

**HIS 391-02: Historical Skills and Methods**  
**MW 2:00 pm – 3:15 pm**  
**MHRA 1207**



**Instructor:** Dr. Jashari (pronounced YA-SHAH-REE)  
**Email:** d\_jashari@uncg.edu  
**Office:** MHRA 2112  
**Office hours:** By appointment, in person or via Zoom

***Spring 2022 Course Delivery:** This course is scheduled to be taught in-person and all participants are required to always use face coverings in the class. Students are strongly encouraged to wear three-layer surgical-style face coverings in class which are available at [designated on-campus locations](#). No food or drink (including water) is allowed in the class. The ongoing COVID-19 pandemic may require changes to our meeting plan; we will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Canvas page.*

***Students who test positive:** Students who test positive for COVID-19 are required to [self-report](#) and isolate per [University guidelines](#). Students can still participate in class virtually. I will provide details on how students will continue to engage.*

### **Course Description**

In this course, students will practice and master historical thinking skills. Using the Cold War experience in Latin America, students will analyze primary sources, articulate arguments in secondary literature, learn proper citation skills, pose refined research questions, and articulate compelling evidenced-based arguments through a variety of written work. In learning about the historian's craft, students will think about change and continuity over time, contingency, human agency, and the multifaceted historical context that shaped and was shaped by local actors. This course ultimately seeks to prepare students to successfully complete a research paper and fulfill the requirements for a history BA.

### **Learning Goals**

This is a writing intensive and research-intensive course. This means that students will be expected to practice and master all the skills necessary to complete a long research paper in HIS-411.

In this course, students will:

- Gain a broad understanding of the historiography of the Latin American Cold War

- Analyze a variety of primary and secondary source materials
- Design a research project
- Find and evaluate appropriate sources
- Learn citation methods
- Articulate an argument using a variety of sources and synthesize research materials in writing

## **Course Assignments and Expectations**

**Attendance:** This is a hands-on course organized to prepare you to complete a 6–8-page research paper on a topic of your choosing. Each in-class and at-home assignment/activity builds upon the former. As such, attendance is required. Coming to class prepared and completing all assignments on time will ensure your success in this course. However, since Covid-19 related illnesses and other unexpected circumstances can arise, I encourage you to communicate with me so we can create a plan to help you catch up on your work should you have to miss class.

**Participation:** This class will be primarily discussion-based and hands on, and as such I expect all students to actively participate in our conversations. This means coming to class prepared, having read the assignments carefully ahead of time, and bringing questions/issues/doubts that you would like to discuss. In class, I expect all students to contribute through attentively listening to your classmates' ideas and offering your own.

**Short Assignments:** These in-class and home assignments will prepare you to successfully complete a research paper. Some of these assignments include the submission of a research topic, the submission of a draft introduction and historiography section, and more.

**Secondary Source Analysis:** You will write a 2-page analysis on the historiography portion of Cold War Latin America. This will be based on assigned secondary sources.

**Primary Source Analysis:** You will write a 2-page analysis of assigned primary sources on Cold War Latin America. This exercise will help you work with multiple and contradictory sources.

**Annotated Bibliography:** You are expected to find 6-8 primary and secondary sources that are relevant to your chosen research topic. You will write a one paragraph summary of each source, identifying the argument/main point of each, contextualizing the sources, and stating how each source relates to your chosen research question.

**Essay Draft:** You will submit a complete draft of your 6–8-page essay, on which you will receive instructor and peer feedback.

**Final Draft:** Everything we will do this semester will lead to the production of a refined 6 -8-page research paper on a topic of your choosing. While you are free to choose a topic that most interests you, remember that it must relate to the theme of the Cold War and Latin America. Some possible approaches include the Inter-American Cold War, US policies toward Latin America, journalistic accounts of the Cold War, US solidarity with Central America during the Cold War, etc.

*At some point between the essay draft and final essay submission, I expect all students to bring their papers to the Writing Center.*

A list of open access primary source repositories on Latin America will be provided in class.

## Grading Break Down

Participation	15%
Short Assignments	10%
Secondary Source Analysis	10%
Primary Source Analysis	10%
Annotated Bibliography	10%
Essay Draft	15%
Final Essay Draft	30 %

## Grading Scale

A: 93- 100	C+: 77-79	D-: 60-62
A-: 90-92	C: 73-76	F: 0-59
B+: 87-89	C-: 70-72	
B: 83- 86	D+: 67-69	
B-: 80-82	D: 63-66	

## Required Texts:

Both texts are available at the Jackson Library and UNCG Bookstore:

- Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*, 6<sup>th</sup> ed. (Hoboken, NJ: John Wiley and Sons, 2018)  
\*Can also find this as an eBook through the library\*
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 10<sup>th</sup> ed. (Boston: Bedford/St Martin's, Macmillan Learning, 2021).

All other readings will be made available as PDFs on Canvas

## COURSE SCHEDULE

\*I reserve the right to modify the reading schedule (add, subtract, swap out readings) or slightly alter assignment due dates (always later, never earlier).

### WEEK 1: Intro

#### Monday, January 10 – Class Introductions

#### Wednesday, January 12 – Power and History

- Michel-Rolph Trouillot, “The Power in the Story” in *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 2015), 1-30.

**NOTE:** This is an eBook through the library. If you would like to read more, I suggest the following chapters/selections:

- The chapter, “The Three Faces of Sans Souci” has fantastic sections on archival erasures/silences and the process of constructing an archive.
- The chapter, “An Unthinkable History” is a great critique of the Enlightenment and its limitations in comprehending the Haitian Revolution

## WEEK 2: Different Historical Approaches

Monday, January 17 – No class. MLK Day. Read Ahead.

Wednesday, January 19

- Read Anthony Brundage, “The Ever-Changing Shape and Texture of the Past,” in *Going to the Sources*

## WEEK 3: Historiography of the Latin American Cold War

Monday, January 24

- Tanya Harmer and Alberto Martín Álvarez, “Globalizing Latin America’s Revolutionary Left: Historiography, Approaches, and Context,” in Tanya Harmer and Alberto Martín Álvarez, eds., *Toward a Global History of Latin America’s Revolutionary Left* (Gainesville: University Press of Florida, 2021), 1-24.
- Hal Brands, *Latin America’s Cold War* (Cumberland: Harvard University Press, 2010). Introduction only

Wednesday, January 26

- Gilbert M. Joseph, “What We Now Know and Should Know: Bringing Latin America More Meaningfully into Cold War Studies,” in Gilbert M. Joseph and Daniela Spenser, eds., *In from the Cold: Latin America’s New Encounter with the Cold War* (Durham: Duke University Press, 2008).

## WEEK 4: Library Research Workshops

Monday, January 31 – Meet at 2pm, Library Lab 177A, Jackson Library.

- Workshop with Maggie Murphy, Visual Arts and Humanities Librarian. Instruction will focus on primary sources reprinted in book format, as well as digital/digitized periodicals, manuscripts, images, and other sources available in our subscription digital archives and from open-source internet collections from cultural institutions.

**Due: Secondary Source Analysis**

Wednesday, February 2 – Special Collections and University Archives Visit

## WEEK 5: The Latin American Cold War in Primary Sources

Monday, February 7

- Mary Lynn Rampolla, Chapter 2b: evaluating sources, pp. 13 – 26.
- Read the following primary sources in preparation for in-class activity:
  - o From *The Guatemala Reader*: “Ten Years of Spring and Beyond,” pp. 197-200; “A New Guatemala,” pp. 206-210; “Most Precious Fruit of the Revolution,” pp. 217-220. [all in one PDF on Canvas]

Wednesday, February 9

- Read the following primary sources:

- Declassified NSA Documents, see <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB4/>: Read ALL 5 documents
- Herbert L. Matthews, “Guatemalan Reds are Strong but They Don’t Run Country,” *New York Times*, March 29, 1952.
- Sydney Gruson, “Guatemala Reds Increase Power: They are Still in Minority in Congress,” *New York Times*, November 6, 1953.
- Tim Weiner, “Role of CIA in Guatemala Told in Files of Publisher,” *New York Times*, June 7, 1997.

## **WEEK 6: Research Topics**

### **Monday, February 14 – Posing Research Questions**

- Mary Lynn Rampolla, Chapter 5, pp. 89 – 107
- Anthony Brundage, Chapter 8, pp. 110- 118
- **DUE: Primary Source Analysis**

**Wednesday, February 16 –** Bring research topic/question to class for activity

## **WEEK 7: Citations and Note-Taking**

### **Monday, February 21- Note taking. Bring a secondary source that relates to your chosen topic to class**

- Mary Lynn Rampolla, Chapter 5d, “Taking Effective Research Notes”
- Anthony Brundage, Chapter 8, revisit these two sections: “Approaching Your Reading,” and “Notetaking”
- Effective note taking activity in class

### **Wednesday, February 23 – Citations: Notes and Bibliography. Bring your texts to class**

- Citations activity in class. Instructor will bring a variety of primary and secondary sources and students will be asked to cite them properly
- Anthony Brundage, Appendix C: Footnote/Endnote Formatting
- Mary Lynn Rampolla, Chapter 7: Quoting and Documenting Sources

## **WEEK 8: Individual Meetings with Instructor**

### **Monday, February 28 – Half of the class meets individually with instructor (see email)**

- Come to the meeting prepared with a revised research question, and ideas about primary and secondary sources

### **Wednesday, March 2 – Second half of class meets individually with instructor (see email)**

- Come to the meeting prepared with a revised research question, and ideas about primary and secondary sources
- **NOTE: Friday, March 4- Last day to withdraw without incurring a WF grade (without failing)**

**WEEK 9 – SPRING BREAK. NO CLASS**

## WEEK 10: New Sources, New Archives, New Narratives

### Monday, March 14

- Thomas S. Blanton, "Recovering the Memory of the Cold War: Forensic History and Latin America" in Gilbert Joseph and Daniel Spenser, eds. *In from the Cold: Latin America's New Encounter with the Cold War* (Durham: Duke University Press, 2008), pp. 47-73.
- **DUE: Annotated Bibliography**

### Wednesday, March 16

- Kirsten Weld, *Paper Cadavers: The Archives of Dictatorship in Guatemala* (Durham: Duke University Press, 2014). Read Introduction: The Power of Archival Thinking, and Chapter 1: Excavating Babylon.

## WEEK 11: Gender & Sexuality and the Cold War

### Monday, March 21

- Carlota McAllister, "Rural Markets, Revolutionary Souls, and Rebellious Women in Cold War Guatemala," in Gilbert Joseph and Daniel Spenser, eds. *In from the Cold*, 350- 377.

### Wednesday, March 23

- Victoria Langland, "Birth Control Pills and Molotov Cocktails: Reading Sex and Revolution in 1968 Brazil," in Gilbert Joseph and Daniel Spenser, eds. *In from the Cold*, 308 -349

## WEEK 12: Violence and Peasant Politics

### Monday, March 28

- Carlota McAllister, "A Headlong Rush into the Future: Violence and Revolution in a Guatemalan Indigenous Village," in Greg Grandin and Gilbert M. Joseph, eds., *A Century of Revolution: Insurgent and Counterinsurgent Violence during Latin America's Long Cold War* (Durham: Duke University Press, 2010), pp. 276-309.

### Wednesday, March 30

- Thomas Miller Klubock, "Ránquil: Violence and Peasant Politics on Chile's Southern Frontier" in Greg Grandin and Gilbert M. Joseph, eds., *A Century of Revolution*, 121-159

## WEEK 13: Writing Workshop

### Monday, April 4 – Arguments

- Bring your 1-2 sentence argument statement to class
- Mary Lynn Rampolla, Chapter 4c and 4d

### Wednesday, April 6 – Instructor Away @ Conference. No class

- Submit your introduction (must contain argument!)

## WEEK 14: Writing Workshop

### **Monday, April 11: Historiography**

- Bring printed copy of the historiography portion of your essay

### **Wednesday, April 13: Primary source analysis**

- Bring a printed copy of the most interesting and well-argued portion of the essay based on primary sources
- Mary Lynn Rampolla, Chapter 3c: Writing about primary sources

## **WEEK 15: Writing Workshop**

### **Monday, April 18 – Citations and Bibliography**

- Read and catch citation errors of a classmate
- Revisit Rampolla and Brundage sections on citations.

### **Wednesday, April 20 – Prose**

- Bring printed copy of your essay draft
- Mary Lynn Rampolla, Chapter 4g: Editing for style and grammar

## **WEEK 16: Writing Workshop**

### **Monday, April 25 – Bring your complete essay drafts to class**

- You will give and receive feedback on your essay drafts in class
- Focus will be on overall organization, transition sentences, flow

### **Wednesday, April 27 – LAST DAY OF CLASS**

- Course recap
- Final essay debrief

**Final: Submit Essay on Wednesday, May 4, by 3 pm**

## **COURSE POLICIES**

### **COVID-19 University Policy**

As we return for spring 2022, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. These actions include, but are not limited to:

- Following face-covering guidelines
- Engaging in proper hand-washing hygiene
- Self-monitoring for symptoms of COVID-19
- Staying home when ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive

- Staying informed about the University's policies and announcements via the [COVID-19](#) website

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting. Students may move their chairs in class to facilitate group work, as long as instructors keep seating chart records. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings are also available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health services, will review requests for accommodations.

**Late assignment policy, make-ups:** Missing an assignment will negatively impact the rest of your submissions since each assignment is designed to build upon the former. However, late assignments are accepted and will be penalized 10%, or one letter grade per day late. The one exception to this policy is the final paper, for which I will not accept late work.

**Disruptive Behavior:** Arriving late, packing up or leaving early, and talking during class are a few common examples of disruptive classroom behavior. These will not be tolerated.

**Respectful engagement with peers:** The classroom is an academically productive and safe environment for students to express their opinions and ask questions. History is controversial, and sensitive themes will be discussed in this class. Students are expected to treat their classmates with respect and maturity, and any behavior that inhibits productive academic engagement will not be permitted.

**Contacting your Professor:** Please call me Dr. or Professor Jashari (YA-SHAH-REE) and contact me via email (d\_jashari@uncg.edu). During weekdays, you can expect a reply within 24 hours; on weekends, I will not reply. Please plan accordingly. Structure your emails in a professional way and be mindful of your tone.

**Academic Integrity:** I take violations of academic integrity very seriously. Please ask me if you have any questions about what constitutes plagiarism and know that it will not be tolerated in this classroom. Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find a copy of the full policy at: <http://academicintegrity.uncg.edu/complete/>.



The following is the University's definition of plagiarism:

Representing the words, thoughts, or ideas of another, as one's own in any academic exercise.

Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements.

Faculty should take into account whether the student has had the opportunity to learn appropriate citation procedures based on previous course work successfully completed before formalizing

Academic Integrity charges. Examples of plagiarism include, but are not limited to, the following:

- submitting work done by another, whether a commercial or non-commercial enterprise, including the Internet, as one's own work
- failure to properly cite references and/or sources
- 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

**Office of Accessibility Resources and Services** ([ods.uncg.edu/](https://ods.uncg.edu/)): Students who have documented disabilities that require accommodation should register with OARS and bring in the required paperwork during the first week of class. No accommodations can be made without the appropriate paperwork from OARS.

**Information Technology Services** ([its.uncg.edu/](https://its.uncg.edu/)): Your source for all tech problems, including computer malfunctions, issues with Canvas, etc. The professor cannot help you with these!

**University Writing Center** ([writingcenter.uncg.edu/](https://writingcenter.uncg.edu/)): Provides help with paper structure, argument, grammar, style, etc.