America in the World

Feb 11: Nationalism

Feb 13: Discussion

Feb 15: 1930s Activist Government
               Read: Read: J. Chasteen, Born in Blood & Fire, 229-246.

Feb 18: Revolutions

Feb 20: The Cuban Revolution

Feb 22: Reactions to Revolutionary Movements

Feb. 25: Dictatorships
Feb 27: Quiz #2 & Discussion

March 1: Midterm

March 4: CUBA: Race, Nation, and Revolution

March 6: War: The Early 10 Year War

March 8: Slaves and Insurgents

March 11-15: SPRING BREAK

March 18: Region, Race, and Transformation

March 20: Fear and Its Uses

March 22: Discussion

March 25: Colonialism, the State, and Rural Society

March 27: Race, War, and Redemption

March 29: Race and the Western Invasion

April 1: Quiz & Review

April 3: The Return of the Native: A Book of Indians

April 5: Representing the Nation
Read: Rebecca Earle, *The Return of the Native*, 47-64.

April 8: Inca and Creole Nationalisms
Read: Rebecca Earle, *The Return of the Native*, 64-78.

April 10: Discussion

April 12: Nations and Ancestors

April 15: Patriotic History and Pre-Columbian Past

April 17: National Folklore and Foundational Fictions
April 19: Museums & Heritage

April 22: The “Indian Problem”

April 24: Indigenismo: The Return of the Native?
Read: Rebecca Earle, *The Return of the Native*, 184-190 & 204-212.

April 26: Quiz and Review

April 29: Zapatistas and Neoliberalism

May 1: Final Words

May 3: Review

May 8: Wed., May 8 07:50-09:50 a.m.