

HIST 5320

Readings in U.S. History to 1877

Dr. Adam I. Arenson Fall 2011 Office: LART 325 CRN 15704
Spring 2011 Office Hours: Tuesday and Wednesday 9:00-11:45am and by appt.
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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 is structured both chronologically and thematically, with weekly discussions focused on argument, evidence, interpretation, method, and style, as we integrate the reading with recent historiography, the history of the El Paso region, and the methods for incorporating what we learn in this class into the teaching of American history through the Civil War. Students will be expected to attend regularly, participate in discussion, and provide written analyses of the weekly readings.

Explanation of Participant Requirements

Each week, students should come to class prepared to discuss the readings, having thought about the course methods described above. They should post a question or comment about the week's reading before class to the Blackboard site. (Class Participation and Weekly Responses = 15% of final grade)

Four times during the semester, students will use the course-method questions to dissect the week's main reading, highlighting an aspect of the readings' value. Your essays, which are due 24 hours before class, should be 2 pages in length and **not a book review or a book summary**. They should be formal reflections, written in a clear, grammatically correct style, with an argument stated directly in the first paragraph, evidence supporting a specific analysis of the book, and formal citations to the book and to other relevant readings.

As with all successful graduate writing, be sure to engage many levels of analysis: Identify an interesting point, but then ask now what? What are the strengths and/or weaknesses? What makes such a choice or position or argument hard, or impossible, or dangerous? What are the implications for our survey classes?

At least two of these analyses should be completed by Week 9. (Four Book Analyses = 20% together, 5% each)

Once during the semester, each student (or team of two students) will help facilitate two class discussions. Rather than summarizing the material, your introduction and questions should provide a well-crafted overview of the historical content and historiographical contribution of both the book and the article(s), and draw connections between the two.

Before class, the introducer should preview their themes by starting the list of questions with a few key points as they see it, at least 24 hours before class.

After class, post a five-page analysis of the book, article(s), and our discussion in class. This should be a formal paper, with an argument, evidence supporting a specific analysis of the book, and formal citations to the book and to other relevant readings. For those who presented in teams, each student should write their own paper. This is due the Sunday following the discussion you lead. Please publish it so the whole class can have it. (Introduction Week = 20%)

For a final assignment, students should select the ***one*** cumulative-assignment option below most appropriate for their program of study. Your assignment choice and its parts (outside reading, etc.) should be discussed with the professor before November 7. (Final Assignment = 45%):

Historiographic Essay: Students can write an essay of 12-20 pages exploring a weekly theme or subtheme, reading a number of outside works to discuss with the week's assigned works. The essay should critique the readings and identify gaps in the scholarly literature on a topic raised by at least one of the course readings. The topic and additional readings must be mutually agreed upon by the student and instructor by November 7.

Textbook Analysis: Students can write an essay of 12-20 pages analyzing three textbooks for the first half of the U.S. survey, chosen in consultation with the professor. Your essay should justify which textbook you should choose, evaluating it in light of the other books, our class discussions, and the Texas education standards. You should discuss the pedagogical efforts you would make, how you would supplement the book, and what kind of learning objectives you would expect to reach. The topic and additional readings must be mutually agreed upon by the student and instructor by November 7.

Research Project Prospectus: Students can write a prospectus of 10-15 pages plus bibliography for an original research project (article- or dissertation-length) on a subject in the nineteenth century, discussing topic, research questions, primary sources, and scholarly context, including the relevant works from this course. It should include a preliminary argument, outline, and discussions of genre and methodological choices, and a detailed analysis of likely sources, based on preliminary reading. Prospectus should also include a timeline for the work proposed, potential funding sources, and potential presentation and publication venues. ***Students will not complete this research in this course, but I will be happy to work with them in future semesters toward its completion, if the student desires. It can also simply be a useful research- proposal exercise.*** The topic and ideas about additional readings must be mutually agreed upon by the student and instructor by November 7.

For up to 5% extra credit, Students can craft a sample syllabus for a course on U.S. history to 1877, at the middle-school, high-school, or lower-division level. The syllabus should be fully detailed in terms of a course description, learning objectives, required primary and secondary texts, calendar with weekly titles/topics for a 14-week semester,

weekly reading assignments with exact page numbers, final grade breakdown, and all assessments (with a mix of exams, papers, and group-based assignments). You should provide a companion rationale (3-5 pages), reflecting on the periodization and focus, the reading and lecture themes chosen, the course learning objectives, and the proposed assignments.

Main Texts:

- 1) Charles Mann, *1491: New Revelations of the Americas Before Columbus* (Vintage, 2006). ISBN-10: 1400032059 - [any edition fine]
- 2) David J. Weber, *The Spanish Frontier in North America*, (New Haven: Yale University Press, 1992). [any full-length edition fine] ISBN-10: 9780300059175
- 3) Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity* (New York: Vintage, 1999). ISBN-10: 0375702628 [any edition]
- 4) Daniel Richter, *Before the Revolution: America's Ancient Pasts* Belknap Press of Harvard University Press (Cambridge, Mass.: Harvard University Press, 2011). ISBN-10: 9780674055803
- 5) Gordon Wood, *The Radicalism of the American Revolution* (New York: Vintage, 1993). [any edition] ISBN-10: 0679736883
- 6) Pauline Maier, *Ratification: Americans Debate the Constitution, 1787-1788* (New York: Simon & Schuster, 2010). [any edition] ISBN-10: 0684868547
- 7) Catherine Allgor, *Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government* (Charlottesville: University of Virginia Press, 2002). [any edition] ISBN-10: 9780813921181
- 8) Robert V. Remini, *The Legacy of Andrew Jackson: Essays on Democracy, Indian Removal and Slavery* (Baton Rouge: Louisiana State University Press, 1990). [any edition] ISBN-10: 9780807116425
- 9) Sean Wilentz and Paul Johnson, *The Kingdom of Matthias: A Story of Sex and Salvation in 19th-Century America* (New York: Oxford University Press, 1995). [any edition] ISBN-10: 0195098358
- 10) Walter Johnson, *Soul by Soul: Life inside the Antebellum Slave Market* (Cambridge: Harvard University Press, 1999). [any edition] ISBN# 0674005392]
- 11) Brian DeLay, *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War* (New Haven: Yale University Press, 2008). [any edition] ISBN# 0300119321]
- 12) Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War With a New Introductory Essay* (New York: Oxford University Press, 1970; 1995 reprint) [any edition] [ISBN# 0195094972]
- 13) Chandra Manning, *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War* (New York: Vintage, 2008). [any edition] ISBN-10: 9780307277329
- 14) Heather Cox Richardson, *West from Appomattox: The Reconstruction of America after the Civil War* (New Haven: Yale University Press, 2008). ISBN-10: 0300136307 [any edition]

Course Policies

- Come to class prepared, having done the readings.
- Please arrive on time. If you foresee chronic lateness, contact me immediately.
- Students with special needs should contact me within the first two weeks of class.
- Many of you have families and/or work 40 hours a week—please do not fall behind.
- It is official UTEP policy that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Any student who commits an act of scholastic dishonesty is subject to discipline. Full policy: <http://academics.utep.edu/Default.aspx?tabid=23785>
- Please treat all the opinions and views expressed here with respect.

Course Schedule

Week One (Aug 22) Introductions: Coverage, Uncoverage, and Survey Goals

Introductions • The Specific, the General, and the Generic • A Philosophy of Graduate Reading • National Textbooks and Regional Lives • Coverage or Uncoverage? • Sign-ups

Lendol Calder, “Uncoverage: Toward a Signature Pedagogy for the History Survey,” *Journal of American History* Vol. 92, No. 4 (March 2006): 1358-1370. Accessed via <http://www.journalofamericanhistory.org/textbooks/2006/calder.html>

Chapter 113. Texas Essential Knowledge and Skills for Social Studies: Subchapter B. Middle School, as revised August 2010, all (pp. 1-39), but especially “§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012” and “§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012,” pp. 7-22. Accessed via UTEP TEKSWatch <http://organizations.utep.edu/Default.aspx?tabid=64604> at <http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113b.pdf>

Adam Arenson, “HIST 1301: U.S. History to 1877” syllabus, accessed via <http://faculty.utep.edu/Default.aspx?tabid=57591>

Tim Lacy, “History ‘Reading’ in Graduate School,” May 8, 2010, *U.S. Intellectual History* <http://us-intellectual-history.blogspot.com/2010/05/history-reading-in-graduate-school.html> and all comments, as well as original Larry Cebula, “How to Read a Book in One Hour,” *Northwest History*, <http://northwesthistory.blogspot.com/2010/04/how-to-read-book-in-one-hour.html> and all comments

My related questions:

Specific: What is this book's topic? What is its argument? What sources were used to provide evidence? What is the chronology considered? What are the key events—origins, turning points conclusions? What is the key evidence? What do you particularly admire about the book's specifics? What are its weaknesses? What is a key quotation of these specifics?

General: What historical fields are addressed? What theoretical models are used? What established works in the field are referenced? How does the work alter how you understand, teach, or research the period discussed? What do you particularly admire about how the work grapples with its scholarly context? What are its weaknesses? What is a key instance of this?

Generic: What choices of genre, method, and rhetoric does the book employ? What do you particularly admire about the book's choices of structure, perspective, or style? What are its weaknesses? What is a specific example of these generic choices?

Week Two (Aug 29) Before Columbus

Where to Begin • Multiple Beginnings • Time, Scale, and Geography

Charles Mann, *1491: New Revelations of the Americas Before Columbus* (Vintage, 2006).

*Bill Lockhart, "Protohistoric Confusion: A Cultural Comparison of the Manso, Suma, and Jumano Indians of the Paso del Norte Region," *Journal of the Southwest* Vol. 39, No. 1 (Spring 1997): pp. 113-149. (JSTOR)

Week Three (Sept 5) – Labor Day – NO CLASS

Week Four (Sept 12) The Spanish in North America

Discovery, Encounter, or Conquest? For Whom? • The Columbian Exchange • Hierarchy in Colonial America • Frontiers and Reorientation

David J. Weber, *The Spanish Frontier in North America*, (New Haven: Yale University Press, 1992).

Week Five (Sept 19) Newcomers and Native Resistance

People, Nation, Tribe • The Logic of Accommodation, the Logic of Resistance • King Philip's War and the Pueblo Revolt compared • Juan de Oñate debated

Jill Lepore, *The Name of War: King Philip's War and the Origins of American Identity* (New York: Vintage, 1999).

*Yolanda Leyva, "Monuments of Conformity: Commemorating and Protesting Oñate on the Border," *New Mexico Historical Review* Vol. 82, No. 3 (Summer 2007), pp. 343–368. (Blackboard)

Week Six (Sept 26) English and Other Colonies

What is Colonial America? • New and Old England • An Empire Among Empires • A Christian Nation? • Greece or Rome Reborn? • Liberty, Slavery, and Freedom

Daniel Richter, *Before the Revolution: America's Ancient Pasts* Belknap Press of Harvard University Press (Cambridge, Mass.: Harvard University Press, 2011).

*James Brooks, "Violence, Exchange, and the Honor of Men," Chapter 1 of *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill: Omohundro Institute-University of North Carolina Press, 2002).

Week Seven (Oct 3) The American Revolution

How Radical? • Declaring Independence • Unbecoming British • Postcolonial Realities • Thirteen Colonies among Many

Gordon Wood, *The Radicalism of the American Revolution* (New York: Vintage, 1993).

*Carey McWilliams, "The Heart of the Borderlands," Chapter 4 of *North From Mexico: The Spanish-Speaking Peoples of the United States* (1948; 1968 or 1990 reprints), 67-81. (ACLS Humanities)

Week Eight (Oct 10) The U.S. Constitution

One State or Many? • Federalists and Anti-Federalists • The U.S. Constitution • Articles of Confederation Reconsidered • Borders and the Limits of Power

Pauline Maier, *Ratification: Americans Debate the Constitution, 1787-1788* (New York: Simon & Schuster, 2010).

*Juliana Barr, "Geographies of Power: Mapping Indian Borders in the 'Borderlands' of the Early Southwest" *The William and Mary Quarterly* Vol. 68, No. 1 (January 2011): pp. 5-46. (JSTOR)

Week Nine (Oct 17) The Young Republic: Economic and Political Legacies

Inheriting the Revolution • Borderlands of the New Nation • Revolution or Evolution? • Founding Myths and Founding Traditions • Gender and Republicanism

Catherine Allgor, *Parlor Politics: In Which the Ladies of Washington Help Build a City and a Government* (Charlottesville: University of Virginia Press, 2002).

*Deena J. González, "La Tules of Image and Reality," in *Building With Our Hands: New Directions in Chicana Studies* Beatriz Pesquera and Adela de la Torre, eds. (Berkeley: University of California Press, 1993), pp. 75-90. (Net Library)

Week Ten (Oct 24) “Jacksonian America” Reconsidered

An Age of Jackson? • Image and Reality in American Transformation • The Second Great Awakening • The Past of American Indians, the Future of Slavery • The Nature of Reform • Crime or Resistance?

Robert V. Remini, *The Legacy of Andrew Jackson: Essays on Democracy, Indian Removal and Slavery* (Baton Rouge: Louisiana State University Press, 1990).

Sean Wilentz and Paul Johnson, *The Kingdom of Matthias: A Story of Sex and Salvation in 19th-Century America* (New York: Oxford University Press, 1995).

*Susan Lee Johnson, Prologue, “Joaquín Murrieta and the Bandits,” from *Roaring Camp: The Social World of the California Gold Rush* (New York: W.W. Norton, 2000), pp. 25-53.

Week Eleven (Oct 31) The Nature of American Slavery

Slavery by Age, Geography, and Gender • The Market Nexus Reconsidered • Constructing Masters and Slaves • Agency and Resistance • Exceptional Places, Exemplary Evidence

Walter Johnson, *Soul by Soul: Life inside the Antebellum Slave Market* (Cambridge: Harvard University Press, 1999).

*Sean Kelley, “‘Mexico in His Head’: Slavery and the Texas-Mexico Border, 1810-1860,” *Journal of Social History* 37.3 (2004) 709-723. (Project MUSE)

Week Twelve (Nov 7) Americans New and Old: The U.S. War with Mexico

The American 1848 • Integrating the Mexican Cession • Indians Nations and American History • Defining American Empires • Race, Language, and National Memory

Brian DeLay, *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War* (New Haven: Yale University Press, 2008).

*Shelley Streeby, “City and Empire in the American 1848,” from *American Sensations: Class, Empire, and the Production of Popular Culture* (Berkeley: University of California Press, 2002), pp. 3-37. (NetLibrary)

Week Thirteen (Nov 14) Deconstructing Politics before Secession

The Fall of the Second Party System • Who is the Republican Party? • Ideology and Identity • Methods and Biases in the Civil-War-Era Politics • Causes of the Civil War

Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War* (New York: Oxford University Press, 1970; 1995 reprint).

*Linda S. Hudson, "The Knights of the Golden Circle in Texas, 1858-1861: An Analysis of the First (Military) Degree Knights," in Kenneth W. Howell, ed. *Seventh Star of the Confederacy: Texas during the Civil War* (Denton: University of North Texas Press, 2009): 52-68. (Blackboard)

*Walter L. Buenger, "Texas and the Riddle of Secession," *The Southwestern Historical Quarterly* Vol. 87, No. 2 (October 1983): pp. 151-182. (JSTOR)

Week Fourteen (Nov. 21) The Civil War in American Communities The Civil War at Ground Level • A War between Brothers • War Motivations Homefront and Battlefield Reconsidered • The Rio Grande Perspective on the Civil War

Chandra Manning, *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War* (New York: Vintage, 2008).

*Joseph G. Dawson III, "Texas, Jefferson Davis, and Confederate Strategy," in Charles D. Gear, ed. *The Fate of Texas: The Civil War and the Lone Star State* (Fayetteville: University of Arkansas Press, 2008), pp. 1-24. (Blackboard)

*Jerry D. Thompson, Chapter 6, "Union Tejanos," from *Vaqueros in Blue and Gray* (Austin: Presidial Press, 1976 [or reprint edition]), pp. 81-96. (Blackboard)

Week Fifteen (Nov. 28) Greater Reconstruction Changing the Chronology and Geography of Reconstruction • The Creation of American Regions • Redefining Capital, Race, and Borders • How and When was Reconstruction Lost? • The Historical Significance of Violence

Heather Cox Richardson, *West from Appomattox: The Reconstruction of America after the Civil War* (New Haven: Yale University Press, 2007).

*Elliott West, "Reconstructing Race," *Western Historical Quarterly* 34.1 (Spring 2003), pp. 7-26. (History Cooperative)

Final papers due December 5, one week after the last class.