AMERICAN EXPANSIONISM
HIST 4325: JUNIOR-SENIOR SEMINAR

CARTWRIGHT - FALL 2011 - 14311
W- 4:30-7:20 / LART 322

CONTACT INFORMATION:

INSTRUCTOR: Brad Cartwright, Ph.D.
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OFFICE: LART 331, ext. 7051
OFFICE HOURS: MWF 10:30-12, W 4-4:30 & by appt.

COURSE DESCRIPTION AND OBJECTIVES:

This seminar focuses on American expansionism from the nation's founding to the present. Topics to be explored include, but are not limited to, America as an “Empire for Liberty,” America’s Manifest Destiny, the U.S. War with Mexico, the Spanish-American War, and the nation’s rise to global superpower during the twentieth century. Grappling with the question of whether or not America has acted imperially, students will become familiar with the roles that warfare, diplomacy, politics, economics, race, gender, and consumer culture have played in the expansionist tendencies of the United States. Upon completing this course, students will have constructed a 15-20 page research paper. This paper will represent the culmination of a series of steps designed to assist students in becoming familiar with the historiography of American expansionism, conducting primary source research, and crafting original historical interpretations. At the end of the semester, students will make an oral presentation summarizing the results of their research.

REQUIRED BOOKS:


COURSE REQUIREMENTS:

- General: Students are expected to attend class, complete all reading assignments, participate in class discussions, and finish all course assignments on time. Out of respect for other students and the instructor, arrive to class on time. Do not talk, surf the internet, or send emails or text messages during class. This is a college course – so act accordingly.
• Course Participation (20%): Participation in class discussions is paramount to your success in this class. Thus, all students are expected to complete the reading assignments before class and come prepared to participate actively and, occasionally, review each other's work. Lastly, you should arrive on time and attend every class meeting. No more than one excused absence will be tolerated. Any absence beyond that will significantly lower this portion of your grade, as will habitual failure to participate in weekly discussions or to actively participate in the peer review process.

• Research Paper Portfolio (80%): Your Research Paper Portfolio will consist of the following parts:
  
  ✓ Potential Research Topics (5%): For this assignment, students will write short paragraphs on three different topics on American expansionism that interest them. A broad list of topics will be made available in class.
  
  ✓ Primary Source Analysis (5%): For this assignment, each student will critically analyze a primary source from *The U.S. War with Mexico: A Brief History with Documents*.
  
  ✓ Proposal (5%): The proposal is a preliminary statement that defines your topic, attempts to identify a thesis, and presents questions to be answered.
  
  ✓ Annotated Bibliography (10%): The annotated bibliography will consist of a list of 5 primary and 5 secondary sources. It will also include an evaluative summary of each source and a description of how the source will be used. We will examine sample annotated bibliographies in class.
  
  ✓ Outline (5%): This assignment should clearly identify the major sections of your paper and include a brief statement of what purpose each section will serve in relation to your overall argument.
  
  ✓ Peer Review of Rough Drafts (10%): Each student will read and critique two of their classmate’s rough drafts. A rubric for constructive criticism will be provided.
  
  ✓ Presentation (10%): Each student will give a 10-minute presentation of their research. This presentation can include multimedia.
  
  ✓ Final Paper (30%): The final paper should be 15-20 pages in length and must include proper citations. It should also be grammatically correct, structurally sound, free of typos and other errors, and written in 12 pt. font with one inch margins.

• 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.

Grade Distribution:
- Course Participation: 20%
- Research Paper Portfolio
  - Potential Research Topics: 5%
  - Proposal: 5%
  - Primary Source Analysis: 5%
  - Annotated Bibliography: 10%
  - Outline: 5%
  - Peer Review of Rough Drafts: 10%
  - Presentation: 10%
  - Final Paper: 30%

Calendar and Assignments:

Week 1 (Aug. 24):
- Course overview
- Introductions
- Defining Empire
- Reading Strategically
- Discussion: Primary and Secondary Sources
  - Warren Cohen, “The American Dream: Empire without Tears?”
  - American Expansion in 19th Century Art

Week 2 (Aug. 31):
- Visit to UTEP Library for an overview on online research methods (meet on the first floor by the coffee shop at 4:30)
- History and Historiography: Benjamin, A Student’s Guide to History (ch. 1)
- Discussion: Horsman, Race and Manifest Destiny

Week 3 (Sept. 7):
- Working with Historical Evidence: Benjamin, A Student’s Guide to History (ch. 3)
- Discussion: Chavez, U.S. War with Mexico
  - Each student must read pages 1-33 in Chavez’s U.S. War with Mexico. They must also read and be prepared to discuss three primary sources that speak to a particular expansionist theme, such as imperialism, Manifest Destiny, race, gender, opposition, warfare, culture, economics, politics, the consequences of expansion, and so on. Ideally, a student’s chosen theme should relate to their research interests.

Week 4 (Sept. 14):
- **RPP:** Potential Research Topics due (bring 3 copies to class)
- Visit to Special Collections (meet in the UTEP library by the coffee shop at 4:30)
- Discussion: Stephanson, Manifest Destiny
Week 5 (Sept. 21):
- **RPP:** Primary Source Analysis due (bring 3 copies to class)
  - Discussion: Hoganson, *Fighting for American Manhood*

Week 6 (Sept. 28):
- **RPP:** Proposal due (bring 3 copies to class)
  - Citing Sources: Benjamin, *A Student’s Guide to History* (ch. 8)
  - Discussion: Wagnleitner, *Coca-Colonization and the Cold War*

Week 7 (Oct. 5):
- **RPP:** Annotated Bibliography due (bring 3 copies to class)
  - Discussion: Bacevich, *American Empire*
  - Set appointments for next week.

Week 8 (Oct. 12):
- No class
- Mandatory individual meetings to discuss student proposals, bibliographies, and strategies for outlining research paper.

Week 9 (Oct. 19):
- Status Reports

Week 10 (Oct. 26):
- **RPP:** Outlines due (bring 3 copies to class)
  - Editing and Evaluating
  - Status Reports

Week 11 (Nov. 2):
- No class: Individual Research and Writing
  - Dr. Cartwright will be available in his office during class hours for individual consultations. *All students must consult with Dr. Cartwright on either November 2\textsuperscript{nd} or 9\textsuperscript{th}.

Week 12 (Nov. 9):
- No class: Individual Research and Writing
  - Dr. Cartwright will be available in his office during class hours for individual consultations. *All students must consult with Dr. Cartwright on either November 2\textsuperscript{nd} or 9\textsuperscript{th}.

Week 13 (Nov. 16):
- **RPP:** Rough Drafts due (bring 3 copies to class)
  - Rough Draft Peer Review Workshop
  - Determine order of RPP Presentations

Week 14 (Nov. 23):
- **RPP:** Presentations
Week 15 (Nov. 30):

- **RPP: Presentations**
- *Frances G. Harper Student History Conference:* On Friday, December 2\(^{nd}\), roughly three students from each of the four junior/senior seminars being taught this semester will present their research findings in a formal conference setting. Papers will be selected based on topic, originality, argument, quality, and use of primary sources. While the best papers from the conference will win cash awards and recognition, all attendees will receive a light breakfast and lunch. All class members are highly encouraged to attend, especially if your course participation score needs improvement. More information on the conference will be made available during the semester.

Week 16 (Dec. 5):

- **RPP:** Final Papers due in Dr. Cartwright’s box in the History Department office by 5:00 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.*