

# The Age of Jackson

## University of Texas at El Paso

HIST 5305 – JUNE 2018 – 35354

MTWRF – 9:00-2:00 / LART 322

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### Contact Information:

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### Course Description:

- This course examines American politics, economics, and culture from the end of the War of 1812 to the Compromise of 1850. These years represent a period of intense change in America. Revolutions in transportation, communications, and markets stimulated enormous economic growth. Religious movements inspired people to radically reform their society. As more white men got the right to vote, women and non-whites increasingly began to demand equal political and economic rights for themselves. These decades also witnessed hardening racial perspectives, the growth of the institution of slavery, and the forceful removal of Native Americans from their native lands. Lastly, by the late 1840s, America's "Manifest Destiny" to expand westward led to a controversial and costly war with Mexico. 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 this era. Thus, students will facilitate class discussions, present lectures, and conduct historical thinking workshops.

### Readings:

- Guardino, *The Dead March* (0674972341)
- Howe, *What Hath God Wrought* (0195392434)
- Johnson, *Soul by Soul* (0674005392)
- Watson, *Liberty and Power* (0809065479)

### 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%).
- Communication: Students will need to join Slack – an app that will allow the class to communicate effectively with one another throughout the semester. Check your UTEP email for the invitation and then download the app to your phone. All further instructions will be provided in class.
- Course Participation (10%): Participation will be assessed via instructor observation. To do well on this component of the course, students need to arrive each day on time, demonstrate their knowledge of the course readings, and regularly and respectfully participate in class activities.

- Discussion Facilitation (15%): All students will facilitate a class discussion over the course readings either as individuals or in pairs. The facilitators should be creative in their discussion design and can ask the class to work in groups, pairs, individually, etc... 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%): All students, either individually or in pairs, will deliver a 45-minute interactive lecture. Lecture topics are located on the course calendar. They 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!](#), [Quizizz](#), [REEF polling](#), etc...).
- Historical Thinking Workshop (20%): All students, either individually or in pairs, will conduct a 45-minute workshop using either secondary or primary sources related to that day's lecture. Students should employ engaging methods, emphasize historical thinking (see suggestions on Blackboard), and conclude with some type of assessment. They must also submit to the instructor a printed copy of the workshop template (see Blackboard) 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 (10%): This 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 4-5 sentence evaluative summary of the book's overall argument.
- 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 Age of Jackson. 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.

**Grade Breakdown:**

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

## Class Calendar & Assignments

<b>Monday, June 11</b>	<b>Course Introduction</b>	
	<b>Discussion:</b> Lepore, “Vast Designs: How America Came of Age”	Cartwright
	<b>Lecture</b> (Market Revolution, Erie Canal, Lowell Factory System)	
	<b>Workshop:</b> Opening Up the Textbook on the Lowell Factory System	
<b>Tuesday, June 12</b>	<b>The War of 1812</b>	
	<b>Discussion:</b> Watson, <i>Liberty and Power</i> (intro. & ch. 1-3)	1 & 2
	<b>Lecture</b> (Embargo Act of 1807, Tecumseh, War of 1812, & Hartford Convention)	10
	<b>Workshop</b>	13
<b>Wednesday, June 13</b>	<b>Era of Good Feelings?</b>	
	<b>Discussion:</b> Watson, <i>Liberty and Power</i> (ch. 4-6)	8
	<b>Lecture</b> (Elections of 1816 & 1820, Panic of 1819, & Missouri Compromise)	9
	<b>Workshop</b>	3 & 12
<b>Thursday, June 14</b>	<b>Rise of Democratic Politics</b>	
	<b>Discussion:</b> Watson, <i>Liberty and Power</i> (ch. 7-8 & afterword)	4
	<b>Lecture</b> (Andrew Jackson, Elections of 1824 & 1828, & Second Party System)	1
	<b>Workshop</b>	11 & 10
<b>Friday, June 15</b>	<b>Jacksonian Democracy</b>	
	<b>Discussion:</b> Johnson, <i>Soul by Soul</i> (intro. & ch. 1-2)	3
	<b>Lecture</b> (Peggy Eaton Affair, Bank War, Nullification Crisis, & Indian Removal Act)	5 & 6
	<b>Workshop</b>	7 & 8

<b>Monday, June 18</b>	<b>Jackson’s Opposition</b>	
	<b>Discussion:</b> Johnson, <i>Soul by Soul</i> (ch. 3-5)	12 & 11
	<b>Lecture</b> (Whig Party, Panic of 1837, Elections of 1836 & 1840)	2 & 13
	<b>Workshop</b>	5
<b>Tuesday, June 19</b>	<b>Antebellum Slavery</b>	
	<b>Discussion:</b> Johnson, <i>Soul by Soul</i> (ch. 6-7 & epilogue)	6
	<b>Lecture</b> (Domestic Slave Trade, Pro-slavery Arguments, Slave Culture, & Nat Turner)	8 & 3
	<b>Workshop</b>	1

Wednesday, June 20	<b>Religious Revival and Reform</b>	
	<b>Discussion:</b> Guardino, <i>The Dead March</i> (intro. & ch. 1-3)	7 & 9
	<b>Lecture</b> (2 <sup>nd</sup> Great Awakening, Temperance, Abolitionism, and Equal Rights)	4
	<b>Workshop</b>	2
	◆◆◆ Annotated Bibliography due via Blackboard by 8:00 pm. ◆◆◆	
Thursday, June 21	<b>The U.S. War with Mexico</b>	
	<b>Discussion:</b> Guardino, <i>The Dead March</i> (ch. 4-6)	10 & 5
	<b>Lecture</b> (Manifest Destiny, Texas Independence & Annexation, U.S. War w/Mexico)	11
	<b>Workshop</b>	6 & 4
Friday, June 22	<b>America in 1850</b>	
	<b>Discussion:</b> Guardino, <i>The Dead March</i> (ch. 7-9 & conclusion)	13
	<b>Lecture</b> (Popular Sovereignty, California Gold Rush, & Compromise of 1850)	12 & 7
	<b>Workshop</b>	9
	◆◆◆ Review Essay due via Blackboard by 8:00 pm on June 25 <sup>th</sup> . ◆◆◆	

## 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](mailto: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](http://www.sa.utep.edu/cass).

**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 [@utepchtl](https://twitter.com/utepchtl). Also, you can "like" the Borderlands History Facebook page at <https://www.facebook.com/BorderlandsHistory/> and the CHTL at <https://www.facebook.com/utepchtl>.

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