

THE U.S. WAR WITH MEXICO

Hist 4325 ■ Fall 2020 ■ CRN: 11860 ■ W: 1:30 (online)

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Virtual Office Hours: TR – 9-10:30

COURSE DESCRIPTION AND OBJECTIVES:

In this course students will examine the political, economic, social, and cultural context of the U.S. war with Mexico from both Mexican and Anglo-American perspectives. In particular, they will explore Mexican independence and nation-building after 1821, borderland conflicts between Mexicans, Native Americans and Anglo Americans, Texas independence and annexation, America's "Manifest Destiny," diplomacy before and during the war, military efforts, wartime opposition, and the legacies of this significant (but oftentimes neglected) war. Upon completing this course, students will have written a 15-20 page research paper. This paper will represent the culmination of a series of steps designed to assist students in becoming familiar with the historiography of the U.S. war with Mexico, conducting primary source research, and crafting an original historical interpretation. At the end of the semester, students will present the results of their research. The top presenters will earn the right to represent their class at the 15th Annual Frances G. Harper Student History Conference on December 4, 2020.

REQUIRED BOOKS:

- Jules Benjamin, *A Student's Guide to History* (2009)
- Ernesto Chavez, ed., *The U.S. War with Mexico: A Brief History with Documents* (2007)
- Christopher Conway, ed., *The U.S.-Mexican War: A Binational Reader* (2010)
- Brian Delay, *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War* (2009)
- Amy Greenberg, *A Wicked War: Polk, Clay, Lincoln, and the 1846 U.S. Invasion of Mexico* (2014)
- Reginald Horsman, *Race and Manifest Destiny: Origins of American Racial Anglo-Saxonism* (1981)
- Richard Winders, *Mr. Polk's Army: The American Military Experience in the Mexican War* (2000)

COURSE REQUIREMENTS:

Communication: Outside of office hours, students will use Slack to communicate with the instructor and their peers. Just go to this [link](#) and download the app to your phone and computer. Make sure to use your name as it is listed in Blackboard and turn on notifications.

Course Participation (10%): Your participation in discussions over the course readings is paramount to your success in this class. Absences will significantly lower this portion of your grade, as will habitual failure to participate in weekly discussions. Moreover, on days with assigned readings, students must submit a "ticket to class" via direct message in Slack to the instructor prior to the beginning of class. These tickets are part of your course participation grade and should demonstrate student understanding of each reading. Students should type their answers to the following questions. With each answer written single spaced, each ticket should be one full page in length.

- What is the book's primary argument?
- How is the book organized?

- Identify an argument made by the author and determine what source(s) the author used as evidence.
- What is something new that you learned?
- Select a statement that you find controversial, unclear, evocative, significant, etc. Explain.
- Identify a strength and a weakness (writing style, organization, argumentation, etc.).

Research Paper Portfolio (90%): Your Research Paper Portfolio consists of the following parts:

- *Primary Source Analysis (5%):* For this assignment, each student will critically analyze a primary source from Greenberg’s *Manifest Destiny and American Territorial Expansion: A Brief History with Documents*.
- *Potential Research Topics (5%):* For this assignment, students will write bullet point entries on three potential paper topics that interest them. A broad list of topics will be made available in class.
- *Remote Library Assignment (5%):* For this assignment, each student will complete a series of research tasks using the UTEP library.
- *Proposal (5%):* The proposal is a preliminary statement that defines your topic, presents research questions, identifies sources, and forecasts potential problems.
- *Annotated Bibliography (10%):* The annotated bibliography will consist of a list of 5 primary and 5 secondary sources. It will also include an evaluative summary of each source and a description of how the source will be used.
- *Outline (5%):* This assignment should clearly identify the major sections of your paper. More instructions will be provided in class.
- *Peer Review of Rough Drafts (10%):* Each student will read and critique a peer’s rough draft on two separate occasions. A rubric for constructive criticism will be provided.
- *Thesis Statement Haiku (5%):* Each student will write and present to the class their thesis statement in the form of a Haiku.
- *Presentation (10%):* Each student will give a 10-minute PowerPoint or Prezi presentation of their research.
- *Final Paper (30%):* The final paper should be 17-20 pages in length and must include proper citations. It should also be grammatically correct, structurally sound, free of typos and other errors, and written in 12 pt. font with one inch margins. A student will not pass the course if they fail to submit a final paper.

CALENDAR AND ASSIGNMENTS:

Module 1	Week 1	Aug. 26	Course Introduction
	Week 2	Sept. 1	Primary Source Analysis due Discussion/Ticket to Class: Chavez (introduction & any 3 primary sources)
Module 2	Week 3	Sept. 9	Potential Research Topics due Discussion/Ticket to Class: Conway (introduction & any 3 primary sources)
	Week 4	Sept. 16	Remote Library Assignment Discussion/Ticket to Class: Horsman

Module 3	Week 5	Sept. 23	Proposal due Discussion/Ticket to Class: Delay
	Week 6	Sept. 30	Annotated Bibliography due Discussion/Ticket to Class: Winders
Module 4	Week 7	Oct. 7	Outline due Discussion/Ticket to Class: Greenberg
	Week 8	Oct. 14	Individual Research & Writing Mandatory Individual Meetings
Module 5	Week 9	Oct. 21	Individual Research & Writing Mandatory Individual Meetings
	Week 10	Oct. 28	Rough Draft due (pages 1-5) Peer Review
Module 6	Week 11	Nov. 4	Thesis Statement Haiku due
	Week 12	Nov. 11	Rough Draft due (pages 1-10) Peer Review
Module 7	Week 13	Nov. 18	Presentations
	Week 14	Nov. 25	Presentations
Module 8	Week 15	Dec. 2	Presentations
		Dec. 4	Frances G. Harper Student History Conference
	Week 16	Dec. 11	Final Paper Due via email by 4:00 pm

The Fine Print

Frances G. Harper Student History Conference: On Friday, December 4, roughly three students from each of the junior/senior seminars taught in the spring and fall of 2020 will present their research findings in a formal conference setting. Papers will be selected based on topic, originality, argument, quality, and use of primary sources. While the best papers from the conference will win cash awards, all presenters will receive recognition. More information on the conference will be made available during the semester.

Accommodations: The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 Accommodations: Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

COVID-19 Precautions: You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

Conduct: You are expected to abide by UTEP's *Handbook of Operating Procedures*. Section II: Student Affairs, Chapter 1: Student Conduct and Discipline clearly defines cheating and plagiarism. Those who cheat or plagiarize face the prospect of dismissal from the class or the university. Any inappropriate behavior, disruptive conduct, or non-compliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, possibly resulting in sanctions imposed either by the instructor or the Dean of Students. For further information refer to <http://www.utep.edu/dos/acadintg.htm>.

Scholastic Integrity: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Incomplete Grade Policy: Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.