

Historical Methods

Theme: U.S.-Latin America Relations
Professor Jessica Mack



Catalogue Description:

This course offers intensive training in the techniques of historical research and analysis of historical writing. Required of History majors as prerequisite for other upper-level courses.

Course Description:

This course is an introduction to historical methods. It is designed to investigate the discipline of history and provide practical experience in historical research. Students will learn about historiography and the range of possible interpretations and theoretical approaches in history. They will learn how to read secondary sources critically and evaluate online sources, analyze various types of primary sources, learn how to use sources ethically and become familiar with Rowan's Academic Honesty policy. Students will discuss the nature of historical research, from scrutinizing evidence, to forming a thesis, making an argument, and writing a research paper. A primary goal of the course is for students to acquire skills to do advanced historical research and demonstrate competency by researching and writing a history paper (10-15 pages) based on primary and secondary sources. This course fulfills the Writing Intensive (WI) requirement.

Department Learning Goals and Outcomes:

- Learn about a variety of theoretical approaches and historiography
- Learn how to use the library and Internet effectively to conduct historical research
- Learn how to read secondary sources critically and evaluate online sources and how to analyze various types of primary sources
- Become aware of Rowan's academic honesty policy and pitfalls of plagiarism:
<https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

- Learn about the process of writing a research paper through development of a thesis for their research paper consisting of predominantly primary sources
- Students will formulate and defend positions with substantial supporting evidence
- Students will learn and use the *Chicago Manual of Style* for citations and bibliography

This course is mainly focused on developing skills in historical reading, research, and writing. We will build those skills by exploring relations between the United States and Latin America and the Caribbean. Our readings and class discussions will examine several case studies of U.S. involvement throughout the region over the 19th and 20th centuries, including in Mexico, Cuba, Haiti, Guatemala, Brazil and Chile. Though most students have studied U.S. history in the past, this topic provides an opportunity to explore different perspectives and diverse source material on U.S. history and consider how these histories have been written, and why.

Assignments and Assessment:

Since this class is designated as a writing intensive class, students will engage in ongoing writing, submitting formal or informal writing assignments on a regular basis. All assignments will be submitted on Canvas unless otherwise noted. The following is a descriptive breakdown of the class assignments, all of which will become components of your final research paper. The goal is to build guide and accompany you in the process of building a research project step by step.

20% Participation: This includes attendance, active participation in class discussions, and completing all the readings. Attendance is mandatory. If you must miss a session, let me know well in advance. See the Attendance Policy below.

10% Research Journal: Collected twice during the semester
Your research journal is a place for you to take notes on the readings, summarize your ideas to prepare for class discussions, and brainstorm topics for your research paper. You should be writing in your research journal every week of the semester. This is a good habit to develop for other history classes as well. It can be a physical journal or a document on your computer as long as you are able to hand it in when it is collected. I will collect the research journals twice throughout the semester to provide feedback on them. Be ready to hand in your research journal at any one of our class sessions.

5% Primary Source Analysis Assignment: Due September 26
Based on the framework for primary source analysis that we will learn in class, you will briefly analyze one primary source in 1-2 pages. Choose a primary source related to a topic you plan to write your research paper on. After receiving feedback on this assignment, you may revise this primary source analysis and include it in your final paper.

5% Library Assignment: October 3
Following our library visit with Dr. Andrea Baer, in this assignment you will demonstrate your ability to find different types of primary and secondary sources through Rowan's library.

- 5% Research Proposal and Bibliography: Due October 17.
In 2-3 pages, present your topic, a research question, a preliminary idea of your thesis, and an overview of the sources you plan to use in your paper. Include a preliminary bibliography that lists both the primary and secondary sources you plan to use. The bibliography should include 12-15 sources and must be correctly formatted according to the *Chicago Manual of Style* (refer to Rampolla's Citation Guide beginning on p. 140 and the sample bibliography on p. 163).
- 5% Annotated Bibliography: Due October 24
Annotate the bibliography you submitted by specifying the significance of each source and explaining how you will use it in your paper. Reading the sources and annotating them will help you develop your argument. The annotated bibliography should include at least 15 sources in total, including 5 primary sources.
- 5% Research Paper Outline: Due November 14
The outline should be 1-2 single-spaced pages. It should include your working thesis, your sources, and a breakdown of the structure of your paper. The outline does not need to be final, but it should give you an opportunity to think through the organization of your paper and identify any issues or challenges. Use the outline resources discussed in class.
- 10% Rough Draft of Research Paper: Due November 30
The rough draft should be at least 7-8 pages double-spaced. Make sure you have a draft introduction and thesis statement in the paper. Include the footnotes and bibliography in Chicago Style. Bring two printed copies of your draft to class for peer review.
- 5% Peer Review: Due December 5
Complete the peer review questions distributed in class after carefully reading your classmate's paper. Be generous and constructive in your comments. Use our class readings and discussions as resources to help them improve their work.
- 25% Final Research Paper: Due December 19
This will be the culmination of all the skills you have learned this semester. The paper should be well organized, including an introduction with a strong thesis statement and a conclusion. Improvement and revisions matter—the comments you received on your rough draft in peer review and from the instructor should be clearly addressed in the final paper. Footnotes and bibliography must be properly written in Chicago Style.
- 5% Final Oral Presentation: December 19
Prepare a 5-8 minute presentation of your research paper topic, after which you will take questions from your classmates. Slides or visual aids are not required but you may choose to share a primary source with the class.

Life Happens Policy:

The pandemic is still a concern, and many members of our community are dealing with challenging personal circumstances. Under any circumstances, many students experience

anxiety, depression, and other emotional and psychological challenges during college. My ‘Life Happens Policy’ is as follows: all students may take one 48-hour extension for any one assignment (excluding the final research paper and presentation), no questions asked. Send me an email before the deadline letting me know you will be taking the extension. Since each assignment builds upon the previous assignment in this course, I cannot accept late work apart from this one extension (and except for in extenuating circumstances as described in the Attendance Policy below). However, please reach out to me at any time during the semester if you are experiencing difficulties or would like help finding resources or support at Rowan.

Extra Credit:

If you provide documentation that you consulted the [Rowan Writing Center](#) to work on a draft of any writing assignment, you will receive extra credit on that assignment. I highly recommend doing this—receiving early feedback and revising your work is guaranteed to strengthen it. Extra credit is also available for those who attend a [Campbell Library Workshop](#) and submit 1-2 paragraphs summarizing what you learned and how it relates to our class.

Required Readings:

The two required course books are available at the Rowan Bookstore for purchase or can be purchased inexpensively online new or used or as an ebook. Both books will be on reserve at Campbell Library. The Rampolla book is also available as an ebook through the library, but only one user can access it at any time. Remember to close it when you have finished the reading so that other students can access the ebook.

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 10th edition (2020)
- Sarah Maza, *Thinking About History* (2017)

Additional course readings will be posted on Canvas or available for download through the library. Primary sources from Robert Holden and Eric Zolov’s *Latin America and the United States: A Documentary History* and primary source political cartoons will also be made available. It is very important for this class that you read all the required readings. If you are not able to access any of the readings, let me know right away. Readings should be completed before class on the day they are listed on the syllabus.

Schedule:

Week 1: Introduction

Wednesday, September 7, 2022

Introductions and Overview

In-class exercise: Into the Library Stacks

Sign up for office hours during the month of September.

Download Zotero (zotero.org) and create an account.

Start the Intermediate [CHSS Self-Directed Learning Module](#)

Week 2: Close Reading and Primary Source Analysis

Monday, September 12, 2022

Read: Maza, Introduction and Chapter 1: The History of Whom? (pp. 1-44)

Rampolla, Introduction: Why Study History? (pp. 1-8)

Julio Alves, [Unintentional Knowledge](#), *Chronicle of Higher Education*

In-class exercise: Practicing Close Reading

Wednesday, September 14, 2022

Read: Rampolla, Chapter 2: Working with Sources (pp. 9-26)

Submit: Annotated reading passage from Maza

In-class exercise: Primary Source Analysis

Week 3: Perspectives on History // The United States and Latin America

Monday, September 19, 2022

Read: Maza, Chapter 2: The History of Where? (pp. 45-82)

Bring to class: A primary source from your own personal archive that sheds light on the life of a Rowan student in 2022. This could be a paper or digital document, an image, an object, or any other type of primary source.

Wednesday, September 21, 2022

Read: Rampolla, Chapter 3: Writing Short History Assignments (pp. 27-47)

Greg Grandin, *Empire's Workshop: Latin America, the United States, and the Making of an Imperial Republic*, Introduction

Find one primary source to analyze and brainstorm research topics.

Week 4: Identifying Sources and Using the Library // The Production of History

Monday, September 26, 2022

Read: Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*,

Preface and Chapter 1: The Power in the Story (pp. xvii-xix, 1-30)

Submit: Short primary source analysis assignment (1-2 pages).

Wednesday, September 28, 2022 - **Library Visit with Dr. Andrea Baer – Campbell Library**
Listen: Drafting the Past Podcast, Episode 12: Victoria Wolcott Marinates in the Sources"
Bring to the library: Research journal with several potential research paper topics.

Week 5: // Research Questions and Thesis Statements //
Manifest Destiny and the Mexican-American War

Monday, October 3, 2022

Read: Peter Guardino, *The Dead March: A History of the Mexican-American War*,
Introduction and Selections on Canvas
Submit: Library Assignment

Wednesday, October 5, 2022

Read: Rampolla, Chapter 4: Following Conventions of Writing in History (pp. 55-88)
Listen: Throughline Podcast – “Cinco de Mayo and the Rise of Modern Mexico”
Submit: Two potential research topics with a short 1-2 sentences description.

Week 6: Approaching Historiography and Understanding Plagiarism //
Cuba and the Spanish-American War

Monday, October 10, 2022

Read: Maza, Chapter 3: The History of What? (pp. 83-117)
Read: Alan McPherson, *A Short History of U.S. Interventions in Latin America and the Caribbean*, Chapter 2: The Cuban Crucible (pp. 34-51)

Wednesday, October 12, 2022

Read: Ada Ferrer, “Cuba, 1898: Rethinking Race, Nation, and Empire,” *Radical History Review* 1999 (73): 22-46
Read: Rampolla, Chapter 6: Plagiarism: What it is and how to avoid it (pp. 111-118)
[Rowan’s Academic Integrity Resources](#)

Week 7: The Production of History // Revolution and Intervention in Haiti

Monday, October 17, 2022

Read: Maza, Chapter 4: How Is History Produced? (pp. 118-156)
Submit: Research proposal and preliminary bibliography. The proposal must include a research question, overview of sources, and preliminary thesis statement (2-3 pages double-spaced). The preliminary bibliography must include the primary and secondary sources you plan to use in your research paper. The bibliography should include 12-15 sources and must be correctly formatted according to the *Chicago Manual of Style* (refer to Rampolla’s Citation Guide beginning on p. 140)

and the sample bibliography on p. 163).

Wednesday, October 19, 2022

Read: Trouillot, Chapter 3: An Unthinkable History (pp. 70-107)

Read: McPherson, Chapter 4: Wilsonian Interventions, 1913-1919 (pp. 72-94)

Week 8: Interpretation and Causality // Covert Action in Guatemala

Monday, October 24, 2022

Read: Maza, Chapter 5: Causes or Meanings? (pp. 157-198)

Submit: Annotated Bibliography

Wednesday, October 26, 2022

Read: Nick Cullather, *Secret History: The CIA's Classified Account of its Operations in Guatemala* (selections on Canvas)

Rampolla, Chapter 5: Writing a Research Paper (pp. 89-110 and 129-130)

Week 9: Archival Questions // Cold War Politics - The U.S. in Brazil

Monday, October 31, 2022

Complete: *Into the Archive* online class modules posted on Canvas

Read: Anthony Pereira, "The US Role in the 1964 Coup in Brazil: A Reassessment," *Bulletin of Latin American Research*

Listen: The LBJ Tapes – ["Before it Goes to Hell"](#) (Latin America Policy)
["We Made a Little Progress There"](#) (Glassboro Summit!)

Wednesday, November 2, 2022

Complete: *Into the Archive* online class modules posted on Canvas

Week 10: Citation and Documentation // Understanding Archives and Collections

Monday, November 7, 2022

Read: Maza, Chapter 6: Facts or Fictions? and Conclusion (pp. 199-238)

Wednesday, November 9, 2022 –

Visit to Special Collections with archivist Sara Borden, Campbell Library

Read: Rampolla, Chapter 7: Quoting and Documenting Sources (pp. 119-139)
Citation Guide

Week 11: U.S. Cold War Policy in Latin America Continues

Monday, November 14, 2022

Submit: Research Paper Outline (1-2 pages single spaced)

Read: Alan McPherson, Chapter 8: Containing Revolution, 1959-1990 (pp. 148-171)

Wednesday, November 16, 2022

Read: Tanya Harmer, "Fractious Allies: Chile, the United States, and the Cold War, 1973-76," *Diplomatic History*

Review: [Digital National Security Archive](#) – Choose one document from a Latin American country to share with the class.

Week 12: Historical Writing Strategies // Dictatorship and Economic Arguments in Chile

Monday, November 21, 2022

Read: Claudia Kedar, "Economic neutrality during the Cold War: the World Bank, the United States, and Pinochet's Chile, 1973-1977"

Write: Work on your research paper draft

Wednesday, November 23, 2022

Write: Work on your research paper draft

Happy Thanksgiving!

Optional Thanksgiving podcast: [The real story of the Pilgrims and Thanksgiving with historian John Turner](#)

Week 13: Peer Review // Causes and Consequences of Interventions

Monday, November 28, 2022

Write: Work on your research paper draft

Read: Alan McPherson, Conclusion: Multitudes of Interventions (pp. 194 – end)

Wednesday, November 30, 2022

Submit: Rough Draft of Research Paper (7-8 pages double-spaced) – Bring 2 printed copies of your draft to class.

In-class: Peer review

Week 14: Revising Your Writing // U.S. Policy in Latin America in the 21st Century

Monday, December 5, 2022

Submit: Peer Review Worksheet via email to peer and instructor.

Read: Arlene Beth Tickner and Carolina Cepeda, "The Role of Illegal Drugs in Colombia-US Relations"

Wednesday, December 7, 2022

Bring: A recent news article about Latin America from a reliable source that relates to the history we have studied in this class. As a historian, how would you contextualize this current news story with relevant historical background? In what ways is the past “present” in U.S.-Latin America relations in 2022? Share your article in your Canvas post and be prepared to discuss it with the class.

Week 15: Conclusion // Past and Present in the U.S. and Latin America

Monday, December 12, 2022 – Last day of class

Read: Trouillot, Chapters 4, 5, and Epilogue (pp. 108-155)

Complete: Intermediate CHSS Self-Directed Learning Module
Reflections and Conclusion

**** Monday, December 19, 2022 - Final Research Papers Due by 9:00am****

Note: Final Research Paper must be 10-15 pages, double-spaced, with 1-inch margins and page numbers. It must be saved and submitted on Canvas with this title format: Last First Name Title [Example: Smith John Gender Matters During the Armenian Genocide]

**** Monday, December 19, 2022 (2:45-4:45pm) – Final Experience ****

Student Presentations on Research Papers (5-8 minutes each)

Class Policies:

Grading Scale: This grading scale is commonly used by Rowan University faculty. Students must receive C- or better to fulfill departmental prerequisite requirements for upper-level courses.

A: 93-100	B-: 80-83	D+: 67-69
A-: 90-92	C+: 77-79	D: 64-66
B-: 87-89	C: 74-76	D-: 60-63
B: 84-86	C-: 70-73	F: 0-59

Attendance Policy

Students are expected to attend each meeting of each scheduled class for which they are officially registered and are responsible for knowing their instructors' attendance policies as stated in the syllabus. Students who are absent for the reasons listed below must inform their instructors of their absence and provide documentation. For planned absences, notice must be given before the missed class meeting. In the case of unexpected absences, documentation must be provided as soon after the absence as possible. Students must consult with their instructors to determine what is considered acceptable documentation.

1. Official University activities
2. Illness
3. Death of a family member or loved one
4. Inclement weather

Rowan respects the diversity of faiths and spiritual practices in the university community. Students planning to observe religious holidays that occur on scheduled class days must inform their instructors at the beginning of the term. Students who make such arrangements will not be required to attend classes or take examinations on the designated days. In the case of rare and compelling circumstances not listed above, students should make every effort to discuss reasonable accommodations with their instructors in advance (if feasible) or as soon as possible afterward.

<https://confluence.rowan.edu/display/POLICY/Attendance+Policy>

Diversity, Equality and Inclusion Statement

Rowan University promotes a diverse community that begins with students, faculty, staff and administration who respect each other and value each other's dignity. By identifying and removing barriers and fostering individual potential, Rowan will cultivate a community where all members can learn and grow. The Rowan University community is committed to a safe environment that encourages intellectual, academic, and social interaction and engagement across multiple intersections of identities. At Rowan University, creating and maintaining a caring community that embraces diversity in its broadest sense is among the highest priorities.

Plagiarism Policy

All direct quotations, factual information, and material that are not common knowledge should be cited correctly, i.e., all citations should be listed as footnotes or endnotes and not as parenthetical references. **Students who plagiarize any part of their coursework will be subject to the Academic Integrity Policy.** The full policy is available at:

<https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>. Rowan University has a license agreement with Turnitin, an online service that can be used to detect and prevent plagiarism in student assignments. If you would like to opt out of Turnitin, send me an email stating this preference by September 15.

Disability Policy

Your academic success is important. If you have a documented disability that may have an impact on your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

Mobile Device Policy

Students are expected to use electronic devices only as part of ongoing class activities. Also, the use of any device for purposes of audio or video recording may occur only with the prior approval of the instructor.