

SYLLABUS – HISTORY 2309 – FALL 2016

**Texas History, Sul Ross State University
Thursday, LH 300, 6-8:50pm**

MATT WALTER

mwalter@sulross.edu

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 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. Pass a series of TEN quizzes.
2. Visit the Museum of the Big Bend, and write a term paper as described below.
3. Pass the final exam.

Student Learning Outcomes:

1. Demonstrate knowledge of the physical geography of Texas (via quiz and final exam, 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 quiz and final exam, with 80% mastery)
3. Evaluate the history of Texas as part of the Spanish borderlands (via quiz, museum visit, and final exam, with 80% mastery).
4. Explain the history of Texas as part of the Republic of Mexico, and the Empresario Settlements that took place during this period (via quiz and exam, with 80% mastery).
5. Recognize how the Anglo settlement of Texas led to the Texas Revolution (via quiz and 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 US (via quiz and exam, with 80% mastery).
7. Describe how Texas became part of the United States and the role that Texas played in the Mexican War (via quiz and exam, with 80% mastery).
8. Explore the impact of the Civil War and Reconstruction in Texas (via quiz and 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 quiz and exam, with 80% mastery, and via field trip, with 80% mastery).

10. Locate and identify the main cattle trails in Texas (via quiz and exam, with 80% mastery).
11. Compare and contrast the diversity of the social and economic experience in Texas during the Gilded Age (via quiz and exam, with 80% mastery).
12. Explain the impact of the Galveston Hurricane of 1900 on Texas (via quiz and 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 quiz, museum visit, and exam, with 80% mastery)
14. Judge the impact of the Great Depression on Texas (via quiz and 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 quiz and 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 quiz and 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 quiz and exam, with 80% mastery).
18. Explain how Texas politics have shifted over the last century of the states' history (via quiz and exam, with 80% mastery).
19. Evaluate current Texas culture, with a focus on Texas literature, art, music, sport, leisure activities and education (via final 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 final 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."

Quizzes: will be given at the end of the class period. If missed, you will have one week to make arrangements with the instructor to take it. They will be handed back and reviewed at the beginning of the next class, after which they can NO LONGER BE MADE UP.

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 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. 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. It is the student's responsibility to initiate a request for accessibility services. 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 Schwartz, Ferguson Hall Room #112, mschwartz@sulross.edu. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832. Telephone number is 432-837-8691.

GRADING:

1. Ten quizzes, worth 20 points each, for a total of 200 points.
2. Museum field-trip and paper, 200 points. **DUE NOVEMBER 10.**
3. Final exam, 100 points.

GRADES:

- A: 450-500 points.
- B: 400-449 points.
- C: 350-399 points.
- D: 300-349 points.
- F: 299 points or below.

FIELD TRIP TO THE MUSEUM OF THE BIG BEND:

You will visit the Museum of the Big Bend and will write a narrative essay on the history of the region based SOLELY on the exhibits and interpretive panels in the museum. Among others, your paper MUST cover the following subjects:

- a. Why this region is called the Big Bend, and what it was known as before that.
- b. Who were the first inhabitants of the region.
- c. What is La Junta de los Rios, and what role(s) did it play in the history (Native, Spanish, Anglo, etc) of the Big Bend?
- d. Watch, summarize, and review the Tall Rock Shelter video.
- e. Who was the first European to come through the Big Bend, and what was his role in Texas history?
- f. What role did Gaspar Castano de Sosa play in the history of the region, of Texas, and the US?
- g. What were some of the most important Spanish entradas in the Big Bend, and what was the result of their explorations?
- h. How did the Rio Grande become an international border?
- i. What role did Fort Davis play in the history of the region?
- j. Watch, summarize, and review the Buffalo Soldier video.
- k. Who was Lt. Henry O. Flipper? Do you think the Army treated him fairly?
- l. What role did the railroad play in the settlement of the Big Bend?
- m. What is the most important mineral found in the Big Bend, and what role did it play in local history?
- n. What role did the Mexican Revolution play in the Big Bend?
- o. Watch, summarize and review the Battle of Ojinaga video.
- p. Watch, summarize and review BOTH videos on Big Bend National Park.
- q. Give a history of Sul Ross State University: why and when was it originally built, who was it named after and why, and how has it expanded over the years? Give dates.
- r. Who was W. D. Smithers?
- s. Watch, summarize and review the video on movies made in the Big Bend.

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