

SYLLABUS – HISTORY 3309 – FALL 2014

Texas History, Sul Ross State University

Wednesday, 6-8:50pm, LH 300

MATT WALTER

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Office Hours: Monday through Friday, 8am to noon

Course Description: This course is designed to introduce students to a Junior-level university course on Texas history. It will focus on the geographic, social, political, military, economic, racial, ethnic and demographic components to paint as complete a picture as possible of Texas history, and will also put the Texas "story" into the broader context by integrating it with American, Southern, Borderlands and Mexican history.

General Course Goals: By the end of this course, students should not only have a more complete picture and a greater appreciation of Texas history, but should also be able to pass the requisite exams to teach Texas history at the high-school level. To achieve these general goals, students will be required to complete the following tasks:

1. Write a 12-stop Travel Guide to Texas (details below).
2. Pass a midterm and a final exam.

Primary Learning Objectives:

1. Demonstrate knowledge of the physical geography of Texas (via exam and Travel Guide, with 80% mastery)
2. Compare and contrast the diversity of the Native American tribes of Texas prior to European contact, and the impact of that contact on said tribes (via exam, with 80% mastery).
3. Evaluate the history of Texas as part of the Spanish borderlands (via exam, with 80% mastery).
4. Appreciate the history of Texas as part of the Republic of Mexico, and the Empresario Settlements that took place during this period (via exam, with 80% mastery).
5. Recognize how the Anglo settlement of Texas led to the Texas Revolution (via exam, with 80% mastery).
6. Demonstrate an understanding of the full geographical extent of the Republic of Texas, as claimed by Texas and recognized by the United States (via exam, with 80% mastery).
7. Describe how Texas became part of the United States and the role that Texas played in the Mexican War (exam, with 80% mastery).
8. Explore the impact of the Civil War and Reconstruction in Texas (via exam, with 80% mastery).
9. Evaluate the impact of the discovery of gold in California and the subsequent gold rush in the Texas history, with a special focus on the Apache Indians (via exam, with 80% mastery).
10. Locate and identify the main cattle trails in Texas (via exam, with 80% mastery).
11. Compare and contrast the diversity of the social and economic experience in Texas during the Gilded Age (via exam, with 80% mastery).

12. Explain the impact of the Galveston Hurricane of 1900 on Texas (via exam, with 80% mastery, and via Travel Guide, with 80% mastery).
13. Evaluate the changes in Texas society and industry during the Progressive Era, the Mexican Revolution, and World War One (via exam, with 80% mastery).
14. Judge the impact of the Great Depression on Texas (via exam, with 80% mastery).
15. Demonstrate an understanding of Texas during WWII and the changes to Texas society associated with the war, along with the building of the Interstate Highway System in Texas (via exam, with 80% mastery)
16. Summarize how present-day Texas emerged following WWII and the issues facing Texas at the beginning of the 21st Century (via exam, with 80% mastery).
17. Show how Texas, during the last six decades, shifted from a mostly agricultural state to become one of the most urban states in the nation (via exam, with 80% mastery).
18. Explain how Texas politics have shifted over the last century of the states' history (via exam, with 80% mastery).
19. Evaluate current Texas culture, with a focus on Texas literature, art, music, sport, leisure activities and education (via exam, with 80% mastery).
20. Discuss some of the issues facing Texas at the beginning of the 20th century, including employment, immigration, education, politics, and urbanization (via exam, with 80% mastery).

Objectives to meet Texas Essential Knowledge and Skills (TEKS) Requirements

By the end of the semester, any student with an 80% attendance record and a passing grade will have, via class participation, class projects, and class exams, demonstrated the following skills:

01. An understanding of the major historical points of reference in Texas, US and World history.
02. Knowledge of how individuals, events and issues helped change history.
03. Similarities and differences in Native American culture prior to European contact.
04. Causes of and effects from European contact with the New World.
05. How social, political, economic, geographical, scientific and military advances can impact society, both at large and in the daily life of the individual.
06. How cultures can change and adapt over time.
07. How historical knowledge relates to other disciplines.
08. How to ask historical questions.
09. How to locate, gather, organize, analyze, prioritize, save and communicate historical research data, not limited only to written matter but also maps, photographs, museum artifacts, oral histories and other historical primary and secondary sources.
10. Understand the difference between and the relevancy of primary and secondary research documents and material.
11. Analyze historical data, using methods such as compare and contrast, making generalizations, drawing inferences, and coming to conclusions.
12. Use historical chronology to place historical events in context.
13. Understand how different frames of reference can lead to different historical interpretations.
14. Demonstrate an understanding of the major events shaping Texas and US history: settlement, wars of Independence, the challenges in establishing representative government and writing state and federal constitutions, westward geographical expansion, slavery and

sectionalism, the US Civil War, Reconstruction, the Industrial Revolution and the Gilded Age, the Progressive Era and the various accompanying social movements such as temperance and women's suffrage, the impact of wars such as the Spanish-American War, World War One, World War II, and the Cold War on Texan and American societies.

15. Use historical knowledge to understand and evaluate contemporary society.

16. Understand and apply social science knowledge and skills to plan, organize and implement instruction and assess learning.

17. Understands and apply knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

18. Understands and apply knowledge of geographic relationships involving people, places, and environments in Texas, the United States, and the world; and also understands and applies knowledge of cultural development, adaptation, diversity, and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).

19. Understands and apply knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.

20. Understands and apply knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.

Required Texts:

Stephens, Ray. TEXAS: A HISTORICAL ATLAS. University of Oklahoma Press, 2010.

Recommended Texts:

Texas Almanac: 2014-2015. Texas State Historical Association.

2014 Texas State Travel Guide. Texas Department of Transportation.

Attendance policy: You are expected to attend every class! Regular attendance and punctuality are vital to academic success. As per university requirements, roll call will be taken at the beginning of each class. If you are going to be absent from class while traveling on a university-sponsored trip, you must complete a travel authorization form and turn that to your sponsor or coach at least three days prior to the actual trip, so that you may be listed on the "Explained Absence List" which the Student Life Office prepares and sends out to all faculty. If you miss class due to illness, car trouble, a death in the family, etc., you must email me directly with an explanation of your absence. Students with excessive unexplained absences will be dropped from the class with a grade of "F."

Academic honesty: All work you submit must be your own work. Plagiarism will not be tolerated and students caught using the words or work of others as their own will be dropped from the class. Students caught cheating on exams will be given a zero for that exam.

Student conduct: By enrolling at Sul Ross State University and in this class, you are assuming the responsibility for your personal and social conduct while on campus and in class. Students who disrupt a class in any way, such as arriving late, using their cell-phone or talking loudly may be directed to leave the class and could face disciplinary action which can include being withdrawn from the class.

Contacting the instructor: The instructors' email address is provided and is the preferred method of contacting the instructor. The office phone number is provided for emergency situations. All email messages to the instructor should include your name, your class title, and a simple message stating the reason you are contacting the instructor. Emails will normally be answered within 24 hours; however, questions such as "what did we cover in class?" will normally not be answered. Student phone messages will normally not be returned, due to the problem of "phone tag."

Assignment timeliness: The date of the exams and the class project are clearly stated in the syllabus. Work may be handed in early and students are encouraged to do so! Projects handed in late, for whatever reason, will be downgraded by one full grade for every week that it is late.

Midterm Exam: Will cover the first half of the semester.

Final Exam: Will cover the second half of the semester. No student will be exempt from taking the exam.

ADA Compliance: The instructor is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Notify the instructor and contact the ADA coordinator on campus for further information on what assistance is available in order to ensure that students with disabilities can fully participate in all university classes, programs, and activities.

TRAVEL GUIDE: You are going to plan, map out, and write a report on a fictional road trip around Texas, focusing on sites of interest to the historic traveler. You will write about 12 stops you intend to take; the two required ones are San Antonio and Galveston, and the other ten are up to you. However, you must include at least one destination in each of the seven regions of the state, as discussed in class. As part of your travel trip guide, you will produce a hand-drawn map of the state of Texas, with each of the seven regions depicted on it, in color, along with the roads and highways you will take to get to and from your 12 destinations.

For each destination, you will note what county it is in and give a brief history of that county, along with some basic demographic data. Then, for that particular destination, you will write a more detailed history, covering all the way from the pre-Columbian period to the present – noting, for example, which Native Americans lived there, early European explorations and settlements (if any), origins of how and when it was settled, major roles it played in US and Texas history, etc. You will then give the reader detailed information on the historical sites (museums, parks, courthouses, etc.) that they can visit in order to learn more about the history of the area.

This paper must be typed, using Times New Roman or another standard size 12 font, with 1" margins. The cover sheet MUST include the title of your paper (be imaginative) and your name. The pages should be numbered and every page should also have your last name on it. The paper should be stapled together and should NOT include any type of plastic cover or folder – just the paper itself.

GRADING:

1. The **TRAVEL GUIDE** project is worth 200 points. **DUE DATE IS 5 NOVEMBER 2014.**

2. The **MIDTERM** and the **FINAL** exams are worth 100 points each

GRADES:

A: 360-400 points.

B: 320-359 points.

C: 280-319 points.

D: 240-279 points.

F: 239 points or below.

CLASS SCHEDULE

Week One – 27 August. INTRODUCTION.

Syllabus and class requirements. Introduction to project. Introduction to mapping. Geography of Texas.

Week Two – 3 September. TWO CONTINENTS COLLIDE

READING: Pages 2-33, plus map on page 354.

The Indians of Texas. The Iberian Heritage of Texas. The Colombian Exchange.

Week Three - 10 September. SPANISH TEXAS.

READING: Pages 34-48

Spanish *Entradas* in Texas. Early Spanish settlements of Texas. Frontier Institutions. Frontier Society. Native American resistance.

Week Four - 17 September. MEXICAN TEXAS

READING: Pages 49 – 81

Mexican independence from Spain. Battle of Medina. Immigration and colonization. Texas statehood under Mexico.

Week Five - 24 September. THE REPUBLIC OF TEXAS

READING: Pages 82-103, 359-367

The Texas Revolution. Treaty of Velasco. President Houston. President Lamar. Texas Navy. Edwin Moore.

Week Six – 1 October. THE REPUBLIC OF TEXAS

READING: Pages 104-121

The Rise of Towns. Capitals of Texas. Agriculture. Demographics. Friction with Mexico.

Week Seven - 8 October. ANNEXATION and EARLY STATEHOOD

READING: Pages 122-161, 368

Annexation. War with Mexico. Treaty of Guadalupe Hidalgo. Mapping the border. William Emory. Manifest Destiny. Compromise of 1850.

Week Eight – 15 October. THE CIVIL WAR IN TEXAS

READING: Pages 162-185, 369

Slavery. Texas Secession. The Civil War in Texas. Texans in the Civil War. Battle of Galveston. Battle of Palmetto Ranch. Reconstruction in Texas.

Week Nine – 22 October. A FRONTIER HERITAGE

READING: Pages 186-207, 239-242, 277-299, 336-338

Indian Wars. Cattle. Ranching. The Texas Rangers. Constitution of 1876. Demographics. Jim Crow Laws. Railroads. The Gilded Age. Texas Politics. Spanish-American War.

Week Ten – 29 October. A NEW CENTURY

READING: Pages 209-214, 260-267

Galveston Hurricane of 1900. Oil strike at Spindletop. Progressivism.

Week Eleven – 5 November. DISORDER ON THE BORDER

READING: Pages 215-217, 250-252

Texas and the Mexican Revolution. Disorder on the Border. World War One. Influenza Pandemic. Roaring 20's. Prohibition. Women. KKK.

TRAVEL GUIDE DUE!

Week Twelve – 12 November. THE SECOND WORLD WAR

READING: Pages 218-227

The Great Depression. Dustbowl. The New Deal. Texas and Texans during World War II.

Week Thirteen – 19 November. COLD WAR TEXAS

READINGS: Pages 235-238

Baby Boom. The Cold War. Korean War. The Space Race. Civil Rights . Kennedy. LBJ. Vietnam War.

Week Fourteen – 3 December. CONTEMPORARY TEXAS

READINGS: Pages 243-267, 281-343, 353-358

Metropolitan Statistical Areas Roads. Highways. Ports. Waterways. Airports. Industry. Education. Arts. Tourism. Demographics. Economics.

Week Fifteen – 10 December. FINAL EXAM