

# **SYLLABUS – HISTORY 2309.001 – Fall 2019**

**Texas History, Sul Ross State University  
Wednesday, 6-8:50pm, LH300**

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

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. 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 project and exam, with 80% mastery)
3. Evaluate the history of Texas as part of the Spanish borderlands (via project and 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 project and exam, with 80% mastery).
5. Recognize how the Anglo settlement of Texas led to the Texas Revolution (via project 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 project 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 project and exam, with 80% mastery).

8. Explore the impact of the Civil War and Reconstruction in Texas (via project 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 and the Texas transportation routes (via project and exam, with 80% mastery).

10. Locate and identify the main cattle trails in Texas (via project and 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 project and exam, with 80% mastery).

12. Explain the impact of the Galveston Hurricane of 1900 on Texas (via project 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 project and exam, with 80% mastery)

14. Judge the impact of the Great Depression on Texas (via project 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 project 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 project 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 project and 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).

21. Develop an appreciation of roadside historical markers, and research them to learn more about what happened (via project).
22. Develop an awareness of museums and historic sites as places to learn history. (Life skill)
23. Be familiar with planning a trip with a historical destination in mind. (Life skill)
24. Become more adept at reading a map (Life skill)
25. Utilize data from a variety of sources to write a logically organized paper (Marketable skill)
26. Utilize data from a variety of sources to generate ideas (Marketable skill)
27. Meet deadlines in a successful manner (Marketable skill)

### **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:** None

**Recommended Texts:**

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

***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 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 14 weeks of classes, with a weekly 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 Schwartz, Ferguson Hall Room #112, [mschwartz@sulross.edu](mailto: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.

## **WEEKLY PROJECT**

Every week, at the end of the class, you will be assigned a topic and will complete a SINGLE-PAGE project and hand it in at during the roll call at the next class session. When handed in, every non-map assignment must be typed, ON ONE PAGE ONLY, using Times New Roman size 12 font and standard margins, except for your TITLE, which will be centered and bolded in size 18 font at the top of the first page, and your name, bolded and right-justified two spaces beneath that. You may single or double space your assignment. Every typed assignment will consist of a minimum of three paragraphs – a short introductory paragraph, followed by the main body of the paper (which can of course be multiple paragraphs), with a final short concluding paragraph. Your *Works Cited* information be placed at the end, as per the example given below.

### **Works Cited:**

**Hardin, Stephen. Battle of the Alamo, Handbook of Texas (online). Accessed 7/22/2019, at <https://tshaonline.org/handbook/online/articles/qea02>**

**Williams, Amelia. The Alamo, Handbook of Texas (online). Accessed 8/17/2019, at <https://tshaonline.org/handbook/online/articles/uqa01>**

Some of these weekly projects will consist of maps, which you must label and color by hand, and for these particular assignments, further and more detailed instructions will be given in class. Many of the weekly projects, however, will consist of researching a particular DESTINATION. Your primary source will be the online HANDBOOK OF TEXAS, and then you will explain how this destination ties is with a SUBJECT which we covered in class. Each assignment will be ONE PAGE ONLY, so you will need to consider how to **summarize**. You may hand in an assignment with is typed both front and back, but everything – including your Works Cited – must be on that one single page.

**GRADING:**

Weekly assignments: 20 points each. 300 points total, for 50% of your final grade

Attendance: 10 points at roll-call. 150 points total, for 25% of your final grade.

Final exam: 150 points, for 25% of your final grade

**GRADES:**

**A:** 540-600 points.

**B:** 480-539 points.

**C:** 420-479 points.

**D:** 360-419 points.

**F:** 359 points or below.

**CLASS SCHEDULE****Week One – INTRODUCTION.** 28 Aug

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

**Week Two – TWO CONTINENTS COLLIDE.** 4 Sep

The Iberian Heritage of Texas. The Colombian Exchange. Early Spanish exploration and settlement of Texas. Frontier Institutions.

**Week Three - SPANISH TEXAS and MEXICAN TEXAS.** 11 Sep

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

**Week Four – MEXICAN TEXAS.** 18 Sep

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

**Week Five- THE TEXAS REVOLUTION.** 25 Sep

The Texas Revolution. The Alamo. Goliad. Runaway Scrape. Battle of San Jacinto.

**Week Six – THE REPUBLIC OF TEXAS. 2 Oct**

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

**Week Seven - THE REPUBLIC OF TEXAS. 9 Oct**

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

**Week Eight - ANNEXATION and EARLY STATEHOOD. 16 Oct**

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. 23 Oct**

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. 30 Oct**

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. 6 Nov**

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

**Week Twelve – DISORDER ON THE BORDER. 13 Nov**

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. 20 Nov**

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



**Week Fourteen – MODERN TEXAS. 4 Dec**

Baby Boom. The Cold War. Korean War. The Space Race. Civil Rights .  
Kennedy. LBJ. Vietnam War. Metropolitan Statistical Areas Roads. Highways.  
Ports. Waterways. Airports. Industry. Education. Arts. Tourism. Demographics.  
Economics. Texas Myths.

**FINAL EXAM – Tue, 10 Dec, 6-8pm.**