

HIST 361 MODERN LATIN AMERICA ANALYTIC ESSAY SIGNATURE ASSIGNMENT GUIDELINES

Students will write essays 7-8 pages in length that provide a critical analysis (not a summary) of a group of primary documents chosen from the *Keen's* and Murray document readers.

The thesis of the essay will be derived from a careful analysis of primary sources documents and will be developed using secondary materials and lecture material as context. Students must meet with the professor to discuss their chosen topics and theses well before the essays are due. Students will analyze themes brought out in the primary sources and will place the documents in their historical context by drawing on secondary sources and lecture material. Secondary sources include the Chasteen, Caplan, and Chazkel texts, as well as the articles listed in the syllabus (required or for presentations/reviews). You may but are not required to use additional secondary sources with permission of the professor.

Essays will be at least 2000 words, typed, double-spaced, 1 inch margins, 12 point fonts. Essays should go through at least two drafts (turn them all in), will contain properly formatted footnotes or endnotes, and must be proofread for correct spelling and grammar. The papers will be graded based on the degree of critical analysis shown, as well as the quality of the writing (including argument, grammar and organization) using the attached rubric. Students can turn in the paper any time after the midterm up to the date noted on the syllabus.

Follow these guidelines (reflected in the grading rubric) for your analysis:

- 1) Choose three to five primary sources that will allow you to *develop an analytic argument (also known as a thesis)* about related themes dealt with or reflected in the documents as outlined below. Assume that your audience is made up of novice historians (i.e you will need to define key terms and identify key players/events).
- 2) Identify and summarize the *main themes and/or arguments* of the documents by focusing on substantive issues addressed in them. Answer questions such as: what kinds of documents are these (i.e. poems, newspaper editorials, speeches, constitutions)? Who wrote them? When and where? Who is the audience? How do the documents relate to one another? What are the major themes and issues that concern the authors? What arguments are put forth in the documents? Is the rhetorical style or tone of a document important to its message or argument?
- 3) Develop the *historical situation or context* in which these documents were written. For example, answer questions such as: why did the authors of these documents write them? What were the historical circumstances? How do these documents relate to broader political, cultural, social or economic phenomena, structures and processes discussed in secondary sources? Contextual and comparative information from the documents, lectures and secondary readings will be needed to write a well-conceived and integrated document analysis.
- 4) Your analysis should include a discussion of *the significance* of these primary sources. Why are the documents important? What do they reveal about a particular historical phenomenon, problem, or process of change? What do they reveal about the interactions of political, cultural, social and economic structures and processes and their implications and effects on individuals and groups? Evaluate their contribution to our understanding of issues discussed in class or in the secondary readings, in specific cases and in comparative perspective.
- 5) Finally, give your paper an appropriate analytic title. If you cannot come up with a title, you may not have a clear argument/thesis. If your paper was a newspaper article, what would the headline be?
- 6) Citation: Provide a bibliography page listing primary and secondary sources consulted to write your analysis. You may want to *briefly* quote from the documents or even from a secondary source to support your own argument; if you do so, you *must* provide a citation identifying the author and page number where you found the quotation. Historians use Chicago Style (for more information http://www.chicagomanualofstyle.org/tools_citationguide.html). Citation examples for footnotes and bibliography are below. 1 is for the first mention of a primary source in an edited volume.¹ 2 is for a subsequent mention of the same source.² 3 is first mention of a secondary source (in

¹ Joaquim Nabuco, "Dom Pedro II: A Political Portrait," in *Keen's Latin American Civilization, Volume 2: The Modern Era*, ed. Robert M. Buffington and Lila Caimari, (Boulder: Westview Press, 2016), 72.

² Nabuco, "Dom Pedro," 73.

this case, monograph).³ 4 subsequent mention of same source.⁴ 5 is first mention of a secondary source (journal article).⁵

Bibliography entries for the same sources:

Caplan, Karen D. *Indigenous Citizens: Local Liberalism in Early National Oaxaca and Yucatán*. Stanford: Stanford University Press, 2010.

Gobat, Michael. "The Invention of Latin America." *American Historical Review* 118/5 (2013): 1345-1375.

Nabuco, Joaquim. "Dom Pedro II: A Political Portrait." In *Keen's Latin American Civilization, Volume 2: The Modern Era*, Tenth Edition, edited by Robert M. Buffington and Lila Caimari, 71–77. Boulder: Westview Press, 2016. Originally published in Joaquim Nabuco, *Um estadista do imperio: Nabuco de Araujo, sua vida, suas opiniões, sua epoca*, 2 vols. (São Paulo, 1936), 2:374-385. Excerpt translated by Benjamin Keen.

³ Karen D. Caplan, *Indigenous Citizens: Local Liberalism in Early National Oaxaca and Yucatán* (Stanford: Stanford University Press, 2010), 99–100.

⁴ Caplan, *Indigenous Citizens*, 200.

⁵ Michael Gobat, "The Invention of Latin America," *American Historical Review* 118/5 (2013): 1350.

**HIST 361 MODERN LATIN AMERICA
ANALYTIC ESSAY EVALUATION**

Student _____

Date _____

	CRITERIA	POINTS POSSIBLE	SCORE
1	Overall development of argument through critical analysis GE SLO 4.2 Purpose, Audience and Content	10	
2	Identification of themes in documents: type, authorship, when written, subject/argument GE SLO 4.2 Content GE SLO 7.1 Knowledge of issues	15	
3	Development of historical context for documents GE SLO 4.2 Content GE SLO 7.1 Institutional contexts & Analysis of interactions	15	
4	Discussion of significance of primary sources GE SLO 4.2 Content GE SLO 7.1 Analysis of interactions & Knowledge of issues	10	
5	Appropriate Title	10	
6	Citation	10	
7	Organization of Paper: Introduction, Body, Conclusion GE SLO 4.2 Purpose, Audience and Content	10	
7	Clear writing, proper grammar GE SLO 4.2 Clarity	10	
8	Meets minimum requirements of 3-5 primary sources, and 7-7 double-spaced pages, at least 2000 words; evidence of substantive revision	10	
	TOTAL	100	

GE Goal 7. Understand social, cultural, political, and economic institutions and their historical backgrounds, as well as human behavior and the principles of social interaction. They are able to:

Outcome 7.1 Convey how issues relevant to social, cultural, political, contemporary /historical, economic, educational, or psychological realities interact with each other.

	Initial 1	Emerging 2	Developing 3	Highly Developed 4
Institutional contexts	Identifies social, cultural, political, contemporary/ historical, economic, educational, and/or psychological aspects of issues of human concern	Describes basic institutional structures and processes in relationship to issues of human concern.	Examines structures and processes of the social sciences; applies knowledge to understanding and explaining the effects of structures and processes on human behavior.	Accurately explains in depth structures and processes and can uses several as frameworks for analysis of issues.
Analysis of interactions	Recognizes that social, cultural, political, contemporary/ historical, economic, educational, and/or psychological phenomena affect the behaviors of groups and individuals, but does not analyze them.	Employs basic disciplinary terminology to use structures and processes as analytic framework to some extent and understands that they interact in contemporary/ historical issues; illustrates some effects of structures and processes on individuals and/or groups.	Applies appropriate concepts and terminology to analyze phenomena and their interactions in relation to specific social problems and their effects on individuals and groups.	Applies integrated conceptual knowledge and sophisticated terminology to understand and explain the interactions of structures, processes, and issues and their implications and effects on individuals and groups.
Knowledge of issues	Identifies aspects of human issues and concerns, including social, cultural, political, contemporary/historical, economic, educational, psychological, and/or moral aspects.	Begins to analyze social, cultural, political, contemporary/ historical, economic, educational, psychological, and/or moral aspects of an issue, but overlooks important aspects or makes questionable judgments.	Contextualizes social, cultural, political, contemporary/ historical, economic, educational, psychological, and/or moral aspects of at least one issue.	Evaluates social, cultural, political, contemporary/ historical, economic, educational, psychological, and/or moral aspects of multiple issues in comparative perspective.

GE Goal 4. Communicate effectively using a variety of formats. Student will be able to:

Outcome 4.2 Write effectively in various forms.

[] English writing [] writing in languages other than English [] specific genres (essay, research paper, technical report, lab report, scientific poster, interdisciplinary writing, etc.) _____(specify)

	Initial 1	Emerging 2	Developing 3	Highly Developed 4
Purpose	Displays some focus but occasionally wavers in its sense of purpose; inappropriate or simplistic support of ideas.	Displays an identifiable purpose , and some support of ideas beyond generalizations.	Displays a clearly identifiable purpose . Takes responsibility for own ideas and distinguishes from those of others.	Displays sophisticated sense of own purpose throughout.
Audience	Language demonstrates little awareness of appropriate style/tone and varied word choice . Intended audience is unclear	Language demonstrates general awareness of appropriate style/tone and varied word choice – avoiding vague, empty, and condescending expression. Intended audience is apparent.	Language demonstrates consistent awareness of appropriate style/tone and varied word choice. Intended audience is obvious.	Language demonstrates a refined awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest. Intended audience might represent more than one academic discipline.
Content	No apparent controlling idea , limited or irrelevant detail. Uses appropriate content to develop simple ideas in some parts of the work. Shows problems in organization.	Controlling idea is apparent and supported with some relevant detail ; demonstrates appropriate application of designated or selected ideas. Uses outside sources to develop and explore ideas through most of the work. Provides transitions to clarify relationships between most points of development.	Controlling idea developed with consistently pertinent detail ; identifies key elements indicate understanding of frameworks/ theories. Relevant outside sources are integrated appropriately and add to effectiveness of paper. Consistently articulates relationships between points of development.	Important and controlling idea fully developed with concrete and vivid detail . Extensively uses relevant outside sources which are integrated seamlessly where appropriate and strengthen entire paper. Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of his/her own thinking.
Clarity	Comprehension is difficult (for example, problems with logic, grammar, punctuation, sentence structure, paragraph formation, etc.). There is little sense of an academic genre being used.	Lapses in convention interfere with comprehension . An academic genre is discernible but multiple violations of the genre (e.g. organization, tone, referencing, vocabulary) limit clarity.	Generally free from lapses in convention , no interference in comprehension. An academic genre is clear and generally adhered to.	Mastery of writing conventions , effortless to read. Clear academic genre is consistently adhered to.