

Colonial Latin American History: Research Methods and Practices (HIGR 247A)  
T 9:30–12:20 Fall 2014/Winter 2015  
HSS 5086

Instructor: Dr. Dana Velasco Murillo  
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Course Overview:

The overall objective of this two-quarter course is to acquaint students with important research methods and practices in historical scholarship. Students will produce a journal-length research paper (about 7000 to 8000 words) based on primary sources on some aspect of colonial Latin American history. This quarter we focus on the skills, literature, and materials necessary towards the development of the project. We will read, write, and talk about: forming topics, locating and analyzing secondary literature, searching, collecting and organizing archival sources, transcribing, translating, and interpreting primary sources, and determining the appropriate balance between analytical and descriptive writing. The second quarter will be dedicated to the production of the research paper. Weekly attendance and participation are critical. You will receive an “IP”—In Progress—grade for the first quarter. I will base your final letter grade on shorter activities assigned throughout the two quarters and your research paper (around 30/70 percent respectively).

Required Texts and Readings:

1. David Brading, *The First America* (Cambridge, 1993)
2. Kathryn Burns, *Into the Archive: Writing and Power in Colonial Peru* (Duke, 2010)
3. James Lockhart and Stuart Schwartz, *Early Latin America* (Cambridge, 1983)
4. Henry James, *The Aspern Papers* (Dover, 2001)
5. James Lockhart and Eric Otte, *Letters and Peoples of the Spanish Indies* (Cambridge, 1976)
6. Journal articles listed on course overview posted on TED

Class Schedule and Reading Assignments: (Readings should be completed by the indicated date)

Week	Date	Topic and Readings
1	(10/7)	Introductions Library In-service
2	(10/14)	<b>Topic (Part 1)</b> Special Collections Visit <b>Readings:</b> <i>Early Latin America</i> Individual Readings
3	(10/21)	<b>Topic (Part 2) and Paleography</b> <b>Readings:</b> <i>Letters and Peoples</i> , 131-62 Individual Readings <b>Due:</b> <b>Paleography Selection from SC (send brief email)</b>

4	(10/28)	<b>Historiography</b> <b>Readings:</b> Kizca, “The Last Twenty Years” Sousa and Terraciano, “Historiography of New Spain” <i>Letters and Peoples</i> , 83-131 Individual Readings
5	(11/4)	<b>The Approach</b> <b>Readings:</b> Lockhart, “The Social History of Early Latin America” (TED) Van Young, “The New Cultural History” (TED) Wunder, “Ethnohistory” (TED) Individual Readings
6	(11/11)	University Holiday (work on individual projects)
7	(11/18)	<b>The Archive:</b> <b>Readings:</b> Burns, <i>Into the Archive</i> James, <i>The Aspern Papers</i>
8	(11/25)	<b>Sources and Documentation</b> <b>Readings:</b> Lockhart, “Between the Lines” (TED) Sousa, “Weaving” (TED) Hawthorn, “Orphan’s Tale” Brading, <i>The First America</i> , chs. 1-10 <b>Due: Two-page research proposal</b>
9	(12/2)	Historical Writing: Analytical vs. Descriptive <b>Readings:</b> Brading, <i>The First America</i> , chs. 11-20 <b>Please bring a five-page writing sample to class</b> <b>Due: Manuscript Transcription</b>
10	(12/9)	The Archive: Field Work (TBA) <b>Readings:</b> Brading, <i>The First America</i> , chs. 12-29 <b>Due: Annotated Bibliography (9 entries)</b>
Finals Week		Individual meetings with instructor

Format and Submission for Written Assignments:

Papers must be typed and double-spaced. Use standard margins and font 12, Times New Roman. Only hard copies of papers will be accepted. Papers must be submitted by the due date.

Style and Mechanics:

Proper spelling, punctuation, and grammatical correctness are expected and count towards your grade. Please follow the guidelines of the *Chicago Manual of Style* in regards to issues such as citations and style. Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*, and William Jr. Stunk’s *The Elements of Style* (New York, 1999) are also useful references for this course and others.

Citations:

References must be cited in footnote form according to the *Chicago Manual of Style*. You can find this book in the library and an abridged version is available at <http://www.chicagomanualofstyle.org/home.html>. Footnotes should be double-spaced.

Instructor's Policies:

Plagiarism and academic honesty:

Please review university policy on plagiarism and academic honesty. You will receive a zero for any plagiarized assignment. Academic writing can be overwhelming. I am here to assist you. Please speak with me or another university representative about your options.

Incompletes and Extensions:

Incompletes will be given only for compelling personal/medical reasons. Points will be deducted from late papers.

Disability Statement:

Any student with a disability that requires accommodation in the classroom or for any aspect of this class (examinations, etc.) should notify the instructor immediately or contact the staff of the Office for Student with Disabilities (OSD), University Center, Room 202, (858) 534-4382. All information and documentation of disability is confidential.

Class Etiquette:

Conducive learning environments are free of distractions. Eating, personal communication, tardiness, and frequent entering and exiting of the room are not allowed. Please turn off cell phones before class. Use of laptops during lecture is not permitted. Students who ignore these policies will be asked to leave class.

The instructor reserves the right to make modifications to this course outline.

**Archival Manuscripts for Paleography Assignment:**

Please choose one of the following documents from Special Collections and email the class your selection. You each must work on a separate document.

1. Bucareli y Ursua Antonia Maria [Manuscript letter, signed from the Viceroy of New Spain] (1776)
2. Letters relating to Father Pedro Benito Cambón, the San Diego Mission, and the importation of church. (1781-82). **Choose one only.**
3. Juan Maria de Salvatierra, *Autograph letter signed Loreto Mission, California, 17 April 1698*

**Annotated Entries.**

Annotated bibliographies highlight the key points of a book and should include a complete citation of the work, the author's main argument, the sources used in the work, and (when possible) a sentence or two on how the main findings contribute to your project. Entries should not exceed 150 words (please include word count).

Sample Entry:

Deeds, Susan. *Defiance and Deference in Mexico's Colonial North: Indians Under Spanish Rule in Nueva Vizcaya* (Austin: University of Texas Press, 2003). (word count 144)

Deeds utilizes a wide range of archival sources, including criminal and viceregal records, to explain how five indigenous groups in northern Mexico responded to colonial rule. Deeds argues that the indigenous peoples of the north faced many of the same pressures as those in the center and in the south—diseases, imposition of Spanish practices, destruction of native land

by Spanish agricultural practices, forced labor drafts, and interactions with different ethnic groups— along with the additional burden of fending off Spanish efforts to enslave them or resettle them in missions. Ethnic groups that survived the colonial period, Deeds argues, were those that withdrew from Spanish influence and adapted to certain elements of colonial rule. Along with offering insight into the impact of colonial rule on northern indigenous groups, this work illustrates how to create a social history for groups that left few written records.