

HIST 110
Fall 2014
M/W 1:10-2:20 PM
Comenius Hall 309

Dr. Sandra Aguilar
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Office hours: T/R 10:30 to 11:30AM
and by appointment

HISTORICAL METHODS AND INTERPRETATIONS



One of the questions this course will answer is “If the past does not change, why do historians write so many books about a single topic?” Answering this question reveals some of the difference between professional history and journalistic or antiquarian history. Historians not only hold different assumptions about the forces that drive historical change but each generation of historians approaches the past with different concerns and questions. Consequently, two historians using the same sources may come to quite different conclusions about the past. This course will focus on historiography (the history of history) and how the writing of history has changed over time and how historians actually work (the nuts and bolts of history). You will find this class challenging and sometimes confusing, but by the end of the semester you will be familiar with how professional historians work and the major “schools” of historical thought. I hope also that you will be on your way to developing your own philosophy about the nature of history and historical change.¹

OBJECTIVES

By the end of the course, you should have improved your ability to:

1. appreciate the ways interpretations of history change across time and place.
2. articulate your own view of why history matters and historians ought to be doing.
3. identify and explain the main ‘schools’ of historiographical thought.
4. locate and use the chief tools of historical research (books, journal articles, electronic resources, and oral history).
5. design and deliver effective oral presentations.
6. write effectively using the conventions of history.

¹ I wish to thank my colleagues in the History Department, particularly Jamie Paxton, Sandy Bardsley and Heikki Lempa, who have generously shared their ideas and assignments.

READINGS

The following books and readings are required for this course. Books are available for purchase in the college bookstore.

Berger, Stefan, Heiko Feldner and Kevin Passmore, *Writing History: Theory and Practice* (Bloomsbury, New York, 2010).

I also expect that you have retained the *Bedford Handbook* from your Writing 100 class. If not, you will want to borrow or purchase a copy.

EVALUATION AND ASSIGNMENTS

10% Participation

- Attendance is not enough; you need to be proactive expressing your ideas and doubts and interacting with other classmates. Participation is essential to generate a rich and stimulating discussion and to maintain students involved and motivated.
- In order to facilitate participation you have to make all the readings before class and take notes about them to be prepared to ask questions, discuss, and reflect about the assigned material. Be ready to define the main arguments and ideas addressed in each document, give your opinion about the content and style of each text, and establish connections with what we have read so far and your previous knowledge and experience. Comments such as: "my classmate already said everything", "I don't have anything else to add", "the main points were already covered", "s/he already summarized everything" or similar statements are not considered a form of participation.
- Asking questions is also an essential element of the learning process, so do not feel ashamed about having doubts. One of the main goals of college education is to develop a critical mind and be able to see the world from various perspectives, so please do ask questions and express your dissent.
- If you aim to get an A or A- you need to do all the readings. This is a very intense course, so please organize your study time so you can finish readings before the due date.

10% Presentations and co-presentations

You will present the assigned reading(s) of one class. 5% out of 10%

Presentations will consist of a seven- to ten-minute analysis, including:

- a) A brief summary of the main argument(s) of the reading and how the author supports it, making specific references to pages and section.
- b) A concise analysis of one element of the reading that you found compelling and warrants further discussion, including an explanation of why the class should consider such specific topic.

c) One question for the class to consider as a group. You do not necessarily need to know the answer to the question, it is meant to clarify the arguments and/or expand the discussion of the reading.

d) The day of your presentation you need to start by writing down your question in the board before the beginning of class.

Presentation Rubric

Grade	Points	Description
Excellent	10	Student concisely presents the reading, providing a critical analysis of the main argument. S/he selects one topic to elaborate on, offering a succinct explanation of why such idea should be further considered. Comments make clear reference to pages and sections. The question for the class is clearly grounded in the text; careful thinking is required to give a possible answer. Overall, the presentation offers analytical arguments to rethink the text. It stays within 7 - 10 minutes time range.
Good	6	Student offers a clear description of the text, efficiently rephrasing what the author says. S/he selects one topic to elaborate on. Comments make some reference to pages and sections. The question for the class is grounded in the text and it requires some thinking to be answered. The presentation is a good summary of the reading, it offers some analytical elements to rethink parts of the text. It stays within 7 - 10 minutes time range.
Poor	3	Student offers a vague statement about the text. S/he includes no specific references to the reading, i.e., pages and sections. The answer to the question can be directly found in the reading. The presentation is a poor summary of the text, offering limited elements for class discussion. It runs over the time range or lasts less than six minutes.
Fail	0	Student does not attend the session when s/he was asked to present, or, shows up unprepared for the presentation. <u>Missed presentations cannot be made-up.</u>

Co-Presentation

5% out of 10%

Students will be randomly selected to collaborate with a presenter in various occasions. Your participation consists of elaborating on one specific topic developed in the reading. The co-presentation should reflect a thoughtful analysis of the chapter in question. Therefore, I expect you to be very precise in your comment. If you do not understand the text, you need to bring concrete issues or explicit concepts that you want the professor/class to elaborate on, including references to pages and sections.

Co-presentations will last no more than 5 minutes and will be done before presentations.

More than one student could be asked to co-present at any given class, so please be prepared every session. Do not assume that if you already co-presented a reading you will not be asked to participate or co-present again.

Co-presentation rubric

Grade	Points	Description
Excellent	10	Student moves beyond what the reading explicitly says, critically analyzing one specific aspect of the reading. S/he explains why the concrete topic is relevant for class discussion. Comment provides clear and concise references to the text, i.e., pages where the argument starts and ends. Comment provides a novel form to look at the information, generating further discussion about it.
Good	6	Student offers an excellent summary of one specific aspect of the reading. S/he offers an ambiguous explanation of why such concrete topic was selected. Comment provides references to the text, i.e., pages where the argument starts and ends. Comment mainly stays at a descriptive level, offering some analytical insights into the reading.
Poor	3	Student offers a basic summary of one specific aspect of the reading. S/he gives an unintelligible explanation of why such concrete topic was selected. Comment includes basic or no specific references to the reading. Student poorly restates what the reading says.
Fail	0	Student is unprepared and / or unable to offer a clear comment about the reading. Co-presentations cannot be make-up.

10% Journals 2% each

Throughout the semester, you will be typing 1.5-2 page critical responses to some historiographic readings and related articles. You need to do so only on the dates established in the schedule and the due reading will be the subject of your response.

- The journals are designed to ensure that you have read carefully and thought about the assigned reading before coming to class, but also to encourage you to reflect critically on the readings and, where possible, to relate the readings to your own historiographical essay. If there is more than one reading due for that day, you will only write one response making reference to all readings and making connections among them.
- Each journal will be graded out of 2. Journals that do not meet the 1.5 page limit will be penalized, as will journals that are vague or do not reflect a careful reading. Late submission will lose five points per day beginning on the day they are due.

15% Assignments **5% each**

1. Anatomy of a historiographical article
2. Interview to a history professor
3. Cover letter for a prospective employee

These assignments will be explained in further detail in class.

5% Presentation on an historian

- In each class we will analyze a particular school of thought or methodology to study the past. Students will present the work of a particular historian whose work has been identified within that historiographical trend. Therefore, to plan your presentation you need to address these two aspects:
 - Provide a brief academic biography. (2 minutes)
 - Give an assessment of their approach to history. In order to do so, read at least one chapter or article written by that historian and offer five clear examples of his/her writing that could identify him as a Marxist, Annaliste, social historian, or a combination of various approaches.
 - This presentation should last no more than 10 minutes

50% Historiographical Paper

- The final paper should be 10-12 pages double-spaced and be based on at least eight books or articles in any area of Latin American or US-Latin American history (with my approval). I will provide a list of possible topics, however, you are free to work on any topic of your interest. If you are unfamiliar with the history of Latin America or the relationship between the US and Latin America, I will be happy to help you select a topic for you. Please set an appointment with me to discuss your ideas.
- This paper must be written in formal, carefully proofread, academic prose, with complete footnotes and bibliography. You will be writing this paper in stages throughout the semester, so you will receive lots of feedback and will make significant revisions.

Your paper must cover three main areas:

- 1) A brief discussion of the main primary sources used by historians in learning about your topic
- 2) The historiography of your topic
- 3) What you see as the most interesting aspects of the topic already covered and what you would like to see historians work on in the future.

10 % Research topic and abstracts

First part: Provide a tentative title and explain what topic you are planning to research on, why it is interesting to you, and which are the perspectives that historians have explored based on the secondary sources that you have identified.

Second part: Abstracts. These are summaries of the main argument of the sources (book chapters and articles) that you have decided to use. You should describe in which way this particular source is useful to your research, in other words, how this book chapter or article is going to help you discuss the historiography. Abstracts should be no longer than half a page. The bibliography must include at least five books or articles (no website information should be used unless I authorize it ahead of time).

You will continue researching, reading and adding material for your final paper, however this literature review will be the first approach to your object of study revealing if you should follow a different line or explore other topic. You can change your mind, but you need to do so early in the writing process.

10% First draft

At least 5 pages including introduction, conclusions and bibliography.

10% Second draft

At least 10 pages including introduction, conclusions and bibliography.

On the due date you should submit your paper to me and to your team member/s via email. A week later we will have a workshop to provide detailed feedback.

10% Final Paper

10-12 pages including introduction, conclusions and bibliography.

5% Final research presentation

It should last 10 minutes and will take place the last classes of the semester.

5% Constructive feedback to others during peer review workshops

You must submit all your work before the class on the due date (no later than 1PM).

Referencing to the material you use in preparing for your paper is essential, so please include footnotes in your work using the Chicago Style.

<http://moravian.libguides.com/content.php?pid=59393&sid=436067>

The accumulated points will be converted to letter grades using the following scale:

100-93% =A, 92-90% = A-, 89-87% = B+, 86-83% = B, 82-80% = B-, 79-77% = C+, 76-73% = C, 72-70% = C-, 69-67%= D+, 66-63%= D, 62-60%= D- Anything less than 60% is an F.

Five points will be deducted from each paper's grade if it is submitted after the deadline and this deduction will be repeated for each consecutive late day after the assigned due date.

Grades and class performance will not be discussed via email, however, I would be happy to address this. Please send me an email to set an appointment.

Extra-Credits

- Throughout the semester you will be offered the opportunity to earn extra credits towards your final grade by attending the History Club meetings taking place on Thursdays at 11:45am in the History Commons. Usually the History Club gets together every other week and organize short talks in which students and professors share their current research projects. You need to submit a one-page reflection addressing the main idea or thesis of the presenter, how is he/she approaching the topic, and your personal opinion about it. In addition you should pose at least one question to our speaker.
- The following events will also count as extra credits. You need to attend and write a one-page reflection addressing the main idea of the presenter, how is he/she approaching the topic, and your personal opinion about it.
 1. Moving Beyond Borders Dinner with Sarah White ‘11
Tuesday, September 23rd | 7:00 PM | HUB; UBC Room
 2. Dr. Erica Yozell, "Cartographies of Power: Indigenous Communities in Contemporary Argentina and Chile"
Thursday, October 2nd | 11:45AM to 1PM | HUB; UBC Room
 3. Keynote Speaker: Journalist Maria Hinojosa
“Preparing Our Society for 2043/ Preparando nuestra sociedad para el 2043”
Wednesday, October 8th | 7:00 PM | Foy Hall
- There is no limit in the number of extra-credit reflections that you can submit, but you have to do so no later than a week after the event takes place.
- María Hinojosa's talk (Oct. 8th at 7PM) will count as two extra credits.

About style and sources:

- Please use Times New Roman font size 12, one-inch margins, and double-space in between lines in all your assignments. The student’s name, course number, and submission date should be typed in the upper left corner of the first page with single space in between lines. After this header, one blank line should appear before the assignment title, which should be followed by one blank line before beginning the assignment.
- Contractions (don't, can't, he's) should not be used in academic writing. I will deduct two points per each contraction you use.
- Do not use Wikipedia, as it is not a reliable source of information.
- Citations must be provided in all papers including footnotes following the Chicago Style. See <http://moravian.libguides.com/content.php?pid=59393&sid=436067> or <http://dlib.hamilton.edu/sp/subjects/guide.php?subject=CitingSources#misc>
- Submit all your work via email. I may ask you to bring a hard copy with in some occasions. I will notify you ahead of time. You must send all your work before the class on the due date (1PM). Late submission will be penalized by deducting five points per day.
- Back up all your work (use google drive and/or a external drive) in order to avoid losing your files.

About the Writing Center

- At the Writing Center, trained Moravian students work with you to figure out assignments and improve your writing. They can help at any stage of the writing process, whether you have not started the assignment and need help picking a topic, or you are near the end and want to check that everything is in order. Any type of writing can be taken there. The tutors will first work with you to make sure that all the bigger issues are covered, such as proper citation, fulfilling the assignment, and structure of the paper. Then, they can also help you with spelling, grammar, and mechanics. You can sign up for a half-hour or an hour-long appointment. After your appointment, the tutor you work with will send me a progress report, letting me know that you were there. The Writing Center is on the second floor of Zinzendorf Hall. This building is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392. Their hours vary each semester, but they are generally open Monday-Thursday afternoons and evenings, and Sunday evening. Watch your email for an announcement about when the Center opens, generally the third week of the term, which will also include the hours.

About attendance and classroom etiquette:

- The attendance policy for this course is strict. Only TWO unexcused absences are allowed in the semester. To justify an absence you must provide a doctor's note or a written explanation from an athletics coach. An email explaining why you were not in class does not suffice. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform me in advance and arrive in a non-disruptive manner.
- I will deduct two points per each additional unjustified absence (after your two allowed unjustified absences). If you miss more than five classes your chances of passing the class will decrease as you might lag behind deadlines and will miss explanations and announcements. You are responsible for finding out important information provided in class if you were unable to attend.
- As a courtesy to the class, please be on time. Lateness will affect your participation grade.
- If you need to go to the restroom, please do so before or after the class. Restrain from leaving the classroom unless it is extremely necessary.
- You should not carry on conversations in class, even if they happen to be related to the topic. Even if such conversations are relatively quiet and do not seem to disturb anyone nearby, they can be distracting and rude to the professor. So if you have something to say or ask, please share it with the rest of the class.
- Please turn off your cell phones during class. No texting will be tolerated.
- Contact me at least three days before the due date if you have queries about an specific assignment.
- Deadlines are not negotiable.

Students with disabilities

- Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, which is committed to assisting students in the achievement of academic success. Individual appointments and group workshops are available for students who would like to improve their academic performance. Information and programs on time management, study strategies and other academic and learning skills are available. Students can work with the staff to find a tutor or other resources to enhance academic success. In addition, the Academic Support Center coordinates services and support for students with documented learning disabilities and/or ADHD. Students requesting accommodations should contact the Elaine Mara at 610.861.1510.
- Accommodations cannot be provided until authorization is received from the Academic Support Center.

Readings, Blackboard site and email communication

- All readings should be completed before coming to class. It is essential that you bring your book, readings and notes to every class as we will routinely refer to both.
- The required book is available for purchase at the bookstore.
- Everyone is responsible for visiting the Blackboard site of this course where you will find:
 - The course syllabus
 - All the readings marked with a “📖”
 - Referencing and writing advice
 - Important announcements and information
- I will send you relevant information and contact you when necessary only through your Moravian email account, so please have a look at it on a daily basis. I also expect you to contact me through your college email rather than your personal email. Please become familiar with Moravian email as this will be the main way to get in touch with your professors.
- Email Etiquette: Whenever you are addressing an email to someone other than a good friend, you need to follow basic email etiquette. Your emails should have a proper greeting (Hello Professor X or Dr. Y, etc.); "Hi there" or just "Hi" is not acceptable. Your message should follow the rules of standard written English (capitalization, spelling, and grammar), and a closing (“Thank you for your help,” or “Thank you for your time”). It is always polite to thank the person for reading the email and trying to assist you. Also, be sure to sign the email with your own first and last name. The subject line of your email should be clear and formal. Messages that do not follow this format will not be addressed.
- I will reply to your email within 24 hours from Monday to Friday. If your query is not urgent, please ask it the following class. Feel free to drop in during my office hours or set an appointment if those times do not work for you.

Academic honesty

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet these expectations are outlined below. If at any point in your academic work at Moravian you are uncertain about your responsibility as a scholar or about the propriety of a particular action, consult your instructor.

- Moravian College does not tolerate plagiarism, cheating, or helping others to cheat.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional.
- Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of your department or instructor.
- When you use the specific thoughts, ideas, writing, or expressions of another person, you must accompany each instance of use with some form of attribution to the source.
- It is the instructor's responsibility to make clear to all students in his or her class the preferred or required citation style for student work. Student ignorance of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.
- If you have questions about how to reference others' works you should look at the referencing advice and explore the suggested websites in the Blackboard site of this course. Also look at <http://moravian.libguides.com/content.php?pid=59393&sid=436064>
- You may not collaborate during an in-class examination, test, or quiz. You may not work with others on out-of-class assignments, exams, or projects unless expressly allowed or instructed to do so by the course instructor. If you have any reservations about your role in working on any out-of-class assignments, you must consult with your course instructor.
- You may not use writing or research that is obtained from a "paper service" or that is purchased from any person or entity, unless you fully disclose such activity to the instructor and are given express permission.
- You may not use writing or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization, such as fraternity or sorority files, unless you are expressly permitted to do so by the instructor.
- You must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. In the case of work in electronic form, you may be asked to maintain all intermediate drafts and notes electronically or in hard copy until final grades are given. All these materials must be available for inspection by the instructor at any time.
- At Moravian, if a professor suspects plagiarism, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to see any books or periodicals that were used. The grade for the paper will be

suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Chair, using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, assign either a grade of zero to the academic work in question or a failing grade in the course in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs.

- A student may appeal either a charge of academic dishonesty or a penalty as follows:
 1. First, to the course instructor.
 2. Next, to the Chair.
 3. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Please do not hesitate to speak directly with me if you have any questions about any of the assignments and/or requirements for the class.

SCHEDULE

8/25 Course overview

- Syllabus and grading
- Introductions

8/27 History and how to use it

- **Write a reaction to the course syllabus** including two similarities and two differences between this class and other classes you have taken in high school or at Moravian College. Add at least two comments that can be in the form of doubts, suggestions, or any typos/mistakes that you found.
- Benjamin, *A Student's Guide to History*, chapter 1 and 2, pp. 1-35. 📄

9/1 The new scientificity in historical writing around 1800

- Berger *et al.*, chapter 1, pp. 3-21.

9/3 The Rankean tradition in British historiography

- **Select two possible topics of research.** You can choose a topic out of the list you will find at the end of this syllabus or write about any other aspect of the history of Latin America, Latin America and US relations or Latino/a history.
- **Journal 1** based on Berger *et al.*, chapter 2, pp. 22-39.

- 9/8 Finding Secondary Sources** (We will meet at the library)
- You need to have at least two possible topics to take advantage of this library session.
 - Benjamin, *A Student's Guide to History*, pp. 69-78, 89-97. 🗑️
- 9/10 The professionalization and institutionalization of history**
Presentations and co-presentations start
- Berger *et al.*, chapter 3, pp. 40-58.
 - **Assignment 1:** Anatomy of an Article. Miller, *The Historiography of Nationalism* 🗑️
- 9/15 Marxist historiography**
- **Historian presentation:** Caio Prado Junior, Sérgio Buarque de Holanda, Enrique Semo.
 - **Journal 2** based on Berger *et al.*, chapter 4, pp. 61-80.
- 9/17 Building a history essay**
- **Research topic and abstracts due**
 - Benjamin, *A Student's Guide to History*, 98-128. 🗑️
- 9/22 Individual meetings to discuss your research topics**
- 9/24 The Annales**
- **Historian presentation:** Lucien Febvre, , Edmundo O'Gorman, Eduardo Galeano.
 - **Journal 3** based on Berger *et al.*, chapter 6, pp. 108-122.
- 9/29 Writing a research paper and Chicago style**
- Benjamin, *A Student's Guide to History*, 133-148, 179-206. 🗑️
- 10/1 Political history**
- **Historian presentation:** Friederich Katz, Alan Knight, Enrique Krauze, Lorenzo Meyer.
 - Berger *et al.*, chapter 11, pp. 209-227..
- 10/6 Social history**
- **Historian presentation:** Enrique Florescano, Fernando Pico, Justo Sierra, John Womack.
 - **Journal 4** based on Berger *et al.*, chapter 12, pp. 228-247.
- 10/8 Economic history**
- **First draft due**
 - Berger *et al.*, chapter 13, pp. 248-267.
- 10/13 Fall recess: no classes held**
- 10/15 Peer review workshop**
- 10/20 Individual meetings**

10/22 Intellectual history

- **Historian presentation:** Benedict Anderson, Angel Rama, Charles Hale.
- Berger *et al.*, chapter 14, pp. 268-285.

10/27 From women's history to gender history

- **Historian presentation:** Mary Kay Vaughn, Víctor Macías-González, Jocelyn Olcott.
- **Journal 5** based on Berger *et al.*, chapter 15, pp. 286-312.

10/29 Race, ethnicity and history

- **Assignment 2 due.** Professor interview
Locate and familiarize yourself with the publications of any Moravian history faculty member. Then interview him or her and write a 2 page critical assessment that places the individual within an historiographical tradition. Please, request an interview several days in advance.
- **Historian presentation:** Nancy Leys Stepan, Magnus Mörner, Peter Wade,
- Berger *et al.*, chapter 16, pp. 313-329.

11/3 The Career Development Center: Searching jobs and writing cover letters

- **Second draft due**
- Peter Stearns, "Why Study History," available at <http://www.historians.org/pubs/free/WhyStudyHistory.htm>

11/5 Peer review workshop

11/10 Individual meetings

11/12 Historiography: new cultural historians

- **Historian presentations:** Eric Zolov, Anne Rubenstein, Rick Lopez, Jeffrey Pilcher, Rebekah Pite.
- **Assignment 3 due:** cover letter due the day before by midnight.
Search for jobs you might apply for as a history graduate. Print out the description and details of a job that interests you. Then write a letter of application (1-2 pages) in which you explain how your college education and your history degree have given you the skills appropriate to the job. You should include also extra-curricular activities and job experience.
- Peter Burke, "Overture: The New History, its Past and its Future," in Peter Burke, ed., *New Perspectives on Historical Writing*, 1-23. 🗨️

11/17 Poststructuralism and history

- **Historian presentation:** Michelle Foucault, Fredric Jameson, Franklin Ankersmit, Keith Jenkins
- Berger *et al.*, chapter 7, pp. 123-146.
- Yilmaz, *Postmodernist Approach to the Discipline of History* 🗨️

11/19 Oral history

- Paul Thompson, *The Voice of the Past* 📖

11/24 Presentations

- **Final paper due**

11/26 Thanksgiving break - no classes held

12/1 Presentations continue

12/3 No classes held: professor will be presenting at a conference

DEADLINES

Assignment	Dates
Write a reaction to the syllabus	August 27
Select two possible topics of research	September 3
Journal 1	September 3
Presentations and co-presentations start	September 10
Assignment 1	September 10
Historian presentation	September 15
Journal 2	September 15
Research topic and abstracts	September 17
Individual meetings	September 22
Historian presentation	September 24
Journal 3	September 24
Historian presentation	October 1
Historian presentation	October 6
Journal 4	October 6
First draft	October 8
Peer review workshop	October 15
Individual meetings	October 20
Historian presentation	October 22
Historian presentation	October 27

Journal 5	October 27
Assignment 2	October 29
Historian presentation	October 29
Historian presentation	November 4
Second draft	November 3
Peer review workshop	November 5
Individual meetings	November 10
Historian presentation	November 12
Assignment 3	November 12
Historian presentation	November 17
Final paper	November 24
Presentations	November 24 and December 3

I reserve the right to modify this syllabus. In those instances, I will give timely notification in class.

LIST OF POSSIBLE TOPICS

The Spanish Conquest (Mexico and/or Peru)
The Evangelization in the New Spain (Mexico)
Slavery in Brazil and/or Cuba
Indigenous Rebellions in Peru: Tupac Amaru
The Haitian Independence
The Mexican Independence
Caudillismo in Argentina and/or Mexico
US Neocolonialism: the case of the Banana Fruit Company
Mexican-American War
The US and Central America: the Panama Canal
Cuban and Puerto Rican Independence
French Intervention in Mexico
The Porfirian Era in Mexico
Peronism in Argentina
The Dictatorship of Rafael Trujillo in the Dominican Republic
The Cuban Revolution
The Mexican Revolution
The US and the Southern Cone: Operation Condor
Shining Path in Peru
The US and Central America: the Contra War in Nicaragua
The Dirty War in Argentina
Salvador Allende in Chile
Liberation Theology in Latin America
The fight for women's suffrage in Mexico
The Zapatista Movement in Mexico (EZLN)
The 1968 Student Movement in Mexico
US-Mexico Border history

Public Health

 The Rockefeller Foundation in Mexico
 The Creation of the welfare state
Gender and Modernity
 Motherhood and the state
 Women as political actors
 Homosexuality
Food and foodways
 Food in Mexico
 Food in Argentina
Crime
 History of crime in nineteenth century Mexico

Cultural History

 Tropicalia Movement in Brazil
 Muralism
 Latin American literary boom
 Cinema and History
Latinos in the US
 The Bracero program
 The Cuban diaspora
 Latino Culture:
 art, music, fiction, cinema
 Hispanic presence in Bethlehem