

# **SYLLABUS – HISTORY 2309 – SPRING 2016**

**Texas History, Sul Ross State University**

**Wednesday, LH 300, 6-8:50pm**

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Office Hours: Monday through Friday, 8am to noon

**Course Description:** This course is designed to introduce students to a Sophomore-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. Make a physical map of Texas, as per instructions.
2. Complete three scavenger-hunt type of assignments during the semester.
3. Take a field trip to Fort Davis National Historic Site and write a paper about the trip.
4. Pass the final exam.

**Primary Learning Objectives:**

1. Demonstrate knowledge of the physical geography of Texas (via exam, with 80% mastery, and via physical map project).
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, and via scavenger hunt)
3. Evaluate the history of Texas as part of the Spanish borderlands (via exam, with 80% mastery, and via scavenger hunt).
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, and via field trip, 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).
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, and via scavenger hunt).
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 20<sup>th</sup> 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.

*2016 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."

**Assignment timeliness:** The date of the exams and the class project 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.

**Final Exam:** Will cover the entire semester. The student will take the exam at the beginning of the semester, for no grade, and again at the end of the semester, for a grade. 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 Accessibility Services Coordinator (ASC) 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. The ASC is Mary Schwartze, Ferguson Hall Room #112, [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu).

### **GRADING:**

1. Physical map of Texas: 40 points total. **DUE FEB 10.**
2. Three scavenger-hunt photo/essays, 20 points each, total 60 points.
3. Fort Davis NHS field-trip and paper, 200 points. **DUE APRIL 20.**
4. Final exam, 100 points.

### **GRADES:**

- A: 360-400 points.
- B: 320-359 points.
- C: 280-319 points.
- D: 240-279 points.
- F: 239 points or below.

**PHYSICAL MAP OF TEXAS:** Using the template provided, you will make a map of the seven physical regions of Texas, following Texas Parks and Wildlife and the map on page 354 of your textbook. You will also locate and name all major Texas rivers, the largest city in each of the regions, and will indicate the state capital using by using a star. You will include a compass rose, a distance scale, and will indicate the states – including the Mexican states – and border Texas. The Gulf of Mexico and all rivers should be indicated and colored in blue. You may include a template, but this is not required. Your map should be NEATLY and ACCURATELY drawn and labeled, and it should be hand-colored, using 8 different colors (blue for water, as already noted).

**SCAVENGER-HUNT PHOTO-ESSAY PAPERS:** At the end of three different classes, you will be given a topic that you must go and find, photograph, and describe in words what you learned. The photograph must be handed in, and you can type or neatly hand-write your comments on the back. One photo only per paper! The photo/paper must be turned in by the following class.

**FIELD TRIP TO FORT DAVIS NATIONAL HISTORIC SITE:**

You will visit the FORT DAVIS NATIONAL HISTORIC SITE in Fort Davis, Texas. If your visit takes place on a day that your instructor is working there, you will get in for free, but otherwise you must pay the \$7.00 per individual or \$15.00 per automobile entrance fee. Plan on spending at least half a day there, finding out the answers to the following questions, which you will then write up in essay form:

- a) Why, when, and by whom was the first Fort Davis established?
- b) Why was Fort Davis NOT stockaded?
- c) What was the primary duty of the soldiers at the First Fort Davis?
- d) What happened at Fort Davis during the Civil War?
- e) Why, when, and by whom was the second Fort Davis established?
- f) What were the enlisted men who, for the next 14 years, manned that second Fort Davis called? How did they earn that nickname?
- g) What was the primary duty of those soldiers at the second Fort Davis?
- h) Who was Lt. Flipper, and what happened to him at Fort Davis? Do you think this was justified?
- i) Who was Col. Benjamin Grierson? Give a brief description of his military career and explain why the C.O.'s quarters at Fort Davis were restored to the Grierson period of command.
- j) Who was Victorio, and what role did he play in West Texas history?
- k) When and why was the second Fort Davis closed?
- l) Why is Fort Davis in the National Park System today?
- m) What was your favorite part of your visit to the Fort Davis NHS?

## **CLASS SCHEDULE**

**Week One - INTRODUCTION.** Syllabus and class requirements. Introduction to project. The Geography of Texas. Maps and mapping.

### **Week Two - 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 - EARLY SPANISH TEXAS.**

**READING: Pages 34-48**

Spanish *Entradas* in Texas. Early Spanish settlements of Texas. Frontier Institutions.

### **Week Four - SPANISH TEXAS and MEXICAN TEXAS**

**READING: Pages 49 – 69**

Frontier society. Mexican independence from Spain. Battle of Medina. Santa Anna.

### **Week Five – MEXICAN TEXAS**

**READING: Pages 70-81**

Empresario Settlements. Santa Anna. Stephen F. Austin. Texas Statehood under Mexico.

### **Week Six - 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 Seven - THE REPUBLIC OF TEXAS**

**READING: Pages 104-121**

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

### **Week Eight - 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 Nine - 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 Ten - 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 Eleven - A NEW CENTURY**

**READING: Pages 209-214, 260-267**

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

**Week Twelve - 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 Thirteen - THE SECOND WORLD WAR**

**READING: Pages 218-227**

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

**Week Fourteen - COLD WAR TEXAS**

**READINGS: Pages 235-238**

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

**Week Fifteen - CONTEMPORARY TEXAS**

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

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

# **FINAL EXAM**

