

HSTR 437.01 (AW)
Research Seminar in U.S.-Latin American Relations

The University of Montana, Spring 2019
W, 1 - 3:50 pm; LA 202

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image: “Cuba’s Freedom Is Not Far Off”
Thomas May, *Detroit Journal*, 1907

COURSE DESCRIPTION

This is a History Department capstone research and writing seminar, which counts as an Advanced Writing course (AW) for the University of Montana General Education requirements. Focused on U.S.-Latin American relations in the nineteenth and twentieth centuries, this course invites History majors and minors to put into practice the skills and understandings of history acquired in their course of study. As a class, we will read a short textbook on the history of US-Latin American relations as well as a research and writing guide. Individually, each student will develop a specific historical question to research in depth. While mastering the secondary literature on your topic, you will also work at finding and evaluating diverse primary sources. These will serve as the basis for writing a clear and persuasive thesis-driven essay of historical interpretation, using all the stylistic and content conventions of the discipline of History.

LEARNING OBJECTIVES & ASSESSMENT

Prior knowledge of Latin American history is not required for this course, but students without sufficient background may need to do supplementary preparation. In addition to offering content about the history of U.S.-Latin American relations, this course will enhance student skills in discipline-specific information literacy—that is, research, reading, critical thinking, and oral and written expression, according to the conventions of the historical profession.

Students who successfully complete this course should gain: (a) knowledge about select people, places, events, and dynamics in the history of U.S.-Latin American relations (b) information literacy and research skills particular to the historical profession, and (c) experience in critical reading, thinking, writing, and oral expression. Required original writing is 25-35 pages (not counting repeated revisions); required reading averages 100 pages per week.

HSTR 437 is a capstone course for History majors and minors. It fulfills the GenEd Advanced Writing course requirement and also counts toward the Latin American Studies minor. Enrollment is limited and History students needing this course to graduate will be given priority.

REQUIREMENTS & GRADING

Attendance and Participation (14 class periods after the first, each worth up to 25 points)	350 pts	35 %
Research and Writing Assignments (14 assignments, each worth up to 20 points)	280 pts	28 %
Final Paper	300 pts	30 %
Oral Paper Presentation	70 pts	7 %
TOTAL	1000 pts	100 %

GRADING SCALE: (converted from 1000 points possible)

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

ATTENDANCE & PARTICIPATION

This is an advanced undergraduate seminar, which requires regular attendance and active, constructive engagement. I keep track of both. Foremost, I encourage you to keep a positive, adventurous, committed attitude as you and your classmates undertake the challenge of historical research and writing. Be respectful to yourself, your peers, and your professor at all times, both in and out of the classroom.

Please come to each class meeting having read and thought about all of the reading assigned for that day. This does not mean passively or quickly perusing it, but rather, dedicating sufficient time to try to make sense of it and to think critically about it. This may involve taking notes and/or consulting additional resources. **For each assigned reading, please bring to class a minimum of two or three written comments or questions** that address key points in the reading and how they relate to the rest of our work this semester. I may collect these reading observations and/or ask you to present them orally.

Each week you should also be fully prepared to discuss your research experiences and findings. I may ask you to complete written exercises about your research process to bring to class, and/or to give mini- oral presentations about your sources or other aspects of your work.

At the end of the semester, we will spend two days, including the final exam slot, doing formal oral presentations. It is important that you attend both of these days, listen carefully to your peers, ask them relevant questions, and complete a brief assessment of each presentation.

Altogether, there are fourteen class meetings after the first. Your participation in each of these meetings is worth up to 25 points, so the total possible for attendance and participation is 350 points. **More than one unexcused absence will result in a 0 for participation and therefore, automatic failure in the course.** Contact me as early as possible if you have any reason you must miss a class.

WRITTEN ASSIGNMENTS

- **Failure to submit any one of these assignments on time will result in a one grade drop in your final grade. Failure to turn in two of these assignments on time will mean failure in the course.** Exceptions only with prior approval or legitimate, documented circumstances.
- To be graded, all writing assignments must follow all grammatical and stylistic guidelines and conventions detailed in *The Chicago Manual of Style*. **No exceptions.**
- All work submitted must be typed, in 12-pt font, with spacing appropriate to the assignment. **All assignments** must also have a working paper title related to the content of the project, not just the nature of the assignment. (eg. “Sloths and Moths: US Ecotourism in Costa Rica”--Abstract)
- I may ask you to upload your assignments onto Moodle, to send them by email, and/or to bring in hard copies for the professor and the members of your writing group. Be prepared to submit as many copies as requested.
- Your positive, active engagement in an assigned writing group is an essential component of this course. This will involve carefully reading, thinking about, and commenting on various assignments and paper drafts submitted by a number of your peers (est. 2-3).
- There are fourteen required written assignments, prior to submission of your final paper. Each is worth up to 20 points, so the total possible for written assignments is 280 points.

WRITTEN ASSIGNMENT (WA)	DUE DATE
WA 1: Description of Topic & Primary and Secondary Source Exploration	W, 1/23
WA 2: Preliminary Bibliography, Description of Exploration, & Research Questions	W, 1/30
WA 3: Paper Topic Description	W, 2/6
WA 4: Abstract and Annotated Bibliography	W, 2/13
WA 5: Secondary Literature Review	W, 2/20
WA 6: Primary Source Critique	W, 2/27
WA 7: Paper Prospectus	M , 3/4
WA 8: Paper Outline	W, 3/13
WA 9: Draft of First 5 Pages	M , 3/18
WA 10: Comments on Peers’ First 5 Pages	W, 3/20
WA 11: Draft of First 14 Pages	M , 4/1
WA 12: Comments on Peers’ First 14 Pages	W, 4/3
WA 13: Draft of Full Paper (apprx. 20 pages)	M , 4/8
WA 14: Comments on Peers’ Full Drafts	W, 4/10
Final Paper	F , 4/19

- **Final Paper:** The final paper should be approximately 20 double-spaced pages of prose content (17 is the minimum for credit; 25 is the maximum). It must include proper footnote or endnote citations (Chicago Style) to diverse primary sources that provide a sufficient evidentiary base for the argument put forward in the paper. It must also situate the paper's analytical, interpretive, and methodological contributions within a relevant historiographic field(s). The paper must be written in strong, grammatically correct English and be organized according to essay conventions in the historical profession. The final paper must include a complete bibliography, and may also include maps, illustrations, tables, or appendices that enhance the appeal and persuasiveness of the work. These do not count as part of the 17-25 page limits.

OTHER COURSE POLICIES:

- Thanks to librarian Julie Edwards, we have a research guide designed specifically for this course: [US-Latin American Relations Subject Guide, Mansfield Library](#). **Consult this early and often.**
- The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students \(DSS\)](#). If you think you may have a disability adversely affecting your academic performance, please contact DSS in Lommasson Center 154 or (406) 243-2243. I will work with you and DSS to provide appropriate accommodation.
- This course involves a lot of formal writing. I strongly encourage you to work with tutors at the Writing Center, early and often. [\[University of Montana Writing Center\]](#). They are in Lommasson 271, (406) 243-2266.
- I expect you to adhere to the Student Conduct Code [\[University of Montana Student Conduct Code\]](#). Any form of plagiarism will result in a failing grade and could prompt further disciplinary action from the university. Plagiarism: representing another person's words, ideas, data, or materials as one's own. If you have any questions or concerns about plagiarism, see me.
- **I will not accept any late assignments or make-up work** unless I have given you prior approval to submit the work late or you present official documentation of exceptional circumstances.
- Please keep all of your graded written work until the end of the semester.
- It is your responsibility to keep track of your own performance in the course. I am always willing to meet with you during the semester to suggest ways for you to get the most out of this course and to improve your participation in it. The end of the semester is not the appropriate time to meet with me about your work or grade.

REQUIRED READING (books at Bookstore; articles on Moodle)

Lurie, Shira. "How to Read a Book in Two Hours or Less," *GradHacker* Blog, January 14, 2014, on InsideHigherEd website: <https://www.insidehighered.com/blogs/gradhacker/how-read-book-two-hours-or-less?width=775&height=500&iframe=true> (accessed 7/17/17). [PDF on Moodle]

O'Brien, Thomas F. *Making the Americas: The United States and Latin America from the Age of Revolutions to the Era of Globalization*. U of New Mexico P, 2007.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 8th ed. Bedford/St. Martin's, 2015.

SELECT RECOMMENDED RESEARCH AND WRITING GUIDES

The Chicago Manual of Style, 16th ed. U of Chicago P, 2010.¹ (UMT, Level 3; Library Use Only)

The Chicago Manual of Style Online:

[Chicago Manual of Style homepage](#) (free 30 day trial or \$35 annual subscription)

[Chicago Manual of Style citation quick guide](#) (free citation quick guide)

Cronon, William & students. "Learning to Do Historical Research: A Primer for Environmental Historians and Others" <http://www.williamcronon.net/researching/> (accessed 7/17/17)

Strunk, Jr., William and E.B. White. *The Elements of Style*, 4th ed. Longman, 1999. [orig. 1918]

Trimble, John R. *Writing with Style: Conversations on the Art of Writing*. Prentice-Hall, 2000.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers*, 8th edition. U of Chicago P, 2013.

SELECT RECOMMENDED U.S. LATIN-AMERICAN RELATIONS READING

Brewer, Stewart. *Borders and Bridges: A History of U.S.-Latin American Relations*. Praeger Security International, 2006.

Grandin, Greg. *Empire's Workshop: Latin America, the United States, and the Rise of the New Imperialism*. Metropolitan Books, 2006.

Holden, Robert H. and Eric Zolov. eds.. *Latin America and the United States: A Documentary History*. New York: Oxford UP, 2000.

Johnson, John J. *Latin America in Caricature*. Austin: U of Texas P, 1993.

LaRosa, Michael and Frank O. Mora, eds. *Neighborly Adversaries: Readings in U.S.-Latin American Relations*, 2nd ed. Rowman & Littlefield, 2007.

Loveman, Brian. *No Higher Law: American Foreign Policy and the Western Hemisphere since 1776*. Chapel Hill: U of North Carolina P, 2010. + [Documentary Supplement to Loveman, No Higher Law](#)

Schoultz, Lars. *Beneath the United States: A History of U.S. Policy toward Latin America*. Cambridge: Harvard UP, 1998.

Smith, Peter H. *Talons of the Eagle: Latin America, the United States, and the World*, 3rd ed. Oxford UP, 2008.

Weeks, Gregory. *U.S. and Latin American Relations*. Pearson/Longman, 2008.

¹ *The Chicago Manual of Style* is considered the *de facto* guide for American English style, grammar, and punctuation, in many disciplines, including History. It has been published by the University of Chicago Press in at least sixteen editions since 1906.



image: U.S. Vice-President Henry A. Wallace in Latin America
March 1943 (here, at a picnic in Panama)

SCHEDULE

*Come to class prepared to discuss the readings listed for that day.
Writing assignments are due at the beginning of class.*

1) W, 1/16

2) W, 1/23

RDG: Rampolla, Ch. 1, Introduction: Why Study History?

Lurie, How to Read a Book [PDF on Moodle]

A minimum of 2 book reviews of O'Brien, *Making the Americas*

O'Brien, skim entire book ala Lurie; closely read Introduction

DUE: WA 1, Description of Topic & Primary and Secondary Source Exploration

3) W, 1/30

RDG: Rampolla, Ch. 5, Writing a Research Paper

Ch. 7, Quoting & Documenting Sources

O'Brien, Ch. 1, From Encounters to Expansion, 1776-1861

DUE: WA 2, Preliminary Bibliography, Description of Exploration, & Research Questions

4) W, 2/6

RDG: Rampolla, Ch. 3, Approaching Typical Assignments in History

O'Brien, Ch. 2, The Road to Empire, 1861-1899

DUE: WA 3, Paper Topic Description

5) W, 2/13

RDG: Rampolla, Ch. 2, Working with Sources

review 3b-2, Annotated Bibliographies

O'Brien, Ch. 3, The Civilizing Empire, 1899-1917

DUE: WA 4, Abstract and Annotated Bibliography (secondary & primary sources)

6) W, 2/20

RDG: Rampolla, Ch. 4, Following Conventions of Writing in History

review 2b-2, Evaluating secondary sources

review 3d-2, Historiographic essays

O'Brien, Ch. 4, Defending the Empire, 1917-1929

DUE: WA 5, Secondary Literature Review (aka Historiographic Essay)

7) **W, 2/27**
RDG: Rampolla, review 3c, Using primary sources, and 2b-1, Tips for evaluating
O'Brien, Ch. 5, From Depression to War, 1929-1945
DUE: WA 6, Primary Source Critique

* **DUE M, 3/4, 5 pm:** WA 7, Paper Prospectus

8) **W, 3/6**
RDG: Rampolla, review Ch. 5, Writing a research paper
O'Brien, Ch. 6, Nationalism, Communism, and Modernization, 1946-1958

9) **W, 3/13**
RDG: Rampolla, review 5e, Developing a working thesis
review 5f, Making an outline
review 4e, Organizing your paper
O'Brien, Ch. 7, Defending the Mission of Modernization, 1959-1969
DUE: WA 8, Paper Outline

* **DUE M, 3/18, 5 pm:** WA 9, Draft of first 5 pages

10) **W, 3/20**
RDG: Rampolla, Ch. 6, Plagiarism
O'Brien, Ch. 8, Dictatorship and Revolution, 1970-1979
DUE: WA 10, Comments on peers' first 5 pages

**** W, 3/27: Spring Break—no class**

* **DUE M, 4/1, 5 pm:** WA 11, Draft of first 14 pages

11) **W, 4/3**
RDG: O'Brien, Ch. 9, Insurgency and Insolvency, 1980-1992
DUE: WA 12, Comments on peers' first 14 pages

* **DUE M, 4/8, 5 pm:** WA 13, Draft of full paper (apprx. 20 pages)

12) **W, 4/10**
RDG: O'Brien, Ch. 10, Globalization and Its Discontents, 1993-2006 & Conclusion
DUE: WA 14, Comments on peers' full paper drafts

13) **W, 4/17: Continue polishing your paper—no class**

* **DUE F, 4/19, 5 pm: Final Paper (apprx. 20 pages)**

14) **W, 4/24: Student Presentations**

15) **TU, 4/30, 3:20-5:20 [exam slot]: Student Presentations**