

Sul Ross State University
FALL 2021
HISTORY OF TEXAS
Course Syllabus
HIST 5302
Tuesday and Thursday: 9:30 to 10:45 & Online
LH 300



Professor: Dr. Kendra K. DeHart

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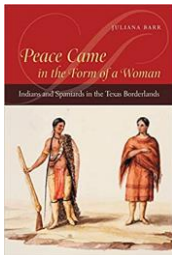
Office: LH 212

Office Hours: In office: Tuesday and Thursday, 11 am to 1 pm and by appointment and email.

COURSE DESCRIPTION:

John Earnest Steinbeck Jr., winner of the Nobel Prize in Literature, wrote, “Texas is a state of mind. Texas is an obsession.” With its wide regional diversity, Texas means a lot of things, to a lot of different folks. It is a unique space filled with a rich and distinct history, which spans eons and still commands a larger-than-life place in American culture. This course explores the social, cultural, political, economic, and intellectual history of Texas. We will celebrate the diversity of Texas and pay close attention to how Texas influences the nation and world at large. Buckle up, y’all!

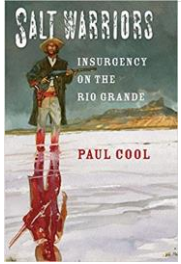
REQUIRED READINGS:



Barr, Juliana. *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (Chapel Hill: University of North Carolina Press, 2007)



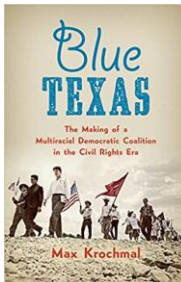
Sitton, Thad and James H. Conrad. *Freedom Colonies: Independent Black Texans in the Time of Jim Crow* (Austin: University of Texas Press, 2005).



Cool, Paul. *Salt Warriors: Insurgency on the Rio Grande* (College Station: Texas A&M University Press, 2008)



Ely, Glen Sample. *Where the West Begins: Debating Texas Identity* (Lubbock: Texas Tech University Press, 2011)



Krochmal, Max. *Blue Texas: The Making of a Multiracial Democratic Coalition in the Civil Rights Era* (Chapel Hill: The University of North Carolina Press, 2016).

COURSE OBJECTIVES:

1. Demonstrate knowledge of the physical geography of Texas.
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.
3. Evaluate the history of Texas as part of the Spanish borderlands.
4. Explain the history of Texas as part of the Republic of Mexico and the Empresario Settlements that took place during this period.
5. Recognize how the Anglo settlement of Texas led to the Texas Revolution.
6. Demonstrate an understanding of the full geographical extent of the Republic of Texas, as claimed by Texas and recognized by the US.
7. Describe how Texas became part of the United States and the role that Texas played in the Mexican War.
8. Explore the impact of the Civil War and Reconstruction in Texas.

9. Compare and contrast the diversity of the social and economic experience in Texas during the Gilded Age.
10. Evaluate the changes in Texas society and industry during the Progressive Era, the Mexican Revolution, and World War I.
11. Analyze the impact of the Great Depression on Texas.
12. Demonstrate an understanding of Texas during WWII and the changes to Texas society associated with the war.
13. Summarize how present-day Texas emerged following WWII and the issues facing Texas at the beginning of the 21st Century.
14. 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.
15. Explain how Texas politics have shifted over the last century of the states' history.
16. Evaluate current Texas culture, with a focus on Texas literature, art, music, foodways, sports, leisure activities, and education.
17. Discuss some of the issues facing Texas at the beginning of the 21st century, including employment, immigration, education, politics, and urbanization.

STUDENT LEARNING OUTCOMES:

The graduating student in history will be able to:

1. The history student will demonstrate historical research skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content.
 - Marketable Skills:
 - Students will learn the importance of meeting deadlines in a successful manner.
 - Students can identify the differences between primary and secondary sources, a crucial step in developing critical thinking skills.
 - Students can learn to select and organize data in a relevant manner.
 - Students can hone their writing skills.
2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
 - Marketable Skills:
 - Students can learn how ideas and interpretations change over time.
 - Students can learn how to evaluate different interpretations and ideas.
 - Students can learn how to use evidence to persuade various audiences.
3. The history student will demonstrate knowledge of American History, World History, and Non-American History.
 - Marketable Skills:
 - Students can develop a better understanding of the development of various cultures, political and economic systems, gender and race relations, and environmental change.
 - Students can develop a multicultural perspective necessary for an increasing globalized world.
 - Students can learn how to manage and absorb various perspectives and information.

The Student Learning Outcomes will be measured by the administration of exams, book reviews, and research papers.

COURSE POLICIES:

1. **Attendance at class meetings:** Whether attending in-person or online, remember that:

Responsibilities for notifying faculty of absences and for arranging potential make-ups rest with the students. If you miss class due to illness, car trouble, a death in the family, etc., you must contact me directly via email or in person with an explanation of your absence. Students with excessive unexplained absences or assignments posted past due may be dropped from the class with the grade of “F.”

2. **Contacting the Instructor:** The instructor’s email is the preferred method of contact. Students should use the phone number for emergency situations only. Student phone message will normally not be returned due to the problem of “phone tag.”

All email messages to the instructor should include your name, the course you are enrolled in, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time.

3. **Make-Up Policy:** I will give make-ups only in extreme cases. Make-ups are allowed only in cases of documented unavoidable events that prevent completion of the assignment.
4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor or teaching assistant receives the assignment.
5. **Your Responsibilities:** Each student has individual responsibilities that go beyond simply showing up for class and reading the assigned books.

- a. **Mutual courtesy and respect:** Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment, and we will all engage in mutual courtesy and respect for one another. To that end, address comments to the entire class rather than to adjacent students, and remember the Golden Rule—treat others as you would like to be treated.

- b. **Adherence to technology policies:** In this twenty-first-century world, I recognize that many students use technology in their learning endeavors, and I welcome the use of it in the classroom for educational purposes only. That said,

1. **PLEASE** silence all cellphones before class. If your phone disrupts class, I reserve the right to ask you to leave.

2. Any use of cell phones or other electronic devices used to send and receive calls or text messages, to check or update your status on a social network, or to surf the web, etc. is absolutely forbidden in this class. If I find a student using technology for entertainment or other purposes, I will ask that student to leave class for the day, and that student will receive an absence. I also reserve the right to ban the use of all technology in the classroom should I find students abusing the privilege.
 3. You may use a personal computer, but only if you are using the computer to take notes or access the information on the Blackboard website for this course. Students deemed not to be using a computer effectively will lose their computer privilege.
 4. No use of any technological device is allowed during exams.
- c. **Academic calendar and course information:** Students also have a responsibility to be familiar with the key dates on the academic calendar (such as deadlines for dropping the course and the first and last days of class) in addition to course-specific information (such as exam dates and all other course requirements as outlined in the syllabus).
6. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F.” Specific examples of academic misconduct include, but are not limited to:
- a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
 - b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
 - c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

7. **Disclaimer:** This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students.

****NOTICE TO STUDENTS**:** At times this semester, we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

ASSIGNMENTS:

1. **Book Reviews:** All students will read five books and write a book review on each of the books listed above. A handout will be provided on how to write a successful book review.
2. **Teaching Demonstration Paper:** At the end of the semester, you will select a topic in Texas history and write a paper describing how you would teach the topic. You can use videos, images, maps, or other creative avenues. The goals of this assignment are not only to critically analyze a topic in Texas history but also to contemplate how you would teach a topic to a class. Your paper must include two primary sources and two secondary sources. The final paper must be between ten-to-twelve pages, double spaced. You will upload them to Blackboard to check for plagiarism. A handout with further guidance will be provided to you.

GRADES:

Students can earn a possible 1,000 points by the end of this course.

Final grades will be determined as follows:

Book Review (5 @ 150 pts. each)	750 pts.
Teaching Demonstration Paper	250 pts.
Total Possible	1,000 pts.

Grade Breakdown:

1,000 to 900 pts.	A
890 to 800 pts.	B
790 to 700 pts.	C
690 to 600 pts.	D
590 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an "A."

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor's approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

NONDISCRIMINATION POLICY/EQUAL EDUCATIONAL OPPORTUNITY

POLICY:

Sul Ross State University is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Sul Ross State University to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status.

STATEMENT ON ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at:

<https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

SRSU Disability Services:

ADA (Americans with Disabilities Act) Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their professor as soon as possible.

Library Resources:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SEMESTER SCHEDULE

This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students. Students will have prior notification of any necessary changes in the schedule.

NOTE: For those students taking this course online, lectures will NOT be provided for you. Below is a general outline of what the class would cover if you were taking the class face-to-face.

<u>DATE</u>	<u>TOPICS</u>
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Introduction & Contact of Civilizations

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|---------|---------------------------------------|
| Aug. 24 | Introduction & Overview |
| Aug. 26 | Indigenous Texas Pre-European Contact |

Spaniards in Far Northern *Frontera*, 1721-1821

- | | |
|---------|---------------------------------------|
| Aug. 31 | Conquest and Contestation |
| Sept. 2 | Frontera Challenges and Opportunities |

Mexican Texas, 1821-1836

- | | |
|---------|-----------------|
| Sept. 7 | Forging Empires |
| Sept. 9 | Mexican Texas |

Launching a Nation, 1836-1848

Sept. 14 The Texas Revolution

Sept. 16 A Storm Over Texas
DUE: *Peace Came in the Form of a Woman* Book Review

Statehood & Secession, 1848-1865

Sept. 14 Secession

Sept. 16 The Civil War in Texas

The Era of Reconstruction

Sept. 21 An Unfinished Revolution

Sept. 23 **DUE: *Freedom Colonies* Book Review**

A Frontier Society in Transition, 1876-1865

Sept. 28 Opening the West

Sept. 30 The Second Industrial Revolution

Texas in the Age of Agrarian Discontent, 1886-1890

Oct. 5 Struggling Famers

Oct. 7 The People's Party

Texas in the Progressive Era, 1900-1929

Oct. 12 The Women's Movement

Oct. 14 Sewing the Seeds of Discontent
DUE: *Salt Warriors* Book Review

Texas and the Great Depression

Oct. 19 The Great Depression

Oct. 21 Texas & the New Deal

War, Prosperity, and Modernization, 1941-1960

Oct. 26 Texans in World War II

Oct. 28 Transforming Industries, Expanding Influences

Texas in Transition, 1960-1986

Nov. 2 Texas & the Civil Rights Movements
DUE: *Blue Texas* Book Review

Nov. 4 Contested Political Landscapes

A New Texas?

Nov. 9 Changing Demographics & Regions

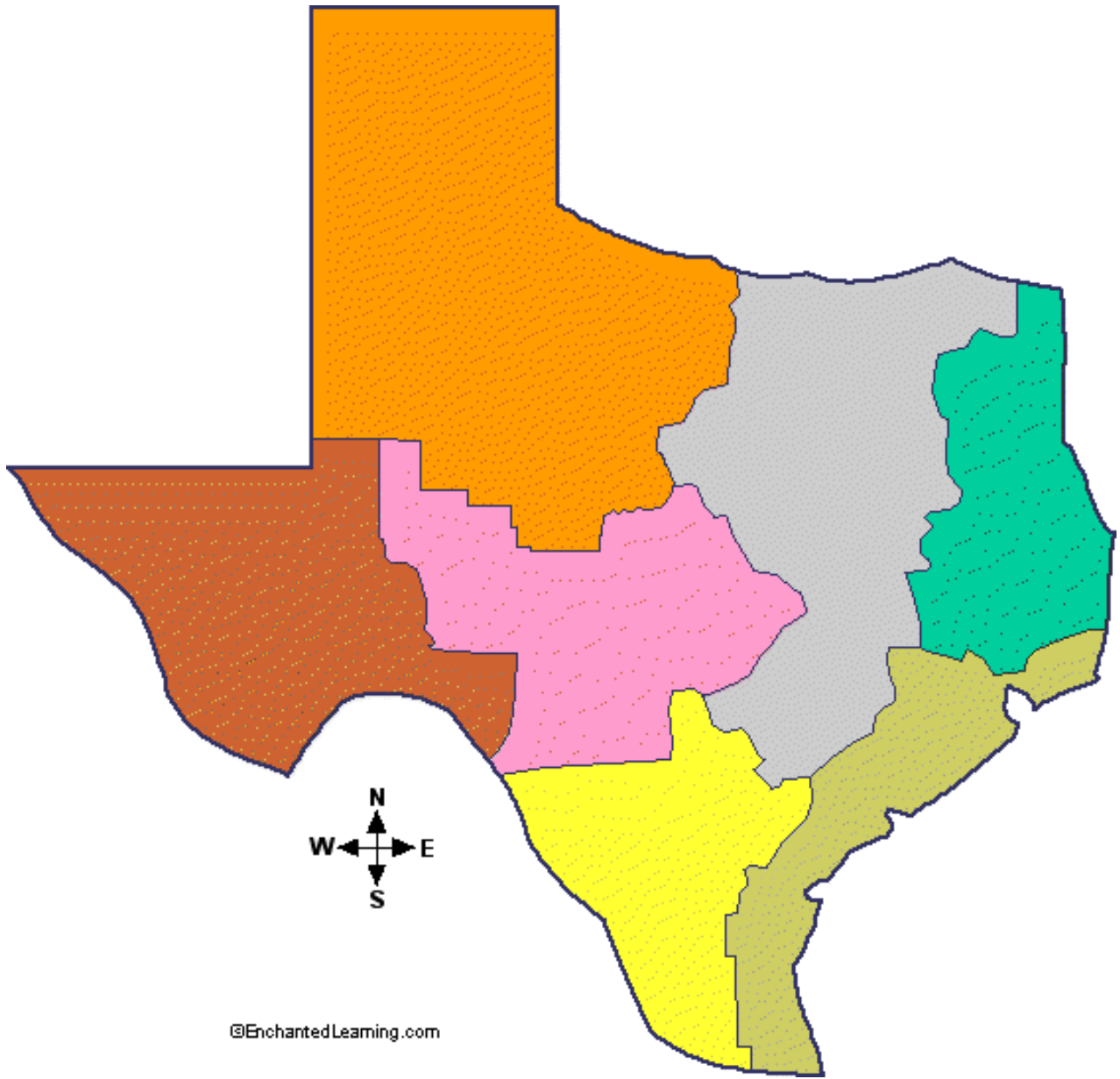
Nov. 11 Into a New Millennium, 2001-2018

Nov. 16 Into a New Millennium, 2001-2021, Part II

Nov. 18 DUE: *Where the West Begins* Book Review

Nov. 23-37 Thanksgiving Day Holiday

Dec. 6 Teaching Demonstration Paper by 12 pm. Submit on Blackboard.



Texas Regional Worksheet