

READINGS IN U.S. HISTORY TO 1865

HIST 5320 – SPRING 2017 – 27898

W– 5:00-7:50 / LART 322

CONTACT INFORMATION:

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OFFICE HOURS: TR 12:00-1:30, W: 4-5:00, and by appt.

COURSE DESCRIPTION:

This graduate readings course provides an intensive survey of content relevant to the teaching of the first half of the U.S. history survey. The course readings proceed both chronologically and thematically. Each week we will focus on argument, evidence, interpretation, method, and style as we situate these readings within current historiographical debates. We will also propose various methods for incorporating what we have learned from these readings into the teaching of American history through the Civil War. Upon completing the course students will have led a class discussion and an in-class primary source workshop, as well as written a textbook analysis, a syllabus for a course covering the first half of the U.S. History survey, and a reflection paper on the ways in which the course readings can enhance the teaching of American history.

REQUIRED BOOKS:

- Virginia Anderson, *Creatures of Empire: How Domestic Animals Transformed Early America*
- Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*
- Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War*
- Amy S. Greenberg, *Manifest Manhood and the Antebellum American Empire*
- Reginald Horsman, *Race and Manifest Destiny: Origins of American Racial Anglo-Saxonism*
- Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848*
- Jill Lepore, *New York Burning: Liberty, Slavery, and Conspiracy in Eighteenth-Century Manhattan*
- Melton McLaurin, *Celia, A Slave*
- Herman Melville, *Typee: A Peep at Polynesian Life*
- Daniel K. Richter, *Facing East from Indian Country: A Native History of Early America*
- Alan Taylor, *William Cooper's Town: Power and Persuasion on the Frontier of the Early American Republic*
- Gordon S. Wood, *The Radicalism of the American Revolution*

COURSE REQUIREMENTS:

Course Participation (20%): Attendance and participation in class are mandatory. More than two absences may result in your dismissal from the class. If you are having medical problems or foresee habitual lateness, notify me immediately. Communication is key. Moreover, failure to participate in class discussions will also significantly lower this portion of your grade. All students are expected to complete the weekly reading assignments before class and be prepared to participate actively, respectfully, and intelligently. To facilitate good discussions, all students (except for that day's discussion facilitator) need to arrive to class with a typed "ticket to class." These tickets are part of your course participation grade and should demonstrate student understanding of each text; yet, they need not be written as essays.

Instead, students should write out their answers to the following questions individually. With each answer written single spaced, each ticket should be about one page in length.

1. What is the book's primary argument?
2. How is the book organized?
3. What types of sources does the author use to support their interpretation(s)?
4. What are the book's historiographical contributions?
5. What are the book's strengths and weaknesses?
6. Select one statement that you find particularly controversial, unclear, or significant. Explain.
7. How might this text be used in the teaching of the U.S. history survey?

Discussion Facilitation (10%): Each week one or two students will facilitate the class discussion. The facilitator(s) should start by providing a brief description of the author's career, as well as a general sense of how the book has been reviewed. Next, the facilitator(s) should ask questions one through four from their ticket to class followed by a minimum of five open-ended questions of their own. Throughout this process, facilitators should follow up on student responses, draw relationships among the points made in class, make connections to other readings, and offer their own insights. The facilitator(s) should conclude with questions five, six, and seven from the ticket to class. Facilitator questions must be emailed to the professor by 10:00 pm the night before class.

Workshop (10%): Each week one or two students will conduct a workshop that simulates an in-class activity for the survey course. This workshop must be based on the assigned reading for that week and can be designed in a variety of different ways. One could have the class compare a part of the course reading to a textbook passage or a documentary, to other secondary sources on the subject, or even wikipedia.com. One could have the class analyze primary sources from the assigned reading, or find others that are related to the assigned reading but are not used by the author. Be creative, employ mixed media, and require your students to think and act as historians. This workshop should take 40 minutes and will be evaluated based on organization, quality, and style. Students must submit to the instructor explicit instructions for the workshop, including learning objectives and the sequence of activities used to achieve them, as well as any handouts or worksheets.

Textbook Analysis (15%): Each student will write a 5-page analysis on how one particular individual/era/event in American history has been interpreted in four different textbooks. For example, one could choose to examine how different textbook authors depict Thomas Paine, Preconquest America, or the U.S. War with Mexico. Then, the student should address the similarities and differences in terms of each authors' approach and coverage. Regarding the selection of texts, there are several ways to go about this. One could compare traditional texts with those that are overtly political, such as Howard Zinn's *A People's History of the United States* and Michael Allen's and Larry Schweikart's *A Patriot's History of the United States*. Another option would be to look at textbooks from different time periods, such as a text from the 1920s, another from the 1950s, another from the 1980s, and one from the 21st century. If possible, student analyses should attempt to reference any possible connections with the course readings as well. This paper must be double-spaced with one-inch margins and 12 pt. font.

U.S. History Survey Syllabus (30%): Each student will design a syllabus for the first half of the U.S. history survey course which centers around a certain theme. Thematic possibilities will be discussed in class. This syllabus should be fully detailed in terms of a course description, learning objectives, required primary and secondary texts, lecture titles, weekly reading assignments (with exact page/chapter numbers), and grade breakdown. Highly weighted course assessments (exams, paper assignments, or anything else

worth 15% or more of a student's overall course grade) must be fully detailed within the syllabus and geared toward college freshmen. Lastly, the syllabus calendar should be based on a MWF course for the spring 2017 UTEP academic calendar.

Reflection Paper (15%): Each student will write a 5-page reflection paper on what they have learned over the course of this semester about the content and teaching of the first half of the American history survey. In doing so, students should consider the course readings, their textbook analysis, class discussions, student-led workshops, and the creation of their syllabus. Students should also explain the challenges they foresee in teaching the U.S. history survey course. This paper must be double-spaced with one-inch margins and 12 pt. font.

Academic Dishonesty: 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 must be referred to the Dean of Students for investigation.

Disabilities: I will make any reasonable accommodations for students with limitations due to disabilities. Please talk to me to discuss any special needs you might have within the first two weeks of class.

CALENDAR & ASSIGNMENTS:

Jan. 18:

- Introductions, course overview, and discussion facilitators/workshop leaders sign up
- Discuss Charles Mann, "1491." *The Atlantic Monthly* Vol. 289, No. 3 (March 2002), pp. 41-53.
<http://www.theatlantic.com/doc/200203/mann>

Jan. 25:

- Richter, *Facing East from Indian Country*
- Facilitator: _____
- Workshop Leader: _____

Feb. 1:

- Anderson, *Creatures of Empire*
- Facilitator: _____
- Workshop Leader: _____

Feb. 8:

- Berlin, *Many Thousands Gone*
- Facilitators: _____

- Workshop Leaders: _____

Feb. 15:

- Lepore, *New York Burning*
- Facilitator: _____
- Workshop Leader: _____

Feb. 22:

- Wood, *The Radicalism of the American Revolution*
- Facilitators: _____
- Workshop Leaders: _____

Mar. 1:

- Taylor, *William Cooper's Town*
- Facilitators: _____
- Workshop Leaders: _____

Mar. 8:

- Howe, *What Hath God Wrought*
- Facilitators: _____
- Workshop Leaders: _____

Mar. 15:

- **Spring Break!**

Mar. 22:

- Mclaurin, *Celia, A Slave*
- Facilitator: _____
- Workshop Leader: _____
- **Textbook Analysis due!**

Mar. 29:

- Horsman, *Race and Manifest Destiny*
- Facilitators: _____
- Workshop Leaders: _____

Apr. 5:

- Melville, *Typee*
- Facilitator: _____
- Workshop Leader: _____

Apr. 12:

- Greenburg, *Manifest Manhood*
- Facilitator: _____
- Workshop Leader: _____

Apr. 19:

- Faust, *This Republic of Suffering*
- Facilitator: _____
- Workshop Leader: _____

Apr. 26:

- **U.S. History Survey Syllabus due!**

May 3:

- **No Class!**

May 10:

- **Reflection Paper due!**

* Read this syllabus carefully for it contains important information about this course's requirements and assignments. The instructor reserves the right to make changes to the syllabus over the course of the semester.