TITLE  LATIN AMERICAN COLONIAL HISTORY

THE GOAL OF THIS COURSE IS FOR STUDENTS TO WRITE A PUBLISHABLE RESEARCH PAPER. WHILE THE SEMINAR WILL FOCUS ON THE COLONIAL ERA, STUDENTS MAY WRITE ESSAYS ON ANY PERIOD. DURING THE FIRST WEEKS, THE SEMINAR WILL DISCUSS HISTORIOGRAPHY, METHODOLOGY, STRATEGIES TO ANALYZE ARCHIVAL INDICES AND EXPLORE ARCHIVES, THE ORGANIZATION OF RESEARCH MATERIALS AND THE ANALYSIS OF COLONIAL DOCUMENTS. THE SEMINAR WILL READ ARCHIVAL DOCUMENTS, AND PRACTICE FUNDAMENTALS OF PALEOGRAPHY. EACH STUDENT WILL WRITE A COMPETITIVE RESEARCH PROPOSAL ON THEIR CHOSEN PAPER TOPIC, WHICH THE SEMINAR WILL EVALUATE. DURING THE MIDDLE WEEKS OF THE SEMINAR. STUDENTS WILL MEET ONE-ON-ONE WITH THE PROFESSOR TO DISCUSS PROGRESS IN RESEARCH AND WRITING. FOR THE FINAL SESSION STUDENTS WILL COMMENT ON THEIR RESEARCH PAPERS.

STUDENTS SHOULD ATTEND EVERY CLASS, PARTICIPATE IN ASSIGNMENTS AND DISCUSSION, AND KEEP ASSIGNED MEETINGS WITH THE PROFESSOR. THE PROFESSOR MAY LESSEN THE FINAL COURSE GRADE IF SUCH REQUIREMENTS ARE NOT MET. NORMALLY, THE GRADE ASSIGNED THE RESEARCH PAPER WILL BE THE FINAL GRADE.

READINGS: AS POSTED ON CANVAS OR XEROX HANDOUTS. I AM KEEPING THE CLASS READINGS TO A MINIMUM AS I WANT YOU TO HAVE THE MOST TIME POSSIBLE TO WORK ON YOUR RESEARCH PROJECT.

THIS SEMESTER THE CLASS WILL READ CHAPTERS OF PURCHASING WHITENESS: PARDOS, MULATTOES AND THE QUEST FOR SOCIAL MOBILITY IN THE SPANISH INDIES  (STANFORD UNIVERSITY PRESS, 2015) TO DISCUSS HISTORIOGRAPHY, METHODOLOGY AND DOCUMENT USE.
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<th>WEEK</th>
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<tr>
<td>WEEK 1</td>
<td>1/16</td>
<td><strong>INTRODUCTION TO CLASS</strong>&lt;br&gt;GET THEE TO THE BENSON AND FIND SOURCES FOR A RESEARCH PAPER&lt;br&gt;READ PREFACE AND CHAPTER 1 OF <em>PURCHASING WHITENESS</em> FOR DISCUSSION ON HISTORIOGRAPHY</td>
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<td>WEEK 2</td>
<td>1/23</td>
<td><strong>READ CHAPTER 2 <em>PURCHASING WHITENESS</em> FOR DISCUSSION ON METHODOLOGY</strong>&lt;br&gt;REPORT ON READING EMIC/ETIC DISTINCTIONS ON CANVAS&lt;br&gt;READ PETTIGREW PROCESSUAL ARTICLE FOR DISCUSSION&lt;br&gt;DISCUSS GRANT PROPOSAL GUIDELINES INCLUDED ON THE SYLLABUS</td>
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<td>WEEK 3</td>
<td>1/30</td>
<td><strong>READ GRANT PROPOSALS POSTED ON CANVAS</strong>&lt;br&gt;BRING A LIST OF AT LEAST TEN VARIABLES NECESSARY FOR A SUCCESSFUL RESEARCH PROPOSAL WITH EXAMPLES FROM THESE PROPOSALS&lt;br&gt;DISCUSS RESEARCH PROPOSALS</td>
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<td>WEEK 4</td>
<td>2/6</td>
<td><strong>READ CHAPTER 3 <em>PURCHASING WHITENESS</em> FOR USE OF KONETZKE.</strong>&lt;br&gt;START TO READ KONETZKE INDEXES IN AN EMIC WAY&lt;br&gt;AS YOU READ THESE INDEXES, MAKE A LIST OF POSSIBLE TOPICS THAT MIGHT MAKE THE CORE OF A RESEARCH PAPER ON COLONIAL SPANISH AMERICA THINK HOW THESE DOCUMENTS WOULD PROVIDE</td>
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| WEEK 5  | 2/13  | ORIENTATION FOR ARCHIVAL RESEARCH. 
|        |       | DISCUSS GOOGLE AND RESEARCH 
|        |       | PALEOGRAPHY/DOCUMENT READING (AYARZA) PAGES TBA 
|        |       | CONTINUE READING KONTEZKE 
|        |       | CONTINUE READING AYARZA 
|        |       | DISCUSSION CHAIN OF COMMAND 
|        |       | INTERNAL GUIDES ARCHIVAL RESEARCH 
|        |       | PRESENTATION ALBERT PALACIOS (BENSON) 
| WEEK 5  | 2/17  | EMAIL DRAFT OF PROPOSAL TO PROFESSOR 
| WEEK 6  | 2/20  | INDIVIDUAL MEETINGS RE DRAFT PROPOSAL AND RESEARCH PAPER 
| WEEK 6  | 2/24  | POST YOUR GRANT PROPOSAL ON CANVAS BY MIDNIGHT FEB 24 
| WEEK 7  | 2/27  | GRANT PROPOSAL WORKSHOP READ GRANT PROPOSALS AND COME PREPARED TO DISCUSS THEM ACCORDING TO SCHOLARLY CRITERIA 
|        |       | HAND IN EVALUATIONS OF RESEARCH PROPOSALS 
|        |       | REPORT PROGRESS RESEARCH PAPER 
| WEEK 8  | 3/6   | INDIVIDUAL MEETING 
| WEEK 9  | 3/13  | SPRING BREAK NO CLASS 
| WEEK 10 | 3/20  | INDIVIDUAL MEETING 
| WEEK 11 | 3/27  | INDIVIDUAL MEETING 
| WEEK 12 | 4/3   | INDIVIDUAL MEETING 
| WEEK 13 | 4/10  | INDIVIDUAL MEETING 
| WEEK 14 | 4/17  | INDIVIDUAL MEETING 
| WEEK 15 | 4/24  | INDIVIDUAL MEETING 
| WEEK 16 | 5/1   | DISCUSS SCHOLARLY PAPER 
|        |       | HAND IN FINAL PAPER ON DATE TBA 
|        |       | INDIVIDUAL MEETING |
OTHER ASSIGNMENT.

STUDENTS ARE ENCOURAGED TO ATTEND JOB TALKS IF ANY OCCUR THIS FALL SO THE CLASS CAN DISCUSS THE ART OF SUCH PRESENTATIONS.
Descriptive title of project. Provide a straightforward title that clearly identifies the project and its humanities content. This title should be informative to a nonspecialist and should not exceed 120 characters in length, including punctuation and spaces. The Endowment is obliged to be as clear as possible to the public about awards it makes. The descriptive title will be used for this purpose.

Description of Proposed Study

The proposal is the only demonstration that evaluators will have of the substance of the project, the contribution it can make to humanities scholarship or teaching, and its general quality. The text must include details about the ideas, objectives, and methods of the project. A simple statement of need or intent is insufficient evidence that a project merits support. Some evaluators will not possess specialized knowledge of the proposed field of study; therefore, the description should be free of jargon and, as much as possible, technical terms.

The narrative description of the proposed study should not exceed three single-spaced or six double-spaced typed pages. The proposal should be easily readable, and pages should have margins of at least one inch. Type should be dark and not smaller than twelve characters per inch. Although no particular form is prescribed, the description of the project should address the questions listed here.

a. What are the basic ideas, problems, works, or questions the study will examine? What is the planned approach or line of thought? If the area is new to the applicant, what are the reasons for working in it, or what interests have led to the new area?

b. What is the current state of the proposed study? Is it in the beginning stages or well under way? What are the plans for each stage, and how does the part of the study to be done during the tenure of the award fit into the whole? There should be a proposed schedule or plan of work that the applicant would follow during the tenure of the award. When applicants propose projects for books, panelists generally find it helpful to review a tentative chapter outline that suggests the direction the work will take.

c. What contribution is the proposed project likely to make, and what is its significance for the humanities? In cases where the subject of the
proposed study might seem narrow or obscure, the proposal should show the project’s larger significance.

d. What is the relationship between the proposed work and the work of others in the same general subject area? What is distinctive about the proposed study? e. For what audience are the results of the study intended? What format is the proposed study likely to assume?

f. What is the relationship of the proposed study to the applicant’s long-range development as an interpreter of the humanities?

g. What is the applicant’s competence in the languages needed for the study?

h. At what location(s) will the applicant conduct the study and what materials will be used? What is the likelihood of access to archives, collections, or institutions with resources necessary for the work?
ANOTHER GRANT APPLICATION--CRITERIA

CRITERIA FOR EVALUATION OF GRANT PROPOSAL

PROJECT PROPOSAL/GRANT PURPOSE
PLAN, TIMELINE
METHODOLOGY
AFFILIATION
FEASIBILITY

APPLICANT'S QUALIFICATIONS AND BACKGROUND/EXPERIENCE
ACADEMIC BACKGROUND/TRAINING/EXPERIENCE
ACCOMPLISHMENTS

APPLICANT'S PERSONAL ATTRIBUTES
ADAPTABILITY/FLEXIBILITY
MOTIVATION
COMMUNITY ENGAGEMENT

PROJECT PROPOSAL
PRESENTS COMPELLING PROJECT WHICH CAN BEST BE
ACCOMPLISHED BY USING RESOURCES AVAILABLE IN THE HOST
COUNTRY

CLEARLY ARTICULATES PLAN, TIMELINE, METHODOLOGY

ESTABLISHES FEASIBILITY OF PROPOSED PROJECT

DEMONSTRATES UNDERSTANDING OF CONSTRAINTS AND
CHALLENGES AS WELL AS BENEFITS OF STUDY HOST COUNTRY

IDENTIFIES APPROPRIATE IN-COUNTRY SUPPORT TO CARRY OUT
THE PROJECT

APPLICANT'S QUALIFICATIONS AND BACKGROUND/EXPERTISE
POSSESSES ACADEMIC BACKGROUND/TRAINING/EXPERIENCE
SPECIFIC TO PROPOSED PROJECT OR STUDY PLAN

ACQUIRED LANGUAGE PROFICIENCY REQUIRED BY PROJECT
ACHIEVEMENTS

PERSONAL ATTRIBUTES
RATING SCALE

5 EXCEPTIONAL, SIGNIFICANTLY EXCEEDS EXPECTATIONS
4 VERY GOOD, EXCEEDS EXPECTATIONS
3 GOOD, MEETS EXPECTATIONS
2 MARGINAL
1 POOR

EXCEPTIONAL
SHOULD ONLY BE ASSIGNED WHEN THE CANDIDATE PRESENTS EXCEPTIONAL QUALITIES OR CHARACTERISTICS IN ALL STATED CRITERIA OR PRINCIPLES IN A CATEGORY. USUALLY LESS THAN 5-10 PERCENT OF CANDIDATES

VERY GOOD
VERY STRONG RECORD IN THE CATEGORY—MAY HAVE SOME EXCEPTIONAL QUALITIES IN THE CATEGORY BUT OVERALL IS NOT AT THE SAME LEVEL AS THOSE RATED EXCEPTIONAL

GOOD
MEETS EXPECTATIONS

MARGINAL
FALLS SORT OF ATTAINING THE ESSENTIAL CHARACTERISTICS, QUALIFICATIONS OR QUALITIES IN THE CANDIDATE

POOR—DOES NOT MEET EXPECTATIONS
TWINAM ENDOWMENT FOR THE HUMANITIES

FINAL POINTS

(FILL OUT THIS PAGE FOR EACH APPLICATION READ AND HAND IN AS HARD COPY)

REFEREE_______________________________________
NAME OF APPLICANT______________________________
TITLE OF PROJECT______________________________

GUIDELINES FOR REFEREES
The person identified as "applicant" on the reverse of this sheet is seeking a Fellowship or Summer Stipend from the Twinam Endowment for the Humanities. The Endowment would appreciate receiving from you an assessment of the applicant and the proposed project. Twinam Fellowships support projects of compelling quality and importance and applicants must demonstrate that their projects will make significant contributions to the humanities. You should judge the application according to the following criteria:

1. the significance of the contribution that the proposed project will make to thought and knowledge in the field of the project and to the humanities generally;
2. the quality or the promise of quality of the applicant’s work as an interpreter of the humanities;
3. the quality of the conception, definition, organization, and description of the proposed project;
4. the likelihood that the applicant will complete the entire project.

PROVIDE A GRADE FROM 5 AS THE HIGHEST TO 0. YOU MAY USE IN-BETWEEN GRADES SUCH AS 4.8 OR 3.2. PROVIDE A LIST CONCERNING WHAT STRIKES YOU AS THE STRENGTHS AND THE WEAKNESSES OF THE PROJECT.