

# THE U.S. WAR WITH MEXICO

## HIST 4325: JUNIOR-SENIOR SEMINAR

FALL 2018 – CRN: 12127

TR– 12:00-1:20 / LART 322

### CONTACT INFORMATION:

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OFFICE HOURS: TR 10:00-12:00 & by appt.

### 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 17-20 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 13<sup>th</sup> Annual Frances G. Harper Student History Conference on December 7, 2018.

### 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:

- **Course Participation (20%)**: Your attendance and participation in class discussions 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 are expected to arrive with a "ticket to class." These tickets are part of your course participation grade and should demonstrate student understanding of each reading assignment; yet, they need not be written as essays. Instead, students should type their answers to the following questions individually. With each answer written single spaced, each ticket should be no longer than one page in length.
  - ▶ What is something new that you learned?
  - ▶ Identify an argument posited by the author and determine what source(s) the author used as evidence.
  - ▶ 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 (80%):** Your Research Paper Portfolio consists of the following parts:
  - ✓ *Library Assignment (5%):* For this assignment, each student will complete a series of tasks at the UTEP library on September 4<sup>th</sup>.
  - ✓ *Primary Source Analysis (5%):* For this assignment, each student will critically analyze a primary source from either *The U.S. War with Mexico* or *The U.S.-Mexican War: A Binational Reader*.
  - ✓ *Potential Research Topics (5%):* For this assignment, students will write short paragraphs on three different topics that interest them. A broad list of topics will be made available in class.
  - ✓ *Proposal (5%):* The proposal is a preliminary statement that defines your topic, attempts to identify a thesis, and presents questions to be answered.
  - ✓ *Annotated Bibliography (5%):* 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 and include a brief statement of what purpose each section will serve in relation to your overall argument.
  - ✓ *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 (5%):* 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.
  
- **Communication:** Students will need to join Slack – a service that will allow the class to communicate effectively with one another throughout the semester. Click on this [link](#), sign up, and then download the app to your phone. Make sure to enable notifications.
  
- **Plagiarism:** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge another whenever he or she quotes another person's actual words; paraphrases another person's words; uses another person's ideas, opinion or theory; or borrows facts, statistics, or other material, unless the information is common knowledge. It is official UTEP policy that all suspected cases of plagiarism be referred to the Office of Student Life for investigation. For more information, go to: <http://sa.utep.edu/wp-content/blogs.dir/60/files/2012/09/Avoiding-Plagiarism.pdf>.
  
- **Disabilities:** Any reasonable accommodations will be made for students with limitations due to disabilities, including learning disabilities. Please see the professor during the first two weeks or make an appointment to discuss any special needs one might have. If a student has a documented disability and requires specific accommodations, they will need to contact the Center for Accommodations and Support Services (CASS) in the East Union Bldg., Room 106 (<http://sa.utep.edu/cass/>).

## CALENDAR AND ASSIGNMENTS:

Week 1	Aug. 28	Course Introduction	
	Aug. 30	Discussion: Chavez (introduction)	Chavez, U.S. War with Mexico
Week 2	Sept. 4	<b>Library Assignment</b>	
	Sept. 6	Discussion: Chavez	
Week 3	Sept. 11	<b>UTEP Library Visit: Special Collections and Online Research Methods</b>	Conway, The U.S.-Mexican War
	Sept. 13	Discussion: Conway (introduction)	
Week 4	Sept. 18	Discussion: Conway <b>Primary Source Analysis due</b>	Horsman, <i>Race and Manifest Destiny</i>
	Sept. 20	Discussion: Horsman (introduction & chapters 1-4)	
Week 5	Sept. 25	Discussion: Horsman (chapters 5-9)	Horsman, <i>Race and Manifest Destiny</i>
	Sept. 27	Discussion: Horsman (chapters 10-14 & conclusion) <b>Potential Research Topics due</b>	
Week 6	Oct. 2	Discussion: Delay (introduction, prologue, & part I)	Delay, <i>War of a Thousands Deserts</i>
	Oct. 4	Discussion: Delay (part II)	
Week 7	Oct. 9	Discussion: Delay (part III) <b>Proposal due</b>	Winders, Mr. Polk's Army
	Oct. 11	Discussion: Winders (preface & chapters 1-4)	
Week 8	Oct. 16	Discussion: Winders (chapters 5-8)	Winders, Mr. Polk's Army
	Oct. 18	Discussion: Winders (chapters 9-10 & epilogue) <b>Annotated Bibliography due</b>	
Week 9	Oct. 23	Discussion: Greenberg (introduction & part I)	Greenberg, <i>A Wicked War</i>
	Oct. 25	Discussion: Greenberg (part II & III)	
Week 10	Oct. 30	Discussion: Greenberg (part IV, & epilogue) <b>Outline due</b>	
	Nov. 1	Individual Research & Writing    Mandatory Individual Meetings	
Week 11	Nov. 6	Individual Research & Writing    Mandatory Individual Meetings	
	Nov. 8	<b>Rough Draft due (pages 1-5)    Peer Review</b>	
Week 12	Nov. 13	Individual Research & Writing	
	Nov. 15	<b>Thesis Statement Haiku due</b>	
Week 13	Nov. 20	<b>Rough Draft due (pages 1-10)    Peer Review</b>	
	Nov. 22	<b>No Class – Thanksgiving Holiday</b>	
Week 14	Nov. 27	Presentation Format & Tips	
	Nov. 29	<b>Presentations</b>	
Week 15	Dec. 4	<b>Presentations</b>	
	Dec. 6	<b>Presentations</b>	
	Dec. 7	<b>Frances G. Harper Student History Conference*</b>	
Week 16	Dec. 11	<b>Final Paper Due via email by 4:00 pm</b>	

\***Frances G. Harper Student History Conference:** On Friday, December 7<sup>th</sup>, roughly three students from each of the junior/senior seminars taught in the spring and fall of 2018 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 and recognition, all attendees will receive a light breakfast and lunch. All class members are expected to attend at least one session. More information on the conference will be made available during the semester.