

HIS-391-02. Historical Skills and Methods A People's History of US-Latin American Relations

Spring 2020

Professor: Dr. Maikel Fariñas Borrego

Lectures: MHRA Building 1213 on Mondays and Wednesdays from 3:30 to 4:45 pm.

Office: 2112 MHRA. Office Hours: Mondays and Wednesdays from 2:00 pm to 3:30 pm.

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Course Overview

This course will help you to develop a set of skills that are crucial for all history majors. The skills learned in this course will contribute to your success in upper-division courses, especially the capstone course. In Historical Skills and Methods, you will be asked to think historically, to sharpen your investigation and writing skills, to make arguments, and to support them with evidence. You will learn to elaborate research questions, to analyze primary sources, to evaluate the arguments made in secondary sources, and to write research results into analytical papers.

Thematically, this course offers a bottom-up view of US-Latin American Relations and pays attention to the encounters of ordinary people from Anglo America and Latin America. A People's History of US-Latin American Relations looks beyond government to government interactions and diplomatic history. This semester, we will analyze the demographic, social, and cultural characteristics of the Portuguese- and Spanish-speaking nations located to the south of the United States. To that end, we will uncover the distinctive life experiences of Indians, blacks, Spaniards/Portuguese, and mestizos in the region. We will also study the experiences of US citizens who traveled to Latin America as migrants, missionaries, businesspeople, corporate employees, diplomats, and tourists. Then we will move to consider the experiences of individuals in the United States who can trace their origins to Latin America. It is essential to consider that many Latino/Hispanics had lived for generations in the territories that were conquered by the US in the nineteenth century. But we will explore what is behind migratory movements in both directions, and especially what is behind the increase in migration to the US in the twentieth and twenty-first centuries. There is a long history of Spanish Speaking people living in some areas of what today is the United States. Still, in states like North Carolina, the Latino presence is a more recent phenomenon. We will close the semester with a focus on the demographic changes that are transforming the old state of North Carolina into a new US South.



"First Steps." Depiction of inauguration of the Cuban republic in 1902. From Minneapolis Journal, 1902. Louis A. Pérez, *Cuba in the American Imagination Metaphor and the Imperial Ethos* (Chapel Hill: University of North Carolina Press, 2008), 173.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to demonstrate the following knowledge, skills, and habits of mind:

1. Develop appropriate research plans for different kinds of research questions inspired by primary source documents and other sources including historians' interpretations.
2. Recognize the kinds of questions that can be addressed by historical research.

3. Contextualize primary source documents in different ways; interpret different types of primary sources.
4. Identify and evaluate appropriate scholarly sources for investigating different kinds of research questions. Use research results to improve your questions.
5. Professional Ethics: Practice history with integrity based on the American Historical Association Standards of Professional Conduct:
<http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>
6. Use some combination of peer review, instructor feedback, self-analysis, and/or research findings to effectively revise research design and written communication.
7. Synthesize evidence and communicate research findings effectively in writing.

Course Requirements

- a) **Attendance** (10%) Students are expected to attend every class. Because there are always issues that arise, everyone is automatically granted one absence without penalty. If you should exceed this “grace” allowance, each additional absence will lower your grade 10 points on a 100-point scale. I reserve the right to drop students with more than three unexcused absences from the course. If you miss three classes in a row, you will definitely be dropped. If you face exceptional circumstances this semester –such as a major illness that requires repeated absences–let me know at the earliest opportunity, and we will work out a solution.
- b) **In-Class Participation** (15%): Participation is essential in this course. You have to read the specified material in the syllabus for a given class, and you must arrive fully prepared to discuss it with your peers and the instructor. You are required to bring a copy of the texts, book chapters, and other reading materials assigned for the day. For every class session, prepare one discussion question for the day’s readings. Your questions should reflect a careful reading of the day’s materials and encourage thoughtful discussion for both you and your peers. We will use the discussion questions to initiate a debate and cover the content for the day. Every student is required to participate and make a substantive contribution to the discussion orally and respond to the questions prepared by your peers and the professor.
- c) **Exercises** (10%): This includes short exercises from the textbook (Salevouris and Furay) and other in-class assignments.
- d) **Short Essay** (10%): You are required to write a short essay (3-4 pp.) on either the novel *The Posthumous Memoirs* or the film “The Last Supper.” The analysis of either one of these two works of fiction will sharpen your critical thinking skills and your writing skills in preparation for other assignments in the semester.
- e) **Annotated Bibliography** (5%): Based on what you learned in class, and our visit to the library, you will assemble a bibliography on a topic of your choice. You will work further with that initial bibliography and add notes to the materials compiled to create an annotated bibliography for future research projects (1-2 pp.)
- f) **Primary Source Analyses** (5%): You will submit two primary source analyses (2-3 pp. each). One of these primary source papers will be focused on analyzing an archival document and the second on a newspaper article or an add found in one of the newspapers under consideration. The archival material will be retrieved from the Martha Blakeney Hodges Special Collections and University Archives. The newspaper materials will be retrieved from the Digital Library of the Caribbean (dLOC).
- g) **Secondary Source Analysis** (5%): You will submit one secondary source analysis (2-3 pp.) based on the book written by Dr. Hannah E. Gill, *The Latino Migration Experience in North Carolina*.
- h) **Research Project / Grant Proposal** (10%): You will write a rough research project or a Grant Proposal (2-3 pp.) for future research based on the materials we covered in this course or on a topic of your choice. For this assignment, you are required to pay especial attention to the formulation of a substantial research question.
- i) **Oral History Paper** (15%): An Oral History is a systematic collection of living people’s testimony about their own experiences. Therefore, oral history is a unique story narrated from a very singular perspective. For this assignment, you will conduct an interview and then elaborate a paper based on your findings and the secondary source (7-8 p.). You will use Hannah E. Gill’s book *The Latino Migration Experience in North Carolina* as a secondary source. This secondary source will help you to flesh out the story and substantiate a scholarly

interpretation. You also should read the Oral History materials covered in class in preparation for this assignment.

j) **Conference-Style Final Presentation** (15%): In-class presentations will be modeled upon the format used in academic conferences. Students will transform into a panel comprised of paper presenters. Every panel will need to select beforehand a “panel chair” who will lead the group and moderate the questions from the audience. It is essential to observe the time and the schedule of the presentation for the day. On the presentation day, every panel will receive questions from the audience, your classmates. The purpose of the interrogations is to ask for clarifications, if there was something unclear, or to help the panel to develop an idea you think is worth exploring further.

Grade Breakdown: Your grade in HIS-391 will be the weighted average of your grades on the various course components: attendance: 5%, in-class participation 15%, exercises 15%, short essay 10%, annotated bibliography 5%, primary source analyses 5%, secondary source analysis 5%, research project 10%, oral history paper 15%, conference-style final presentation 15%.

Grade Scale: This is the grade scale for the course: 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+, 66-60 D, 59-Below F. Please note: No Make-Up Examination will be given. Exceptions will be made only in cases of documented emergencies or with prior permission and with good cause (illness, family loss, etc.) registered with the Dean of Students.

Required Texts: All course texts are on reserve at the Undergraduate Library and can be purchased at UNCG Student Stores.

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Boston: Bedford/St. Martin's, 2012) Ninth Edition. ISBN 9781319113025
- Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide* (Chichester: Wiley-Blackwell, 2015). ISBN 9781118745441 [available in digital format via UNCG Library]
- Hannah E. Gill, *The Latino Migration Experience in North Carolina: New Roots in the Old North State* (Chapel Hill: University of North Carolina Press, 2019). ISBN 9781469646411 [available in digital format via UNCG Library]
- Machado de Assis, *The Posthumous Memoirs of Bras Cubas* (New York: Oxford University Press: 1997) ISBN 9780195101706 [available in digital format via UNCG Library]

Course Policies

Policy on Late Assignments

In fairness to the students who submit assignments on time, sometimes sacrificing recreational opportunities to do so, a letter grade per day will be subtracted from late assignments, beginning at class time on the due date. For example, an A paper handed in after class will receive a B, and so on. Individual extensions may be granted under extraordinary circumstances when approved before the due date.

Policy on Courtesy

- a) It is disruptive to others to arrive late to class or to leave early. If you must do it (which I discourage), please try to be unobtrusive.
- b) Disagreement is an essential part of intellectual discussion, and arguing out issues is critical to university education. Therefore, you should expect to disagree with the ideas or opinions of others, especially in our discussions of the readings and film analysis debates. Please always disagree respectfully. Treat others as you would like to be treated.

Email Etiquette

Email is the preferred method communications for our course, and you are required to observe the following email etiquette: (a) In your emails, please include a clear subject line. Be sure to mention our class number: His-391. (b) Address your emails to your professor by name. I usually teach more than one class every semester, and, as you can imagine, I receive many emails from students, colleagues, and a copious

administrative correspondence. It is helpful to see that the email was addressed to me. I will likely respond sooner. (c) Use professional salutations to close your emails. Please remember little details like this one show your good manners; (d) End your emails with a signature (type your name and last name, your PID number is not necessary). (e) Your email address is not enough to determine the identity of the student who sent the email, and thus it forces me to check the entire roster—in several classes—to find out who you are. (f) A final note: I encourage you to use these are courtesy norms in all your correspondence via email. A correct email etiquette will always show your professionalism, and it says how well educated you are.

Cell phone & Laptop Policy

We will use our laptops frequently, but this policy is designed to remind you that you need to focus on course materials and participating in the classroom. Technology and the problem of Divided Attention: In recent years, the saturation of cell phones, text messaging, and laptops in the classroom has produced something called the problem of divided attention. Research has found that after responding to email or text messages, it took people more than 15 minutes to re-focus on the “serious mental tasks” they had been performing before the interruption. When people attempt to perform two tasks at once (e.g., following what’s happening in class while checking text messages), the brain literally cannot do it. The brain has to abandon one of the tasks to effectively accomplish the other. Hidden behind all the hype about multi-tasking, then, is this sad truth: it can make you slower and dumber. For this reason alone, you should seek to avoid the problem of divided attention when you are in class. But there’s another, equally important reason: we technology-users often lose our senses when it comes to norms of polite behavior, and the result is that perfectly lovely people become unbelievably rude. For these reasons, please turn off your cellphones.

Pledge of Academic Integrity

The University of North Carolina at Greensboro has a pledge of academic integrity (please refer to the <https://osrr.uncg.edu/academic-integrity/the-pledge/>). If you have questions about your responsibility under the student code of conduct (<https://osrr.uncg.edu/wp-content/uploads/sites/6/2018/12/Student-Code-of-Conduct-12-3-18.pdf>), please consult with the Office of the Dean of Students. This document contains all policies and procedures pertaining to the Student Code of Conduct. Your full participation and observance of the code are expected.

Plagiarism

You must take special care not to plagiarize the work of others. Plagiarism: “Representing the words, thoughts, or ideas of another, as one’s own in any academic exercise,” the “failure to properly cite references and/or sources,” and “submitting, as one’s own, work done by or copied from another including work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment.” (<https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/>) I will fail any student who commits plagiarism on any assignment.

Academic Support Services:

The College of Arts and Sciences has developed several support programs to assist students.

- The Office of Accessibility Resources and Services (OARS) provides individual support to students with diagnosed learning disabilities (<https://ods.uncg.edu/>) Telephone 336.334.5440, Email oars@uncg.edu
- The Tutoring and Academic Skills Programs (TASP) offers free instruction in a variety of academic learning strategies (<https://studentsuccess.uncg.edu/tasp/>) Telephone 336.334.3878, Email tasp@uncg.edu

The Writing Center provides free tutorial services (<https://writingcenter.uncg.edu/>) Phone 336.334.3125, Email askthewc@uncg.edu. Also, consider the Online Writing Center if you prefer online access <https://writingcenter.uncg.edu/services/online-writing-center/>

Schedule of Meetings and Readings

Week 1

Monday, Jan 13. **Lesson 1. The Uses of History**

Readings: Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), xi-11, and 32-35.

Wednesday, Jan 15. **Lesson 2. Historical Thinking: Reconstruction, Continuity, and Change**

Readings: Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015) 13-32, 37-42, and Appendix B. 295-298.

Week 2

Monday, Jan 20. Dr. Martin Luther King Jr. holiday (Classes Dismissed on Jan/20)

Readings: none

Wednesday, Jan 22. **Lesson 3. Multiple Causality and Context: An Introduction to Latin America**

Readings: (1) Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 43-81 (2) John Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, 4th edition (New York: W.W. Norton and Company, 2016) Chapter 2. Encounter, 17-48.

Week 3

Monday, Jan 27. **Lesson 4. Multiple Causality and Context: Race and Ethnicity in Latin America**

Readings: Peter Wade, *Race and Ethnicity in Latin America* (London: Pluto Press, 2010). Read Chapter 2 “Blacks and Indigenous People in Latin America,” pages 24-40.

Film: “Madeinusa,” directed by Claudia Llosa (2006) 1h 40min

Wednesday, Jan 29. **Lesson 5. Data Collection and Time Management: Working in the Library**

Readings: Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 103-129.

Week 4

Monday, Feb 3. **Lesson 6. Reading History Texts: *Spreading the American Dream***

Readings: (1) Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 131-150; (2) Emily S. Rosenberg, *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945* (New York: Hill and Wang, 1982), 3-59.

Wednesday, Feb 5. **Lesson 7. Evidence: US-Latin American Relations (19th and 20th centuries)**

Readings: Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 169-196; (2) Documents: Monroe Doctrine (1823), Treaty of Guadalupe Hidalgo (1848), Platt Amendment (1902), Hay-Quesada Treaty (1903), Hay-Bunau-Varilla Treaty (1903), Jones Law of Puerto Rico (1917), Mexican Farm Labor Agreement (1942).

Week 5

Monday, Feb 10. **Lesson 8. A Planned Visit to Walter Clinton Jackson Library**

Ojo: Class meets at the CITI Lab classroom in Jackson Library

Readings: Joaquim Maria Machado de Assis, *The Posthumous Memoirs of Bras Cubas* (New York: Oxford University Press, 1997)

Wednesday, Feb 12. **Lesson 9. Databases: The Trans-Atlantic Slave Trade into Latin America**

Readings: (1) The Trans-Atlantic Slave Trade Database <http://www.slavevoyages.org/> (2) Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 151-166; (3) Joaquim Maria Machado de Assis, *The Posthumous Memoirs of Bras Cubas* (New York: Oxford University Press, 1997)

Week 6

Monday, Feb 17. **Lesson 10. Film Analysis: Slavery in Cuba (18th century)**

Film: “La última cena” [The Last Supper] directed by Tomás Gutiérrez Alea (1976) 2h

Readings: Joaquim Maria Machado de Assis, *The Posthumous Memoirs of Bras Cubas* (New York: Oxford University Press, 1997) Assignment: Annotated Bibliography due in class.

Wednesday, Feb 19. **Lesson 11. Literature as a Source: Slavery in Brazil (19th century)**

Readings: (1) Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 217-239; Joaquim Maria Machado de Assis, *The Posthumous Memoirs of Bras Cubas* (New York: Oxford University Press, 1997)

Week 7

Monday, Feb 24. **Lesson 12. Telling a Story. Travel Narratives in Mexico (19th century)**

Readings: Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 83-100; (2) Frances [Erskine Inglis] Calderón de la Barca, *Life in Mexico, During a Residence of Two Years in That Country* (London: Chapman and Hall, 1843)

Wednesday, Feb 26. **Lesson 13. Analyzing Images: Class, Race, Gender, and Labor in the Americas**

Readings: (1) Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 197-216; (2) Casta Paintings. (3) Photos of the Mexican Revolution (4) Photos of the Bracero Program. Assignment: Short Essay due in class.

(Spring Break begins at 1 pm on Saturday Feb/29)

Week 8

Monday, Mar 2. Spring Break

Readings: none

Wednesday, Mar 4. Spring Break

Readings: none

Week 9

(Classes resume after Spring Break at 8 am on Mar/9)

Monday, Mar 9. **Lesson 14: A Planned visit to Special Collections & University Archives**

Readings: (1) Emily S. Rosenberg, *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945* (New York: Hill and Wang, 1982), 108-112, 202; and Jeffrey A. Charles, *Service*

Clubs in American Society: Rotary, Kiwanis, and Lions (Urbana: University of Illinois Press, 1993), 1-15, 34-56.

Wednesday, Mar 11. **Lesson 15. Archival Research: US Businessmen and Missionaries in Lat Am**

Readings: (1) Emily S. Rosenberg, *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945* (New York: Hill and Wang, 1982), 108-112, 202; and Jeffrey A. Charles, *Service Clubs in American Society: Rotary, Kiwanis, and Lions* (Urbana: University of Illinois Press, 1993), 1-15, 34-56. Assignment: First Primary Source Analysis due in class.

Week 10

Monday, Mar 16. **Lesson 16. US Citizens in Latin America: Analyzing the Press (1910-1930)**

Readings: (1) Michael E. Neagle, *America's Forgotten Colony: Cuba's Isle of Pines* (New York, NY: Cambridge University Press, 2017) 1-63; (2) Ronald Harpelle "White zones: American enclave communities of Central America" in *Blacks and Blackness in Central America: Between Race and Place*, edited by Lowell Gudmundson and Justin Wolfe (Durham: Duke University Press, 2010), 307-333.

Wednesday, Mar 18. **Lesson 17. Latin America in the U.S. Imagination: Caricatures and Cartoons**

Readings: Ariel Dorfman and Armand Mattelart, *How to Read Donald Duck: Imperialist Ideology in the Disney Comic* (New York: OR Books, 2018), 25-80; [Available online via University Library: Read these Chapters: Introduction: Instructions on How to Become A General in The Disneyland Club; I. Uncle, Buy Me A Contraceptive; II. From the Child to The Noble Savage, III. From the Noble Savage to The Third World]; (2) Allen L. Woll, "Hollywood's Good Neighbor Policy: The Latin Image in American Film, 1939-1942," *Journal of Popular Film* 3, no. 4 (1974): 278-293.

Films: "Saludos Amigos," directed by Walt Disney (1942) 42 mins; "The Three Caballeros," directed by Walt Disney (1944) 1h 11min. Assignment: Second Primary Source Analysis due in class

Week 11

Monday, Mar 23. **Lesson 18. The History of Latinos in the United States**

Readings: (1) "Introduction," *The Columbia History of Latinos in the United States Since 1960* (New York: Columbia University Press, 2004), 1-42; (2) Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 197-216.

Wednesday, Mar 25. **Lesson 19. Conducting Oral History**

Readings: Paul Thompson, *The Voice of the Past: Oral History* (Oxford: Oxford University Press, 2000).

Week 12

Monday, Mar 30. **Lesson 20. Research Journalism and Nonfiction Documentaries**

Readings: Paul Thompson, *The Voice of the Past: Oral History* (Oxford: Oxford University Press, 2000).

Documentary: "Harvest of Empire" directed by Peter Getzels and Eduardo López (2012) 1h 12 min

Wednesday, Apr 1. **Lesson 21. Demographic Changes in the Old South: Latinos in North Carolina**

Readings: (1) Hannah E. Gill, *The Latino Migration Experience in North Carolina: New Roots in the Old North State* (Chapel Hill: University of North Carolina Press, 2019), entire book; (2) Online archive: New Roots: Voices from Carolina del Norte: <https://newroots.lib.unc.edu/>

Week 13

Monday, Apr 6. **Lesson 22. Oral History Workshop**

Readings: (1) Hannah E. Gill, *The Latino Migration Experience in North Carolina: New Roots in the Old North State* (Chapel Hill: University of North Carolina Press, 2019), entire book; (2) Online archive: New Roots: Voices from Carolina del Norte: <https://newroots.lib.unc.edu/> (3) Southern Oral History Program at UNC Chapel Hill. “A Practical Guide to Oral History”

Wednesday, Apr 8. **Lesson 23. Latin American Artworks in the United States: Research Project**

Readings: Romero Britto in Miami, and Fernando Botero and Wilfredo Lam in Manhattan (2) Preparation for History 411. Assignment: Secondary Source Analysis due in class.

(Spring Holiday, Classes dismissed for Apr/10)

Week 14

Monday, Apr 13. **Lesson 24. Writing for Your Reader**

Readings: Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 241-252.

Wednesday, Apr 15. **Lesson 25. Historiography**

Readings: Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 255-270. Assignment: Research Project due in class.

Week 15

Monday, Apr 20. **Lesson 26. Final Paper Peer Editing Workshop**

Readings: Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Ninth Edition (Boston: Bedford/St. Martin's, 2012).

Wednesday, Apr 22. **Lesson 27. Other Disciplines**

Readings: Michael J. Salevouris and Conal Furay. *The Methods and Skills of History: A Practical Guide*. (Chichester: Wiley-Blackwell, 2015), 271-286. Assignment: Oral History Paper due in class.

Week 16

Monday, Apr 27. **Lesson 28. Oral Presentations**

Readings: none

Wednesday, Apr 29. **Lesson 29. Oral Presentations**

Readings: none