

HIST 3301.002: Historical Inquiry

Race and Ethnicity in Modern Latin America

Fall 2022

TuTh 11:30-12:45

Assigned room: CB 1.206

Professor: Amy Kerner

Office Hours by appointment -- Amy.Kerner@utdallas.edu



"Mestizaje" by Emanuel Martinez, from "De Colores Hispanic Heritage Festival Mural," Albuquerque, 1996.

Course Description

This course is an introduction to the theory and practice of history. Students will engage in history's key questions, approaches, and skills, through examples on the theme of race and ethnicity in modern Latin American history.

Students will choose a specific topic of interest on the theme early on, and engage in sustained reading and research throughout the semester, resulting in a final historiographic essay (literature review). In the meantime, the class will take a tour through the historians' toolkit, asking questions such as: What is historiography, and how and why do interpretations of the past change? What is an archive and how do historians use them? How do primary sources generate debate and disagreement? How do you research and write a strong historical essay? And what is the difference between scholarly and popular history-telling (eg. film and fiction)?

Course Goals and Objectives

The goal of this course is for students to develop the skills that will help them succeed in the History major, in other history classes, and in their academic careers more broadly. Students will understand the establishment of the discipline of history, and recognize various approaches and methodologies in the study of history. Perhaps most importantly, they will learn how to do history – to read, write, and research like a historian.

Final grades will be determined as follows:

Participation

30%

Active participation in seminar-style discussion, in-class exercises and discussion boards (25%) and one required research consultation visit with me (5%).

We will use Discussion Boards for each of the three suggested paper topics, with threads for, eg., assigned exercises, the PBS videos we watch, the group presentations you are preparing, and any other class-related topics. You are encouraged, not required, to make use of the discussion board. *If you are an active listener in class but do not speak often, then participation on the discussion board is a good alternative way for you to demonstrate your engagement for participation credit.*

Reading for the week should be completed before class on Tuesdays (excepting week 1).

3 exercises + 1 in-class group presentation (10% each) 40%

I will provide worksheets / additional guidance for each exercise.

I list the date on the syllabus when these open, i.e. when you may begin posting. I will close them before the next one opens, so you have a window during which you can post, respond to your own post based on class discussion, review your classmates' posts, etc. If you are an active listener in class but do not speak often, then participation on the discussion board is a good alternative way for you to demonstrate your engagement for participation credit.

Final Historiographic Essay – Due Dec. 10 (/100) 30%

The purpose of this paper is twofold: 1) to demonstrate a grasp of the scholarly literature, including the variety of historical approaches to and the extent of knowledge about a topic and 2) after having completed step one, to then isolate a specific problem or question of research interest on the topic.

The paper should not be prepared for and written in the final 2-3 weeks of the semester. Instead, it should be the culmination of your reading during the semester. Each discussion board post you write should be related to your on-going process of learning about the existing historical scholarship on your topic, and is meant to help you toward writing the final paper. The paper should include all the components below, in whatever structure you find most logical.

10	Correctly formatted (includes appropriate title, your name, date, course information), double spaced, 7-10 pages, including footnotes and works cited in Chicago Manual Style. Use a minimum of three articles, three books, and one primary source (you may of course use more sources). Your title matters, since it indicates your focus and scope. It should be more specific than the general topic you began with, but broad enough to allow you to characterize the “field,” or the range of scholarly approaches to the material over time. Spelling & grammar checked.
30	Clearly articulates how scholarly (and perhaps also popular) understandings of your topic have changed over time. The more sources you consult, the easier this will be to do. This should include substantial discussion of historical approaches and arguments. What have people claimed is true about the topic? What kinds of questions and problems have they focused on? What kinds of terms or concepts have they relied on? Where did scholarship start out, and where has it ended up?
30	Clearly articulates what accounts for those changes / What caused changes in historical understanding? (Eg. political events? A war? The arrival of women into the profession? The discovery of new sources? There are all kinds of possible answers...)
20	Refers to / indicates what variety of primary sources have mattered for the historical understanding of this subject, eg., what sources have been used to “read” or make sense of this history? (Eg., photographs? Paintings? Letters? Government documents? Essays? Novels? Interviews?) Where are they located? Why were they used? When and why did historians turn to different or new sources and how did the use of these new sources change historical understanding of the subject?

10	Identifies a specific problem or question about this topic that you would like to understand in greater detail. Your goal is to identify a specific research area that you are now prepared to write your next paper on, using primary sources to help you answer your new question. So, you should indicate how you would go about answering this question, and whether there are primary sources available, either ones the scholars you discuss above have not yet used, or ones they have used, which you might “read” in a different way.
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Absence policy:

I assume you will attend all class sessions, unless you email me at least 24 hours in advance. I do not need reasons for your absence, excepting COVID or other illness-related reasons which may require extended absence.

More than two absences in the semester requires make-up work, and it is your responsibility to communicate with me about arrangements. If absences impact your ability to complete assignments, this may also negatively impact your grade.

Late work policy:

I do not accept late work. If you need an extension, you must notify me in advance of the deadline and we will agree on a revised deadline.

Email policy:

Please include our course code (HIST3305) in email subject lines. I aim to respond within 24-48 hours. If this window passes and you have not heard back, please send a follow-up/reminder.

Office hours:

One office hours visit will be required this semester, so I can get to know you and learn about your academic experiences and goals. You may schedule additional office hours visits via email at any time in the semester (I generally schedule at least one week out). These are ~15 minute appointments for: clarifying information from the readings or class discussions; discussing material we did not have time to cover in class; getting extra guidance or feedback on your written assignments or participation in class.

Books and Articles Available on-line via UTD Library:

- Alberto, Paulina, and Eduardo Elena, eds. *Rethinking Race in Modern Argentina*. Cambridge University Press, 2016.
- Appelbaum, Nancy P., Anne S. Macpherson, and Karin Alejandra Rosemblatt. “Racial Nations.” In *Race and Nation in Modern Latin America*, edited by Karin Alejandra Rosemblatt and et. al., 1–31. The University of North Carolina Press, 2003.
- Brundage, Anthony. *Going to the Sources: A Guide to Historical Research and Writing*. Hoboken: John Wiley & Sons, 2018 [sixth edition]
- Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press, 1995.
- Deborah Poole, “An Image of ‘Our Indian’: Type Photographs and Racial Sentiments in Oaxaca, 1920-1940,” *Hispanic American Historical Review* 84:1, 2004, pp37-82.

Reading Schedule

***Reading is due before class on Tuesdays.**

WEEK 1 – Introduction

- *Going to the Sources* CH1 “The Ever-Changing Shape and Texture of the Past,” 1-16 and Appelbaum et. al. introduction “Racial Nations.”
- For Thursday, create a UT Dallas Interlibrary Loan Account (if you don’t have one already).

Tuesday August 23 – Course Introduction – *finding course readings, intro. to ILL.

Thursday August 25 – What is history research? How do you get started? Where to start, taking notes, finding your way to the final paper. Using the library catalog to find course readings. Intro. to Interlibrary Loan.

WEEK 2 – Tools

Read these paper topic introductions:

- Jose Moya, “Migration and Migrations” in *Encyclopedia of Latin American History and Culture*, Vol 4, 2nd Ed., Charles Scribner’s Sons, pp571-592.
- “Haitian Revolution,” *International Encyclopedia of the Social Sciences*, William A. Darity, Jr. Ed., Vol. 3 2nd Ed., Gale, 2008, pp 406-408.
- Lewis, S. E. (1998). Mestizaje. In M. S. Werner (Ed.), *Encyclopedia of Mexico: history, society & culture*. Routledge.
- In preparation for class on Tuesday, please go to Zotero.org and download Zotero (free) to your computer.

Tuesday August 30 – Introduction to Zotero (in-class workshop).

Thursday September 1 – Tools for research: Wikipedia, Encyclopedias, Syllabi, Bibliographies, Zotero. Academic presses, flagship journals, literature reviews vs. research articles, monographs and synthetic books/readers, etc.

WEEK 3 – What is a primary source?

Read:

- Oscar Chamosa, “People as Landscape: The Representation of the Criollo Interior in Early Tourist Literature in Argentina, 1920-30,” in Alberto and Elena Eds., *Rethinking Race in Modern Argentina*. Cambridge UP, 2016, pp53-72.

Tuesday September 6 – What is a primary source?

Thursday September 8 – Come prepared to reflect on your introductory readings and discuss paper topic ideas.

WEEK 4 – Reading for argument.

- Deborah Poole, “Image of ‘Our Indian’: Type Photographs and Racial Sentiments in Oaxaca, 1920-1940. *Hispanic American Historical Review* 84:1, 2004, pp 37-82.

Tuesday September 13 – Reading for question and argument.

Thursday September 15 – What is the evidence, what are the assumptions, and is it convincing?

WEEK 5 – Historiographic essays

- “Literature Reviews,” UNC Chapel Hill Writing Center: <https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>
- Brundage, “The Nature and Variety of Historical Sources” pp 17-29
- Fabiana Sabina Tolcachier, “The Historiography of Jewish Immigration to Argentina: Problems and Perspectives,” in Klich and Lesser Eds., *Arab and Jewish Immigrants in Latin America: Images and Realities*. London: Frank Cass, 1998, pp204-226.

Tuesday September 20 – What is historiography and how does it relate to your final paper?
Thursday September 22 – Continued.



It's time to start writing the final paper.

WEEK 6 – Research Articles

- Find and read 3 research articles on your topic. Add them to your Zotero library and take notes there.

Tuesday September 27 – **Research Consultations.**

Thursday September 29 – In-class group work on research articles.

Exercise 1 Due – Research article analysis

WEEK 7 – Changing Interpretations

- “Exploring Changing Interpretations” pp103-123 in Brundage, *Going to the Sources*.
- Find three books on your subject published before 1980, and familiarize yourself with the overall argument and evidence used by at least one of them.

Tuesday October 4 – **Research Consultations**

Thursday October 6 – Introduction to primary source presentations assignment. In-class group work.

WEEK 8 – On Taking Notes and Using Them

- “Writing a Literature Review and Using a Synthesis Matrix,” NCSU Writing Service, 2006.
https://case.fiu.edu/writingcenter/online-resources/_assets/synthesis-matrix-2.pdf
- Judith Walkowitz, “On Taking Notes,” *Perspectives On History*, Jan 1, 2009.
<https://www.historians.org/publications-and-directories/perspectives-on-history/january-2009/on-taking-notes>

Tuesday October 11 – **Research Consultations**

Thursday October 13 – In-class group work.

Exercise 2 Due— Book analysis (book for this assignment must be published prior to 1960)

WEEK 9 – On Writing

- Excerpts from Anne Lamott, *Bird by Bird*.
- Graff, excerpts from *They Say, I say*.

Tuesday October 18 – What kind of writer are you?

Thursday October 20 – group work on primary source presentations.

WEEK 10 – Public History

Tuesday October 25 – Watch: PBS – Black in Latin America – select episode/s

Thursday October 27 – group work on primary source presentations.

Exercise 3 due: create a synthesis matrix (see week 8) for your topic, using at least 5 sources.

WEEK 11 – Power in History

- Trouillot, CH1-2

Tuesday November 1 -- Watch: PBS – Black in Latin America – select episode/s

Thursday November 3 – Discussion of PBS – Black in Latin America.

WEEK 12 – Group Presentations

- Trouillot, *Silencing the Past*, CH3.

Tuesday November 8 *no meeting – mid-term elections.*

Thursday November 10 – **Group 1 primary sources presentation.**

WEEK 13 – Group Presentations

- Trouillot, CH4.

Tuesday November 15 – **Group 2 primary sources presentations**

Thursday November 17 – **Group 3 primary sources presentations**

WEEK 14

No class, Thanksgiving holiday

WEEK 15 – Oral History

- Alessandro Portelli, “What Makes Oral History Different?” *The Oral History Reader*.

Tuesday November 29

Thursday December 1

WEEK 16 – Final week / Concluding discussion

- Trouillot CH 5 + Epilogue

Tuesday December 6

Thursday December 8

***Reminder- Final paper due Dec. 10.**

Classes begin: Monday, August 22

Midterm grades due and viewable: Saturday, October 8

Last day of classes: Thursday, December 8

Final exams: Saturday, December 10 - Friday, December 16

Final grades must be received by Monday, December 19. Viewable Tuesday, December 20.

University Closings Labor Day Monday, September 5 Thanksgiving
holidays Thursday, Nov. 24 – Sunday, Nov. 27 Winter break Monday, Dec 26 –
Monday, Jan 2 No Classes: Fall break Monday, Nov. 21 – Wednesday, Nov. 23