

# READINGS IN U.S. HISTORY TO 1865

HIST 5320 ♦ Spring 2023 ♦ CRN: 27078 ♦ W 5:00 – 7:50 pm

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TR 10:30 – 12:00 pm, W 4:00 – 5:00 pm, & 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 workshop, as well as developed a Story Map project, 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*
- Lisa Brooks, *Our Beloved Kin: A New History of King Philip's War*
- Kathleen DuVal, *Independence Lost: Lives on the Edge of the American Revolution*
- Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War*
- Joanne Freeman, *The Field of Blood: Violence in Congress and the Road to Civil War*
- Amy Greenberg, *A Wicked War: Polk, Clay, Lincoln, and the 1846 U.S. Invasion of Mexico*
- Brian Delay, *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War*
- Stephanie Jones-Rogers, *They Were Her Property: White Women as Slave Owners in the American South*
- Jill Lepore, *New York Burning: Liberty, Slavery, and Conspiracy in Eighteenth-Century Manhattan*
- 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:

General: Students will upload their textbook analyses, syllabus, and reflection paper assignments in Blackboard. Student grades will be posted there as well. All other course communication will occur through Slack. Click on this [link](#), sign up, and download the app to your phone. Make sure to enable notifications.

Course Participation (10%): Attendance and participation 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 submit a typed "ticket to class" via direct message in Slack. These tickets are part of your course participation grade and should demonstrate 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 one to two pages 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 evocative, unclear, or significant. Explain.
7. How might this text be used in the teaching of the U.S. history survey?

Discussion Facilitation (20%): 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 sent to the professor by 12:00 pm the day of class.

Workshop (20%): Each week, one or two students will conduct a workshop that simulates an in-class activity for the survey course. This workshop must be loosely 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 or to other secondary sources on the subject. 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 a completed Workshop Plan (check the #resources channel in Slack) with explicit instructions for the workshop, including learning objectives and the sequence of activities used to achieve them, as well as any handouts or worksheets.

Story Map Project (20%): This assignment is intended to broaden your understanding of the importance of spatial analysis and digital history as methods for student engagement and assessment. In an effort to think more deeply about the relationships between space and place, you will create a Story Map tour of a set of places related to a person, theme, or event(s) during the first half of American history. In particular, you will need to find at least 8 significant locations, pair each with a relevant image, and write a short description of the place and how it relates to your larger topic. For example, one could map out a biography of Frederick Douglass, the development of women's rights movement, battles of the U.S. War with Mexico, or Indian removal. You should use the following platform: [ArcGIS StoryMaps](#). Make sure to sign up for an ArcGIS public account, which is free. Then, for a detailed walkthrough of the program, view the [Story Map Guided Tour Instructions](#). Click here for more [resources](#). Lastly, submit a link to your Story Map in Blackboard on or before the due date.

U.S. History Survey Syllabus (20%): 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 2023 UTEP academic calendar.

Reflection Paper (10%): Each student will write a 6-7 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 Story Map project, discussion facilitation, student-led workshop, 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.

**CALENDAR & ASSIGNMENTS:**

Jan. 18	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• Discuss Charles Mann, "1491" <a href="http://www.theatlantic.com/doc/200203/mann">http://www.theatlantic.com/doc/200203/mann</a></li> <li>• Facilitator: Cartwright</li> <li>• Workshop Leader: Cartwright</li> </ul>
Jan. 25	<ul style="list-style-type: none"> <li>• Richter, <i>Facing East from Indian Country</i></li> <li>• Facilitator (1): _____</li> <li>• Workshop Leader (8): _____</li> </ul>
Feb. 1	<ul style="list-style-type: none"> <li>• Anderson, <i>Creatures of Empire</i></li> <li>• Facilitator (2): _____</li> <li>• Workshop Leader (7): _____</li> </ul>
Feb. 8	<ul style="list-style-type: none"> <li>• Berlin, <i>Many Thousands Gone</i></li> <li>• Facilitator (3): _____</li> <li>• Workshop Leader (6): _____</li> </ul>
Feb. 15	<ul style="list-style-type: none"> <li>• Brooks, <i>Our Beloved Kin</i></li> <li>• Facilitator (4): _____</li> <li>• Workshop Leader (5): _____</li> </ul>
Feb. 22	<ul style="list-style-type: none"> <li>• Lepore, <i>New York Burning</i></li> <li>• Facilitator (5): _____</li> <li>• Workshop Leader (4&amp;1): _____</li> </ul>
Mar. 1	<ul style="list-style-type: none"> <li>• Wood, <i>The Radicalism of the American Revolution</i></li> <li>• Facilitator (6): _____</li> <li>• Workshop Leader (3): _____</li> </ul>
Mar. 8	<ul style="list-style-type: none"> <li>• DuVal, <i>Independence Lost</i></li> <li>• Facilitator (7): _____</li> <li>• Workshop Leader (2): _____</li> </ul>
Mar. 15	<ul style="list-style-type: none"> <li>• <b>Spring Break!</b></li> </ul>
Mar. 22	<ul style="list-style-type: none"> <li>• Taylor, <i>William Cooper's Town</i></li> <li>• Facilitator (8): _____</li> <li>• Workshop Leader (1): _____</li> <li>• <b>Story Map Project due</b></li> </ul>

Mar. 29	<ul style="list-style-type: none"> <li>• Jones-Rogers, <i>They Were Her Property</i></li> <li>• Facilitator (1&amp;6): _____</li> <li>• Workshop Leader (8): _____</li> </ul>
Apr. 5	<ul style="list-style-type: none"> <li>• Delay, <i>War of a Thousand Deserts</i></li> <li>• Facilitator (2): _____</li> <li>• Workshop Leader (7&amp;3): _____</li> </ul>
Apr. 12	<ul style="list-style-type: none"> <li>• Greenberg, <i>A Wicked War</i></li> <li>• Facilitator (3&amp;8): _____</li> <li>• Workshop Leader (6): _____</li> </ul>
Apr. 19	<ul style="list-style-type: none"> <li>• Freeman, <i>The Field of Blood</i></li> <li>• Facilitator (4&amp;7): _____</li> <li>• Workshop Leader (5&amp;2): _____</li> </ul>
Apr. 26	<ul style="list-style-type: none"> <li>• Faust, <i>This Republic of Suffering</i></li> <li>• Facilitator (5): _____</li> <li>• Workshop Leader (4): _____</li> </ul>
May 3	<ul style="list-style-type: none"> <li>• <b>U.S. History Survey Syllabus due</b></li> </ul>
May 10	<ul style="list-style-type: none"> <li>• <b>Reflection Paper due</b></li> </ul>

### The Fine Print

**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 provided 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](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

**COVID-19 Precautions:** Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. The Student Health Center is equipped to provide COVID 19 testing.

**Conduct:** You are expected to abide by UTEP's *Handbook of Operating Procedures*. Section II: Student Affairs, Chapter I: 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](#).

**Changes to the Syllabus:** Read this syllabus carefully because it contains important information about this course's requirements and assignments. Also, the instructor reserves the right to make changes to the syllabus over the course of the semester.