

The U.S. War with Mexico

University of Texas at El Paso

HIST 5305 – JUNE 2017 – 36112

MTWRF – 9:00-2:00 / LART 322

Contact Information:

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Course Description:

- In this course, students will examine the political, economic, social, and cultural contexts 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," diplomatic efforts before and during the war, military endeavors, wartime opposition, and the legacies of this significant (but oftentimes neglected) war. Becoming familiar with several of the most recent works on this war, students will write a review essay critically evaluating the ways in which different historians have interpreted specific issues. There will also be an emphasis on the teaching of the U.S. War with Mexico. Thus, each student will facilitate a class discussion, present a short lecture, and conduct a disciplinary skills workshop.

Readings:

- Chavez, *The U.S. War with Mexico* (0312249217)
- Delay, *War of a Thousand Deserts* (0300158378)
- Greenberg, *A Wicked War* (0307592693)
- Winders, *Mr. Polk's Army* (1585440337)

Course Requirements:

- General: It is expected that students will arrive at 9:00 am, complete all reading assignments, participate in discussions, turn in all assignments on time, and attend all class sessions. If you are having medical problems or foresee habitual lateness, notify me immediately. Communication is key. This is a two-week course; thus, attendance and participation are mandatory. One absence will lower a student's overall course average by one letter grade (i.e. 10%).
- Course Participation (20%): Participation points will be assessed via instructor observation and "tickets to class." These tickets should demonstrate student understanding of each reading assignment; yet, they need not be written as essays. Instead, students should write out their answers to the following prompts individually. With each answer written single spaced, each ticket should be about one-page in length.
 - Briefly summarize the content of each chapter.
 - What strengths and weaknesses can you identify?
 - Select one statement that you find particularly controversial, unclear, or significant. Explain.

- Discussion Facilitation (15%): All students will facilitate a class discussion. The facilitator should be creative in their discussion design and can ask the class to work in groups, pairs, individually, or in any other way. Class discussion should start with the ticket to class prompts and end with the facilitator's questions. Throughout this process, facilitators should attempt to follow up on student responses, draw relationships among the points made in class, make connections to other readings, and offer their own insights. Class discussions should run for 45 minutes to an hour.
- Lecture (15%): Each student will deliver a 30-minute interactive lecture. Lecture topics are located on the course calendar and will be assigned on the first day of class. This lecture will be evaluated based on content, variety, preparedness, and organization. Students must use either PowerPoint or Prezi and are encouraged to incorporate multimedia. Have fun, get the class involved, and vary the way you deliver the content. The last part of the lecture should be reserved for a technology enhanced assessment ([Kahoot!](#), [Quizalize](#), [Quiziz](#), [Quizlet Live](#), [REEF polling](#), etc...).
- Disciplinary Skills Workshop (15%): Each student will conduct a 45-minute skills-based workshop using either secondary or primary sources related to that day's lecture. Students should employ engaging methods, follow either the OUT, TDS, or SAC format (see Blackboard), and conclude with some type of assessment. They must also submit to the instructor a printed copy of the workshop plan, which should contain reference to the workshop format, objective(s) for historical thinking, the sequence of activities including a rough estimate of how much time each activity will take, and any resource materials used (handouts, assessments, etc...).
- Peer and Self Evaluations of Lectures and Workshops (10%): Students will evaluate their own lectures and workshops, as well as those conducted by their peers. Evaluation forms can be viewed on Blackboard and hard copies will be made available in class.
- Annotated Bibliography (5%): This one-page assignment consists of a list of the three books you intend to use for your review essay. Each source must include a correct Chicago Style citation and a 3-4 sentence evaluative summary of the book.
- Review Essay (20%): Each student will write a 1500-word review essay in which they assess the interpretations of three books that cover the same subject on the U.S. War with Mexico. The following are three approaches one could take: 1) Scholars have disagreed about my topic, and my paper explains why one historian in the debate has been more convincing than the others. 2) Scholars have disagreed about my topic, and my paper demonstrates why the entire debate needs to be recast in a more meaningful direction. 3) Scholars have (more or less) agreed about my topic, and my paper argues for a different, better, or more nuanced interpretation.

Daily Schedule:

9:00 – 10:15 am	Discussion
10:15 – 10:30 am	Break
10:30 – 11:30 am	Lecture
11:30 – 11:45 am	Break
11:45 – 1:00 pm	Workshop
1:00 – 2:00 pm	Research & Teaching Consultations

Grade Breakdown:

	<u>Points</u>	<u>Score</u>
Course Participation.....	200	_____
Discussion Facilitation.....	150	_____
Lecture.....	150	_____
Disciplinary Skills Workshop.....	150	_____
Peer and Self Evaluations.....	100	_____
Annotated Bibliography.....	50	_____
Review Essay.....	200	_____
 TOTAL.....	 1000	 _____

Week 1: Class Calendar & Assignments

Monday, June 12	Course Introduction	
	Discussion: Chavez: part 1	Cartwright
	Lecture: “The Interactive Lecture”	Cartwright
	Workshop: “The Historical Thinking Workshop”	Cartwright
Tuesday, June 13	Indians and Westward Expansion	
	Discussion: Delay: introduction, prologue, & chapters 1- 2	1.
	Lecture	4.
	Workshop	7.
Wednesday, June 14	Colonizing Texas	
	Discussion: Delay: chapters 3-6	2.
	Lecture	5.
	Workshop	8.
Thursday, June 15	Texas’s War for Independence	
	Discussion: Delay: chapters 7-10 & epilogue	3.
	Lecture	6. 10.
	Workshop	9.
Friday, June 16	The Republic of Texas and its Annexation into the U.S.	
	Discussion: Winders: preface & chapters 1-3	4.
	Lecture	7.
	Workshop	1.

Week 2: Class Calendar & Assignments

Monday, June 19	Toward War: "American Blood on American Soil"	
	Discussion: Winders: chapters 4-7	5.
	Lecture	8.
	Workshop	2.
Tuesday, June 20	War on the Northern Frontier	
	Discussion: Winders: chapters 8-10 & epilogue	6. 10.
	Lecture	9.
	Workshop	3.
Wednesday, June 21	The War Comes to Mexico City	
	Discussion: Greenberg: introduction & chapters 1-4	7.
	Lecture	1.
	Workshop	4.
	◆◆◆ Annotated Bibliography due via Blackboard by 8:00 pm. ◆◆◆	
Thursday, June 22	Anti-war Sentiment	
	Discussion: Greenberg: chapters 5-9	8.
	Lecture	2.
	Workshop	5.
Friday, June 23	The Treaty of Guadalupe Hidalgo and Its Legacies	
	Discussion: Greenberg: chapters 10-13 & epilogue	9.
	Lecture	3.
	Workshop	6. 10.
	◆◆◆ Review Essay due via Blackboard by 8:00 pm on June 27 th . ◆◆◆	

The Fine Print:

Disabilities: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Communication: The best way to communicate with the instructor is via email. Also, students must check their UTEP email regularly as I will use it to send important reminders and useful information. Links and resources are available on Blackboard.

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 (e.g., incessant talking/laughing/joking, using cell phone/text messaging; leaving the classroom without permission, kissing), 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>.

Plagiarism: 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 person's as ones' own. And, 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. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Department News and Events: Follow the history department on Twitter [@utephistory](https://twitter.com/utephistory) and the Center for History Teaching and Learning [@utepcht](https://twitter.com/utepcht). Also, you can "like" the Borderlands History Facebook page at <https://www.facebook.com/BorderlandsHistory/> and the CHTL at <https://www.facebook.com/utepcht>.

Disclaimer: The instructor reserves the right to make changes to the syllabus over the course of the semester.