

SYLLABUS – HISTORY 2309.001 – Spring 2019

**Texas History, Sul Ross State University
Tue & Thu, 2-3:15pm, LH300**

MATT WALTER

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Office Hours: Monday through Friday, 10am to noon, 2-5pm

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 successfully complete the following tasks:

1. Complete an individual class project, as described below.
2. Present that project to the class, either via PowerPoint or poster.
3. Take and pass a Comprehensive Final exam.

Student Learning Outcomes:

1. Demonstrate knowledge of the physical geography of Texas (via project and 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 exam, with 80% mastery)
3. Evaluate the history of Texas as part of the Spanish borderlands (via 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 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 US (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 (via 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 and the Texas transportation routes (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, especially the railroads (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)
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).
21. Develop an appreciation of roadside historical markers, and research them to learn more about what happened (via project).

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: 2018-2019. Texas State Historical Association.

2019 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."

Class Outline:

The semester will consist of 15 weeks of classes, with an individual class project and a comprehensive final exam.

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 assigned an F for the semester.

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 different sections of the individual projects will be clearly explained in the class, and a date set for each portion.

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 Schwartze, Ferguson Hall Room #112, mschwartze@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. Semester project:
 - a. Locating a historical marker and getting approval of topic – 20 points
 - b. Photographing marker (one as a selfie with the marker) – 30 points
 - c. Mapping the marker on a hand-drawn map – 50 points
 - d. Researching the marker and handing in research paper – 200 points
 - e. Presenting project to class – 100 points (5 minutes, via poster or PowerPoint)
2. 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.

SEMESTER PROJECT

Essentially, your semester project will involve locating, photographing, mapping, researching, writing an essay, and presenting your research and findings to the class concerning a local HISTORICAL MARKER. This marker cannot be on campus, and your selection must be approved by the instructor during the first couple of weeks of the semester.

- A. Driving around the TRI-COUNTY AREA (Brewster, Jeff Davis, and Presidio counties), you will locate an official State of Texas HISTORICAL MARKER which captures your interest. Snap some photos of it, note the TITLE, and bring this to class during the first two weeks of the semester, and present it to the professor for approval. This must all be completed by the 5th of February, 2019. (20 points total possible).
- B. Once approved, you will print out two photos of the marker, one showing the whole text of the marker, and another with you and the marker. You will type up the entire text of the marker and submit this, as the first portion of your paper, on 14 February 2019. (30 points total).
- C. Making an accurate hand-drawn map of the county (see the Texas State Almanac for county maps), you will locate your historical marker. This map should have all the standard features required on a map: A title, a compass rose, a distance scale, highways, roads, towns, etc. This will be due on 28 February 2019. (50 points total).
- D. Using the Handbook of Texas (mandatory) and other resources (suggested), you will then RESEARCH the topic of the historical marker. Markers themselves can only contain around 250 words, so there will naturally be much more to learn about the topic. I expect this portion of the paper to be at least 4-5 pages, typed, using size 12 font Times New Roman, double-spaced, with standard margins. The title may be bolded, and your name must also be included directly beneath the title. You will also properly document all of your sources and include a bibliography/works cited page. (200 points total). DUE DATE FOR THE WHOLE PACKAGE, including your photos and maps, is 25 April 2019.
- E. During the final week of classes, 30 April or 2 May or 7 May 2019, you will do a 5-minute presentation to the class on your marker/paper, either via a poster or a PowerPoint. (100 points total).

CLASS SCHEDULE

Week One – INTRODUCTION.

Syllabus and class requirements. Introduction to mapping. The Geography of Texas. Maps and mapping. The Indians of Texas. **READING: Pages 2-33, plus map on page 354.**

Week Two – TWO CONTINENTS COLLIDE.

The Iberian Heritage of Texas. The Colombian Exchange. Early Spanish exploration and settlement of Texas. Frontier Institutions. **READING: Pages 34-48.**

Week Three - SPANISH TEXAS and MEXICAN TEXAS

Frontier society. Mexican independence from Spain. Battle of Medina. Santa Anna. **READING: Pages 49 – 69**

Week Four – MEXICAN TEXAS

Empresario Settlements. Santa Anna. Stephen F. Austin. Texas Statehood under Mexico. Early independence movements. **READING: Pages 70-81**

Week Five- THE TEXAS REVOLUTION

The Texas Revolution. The Alamo. Goliad. Runaway Scrape. Battle of San Jacinto. **READING: Pages 84-103.**

Week Six – THE REPUBLIC OF TEXAS

Treaty of Velasco. President Houston. President Lamar. Texas Navy. Edwin Moore. **READING: 104-121**

Week Seven - THE REPUBLIC OF TEXAS

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

Week Eight - ANNEXATION and EARLY STATEHOOD

Annexation. War with Mexico. Treaty of Guadalupe Hidalgo. Mapping the border. William Emory. Manifest Destiny. Compromise of 1850. **READING: Pages 122-161, 368**

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. **READING: Pages 162-179.**

Week Ten – A FRONTIER HERITAGE

Indian Wars. Cattle. Ranching. The Texas Rangers. Constitution of 1876. Demographics. Jim Crow Laws. Railroads. The Gilded Age. Texas Politics. Spanish-American War. **READING: Pages 186-207, 239-242, 277-299, 336-338 MUSEUM TOUR (last hour of class).**

Week Eleven - A NEW CENTURY

Galveston Hurricane of 1900. Oil strike at Spindletop. Progressivism. **READING: Pages 209-214, 260-267**

Week Twelve – DISORDER ON THE BORDER

Texas and the Mexican Revolution. Disorder on the Border. World War One. Influenza Pandemic. Roaring 20's. Prohibition. Women. KKK. **READING: Pages 215-217, 250-252**

Week Thirteen - THE SECOND WORLD WAR

The Great Depression. Dustbowl. The New Deal. Texas and Texans during World War II. **READING: Pages 218-227.**

Week Fourteen – COLD WAR TEXAS

Baby Boom. The Cold War. Korean War. The Space Race. Civil Rights . Kennedy. LBJ. Vietnam War. **READINGS: Pages 235-238 .**

Week Fifteen – CONTEMPORARY TEXAS

Metropolitan Statistical Areas Roads. Highways. Ports. Waterways. Airports. Industry. Education. Arts. Tourism. Demographics. Economics. Texas Myths. **READINGS: Pages 243-267, 281-343, 353-358**

FINAL EXAM –