

SYLLABUS – HISTORY 3309 – SPRING 2015

**Texas History, Sul Ross State University
Tue & Thu, 11:00am to 12:15pm, LH 200**

MATT WALTER

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Office: Museum of the Big Bend, (432)837-8735

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 two papers (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 papers, 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 and papers, with 80% mastery).
3. Evaluate the history of Texas as part of the Spanish borderlands (via exam and papers, 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 and papers, 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 and papers, 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 and the Buffalo Soldiers (via papers, with 80% master).
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).

13. Evaluate the changes in Texas society and industry during the Progressive Era, the Mexican Revolution, and World War One (via exam and papers, 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. Understand 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 it 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."

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.

Assignment timeliness: The date of the exams and the class papers 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.

PAPER NUMBER ONE: MUSEUM OF THE BIG BEND

During the early weeks of the semester, with the date to be set by the instructor, the class will meet at the Museum of the Bend for an instructor-led tour of the museum. You MUST bring your notebook with you and take notes during the tour. Following the tour, you will have two weeks to write a paper focusing on that visit. Using the interpretive panels at the museum as your sources, along with your notes, your paper will discuss events or people from three separate periods of the history of the Big Bend region of Texas: the period prior to 1800, the period between 1800 and 1900, and the period following 1900. For each one of these periods, you will choose the specific topic that you will write about. You MUST use – and properly document – a quote from one of the interpretive panels at the museum, for EACH of those historical periods.

You may use either Turabian (Chicago) or MLA documentation style when writing your paper. You should also include a complete bibliography at the end. The proper way to document information from a museum interpretive panel is to note and underline the panel title, followed by the name of the museum itself (Museum of the Big Bend), and the date of your visit. Example: Disorder on the Border, Museum of the Big Bend, 22 Feb 2015.

PAPER NUMBER TWO: FORT DAVIS NATIONAL HISTORIC SITE

Sometime during the semester, you will make a trip to the Fort Davis National Historic Site in Fort Davis, Texas. You will pay your admission fee, receive your orientation from the ranger on watch, and then take a self-guided tour of the fort. You will then write a paper about your visit, explaining in narrative form the following factors:

- a) How many forts existed at Fort Davis?
- b) When was the first Fort established? What route were the soldiers patrolling, and why? Who were they protecting, and who were they protecting them from?
- c) Was there ever a wall (stockade) around the Fort? Why was this the case?
- d) Include a hand-drawn sketch of the First Fort Davis. Ask for the Fort's handout on the First Fort. Also, in your narrative, use and properly document a quote from this handout.
- e) Explain why the First Fort Davis was abandoned.
- f) Explain why the Second Fort Davis was built. What was the job of the soldiers at this second Fort?
- g) What is a Buffalo Soldier? How did they get that nickname, and how long were they at Fort Davis? What was their primary mission at Fort Davis? How well did they do their job? Ask for the Fort's handout on the Buffalo Soldiers, and once again, use a quote from this handout in your narrative and properly document it in your paper, using either MLA or Turabian style.

GRADING:

1. Each paper is worth 100 points (200 points total). You will mostly be graded on the accuracy and completeness of your paper, but also on your writing, your selection of a title, your paragraph transitions, your writing style, the proper use of quotations, and of course your documentation.
2. The MIDTERM and the FINAL exams are worth 100 points each (200 points total).

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 – 20 and 22 January. INTRODUCTION.

Syllabus and class requirements. Introduction to mapping. Geography of Texas. The Indians of Texas.

Week Two – 27 and 29 January. TWO CONTINENTS COLLIDE

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

The Iberian Heritage of Texas. The Colombian Exchange. Museum of the Big Bend.

Week Three - 2 and 5 February. SPANISH TEXAS.

READING: Pages 34-48

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

Week Four - 10 and 12 February. MEXICAN TEXAS

READING: Pages 49 – 81

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

Week Five - 17 and 19 February. 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 – 24 and 26 February. THE REPUBLIC OF TEXAS

READING: Pages 104-121

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

Week Seven - 3 March. 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.

NOTE: On Thursday, 5 March, you will visit the Museum of the Big Bend, on your own, and put the finishing touches on your first essay.

Week Eight – 10 and 12 March . 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.

10 March – HAND IN MIDTERM EXAM.

12 March – HAND IN FIRST PAPER (MUSEUM VISIT).

Week Nine – 24 and 26 March. 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 – 31 March and 2 April . A NEW CENTURY

READING: Pages 209-214, 260-267

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

Week Eleven – 7 and 9 April. 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

Week Twelve – 14 and 16 April. THE SECOND WORLD WAR

READING: Pages 218-227

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

Week Thirteen – 21 and 23. COLD WAR TEXAS

READINGS: Pages 235-238

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

APRIL 21 – HAND IN SECOND (FORT DAVIS) PAPER.

Week Fourteen – 28 and 30 April. 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 – 5 May. TEXAS CULTURE, TEXAS MYTHS.

Week Sixteen. 12 May. FINAL EXAM