

HIS 391-02: Historical Skills and Methods
MW 2:00 pm – 3:15 pm
MHRA 1209



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Office hours: Wednesdays, 11:30 – 12:30, or by appointment

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 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 master historical skills and methods necessary to successfully complete a long research paper in HIS 411. Each in-class and at-home assignment/activity builds upon the former. **As such, attendance is mandatory.** Coming to

class prepared and completing all assignments on time will ensure your success in this course. If you miss more than 3 classes, I will ask you to drop this course.

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. In class participation also means bringing the required books so that you can successfully complete in-class assignments.

Short Assignments: These in-class and home assignments will prepare you to successfully complete a research proposal. Some of these assignments will include citation exercises, rewriting and paraphrasing the thesis, identifying primary sources, identifying historiographical interventions, etc.

Research Paragraph: You will submit an abstract that explains what your final research paper will be. Remember you are not writing an actual research paper in this class but doing all the work leading up to a research paper.

Annotated Bibliography: You are expected to find 12-15 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.

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

Secondary Source Analysis: Write a 2-page evaluation of 2-3 secondary sources that you have found. Place the works in dialogue with each other. What are the arguments and interventions of each? How do they relate or differ from each other? Can you find common threads?

Primary Source Analysis: Write a 2-page evaluation of 2-3 primary sources that you have found. Think about the construction and history of the archive from which your sources come. Consider the who? What? When? Why? Of the production of your primary sources. Consider bias and place the sources in their historical context.

Research Proposal: Submit a research proposal that is 8-10 pages long, Times New Roman, double spaced, 12-point font, 1-inch margins. In this proposal you will integrate all the skills learned – historiography, primary source analysis, argument, place for intervention, and bibliography. You will write an introduction that clearly outlines your thesis. Detailed instructions on Canvas.

Grading Break Down

Participation	10%
Short Assignments	10%
Research Paragraph	10%
Annotated Bibliography	15%
Secondary Source Analysis	15%
Primary Source Analysis	15%
Research Proposal	25%

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*, 6th 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*, 10th 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 9 – Class Introductions

Wednesday, January 11 – 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 16 – No class. MLK Day. Read Ahead.

Wednesday, January 18

- Read Anthony Brundage, “The Ever-Changing Shape and Texture of the Past,” in *Going to the Sources*
- Josh Tosh, “Introduction,” in Josh Tosh, ed. *Historians on History*

WEEK 3: Historiography of the Latin American Cold War

Monday, January 23

- 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 25

- Gilbert M. Joseph, “What We Now Known 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).

Due: Paragraph on historiographical trends and interventions. On Canvas

WEEK 4: Guatemala

Monday, January 30

- 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 1

- Read the following primary sources:
 - o Declassified NSA Documents, see <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB4/>: Read ALL 5 documents
 - o Herbert L. Matthews, “Guatemalan Reds are Strong but They Don’t Run Country,” *New York Times*, March 29, 1952.
 - o Sydney Gruson, “Guatemala Reds Increase Power: They are Still in Minority in Congress,” *New York Times*, November 6, 1953.
 - o Tim Weiner, “Role of CIA in Guatemala Told in Files of Publisher,” *New York Times*, June 7, 1997.
- Secondary Source:
 - o Stephen Schlesinger & Stephen Kinzer, “Advertisements for Myself,” in *Bitter Fruit: The Untold Story of the American Coup in Guatemala*.

Due: Re-state thesis from Schlesinger & Kinzer. Submit via Canvas

WEEK 5: Research and Archives

Monday, February 6 – Meet at Jackson Library, Room 177A

- Session with Maggie Murphy, Visual Art and Humanities Librarian

Wednesday, February 8- Visit Special Collections & University Archives

- Meet with Beth Koelsch, Special Collections & University Archives. Room TBD

WEEK 6: Nicaragua and El Salvador

Monday, February 13

- "Leticia: A Nicaraguan Woman's Struggle," (pp. 259- 273) in William Beezley and Judith Ewell, *The Human Tradition in Latin America: The Twentieth Century*.
- Daniel Ortega Speech, "Nothing Will Hold Back Our Struggle for Liberation," pp. 43-52 in *Sandinistas Speak*.

Wednesday, February 15 –

- Primary Sources from Holdon and Zolov, *Latin America and the United States: A Documentary History* → Ronald Reagan, "The Fear of Communism in Central America," pp. 304-306; CIA, "Teaching Sabotage", pp. 307-309; The International Court of Justice, "The United States Condemned," pp. 315-318; Audrey Seniors, "Solidarity," pp. 321-323.
- Stephen Rabe, "Death in El Salvador," in *The Killing Zone: The United States Wages Cold War in Latin America*," pp. 164-172.

WEEK 7: Cuba

Monday, February 20-

Primary Sources:

- Herbert Mathews, "Cuban Rebel Visited in Hideout," *New York Times*, 1957
- Lázaro Cárdenas, "Mexico and the Cuban Revolution," pp. 207-210 in Robert Holdon and Eric Zolov, *Latin America and the United States: A Documentary History*
- John F. Kennedy, "The Alliance for Progress," pp. 221-223 in Holdon and Zolov, *Latin America and the United States: A Documentary History*

Wednesday, February 22 –

Secondary Source

- Devyn Spence Benson, "Conflicting Legacies of Antiracism in Cuba," *NACLA Report on the Americas* 49:1, 48-55

Soy Cuba film in class

Due: Paragraph on primary source analysis. On Canvas

WEEK 8: Chile

Monday, February 27

Primary Sources:

- Henry Kissinger to Nixon, "Memorandum for the President," November 5, 1970
- Kissinger -Nixon Telcon, September 16, 1973
- Salvador Allende, "The Chilean Revolution One Year In"

Secondary Sources:

- Peter Winn, Chapter 3: The Chilean Road to Socialism in *Weavers of Revolution: The Yarur Workers and Chile's Road To Socialism*

Wednesday, March 1 –

Primary Sources

- Allende, “These are my final words”
- Church Committee, “United States Policy and Covert Actions against Allende”
- National Commission on Political Detention and Torture, “Women and Torture”
- Patricio Verdugo, Pinochet’s Caravan of Death”

In class, *La Batalla de Chile*, documentary film selections

WEEK 9 – SPRING BREAK. NO CLASS

WEEK 10: Research Questions

Monday, March 13: Posing Research Questions

- In class activity

Wednesday, March 15: Significance

- In class research questions worksheet

Due: Paragraph on Research topic

WEEK 11: Citations and Note-Taking

Monday, March 20

- 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

Wednesday, March 22 – Check Canvas Assignment and Instructions on Note-taking

- **Instructor in Guatemala. No in-person class.**
- Mary Lynn Rampolla, Chapter 5d, “Taking Effective Research Notes”
- Anthony Brundage, Chapter 8, revisit these two sections: “Approaching Your Reading,” and “Notetaking”

WEEK 12: Annotated Bibliography

Monday, March 27 – Bring 3-4 secondary sources to class

- In class-activity on notetaking

Wednesday, March 29 – Bring 3-4 primary sources to class

- In class-activity on notetaking

Due: Annotated Bibliography

WEEK 13: Source Analysis Workshop

Monday, April 3 – Bring your favorite/most compelling primary sources (2-3)

- Mary Lynn Rampolla, Chapter 3c: Writing about primary sources

Wednesday, April 5

- **Due:** Primary source analysis

WEEK 14: Source Analysis Workshop

Monday, April 10: Bring your most compelling secondary sources (2-3)

Wednesday, April 12:

- **Due:** Secondary Source Analysis

WEEK 15: Thesis, Interventions & Historiography Workshop

Monday, April 17 – Undergraduate Journals & Publications

- Mary Lynn Rampolla, Chapter 4c and 4d

Wednesday, April 19 – In class activity on thesis and interventions

WEEK 16: Writing Workshop

Monday, April 24 – Bring your complete research proposal draft to class

- You will give and receive feedback on your essay drafts in class

Wednesday, April 26– LAST DAY OF CLASS

- **Submit Final Research Proposal by midnight**

COURSE POLICIES

COVID-19 University Policy

As we return for spring 2023, please uphold UNCG's culture of care to limit the spread of Covid-19 and other airborne illnesses. These actions include, but are not limited to:

- 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 isolate if ill
- Completing a [self-report](#) when experiencing Covid-19 symptoms or testing positive for Covid-19
- Following the CDC's [exposure guidelines](#) when exposed to someone who has tested positive for Covid-19
- Staying informed about the University's policies and announcements via the [Covid-19](#) website

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 research proposal, 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.

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/): 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/): 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/): Provides help with paper structure, argument, grammar, style, etc.