

The History of Sport in Latin America HIST 355-02 (Spring 2014) / Room: Public Policy 208

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Office Hours
M/W 11:15- 12:15
or by appt. (please email
ahead of time)

In this course, together, we will explore the role of sports in the construction of identities in Latin America. Upper and middle class citizens first embraced organized athletics by the late-nineteenth century. They viewed sporting activities as civilizing tools. Soon, activities like *fútbol* (soccer) and *béisbol* (baseball) became popular with the masses. Thus, we will discover how sports shaped gender, class, and national identities from Mexico to the Southern Cone. We will also analyze the imperial origins of sports across Latin America, the connection between politics and sportsmen, and how athletics shaped other forms of mass culture. The course will conclude with a global focus, seeking to understand Latin America's role in the international sports community.

Primary objective

To trace how multiple forms of identity developed and changed over time across Latin America through the study of sports

Specific objectives for this course

1. To be able to... show how gender, class, race, ethnicity, and other forms of identity – both within particular countries and across Latin America – intersected via sports through a careful analysis of primary and secondary sources
 - a. To be able to... think as historians in the analysis of primary and secondary sources, charting changes over time, and placing the development of organized sports within the larger historical context
2. To be able to... identify ways in which sports affected other forms of mass culture (cinema, music), politics, and social movements (likewise, to show how external events affected sports culture)
3. To be able to... generate new perspectives on the complexity and diversity of Latin America through an analysis of popular culture, as well as to highlight similarities with U.S.-Western European cultures

Policies & Requirements

1. **Attendance:** Because this is a course that involves active participation, both in class and online, if you fail to attend class and participate your grade will certainly decline and reflect the lack of participation.
2. **Specific Needs:** UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, determine reasonable accommodations, develop with each student plans for the provision of such accommodations, and serve as a

- liaison between faculty members and students regarding disability-related issues. If you have a disability and want to request accommodations, contact SSS in the Math/Psych Bldg., room 213 or at 410-455-2459. SSS will require you to provide appropriate documentation of disability. If you require accommodations for this class, make an appointment to meet with me ASAP to discuss your SSS-approved accommodations.
3. **Medical and Other Excuses:** Every semester, an illness or a family emergency forces someone to miss an assignment. If you find yourself in this situation, fairness to all students in the class requires proper documentation. It would also be in your benefit to speak to the instructor as soon as possible in person, by phone, or by email. Without proper documentation, your excuses cannot be accepted.
 4. **Plagiarism and Cheating:** All students are responsible for adhering to a certain standard of behavior when it comes to honesty and avoiding plagiarism. Each individual should adhere to the standards established under the UMBC Academic Conduct Policy so that every class member knows that his or her work is being held to an equal standard. If one student cheats, all students suffer for it (the culprit hurts him/herself by not engaging in real learning).
 - a. Please read the [UMBC Academic Conduct Policy](#) (especially pages 2-3). If you have any questions about what is plagiarism, cheating, or what is expected of you, arrange a time to talk to the instructor. You can also read this excellent overview on plagiarism: (<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>)
 - b. Penalties for academic dishonesty (pages 3-5) are severe, as they should be. These include: failing the assignment, failing the course, suspension, or even expulsion from UMBC. Such actions will follow you on your records.
 - c. If I, as the instructor, have a reason to believe you have cheated or plagiarized another person's work (whether another student or a published author), I will discuss the matter with you. If I am not satisfied that no cheating or plagiarism took place, your case will be sent to the Academic Misconduct Reporting Database for review by the Academic Conduct Committee (ACC). If you believe academic misconduct is taking place, please notify me.
 - d. Any questions? Make sure to talk to me in my office.
 5. **Food, Drink, Tobacco:** Drinks are permissible, but please be mindful of where you place your cups and keep other students in mind. Food and tobacco are prohibited (please take care of your food before class, or store it away for after class).
 6. **Tech devices:** Although digital tools are central to the assignments for this class, please refrain from using tablets and laptops for non-coursework during class hours. In other words, **no** social networking and work for other classes during our allotted class hours.
 - a. Please silence your mobile devices (cell/smart phones) before class begins.
 - b. *Remember:* Anything on your screen that your grandmother would be ashamed to see is inappropriate for class and a significant disrespect for those sitting around you. Don't disappoint grandma, your instructor, and your classmates.

Structure of the course / Assignments

The first aspect of this course you should be aware of is that it is *not* lecture-based. Presentations by the instructor will only take place when they are necessary in order to move group discussions forward. Therefore, read assignments **before** class. Reading ahead of time is essential for constructive conversations we will have in class, as well as online. For participation, the goal is not to speak more (quantity) but rather to provide substantive comments (quality).

Weekly assignments will require you to read ahead of time, engage with each other online, and use your understanding of the readings to “de-brief” in class. The role of the instructor is to help students reach their goals, meet the objectives of the class, foster a collaborative learning climate, and serve as a guide as necessary.

Blogs: Students will write a 250-350 word original blog posting that is thoughtful about the reading assignment for the week. Posts should specifically address the question for the week for the group to which you are assigned. In addition, you will respond to TWO classmates' blog postings each week (1 classmate from your group, and one from another discussion group). Each week's blog post and comments will be worth 3pts (total of 30 pts –see "NOTE" below) with additional points for those students that excelled in the quality of their analysis throughout the semester.

NOTE: Life happens. Not every week is easy to handle. As such, there are 12 weeks of blog postings **but** you only have to participate in 10 weeks. This means you have 2 weeks you can take off – please notify the instructor ahead of time when you will not blog.

- Blog Location: <http://historyofsportslatinamerica.wordpress.com> (you will receive an invitation to join WordPress, with directions for setting up your own free WordPress site. Once you have an account, you will automatically be added to the course blog.)
- **Original blog posting:** due no later than Sunday 11:59 pm
- **Comments (2):** both are due no later than Tuesday 11:59 pm

Book Review: Students will choose one book from the suggested reading list to review, following templates provided in class from the American Historical Association. In short, the 550-700-word review should provide a brief background to the topic, a condensed summary of how the book engages with the topic, an explanation of the author's main argument, particular points in the book (what worked well, where did the book fall flat or seem confusing), and a final assessment of the merits of the book.

- *Note:* A first draft of the book review can be typed and submitted for peer and instructor review.
- The revised and final version will be posted to the course blog under "Book Review."

DST project: This project, along with the final exam paper, will develop over the course of the entire semester. The goal of the digital storytelling (DST) project is to provide an audio-visual presentation that deals with one topic related to sports in Latin America (chosen by students) that serves as a summary, extension, or companion to the final exam paper.

Assignments will include: an initial story pitch, a script, a storyboard, a list of research sources, a first cut of the video, and a final video product (with short blog post). Details provided in class.

Final exam paper: The final exam paper is a chance for students to show off their mastery of the course readings, topics, and discussions. In particular, students will demonstrate their ability to show how sports shaped identities in Latin America, changed over time, and how we see evidence of the impact of sports on today's societies. It is **highly recommended** to submit a rough draft ahead of time for feedback that could improve the final essay.

Grading Summary

- Attendance/ Class participation = 15 pts.
- Weekly blog post including (at least) 2 comments to peer responses = 30 pts.
- Book review post = 10 pts.
- Digital storytelling project = 20 pts.
- Final exam paper = 25 pts.

Total=100 pts. (A=100-90 pts./ B=89-80 pts./ C=79-70 pts./ D=69-60 pts./ F = 59 ↓)

Course Readings (CR) To Purchase

1. Elsey, Brenda. *Citizens and Sportsmen: Fútbol and Politics in 20th-Century Chile*. Austin: University of Texas Press, 2011. (available in paperback)
*** Read by March 24**
 2. Klein, Alan M. *Sugarball: The American Game, the Dominican Dream*. New Haven, CT: Yale University Press, 1991. (available in paperback)
*** Read by February 24**
 3. Miller, Rory, and Liz Crolley, eds. *Football in the Americas: Fútbol, Futebol, Soccer*. London: Institute for the Study of the Americas, 2007. (available in paperback)
*** Reading assignments from this book take place throughout the semester**
- (For more information on these three books, visit ["Course Textbooks" Amazon wish list page](#))

Supplemental Reading List for Possible Research Topics

- Archetti, Eduardo. *Masculinities: Football, Polo, and the Tango in Argentina*. New York: Berg, 1999.
- Bjarkman, Peter C. *A History of Cuban Baseball, 1864-2006*. Jefferson, NC: McFarland & Co., 2007.
- Carter, Thomas F. *The Quality of Home Runs: The Passion, Politics, and Language of Cuban Baseball*. Durham: Duke University Press, 2008.
- Gaffney, Christopher Thomas. *Temples of the Earthbound Gods Stadiums in the Cultural Landscapes of Rio de Janeiro and Buenos Aires*. Austin: University of Texas Press, 2008.
- Goldblatt, David. *Futebol Nation: The Story of Brazil Through Soccer*. New York: Nation Books, 2014.
- González Echevarría, Roberto. *The Pride of Havana: A History of Cuban Baseball*. New York: Oxford University Press, 1999.
- Jamail, Milton H. *Full Count: Inside Cuban Baseball*. Carbondale: Southern Illinois University Press, 2000.
- Kittelson, Roger. *The Country of Football: Soccer and the Making of Modern Brazil*. Berkeley: University of California Press, 2014.
- Lever, Janet. *Soccer Madness*. Chicago: University of Chicago Press, 1983.
- Magazine, Roger. *Golden and Blue Like My Heart: Masculinity, Youth, and Power Among Soccer Fans in Mexico City*. Tucson: University of Arizona Press, 2007.
- Mason, Tony. *Passion of the People?: Football in South America*. New York: Verso, 1995.
- Nadel, Joshua H. *Fútbol! Why Soccer Matters in Latin America*. Gainesville: University of Florida Press, 2014.
- Rein, Raanan. *Fútbol, Jews, and the Making of Argentina*. Stanford, CA: Stanford University Press, 2014.
- Ruck, Rob. *The Tropic of Baseball: Baseball in the Dominican Republic*. Westport, CT: Meckler, 1991.

Schedule of Topics and Readings

(Note: this syllabus is a living document and is subject to change throughout the semester)

Week One (Jan 27-31): *Introduction / Sports & Identity in Latin America (Chapell article – in-class reading)*

Readings to complete this week (in preparation for Week Two “Passion of the People: Sports and Fandom” discussion):

- Galeano, Eduardo. *Soccer in Sun and Shadow*. New York: Verso, 1999—pages 1-34.
- Lever, Janet. *Soccer Madness*. Chicago: University of Chicago Press, 1983—Chapter 5 (pages 96-120) “Sport in the Lives of Fans.”
- Ruck, Rob. *The Tropic of Baseball: Baseball in the Dominican Republic*. Westport, CT: Meckler, 1991—Introduction (pages xi-xx).

Writing/ Assignment

- Blog: Check the “Topic Questions” (<http://historyofsportslatinamerica.wordpress.com/topic-questions/>) on the course website, look for your group’s question, and post by Feb 2.
- Project: Begin thinking about possible topic for DST project.

Week Two (Feb 3-7): *Passion of the People: Sports and Fandom / “Pelada” (Video)*

Readings (in preparation for Week Three)

- Course Reading (CR): *Football in the Americas: Fútbol, Futebol, Soccer*: pgs. 1-18 (“Intro”)
- Mangan, J. A. “The Early Evolution of Modern Sport in Latin America: A Mainly English Middle-Class Inspiration?” *The International Journal of the History of Sport* 18, no. 3 (September 2001): 9–42.
- Anderson, Patricia. “Mens Sana in Corpore Sano: Debating Female Sport in Argentina: 1900–46.” *The International Journal of the History of Sport* 26, no. 5 (April 2009): 640–653.

Writing/ Assignment

- Blog: Look for your group’s question and post by Feb 9.
- Project: Look at the supplemental reading list for possible “book review” publication to check out from the library (or purchase online). Continue thinking about possible DST project idea by exploring potential sources.

Week Three (Feb 10-14): *Early History and Appropriation of Sports in Latin America*

Readings (in preparation for Week Four)

- *Football in the Americas: Fútbol, Futebol, Soccer*—pages 126-142 (“¡Arriba Perú! ...Football and Peruvian National Identity”).
- Karush, Matthew B. “National Identity in the Sports Pages: Football and the Mass Media in 1920s Buenos Aires.” *The Americas* 60, no. 1 (July 2003): 11–32.
- Bocketti, Gregg P. “Italian Immigrants, Brazilian Football, and the Dilemma of National Identity.” *Journal of Latin American Studies* 40, no. 02 (2008): 275–302.

Writing/ Assignment

- Blog: Post by Feb 16
- Project: Continue researching sources for your project. 159-172

Week Four (Feb 17-21): Populism, Sports, and Modern State Formation: "Fútbol" (or "Futebol")

Readings (in preparation for Week Five)

- **CR:** *Sugarball* by Alan Klein. You've had one month to read this book, so be prepared to discuss on Feb 24th.
- Park, Roberta J. "From *La Bomba* to *Béisbol*: Sport and the Americanisation of Puerto Rico, 1898–1950." *The International Journal of the History of Sport* 28, no. 17 (2011): 2575–2593.
- González Echevarría, Roberto. *The Pride of Havana: A History of Cuban Baseball*. New York: Oxford University Press, 1999—Pages 75-78 and 112-133.

Writing/ Assignment

- Blog: Post by Feb 23
- Project: Topic for DST project is due by Feb 21. Continue researching your DST project.

Week Five (Feb 24-28): Populism, Sports, and Modern State Formation: "Beisbol"

Readings (in preparation for Week Six)

- Rein, Raanan. "‘El Primer Deportista’: The Political Use and Abuse of Sport in Peronist Argentina." *The International Journal of the History of Sport* 15, no. 2 (August 1998): 54–76.
- Smith, Bill. "The Argentinean Junta & the Press in the Run-up to the 1978 World Cup." *Soccer and Society* 3, no. 1 (Spring 2002): 69–78.
- Savill, Richard. "Argentina Goalie Seeks ‘Revenge for Falklands’." *Telegraph.co.uk*, June 5, 2002.
<http://www.telegraph.co.uk/news/worldnews/southamerica/argentina/1396349/Argentina-goalie-seeks-revenge-for-Falklands.html>.
- (In *Sugarball*, glance back at chapter 2 about the Trujillo brothers and their interest in baseball)
- Brewster, Keith, and Claire Brewster. "Cleaning the Cage: Mexico City's Preparations for the Olympic Games." *The International Journal of the History of Sport* 26, no. 6 (2009): 790–813.

Writing/ Assignment

- Blog: Post by Mar 2
- Project: Book review rough draft due on Feb 26. Bring three copies to class (2 for classmates and one for instructor).
- Continue research of your DST project. Start your script if you have yet to begin.

Week Six (Mar 3-7): Dictatorships, Military Governments and the Political Uses of Sport: Part One

Readings (in preparation for Week Seven)

- Torres, Cesar R. "Tribulations and Achievements: The Early History of Olympism in Argentina." *The International Journal of the History of Sport* 18, no. 3 (2001): 59–92.
- "At Last, a Medal for Guatemala." *London 2012*. Accessed November 4, 2013.
<http://london2012.blogs.nytimes.com/2012/08/04/at-last-a-medal-for-guatemala/>.
- "Guatemala Celebrates Erick Barrondo's Silver in Race Walk · Global Voices." Accessed November 4, 2013. <http://globalvoicesonline.org/2012/08/04/guatemala-celebrates-erick-barrondos-silver-in-race-walk>.
- "Silver Not Small Change In Costa Rica." *Sun Sentinel*, December 18, 1988.
http://articles.sun-sentinel.com/1988-12-18/sports/8803120599_1_costa-rica-sylvia-

[poll-olympic-medal](#).

Writing/ Assignment

- Blog: Post by Mar 9
- Project: Book review draft of Elsey's book due by Mar 5. Continue research and script writing for your DST project.

Week Seven (Mar 10-14): Finding/ Constructing National Identity in Olympic Sports

Readings (in preparation for Week Eight)

- **CR:** *Citizens and Sportsmen: Fútbol & Politics in 20th-Century Chile* by Brenda Elsey. You've had two months to read this book, so be prepared to discuss on March 24.

Writing/ Assignment

- Blog: Book Review of Elsey's work (550-700 words). Post by Mar 14. No comments for classmates this week.
- Project: Sources for your DST project due by Mar 12. Continue working on your script as well.

..... Spring Break (Mar 16-23)

Week Eight (Mar 24-28): Dictatorships, Military Governments and the Political Uses of Sport: Part Two (Chile); Workers, Activism, and Ethnicity – Book Analysis of “Citizens and Sportsmen: Fútbol & Politics in 20th-Century Chile” by Brenda Elsey

Readings (in preparation for Week Nine)

- *Football in the Americas: Fútbol, Futebol, Soccer*. Pages 112-125 (“Football Fandom and Identity in Mexico”)
 - *Football in the Americas: Fútbol, Futebol, Soccer*. Pages 143-157 (“Identity and Rivalry... *Barras Bravas* in Peru”)
 - Archetti, Eduardo, and Amílcar G. Romero. “Death and Violence in Argentinean Football.” In *Football, Violence, and Social Identity*, edited by Richard Giulianotti, Bonney, Norman, and Mike Hepworth. New York: Routledge, 1994—pages 47-72
- OR -----
- Carter, Thomas F. *The Quality of Home Runs: The Passion, Politics, and Language of Cuban Baseball*. Durham: Duke University Press, 2008—pages 111-135.
 - Gaston Gil, Julian. “Soccer and Kinship in Argentina: The Mother's Brother and the Heritage of Identity.” *Soccer & Society* 3, no. 3 (November 2002): 11–25.
 - Rodríguez, María Graciela. “The Place of Women in Argentinian Football.” *The International Journal of the History of Sport* 22, no. 2 (March 2005): 231–245.

Writing/ Assignment

- Blog: Post by March 30.
- Project: Finalize your script for the DST project. Script due by April 4.

Week Nine (Mar 31- Apr 4): Fandom / Fan Violence

Readings

- Downey, Greg. “Domesticating an Urban Menace: Reforming Capoeira as a Brazilian

- National Sport.” *The International Journal of the History of Sport* 19, no. 4 (2002): 1–32.
- Fridman, Daniel, and David Sheinin. “Wild Bulls, Discarded Foreigners, and Brash Champions: US Empire and the Cultural Constructions of Argentine Boxers.” *Left History* 12, no. 1 (Spring / Summer 2007): 52–77.

Writing/ Assignment

- Blog: None (time to catch our breath before the stretch run).
- Project: Continue working on your storyboards for the DST project.

Week Ten (Apr 7-11): Capoeira & Boxing / Film: “The Two Escobars” (No class on April 11)

Readings (in preparation for Week Eleven)

- Elias, Robert. *The Empire Strikes Out: How Baseball Sold U.S. Foreign Policy and Promoted the American Way Abroad*. New York: The New Press, 2010—pages 54-68 and 289-291

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Group A

- Abreu, Christina. “The Story of ‘Kid’ Paret: Cuban Boxers, the Cuban Revolution, and the U.S. Media, 1959-1962,” *Journal of Sport History* 38, no. 1 (Spring 2011): 95-113.
- Burgos, Adrian. *Playing America’s Game: Baseball, Latinos, and the Color Line*. Berkeley: University of California Press, 2007 -pages 227-242 “Latinos and Baseball’s Global Turn”
- Jamail, Milton H. *Full Count: Inside Cuban Baseball*—pages 142-150: “Epilogue: From the Bay of Pigs to Baltimore.”

Group B

- Casimir, Enver. “Kid Chocolate, Cuba, and the United States in the 1920s and 1930s,” *Journal of Sport History* 39, no. 3 (Fall 2012): 487-506.
- Guedes, Claudia. “‘Changing the Cultural Landscape’: English Engineers, American Missionaries, and the YMCA Bring Sports to Brazil – the 1870s to the 1930s.” *The International Journal of the History of Sport* 28, no. 17 (2011): 2594–2608.
- Ruck, Rob. *Raceball: How the Major Leagues Colonized the Black and Latin Game*. Boston: Beacon Press, 2011—pages 118-142 “¡Viva México!”

Writing/ Assignment

- Blog: Post by Apr 13
 - Extra Credit: You can write a 2nd blog post this week under the category “extra credit” by writing a 200-300-word review of *The Two Escobars*. Due by April 11.
- Project: Storyboards (which includes script) due by April 16. If you have yet to do so, begin collecting images and sounds for your DST project.

Week Eleven (Apr 14-18): U.S.-Latin American Relationship in Sports

Readings (in preparation for Week Twelve)

- *Football in the Americas: Fútbol, Futebol, Soccer*. Pages 253-268 (“Round Pegs in Square Holes? South American players in the Premiership”)
- O’Donnell, Hugh. “Mapping the Mythical: A Geopolitics of National Sporting Stereotypes.” *Discourse & Society* 5, no. 3 (July 1, 1994): 345–380.

Writing/ Assignment

- Blog: Post by Apr 20
- Project: Continue editing your DST project.

Week Twelve (Apr 21-25): *The Foreign Lens Towards the "Latin" Game*

Readings (in preparation for Week Thirteen)

- **CR:** *Football in the Americas: Fútbol, Futebol, Soccer*—pages 75-93 (“Transformations in National Identity through Football in Brazil”).
- Barrionuevo, Alexei, and Charles Newbery. “In Argentina, Violence Is Part of the Soccer Culture.” *The New York Times*, November 26, 2011, Digital edition, sec. Sports: Soccer. <http://www.nytimes.com/2011/11/27/sports/soccer/in-argentina-violence-is-part-of-the-soccer-culture.html>.
- Reel, Monte. “Argentina’s Soccer Gangs Test Limits of Public Tolerance.” *The Washington Post*, February 24, 2007, sec. World. <http://www.washingtonpost.com/wp-dyn/content/article/2007/02/23/AR2007022301677.html>
- (Blog) Gaffney, Christopher. “Forests and Trees”: <http://www.geostadia.com/2013/10/forests-and-trees.html>
- (Blog) Gaffney, Christopher. “Looking Back, Thinking Forward”: <http://www.geostadia.com/2013/10/looking-back-thinking-forward.html>
- (Video) ESPN Outside the Lines: <http://espn.go.com/video/clip?id=espn:7972440>
- Sandoval-García, Carlos. “Football: Forging Nationhood and Masculinities in Costa Rica.” *The International Journal of the History of Sport* 22, no. 2 (2005): 212–230.
- Selected in-class readings on Heleno de Freitas, Manaus Stadium, and Pelé.

Writing/ Assignment

- Blog: Post by Apr 27
- Project: Continue working on DST video – first cut deadline is fast approaching!

Week Thirteen (Apr 28- May 2): *Sports in Latin America Today: Brazil 2014*

Readings

- None.

Writing/ Assignment

- Blog: Choose 5 classmates videos to analyze and post comments. You should include 2 strengths to their project (what works well), 1 area to improve, and 1 question for the DST creator.
 - DUE BY: Tuesday April 29.
- Project: Send link of you first cut of the DST project to the instructor by email. DUE BY: April 30. (NOTE: *The last day to post final DST projects will be **May 12***)

Week Fourteen (May 5-9): *In-class screening of final DST projects / course survey*

Readings

- None

Writing/ Assignment

- Blog: None
- Project: Last day for posting DST projects is May 12. Those who are ready on May 5th are encouraged to present that day.

Final Exam Essay

- Final Exam instruction will be presented on May 9 (students are encouraged to submit rough draft of final exam at an early date for feedback)

NOTE: May 22 at 12pm noon is the last day to turn in the take-home essay of the final exam essay. It should be emailed to the instructor at rsibaja@umbc.edu.

Week Fifteen (May 12-16): *Final Projects / Final Exam*

- May 12: Screening of final DST projects finishes today.
 - May 14 (Study Day)
- May 15-21: Students turn in final exam essay. (May 22 at noon is the absolute deadline)

Extra Credit Opportunity (3pts. of final grade)

[*Roads & Kingdoms*](#) is one example of the growing trend of [long-form journalism](#). Its contributors cover a variety of topics, one of which is sports (especially soccer in this World Cup year through a series entitled “The Far Post”).

For those in need of a makeup grade for a missed weekly blog post, or an extra 3 pts. for your final grade, your assignment is as follows:

Before May 1: select one sports-related article from *Roads & Kingdoms* (does not need to be Latin-American specific, just about sports) and write a reflective piece (min.= 500 words–max.=1,000 words) that:

- a) states the main point of the article (1-2 sentences)
- b) explains why you chose the article
- c) reflects on the most salient, or important, part of the article
- d) ties the article to an aspect/theme/topic of HIST 355-02.