SEMINAR IN U.S. HISTORY:
19TH CENTURY AMERICA
HIST 5370 – FALL 2014
W–1:30-4:20 / LART 310

CONTACT INFORMATION:

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OFFICE HOURS: M: 10:30-12, W: 12-1:30, and by appt.

COURSE DESCRIPTION:

This graduate research seminar focuses on the history of nineteenth century America and its top priority will be to help students hone their skills in research and writing. 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 weeks of the semester, we will discuss potential topics and explore the time period’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 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 paper should function as an important step on the path toward your graduate degree and becoming a professional historian.

REQUIRED BOOKS:

• Chandra Manning, What This Cruel War Was Over: Soldiers, Slavery, and the Civil War (2008).
• Heather Richardson, West from Appomattox: The Reconstruction of America after the Civil War (2008).

RECOMMENDED:

### Course Requirements:

#### Course Participation
- **Participation:** 10% 100 points
- **Tickets to Class:** 5% 50 points
- **Discussion Facilitation:** 5% 50 points

#### Research Paper
- **Potential Research Topics:** 5% 50 points
- **Preliminary Research Proposal:** 5% 50 points
- **Primary Source Analysis:** 5% 100 points
- **Annotated Bibliography Analysis:** 10% 100 points
- **Outline:** 5% 50 points
- **Rough Draft/Peer Review:** 10% 100 points
- **Presentation:** 5% 50 points
- **Final Paper:** 30% 300 points

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100% 1000 points total

**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 seven, 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 questions:

- 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?

**Discussion Facilitation:** Each class, during weeks two through seven, a pair of students will facilitate the class discussion of that week’s assigned reading. The facilitators’ opening comments should focus on argument, organization, methodology, and historiographical contributions. At the conclusion of these comments, which should last between 15 and 20 minutes, the facilitators will then lead the discussion with a set of questions. These questions need to be emailed to the professor by 10:00 pm the night before class.
Research Paper: This seminar is devoted to researching and writing an original and substantial (20-25 pages) research paper on some aspect of nineteenth-century America. This research project will include the following components:

- Potential Research Topics
- Preliminary Research Proposal
- Preliminary Bibliography
- Primary Source Analysis
- Annotated Bibliography
- Outline
- Rough Draft Peer Review
- Presentation
- Final Paper

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.

Calendar and Assignments:

Week 1 (Aug. 27):
- Course overview
- Introductions
- Frederickson, “Nineteenth-Century American History” (see Blackboard)
- Pyne, Voice and Vision (pgs. 1-36)

Week 2 (Sept. 3):
- Howe, What Hath God Wrought
- 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 (politics, economics, comparative, culture, race, gender, military, religious, intellectual, etc...), and the questions you seek to answer.

Week 3 (Sept. 10):
- Johnson, Soul by Soul
- Pyne, Voice and Vision (pgs. 37-95)
- Visit Special Collections
Week 4 (Sept. 17):

- Manning, *What This Cruel Was Over*
- Pyne, *Voice and Vision* (pgs. 96-152)
- Preliminary Research Proposal Due: The Preliminary 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 5 (Sept. 24):

- Richardson, *West from Appomattox*
- Pyne, *Voice and Vision* (pgs. 153-217)
- Preliminary Bibliography Due: For this assignment, you need a minimum of eight secondary sources. These can be either journal articles from professional journals or books that cover aspects of your research topic. You will need to cite these sources according to the Chicago Manual of Style (see Turabian). You do not need to include annotations.

Week 6 (Oct. 1):

- Gump, *The Dust Rose Like Smoke*
- Pyne, *Voice and Vision* (pgs. 218-273)
- Primary Source Analysis Due: For this assignment, each student will critically analyze a primary source they have located in the UTEP library on either microfilm or microfiche, in government collections, or in Special Collections. Ideally, this primary source will be related to their chosen research topic. This assignment should be no longer than two pages in length and it should answer the following questions: Who created the source and why? When was the source created? What is the source about and why is it significant? Who was the intended audience? Was it meant to be public or private? Does it attempt to persuade the reader? What biases might have influenced the source?

Week 7 (Oct. 8):

- Hoganson, *Fighting for American Manhood*
- Pyne, *Voice and Vision* (pgs. 277-298)
- Annotated Bibliographies Due: For this assignment, you need to write an annotated bibliography containing the major secondary and primary sources you will be using. An annotated bibliography provides not only citations using Chicago Style, but also a short paragraph analyzing each source. For each secondary source, describe the source’s argument and its usefulness to your research. For each primary source, detail the source’s content and its usefulness to your research. Your bibliography should include 8-10 secondary sources including books and peer-reviewed articles. The number of your primary source entries will vary depending on your topic. Separate your entries into two sections: primary and secondary sources.
Week 8 (Oct. 15):
- Individual meetings to discuss student progress.

Week 9 (Oct. 22):
- **Outlines Due:** For this assignment, each student must submit a formal outline which demonstrates their essay’s stages of development and highlights the evidence they will use to support their ideas. Keep the following questions in mind: Is your thesis stated clearly at the top of your outline? Does every main division and sub-division relate to and advance your thesis? Are your ideas arranged in the most effective order? Is each sub-argument you are making supported by sufficient evidence?

Week 10 (Oct. 29):
- No class – research!

Week 11 (Nov. 5):
- Individual meetings to discuss student progress.

Week 12 (Nov. 12):
- No class – write!

Week 13 (Nov. 19):
- **Rough Drafts Due:** Students need to bring two copies of their completed rough draft to class. One copy will be given to a classmate and one will go to the instructor. We will meet briefly to exchange papers, go over the peer review guidelines, and share informal status reports.

Week 14 (Nov. 26):
- Individual meetings to discuss rough drafts.
- **Peer Review Due:** Students must bring two copies of their peer review to class. This two-page critique of their partner’s rough draft should provide constructive criticism regarding the author’s argument, use of evidence, and any recurring grammatical issues. We will meet briefly to exchange these papers and to share informal status reports.

Week 15 (Dec. 3):
- **In-class Presentations:** Each student will conduct a 5-10 minute presentation that summarizes their research and highlights their most significant conclusions. In their presentations, students should clearly state their thesis, detail the types of evidence they use in support of their thesis, and place their argument within their topic’s historiographical context. A rubric for the grading of these presentations will be made available.

Week 16 (Dec. 10):
- **Final Papers Due:** The final paper should be 20-25 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 submit a hard copy of their final paper to the instructor 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.