

# **GUIDE TO HIST [XXX]**

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# I. Tutorials

## 1. Guide to the Evaluation of Tutorial Participation

**Tutorial Attendance.** Attendance is mandatory for all students for every tutorial and only proper excuses will be considered acceptable reasons for not attending. Every missed tutorial is an **automatic zero** unless you communicate with the instructor **before** the beginning of the tutorial. The instructor will provide one excused absence for any given semester if you communicate with him before the beginning of that given tutorial (exceptions will be made for emergencies). This means that you do not need to write a tutorial report for your first excused absence, but for all other subsequent excused absences you are required to write tutorial reports as outlined below.

**Tutorial Participation.** In order to receive a decent tutorial grade you need to participate in weekly tutorials by reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else. You need to avoid giving long discourses with the aim of racking up points. Respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion.

**Grading Tutorial Participation.** Every week you will be assigned a mark out of ten based upon your tutorial participation. The criteria determining your weekly tutorial grade is outlined in the chart provided below. If you attend a given tutorial and are completely silent but listen attentively, you will be assigned the maximum grade of four. If you were checking your cellphone (or doing anything besides listening and observing respectfully) you will be assigned a lower grade to reflect your lack of engagement. You must understand that you only deserve a passing grade in tutorial if you actually participate and demonstrate that you did the readings and viewed the assigned images. At the end of the semester all of your weekly grades will be tallied up and divided by the total number of tutorials in the course (excused absences will not be factored into the total number of tutorials). Hence if you do not say anything throughout the course, your highest possible tutorial grade will only be forty percent, which is an extremely generous mark. Those with perfect tutorial attendance throughout the course will have their lowest weekly tutorial grade eliminated from their overall weekly average.

**Tutorial Reports.** All students with more than one excused absence are responsible for handing in tutorial reports in coordination with the instructor. Other students registered with Accessibility Services also have the option of writing tutorial reports to demonstrate engagement with the course material. A tutorial report (3 pages, double-spaced, 12-font, Times New Roman) is not meant to be a review of the required readings and assigned images; instead, it should be a reflection that poses questions, wrestles with problems, and provides insightful observations about the particular weekly tutorial topic. Those who want to make-up for their absences by writing tutorial reports must seek permission from the instructor by communicating with him **before** the beginning of any given tutorial. It is

not appropriate to simply miss a tutorial and then hand in a report with the expectation that your absence will be pardoned. As for grading, those who need to write a tutorial report will have that given tutorial eliminated from their overall weekly average if they demonstrate sufficient engagement with the tutorial readings in their report (i.e., their weekly average will be calculated based upon one tutorial less than the total number of tutorials). Students who have more than three excused absences need to schedule a meeting with the instructor to discuss how their tutorial grade will be evaluated.

### Chart for Grading Tutorial Participation

A	80–100	Reserved for students who demonstrated the following characteristics: <ul style="list-style-type: none"> <li>• Arrived to tutorial on time</li> <li>• Did all of the assigned readings</li> <li>• Viewed all of the assigned images</li> <li>• Participated generously and frequently with the larger group</li> <li>• Respected the opinions of other students</li> <li>• Shared insightful responses based upon assigned readings/images</li> <li>• Listened attentively to others</li> </ul>
B	70–79	Reserved for students who demonstrated the following characteristics: <ul style="list-style-type: none"> <li>• Arrived to tutorial on time</li> <li>• Did all of the assigned readings</li> <li>• Viewed all of the assigned images</li> <li>• Participated generously but infrequently with the larger group</li> <li>• Respected the opinions of other students</li> <li>• Shared decent responses based upon assigned readings/images</li> <li>• Listened attentively to others</li> </ul>
C	60–69	Reserved for students who demonstrated the following characteristics: <ul style="list-style-type: none"> <li>• Arrived to tutorial on time</li> <li>• Did most of the assigned readings</li> <li>• Viewed most of the assigned images</li> <li>• Participated infrequently with the larger group</li> <li>• Dismissed the opinions of other students</li> <li>• Shared mediocre responses that were not always based upon assigned readings/images</li> <li>• Did not listen attentively to others</li> </ul>
D	50–59	Reserved for students who demonstrated the following characteristics: <ul style="list-style-type: none"> <li>• Arrived late to tutorial</li> <li>• Did some of the assigned readings</li> <li>• Viewed some of the assigned images</li> <li>• Participated once with the larger group</li> <li>• Was not respectful of the opinions of other students</li> <li>• Shared responses that were not based upon assigned readings/images</li> <li>• Did not listen attentively to others</li> </ul>
F	40	Reserved for students who demonstrated the following characteristics: <ul style="list-style-type: none"> <li>• Were completely silent</li> </ul>

## 2. Guide to Seminar Presentations

**NOTE: Even if you are not required to do a Seminar Presentation in your course, many of the following comments below are applicable to tutorial participation more generally.**

**Purpose.** Seminar presentations are based upon on a book chapter or article in a scholarly journal or edited volume. They are to be 10 minutes long and are an opportunity for you

to critically engage with a supplementary reading from one weekly seminar. These presentations are designed to add a new perspective to our discussions, so take this as an opportunity to put the article under review into conversation with the weekly theme.

**Argument.** Given that your presentation is short you need to identify and briefly explain the central argument of the article under review immediately. It is okay to open with a few general remarks to draw your audience into your topic, but make sure you do not leave the content of the argument until the midway point of your presentation or even near the end. If you do, you run the risk of both losing and confusing your audience.

**Structure.** After you have identified the central argument of the article under review you need to chart its overall structure. What are the major sections of the article and how does the author use them to develop his/her argument? Comments on the length are only appropriate if you can justify why a given section should have been expanded, excluded, or significantly reduced.

**Evidence.** Next you will need to highlight how the author of the article under review employed his/her evidence to prove his/her thesis. This means analyzing the types of sources the author used, both in the body of the work and in the footnotes or endnotes. Ask yourself if the sources the author used actually proved the point he/she was trying to make. Remember that the article is filled with a lot of content, which means you need to be selective and only reveal to your audience the most pertinent examples. Do not bog them down with every last bibliographic detail; instead, show them your mastery of the content with an intelligent summary that helps them to understand how the argument was developed.

**Criticism.** The most important part of your presentation is your own evaluation of the article under review. Remember that criticism is both positive and negative. Positive criticism is when you affirm and expand upon both the argument and/or evidence of the article, which means you need to explain (using your own words) why you found it persuasive. Negative criticism is when you question the argument and/or evidence of the article, which may take on several different forms. You may discover that the author contradicted him/herself, did not develop a given point sufficiently or that the evidence he/she employed was not sufficient enough to make the claims he/she made.

**Fairness.** Be fair with the author of the article under review. If you do not agree with him/her that is fine, but make sure that your criticism does not turn into a personal attack. Also, try to avoid describing the author's work as "boring," "redundant," "obvious," or with other similar descriptors unless you can back up what you are saying with textual examples.

**Time Limit.** Whenever you are presenting in front of a group you need to be conscious of your time limit. To accomplish this you need to rehearse your presentation ahead of time by timing yourself with a stopwatch or clock. If you are a little under or a little over your audience will forgive you. But if you carry on well beyond your time limit, the instructor will cut you off and your presentation will be incomplete.

**Speech.** Public speaking is all about the art of persuasion, so you need to make sure that you are talking clearly and slowly enough for your audience to understand you. Remember that your audience is most likely experiencing your topic for the first time, which means that they are not as familiar with it as you are.

**Eye Contact.** Whenever you have an audience it is important to make lots of eye contact. Reading is a creative art, which means engaging both with your notes on the paper before you and the people you are addressing.

**Handouts.** Although providing handouts is not a requirement, they are helpful tools for your audience. You always need to remember that you are most likely the only person in the room who has read through the article under review. The combination of the written with the spoken word is helpful for both understanding concepts and for following a given presentation.

## II. Essays

### 1. Guide to the Evaluation of Essays

**Evaluation of Essays.** In order to receive a decent grade on your paper, you need to be passionate about your topic, meticulous in your research, and creative in your writing. You also need to make sure that you follow instructions carefully, which means reading the **Guide to Writing an Essay** below and imitating the formatting of the **Sample Paper** available in this Guide. Your essays will be evaluated based upon three general categories: (1) style, (2) organization, and (3) content.

**Style (20%)** The style of your essay refers to its general appearance, level of writing, and use of references. Half of your grade for style is dedicated to your footnotes and bibliography. Style will be evaluated based upon these general characteristics:

- A title page: title of your paper, your name, course code, instructor, and the date
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A bibliography and footnotes according to the Chicago Manual of Style
- A format using 12-font and Times New Roman letters on double-spaced pages
- A page number at the top or bottom of every page (excluding the title page)

**Organization (30%)** The organization of your essay refers to the general flow of the argument and its overall structure. A good portion of your grade for organization is dedicated to your introduction because in it you lay out the argument and set the stage for the entire paper. Organization will be evaluated based upon these general characteristics:

- An introduction clearly stating the theme of your paper and its general argument
- A manageable topic and organized structure that carefully develops the argument

- A narrative that maintains focus throughout the paper
- A sense of coherence in that the paper fits together as a unit
- An informative conclusion concisely summing up your paper

**Content (50%)** The content of your essay refers to how convincing the argument is, the quality of analysis (it moves beyond mere description), and the overall signs of original research. A good portion of your grade for content is dedicated to your use of sources (the evidence for your argument). Content will be evaluated based upon these general characteristics:

- A persuasive thesis that is well argued
- An intelligent use of sources and signs of original research
- A careful handling of historical content free of “factual” errors
- A quality of analysis and a general demonstration of effort

### Chart for the Grading of Essays

A	80–100	Reserved for essays with the following characteristics: <ul style="list-style-type: none"> <li>• A title page with all of the appropriate information</li> <li>• An informative introduction with a clear argument</li> <li>• A proper use of sentences, paragraphs, punctuation, spelling, and grammar</li> <li>• A manageable topic and well-organized structure</li> <li>• A persuasive thesis that is well argued</li> <li>• An intelligent use of sources and signs of original research</li> <li>• A sharp quality of analysis and an outstanding demonstration of effort</li> <li>• An informative conclusion concisely summing up the paper</li> <li>• A bibliography and footnotes according to the Chicago Manual of Style</li> <li>• Proper formatting according to instructions</li> <li>• Meets the required length</li> </ul>
B	70–79	Reserved for essays with the following characteristics: <ul style="list-style-type: none"> <li>• A title page with all of the appropriate information</li> <li>• An informative introduction with an argument</li> <li>• A decent use of sentences, paragraphs, punctuation, spelling, and grammar</li> <li>• A manageable topic and organized structure</li> <li>• A reasonably persuasive thesis that is decently argued</li> <li>• A good use of sources and some signs of original research</li> <li>• A decent quality of analysis and a general demonstration of effort</li> <li>• An informative conclusion concisely summing up the paper</li> <li>• A bibliography and footnotes according to the Chicago Manual of Style</li> <li>• Proper formatting according to instructions</li> <li>• Meets the required length</li> </ul>

C	60–69	Reserved for essays with the following characteristics: <ul style="list-style-type: none"> <li>• A title page lacking the requested information</li> <li>• A weak introduction with no clear argument</li> <li>• An improper use of sentences, paragraphs, punctuation, spelling, and grammar</li> <li>• An unmanageable topic and disorganized structure</li> <li>• A poor thesis (or lack thereof) that is inadequately argued</li> <li>• An improper use of sources and few signs of original research</li> <li>• A lack of analysis (more descriptive than analytical) and demonstration of effort</li> <li>• A conclusion that merely repeats the introduction with few changes</li> <li>• Major problems with the bibliography and footnotes</li> <li>• Improper formatting that ignored instructions</li> <li>• Below the required length (by a paragraph or more)</li> </ul>
D	50–59	Reserved for essays with the following characteristics: <ul style="list-style-type: none"> <li>• A title page lacking the requested information</li> <li>• An introduction with no clear argument</li> <li>• An improper use of sentences, paragraphs, punctuation, spelling, and grammar</li> <li>• An unmanageable topic and lack of structure</li> <li>• A lack of a thesis and no argumentative structure</li> <li>• A poor use of sources and no signs of research</li> <li>• A lack of analysis (more descriptive than analytical) and no demonstration of effort</li> <li>• A conclusion that merely repeats the introduction with few changes</li> <li>• No bibliography or footnotes</li> <li>• Significant playing with format to avoid analysis</li> <li>• Well below the required length (by a paragraph or more)</li> </ul>
F	0–49	Reserved for essays with the following characteristics: <ul style="list-style-type: none"> <li>• Same as a D paper but showing an even greater lack of effort</li> </ul>

## 2. Guide to Marking Abbreviations

All papers are marked using track changes on Word documents, so most comments are written out for you in the margins. But in certain cases the following abbreviations listed below will be used:

**ANCH** = anachronistic

**AV** = use the active voice

**AWK** = awkward construction/sentence

**COL** = colloquial expression

**DIS** = disjointed sentence

**NWS** = a new sentence is needed

**POS** = need for the possessive or incorrect use of possessive

**PL** = plural form needed

**REP** = repetitious

**ROS** = run-on sentence

**SP** = spelling

**TRANS** = incorrect transition between your own words and your quotation

**WW** = wrong word



### 3. Guide to Writing an Essay

**STEP 1: Choosing a Topic.** If you have not been assigned a specific topic, you need to choose one on your own. In order to do this you need to think about a subject of interest to you and, most importantly, that you are passionate about. But it is crucial to remember that when you choose a topic it should be manageable according to the length of your paper. You would not attempt to provide a survey of Latin American history in a 10-page essay. But you could discuss one aspect of an important event, cultural movement, individual, organization, idea, or ethnic group. In most cases you would concentrate on one country or region as a case study, but comparative approaches are not outside the realm of possibility.

**STEP 2: Performing Research.** After you have chosen your topic you need to perform research by looking for both primary and secondary sources. Primary sources are documents (histories, diaries, letters, government documents, wills, testaments, newspapers, etc.) and other visual materials (paintings, sculptures, drawings, architecture, films, photographs, etc.) that were produced by authors during the time period you are studying. Secondary sources are interpretations (scholarly books and journal articles) of primary sources by authors who did not experience firsthand the history they are writing about. In order to locate primary and secondary sources you need to perform word searches related to your topic in library catalogues and databases of scholarly journals. You can also take out books on your topic and mine the footnotes and bibliographies for sources on your research theme.

**STEP 3: Reading and Viewing.** Once you have located your primary and secondary sources (both written and visual), you need to examine them critically and carefully. You may want to read through your written sources more than once, because with each new reading you will most likely observe something you overlooked the first time. It is also wise to view your visual sources on several occasions to explore the multiplicity of their interpretive possibilities. As you glean your primary and secondary sources for information, you need to think about the biases of the authors and how they viewed the world they were experiencing. Always keep in mind the personal history of the author, when and where he/she was writing, and his/her purpose of writing. The same holds true for visual sources.

**STEP 4: Taking Notes.** As you examine your written and visual sources, jot down notes to help you organize your essay when you are ready to write. It is important to understand the difference between various types of note taking. The first type of note taking is copying down word-for-word quotations or inscriptions from images that you find important. These quotations or inscriptions may or may not be used in the paper itself, but this is a decision you will need to make when you are drafting your outline or even when you are in the process of writing. Remember to always dutifully record the page number(s) of your quotations and inscriptions. You should also place quotation marks around the citations you make so that you do not think later on that these words are your own. If you own or have made photocopies of your sources, you may want to highlight sections that you find important and then list the page numbers of these quotations and

inscriptions on a separate sheet of paper. The second type of note taking is summarizing certain sections of your sources in your own words so that you remember their content, order, and general logic. When you are dealing specifically with your visual sources, try to be as descriptive as possible so that with your own words you can mentally visualize the image. Sometimes it is helpful to write down, in point form, the various themes of your sources. But remember that even when you are using your own words to summarize you still need to reference the corresponding page number(s) of your summaries. And the last type of note taking is jotting down questions, doubts, and other comments about your sources as you read through or view them. If you have photocopies or your own original documents, you may want to write these comments in the margins throughout. These observations and criticisms will come in very handy once you start writing your essay; in fact, these notes are the most important because they reflect your own thoughts and engagement with your sources.

**STEP 5: Establishing a Thesis.** After examining your written and visual sources critically and carefully you need to establish a thesis about your general topic. A thesis is the main point you are trying to make in your essay based upon the conclusions you reached from your research. Throughout your essay you need to employ sound arguments that persuade your reader of the validity of your thesis.

**STEP 6: Making an Outline.** All papers need to be organized properly in order to communicate ideas clearly. Before you sit down to write your essay you should construct a general outline (in point form) of what your essay will look like. You should begin by stating your thesis and what you hope to achieve in your paper. After this you need to list the ways in which you are going to substantiate your thesis. Here is where your careful note taking comes in. Organize your quotations, summaries, and comments according to the points you want to make in your essay. After you have outlined the body of your essay you can sketch a short summary to conclude your paper.

**STEP 7: Writing.** Writing is a creative process that should reflect your own ideas. You should never write an essay with only your sources in hand. It will be necessary to have your sources ready for proper citation and general reference, but you should first and foremost have your notes and outline before you. Remember that your introduction needs to clearly state your thesis and what your paper is about. When you write the body of your essay you need to use proper sentences, paragraphs, punctuation, spelling, and grammar. Avoid informal language that you would use on the street or in an email. It is okay to use statements such as “I argue” or “I contend” because the essay should reflect your own ideas. Do not be excessively personal, however, by starting every other sentence with “I.” Simple language is the best, so there is no need to show off your vocabulary. You should make sure that your paper is properly organized and that it carefully develops the topic under discussion. In other words, make sure it has a logical progression with paragraphs that are related to each other. You also need to use your sources intelligently, which means quoting only when necessary. Avoid quoting excessively at all costs. At times the person who uses numerous quotations demonstrates that he/she did not engage properly with his/her sources; it shows that he/she is simply

seeking to fill up space. After you have finished developing your thesis you need to provide an informative conclusion that concisely sums up your essay.

**STEP 8: Choosing a Title.** All essays need titles that are creative, attractive, and informative. The purpose of a title is to draw your reader into the general subject of your paper, so make sure you choose one that outlines your argument, geographical scope, and chronological focus. Do not use the title of the assignment as the title of your paper.

**STEP 9: Referencing Sources.** All citations for historical essays need to follow the Chicago Manual of Style, so please consult the following resource for help: *The Chicago Manual of Style*, 16th ed. (Chicago: University of Chicago Press, 2010). Footnotes are the preferable method for citations and bibliographies need to properly appear at the end of all of your essays, including take-home exams.

**STEP 10: Proof-Reading.** After you have written your essay and provided proper bibliographic information you should proofread your essay for spelling and grammatical errors. You may also want to have someone else proofread your paper because different eyes always catch things you pass over.

**STEP 11: Formatting.** Your essay should have a title page that states the title of your work, name, course code, instructor, and the date. It should be typed on standard size (11 x 8½) white paper (double-spaced, 12-font, Times New Roman). All pages of your essay should be numbered at the bottom or at the top of each page (excluding the title page).

**STEP 12: Submitting.** You should always read over the course syllabus to make sure that you know the exact due date of your essay. It is also extremely important that you keep a copy of your essay in case the instructor gets robbed or his house burns down. You will be responsible for providing a new copy.

**STEP 13: Taking a Break.** After you have handed in your essay make sure to take a little break before you start working on the next one. Go out for a drink with your friends, watch a good movie, get together with family or just simply relax.

### III. Sample Paper

Below is a sample paper to guide you through the writing and formatting of your own essay. Keep in mind that the title page needs to contain the basic information requested and that it should not be numbered. The body of the essay should be written in 12-font with Times New Roman letters on double-spaced pages. Footnotes should appear in 10-font at the bottom of each page and should be listed in a consecutive manner. A bibliography needs to appear at the end of the essay with the title “Bibliography” centered at the top of a separate page in boldface.

**THE TITLE OF YOUR ESSAY:  
BE CREATIVE BY PROVIDING YOUR OWN  
TITLE**

**Course:** HIS (Course Code Here) (Course Title Here)

**Institution:** University of Toronto

**Instructor:** Jason Dyck

Pedro Manzo Guerrero  
August 12, 2016

When you write an essay take pride in what you are doing, always recognizing that few people in the world have the opportunity to study at the university level. Find a topic that you are passionate about, one that fits with your intellectual interests or your own personal history. Writing an essay is difficult, at times, because it is a creative process that requires imagination and discipline.<sup>1</sup> But be assured that it is a fruitful and rewarding experience, one that allows you to express your own conclusions about the research you have done.<sup>2</sup> Do not get discouraged when you receive your paper back filled with grammatical corrections and comments. Even the most seasoned scholar still receives his or her manuscript from publishing editors with suggestions for revision. Writing is a process, and one that lasts a lifetime.<sup>3</sup>

When you write your essay make sure that you provide a title page with all of the appropriate information. Your paragraphs need to be doubled-spaced and stylistically should look like the essay you are reading right now.<sup>4</sup> When you use footnotes, make sure that they appear at the bottom of each page in 10-font. Look at the examples I have given you in this sample paper as models for citation, but if you need more information on how to cite other types of sources take a look at the “Guide to Writing an Essay” available in this larger Guide to Colonial Latin America. Make sure that a bibliography appears on a separate page at the end of your essay.<sup>5</sup> Also, if you are told to write a 7-page paper, make sure that it is exactly 7 pages. Every paragraph is sacred and provides you with extra ammunition for your overall argument. Those of you who fail to meet the

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<sup>1</sup> Peter Bakewell, *A History of Latin America: Empires and Sequels, 1450–1930* (Oxford: Blackwell Publishers, 1997), 23.

<sup>2</sup> Bakewell, *A History of Latin America*, 123.

<sup>3</sup> *Ibid.*, 324.

<sup>4</sup> Mark A. Burkholder and Lyman L. Johnson, *Colonial Latin America*, 3rd ed. (Oxford: Oxford University Press, 1998), 123.

<sup>5</sup> Bakewell, *A History of Latin America*, 45.

requirement concerning length demonstrate a lack of effort, which will be reflected in your overall grade. All the best as you prepare your essays; let your genius flow and enjoy the experience because reading and writing are truly precious gifts.<sup>6</sup>

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<sup>6</sup> James Lockhart and Stuart Schwartz, *Early Latin America: A History of Colonial Spanish America and Brazil* (Cambridge: Cambridge University Press, 1983), 234.

<sup>7</sup> Lockhart and Schwartz, *Early Latin America*, 124.

<sup>8</sup> *Ibid.*, 35.

<sup>9</sup> Edwin Williamson, *The Penguin History of Latin America* (Harmondsworth: Penguin Books, 1992), 345.

sure that it is exactly 7 pages. Every paragraph is sacred and provides you with extra ammunition for your overall argument. Those of you who fail to meet the requirement concerning length demonstrate a lack of effort, which will be reflected in your overall grade.<sup>10</sup> All the best as you prepare your essays; let your genius flow and enjoy the experience because reading and writing are truly precious gifts.<sup>11</sup>

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<sup>10</sup> William B. Taylor, "Mexico's Virgin of Guadalupe in the Seventeenth-Century: Hagiography and Beyond," in *Colonial Saints: Discovering the Holy in the Americas, 1500–1800*, eds. Allan Greer and Jodi Bilinkoff (New York and London: Routledge, 2003), 284.

<sup>11</sup> Jorge Cañizares-Esguerra, "New World, New Stars: Patriotic Astrology and the Invention of Indian and Creole Bodies in Colonial Spanish America, 1600–1650," *American Historical Review* vol. 104, no. 1 (1999): 45.

<sup>12</sup> Taylor, "Mexico's Virgin of Guadalupe," 285.

<sup>13</sup> Cañizares-Esguerra, "New World, New Stars," 56.

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