Seminar in U.S. History:
The Early American Republic
HIST 5370 – FALL 2016 – 16955
W– 5:00-7:50 / LART 322

Contact Information:

PROFESSOR: Brad Cartwright, Ph.D.
EMAIL: bjcartwright@utep.edu
OFFICE: LART 334, ext. 5878
OFFICE HOURS: TR 10:30-12:00, W 4:30-5:00, & by appt.

Course Description:

This graduate research seminar focuses on the history of the early American republic and its top priority will be to help students hone their skills in research, writing, and presenting. We will begin by discussing the challenges and strategies involved in conceptualizing a manageable seminar paper – one that is based on original primary source research and engaged with relevant historiographical debates. Thus, during the first several weeks of the semester, we will discuss potential topics and explore the era’s historiography. Then, once students have defined their topic, they will devote their time outside of class to intensive research and writing. The last few weeks of the course will be dedicated to peer review and poster presentations. The course requirements include regular attendance, active and informed participation in class discussions, and the completion of all steps required for an original research project. Ultimately, this seminar should function as an important step on the path toward your graduate degree and becoming a professional historian.

Required Readings:

~ Kathleen DuVal, Independence Lost: Lives on the Edge of the American Revolution (1400068959)
~ Woody Holton, Unruly Americans and the Origins of the Constitution (0809016435)
~ Alan Taylor, Civil War of 1812: American Citizens, British Subjects, Irish Rebels, & Indian Allies (0679776737)
~ Harry Watson, Liberty and Power: The Politics of Jacksonian America (0809065479)
~ Walter Johnson, Soul by Soul: Life Inside the Antebellum Slave Market (0674005392)
~ Bruce Dorsey, Reforming Men and Women: Gender in the Antebellum City (0801472881)
~ Amy Greenberg, A Wicked War: Polk, Clay, Lincoln, and the 1846 U.S. Invasion of Mexico (0307592693)

Recommended Readings:

~ Kate Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 8th Ed. (0226816389)
~ Stephen Pyne, Voice and Vision: A Guide to Writing History and Other Serious Nonfiction (0674060423)
Course Requirements:

Course Participation: Attendance and participation in class are mandatory. More than two absences may result in your dismissal from the class, while failure to participate in class discussions will significantly lower this portion of your grade. All students are expected to complete reading assignments before class and be prepared to participate actively and intelligently in the class discussion. Disagreements are welcome as long as they remain respectful and scholarly. If you are having medical problems or foresee habitual lateness, notify me immediately. Communication is key!

Tickets to Class: During weeks two through eight, students need to arrive to class with a typed Ticket to Class. These tickets will help facilitate discussion and they should demonstrate student understanding of each text. Each ticket must address the following:

~ What is the book’s primary argument?
~ How is the book organized?
~ What types of sources does the author use to support their interpretation(s)?
~ Select one statement that you find particularly controversial, unclear, or significant. Explain.
~ What are the book’s strengths? What weaknesses can you identify?
~ Write two discussion questions for the class.

Research Project: This seminar is devoted to researching and writing an original and substantial research paper (17-20 pages) on some aspect of the early American republic. This research project will include the following components: Potential Research Topics, Research Proposal, Annotated Bibliography, Outline, Rough Draft Peer Review, Poster Presentation, and the Final Paper.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Participation Participation:</td>
<td>10%</td>
<td>100 points</td>
</tr>
<tr>
<td>Tickets to Class:</td>
<td>10%</td>
<td>100 points</td>
</tr>
<tr>
<td>Research Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential Research Topics:</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>Research Proposal:</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>Annotated Bibliography:</td>
<td>10%</td>
<td>100 points</td>
</tr>
<tr>
<td>Outline:</td>
<td>5%</td>
<td>50 points</td>
</tr>
<tr>
<td>Preliminary Rough Draft Peer Review:</td>
<td>10%</td>
<td>100 points</td>
</tr>
<tr>
<td>Poster Presentation:</td>
<td>15%</td>
<td>150 points</td>
</tr>
<tr>
<td>Final Paper:</td>
<td>30%</td>
<td>300 points</td>
</tr>
<tr>
<td></td>
<td><strong>100%</strong></td>
<td><strong>1000 points total</strong></td>
</tr>
</tbody>
</table>

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.
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.

Calendar and Assignments:

Week 1 (Aug. 24):
- Course overview
- Introductions
- Gordon Wood, “The Significance of the Early Republic”

Week 2 (Aug. 31):
- DuVal, Independence Lost

Week 3 (Sept. 7):
- Holton, Unruly Americans and the Origins of the Constitution
- Potential Research Topics Due: For this assignment, each student will need to submit two potential research topics. For each topic, you will need a 1-2 paragraph typed description of the topic, a statement as to why this topic interests you, the time period, approach (political, economic, comparative, cultural, racial, gendered, military, religious, intellectual, etc...), and the questions you seek to answer.

Week 4 (Sept. 14):
- Taylor, Civil War of 1812

Week 5 (Sept. 21):
- Watson, Liberty and Power
- Research Proposal Due: The Research Proposal should demonstrate that the student understands both the nature of this undertaking and the steps necessary to see it through to completion. The proposal should include a preliminary title and should be no longer than three paragraphs. In the first paragraph, introduce your topic and describe what you think the main focus of the research paper might be. In the second paragraph, discuss the sources you intend to use. Lastly, in the third paragraph, speculate on what obstacles you foresee in this project.

Week 6 (Sept. 28):
- Johnson, Soul by Soul

Week 7 (Oct. 5):
- Dorsey, Reforming Men and Women
- Annotated Bibliographies Due: For this assignment, each student must write an annotated bibliography containing the secondary and primary sources they intend to use. This annotated bibliography provides not only citations using Chicago Style, but also a short paragraph analyzing each source. For each secondary source, students must describe the source’s argument and its usefulness to their research. For each primary source, the student must detail the source’s content and its
usefulness to their research. This bibliography should include 8-10 secondary sources including books and peer-reviewed articles. The number of primary source entries will vary depending on your topic. Separate your entries into two sections, beginning with primary sources and then secondary sources.

**Week 8 (Oct. 12):**
Greenberg, A Wicked War

**Week 9 (Oct. 19):**
- **Outlines Due:** For this assignment, each student must submit a list-type outline which references their working thesis, necessary historical context, the order in which they will present their evidence, counterevidence, and conclusions. More specific information will be provided in class.

**Week 10 (Oct. 26):**
- No class – research and write!

**Week 11 (Nov. 2):**
- Individual meetings to discuss student progress.

**Week 12 (Nov. 9):**
- No class – research and write!

**Week 13 (Nov. 16):**
- **Preliminary Rough Drafts Due:** Students need to bring two copies of the first 9 pages of their rough draft to class. One copy will be given to a classmate and one will go to the instructor for in-class peer review assignment.

**Week 14 (Nov. 23):**
- Individual meetings to discuss rough drafts.

**Week 15 (Nov. 30 or TBD):**
- **Poster Presentation:** Poster presentations are becoming more prevalent at historical conferences (see [http://tinyurl.com/hcmnqwf](http://tinyurl.com/hcmnqwf)). In particular, they provide presenters with an opportunity to engage informally with other historians, while gaining experience in briefly describing their work. Specific guidelines for poster design will be provided in class. Ultimately, this assignment will culminate in a Poster Presentation Session attended by the history department’s faculty and graduate students.

**Week 16 (Dec. 7):**
- **Final Papers Due:** The final paper should be 17-20 pages in length and must include proper citations and a bibliography. This essay should also be grammatically correct, structurally sound, free of typos and other errors, and written in 12 pt. font with one inch margins. Students must email a copy of their final paper as a .doc or .docx file to bjcartwright@utep.edu by 4:00 pm.

* Read this syllabus carefully for 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.