

Sul Ross State University HISTORY OF TEXAS

Fall 2023

Course Syllabus
HIST 3309.001

Wednesday: 6 to 8:50 pm
LH 300

Professor: Kendra K. DeHart, Ph.D.

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Office: LH 208

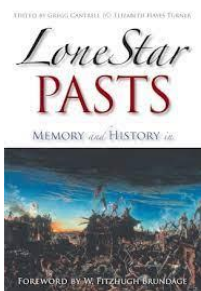
Office Hours: Monday, 2 to 4; Tuesday and Thursday, 2 to 4 pm; and by appointment.

COURSE DESCRIPTION:

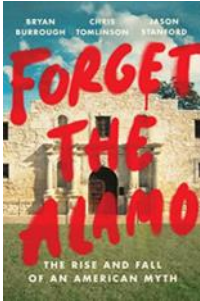
John Earnest Steinbeck Jr., winner of the Nobel Prize in Literature, wrote, "Texas is a state of mind. Texas is an obsession." With its wide regional diversity, Texas means a lot of things, to a lot of different folks. It is a unique space filled with a rich and distinct history, which spans eons and 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 also pay close attention to how Texas influences the nation and world at large. Equally important, we will analyze the collective memory of Texas and its positive and negative influences in the contemporary world. Buckle up, y'all!

REQUIRED READINGS:

Cantrell, Gregg and Elizabeth Hayes Turner, Eds. *Lone Star Pasts: Memory and History in Texas*. College Station: Texas A&M University Press, 2007.



Burrough, Bryan, Chris Tomlinson, and Jason Stanford. *Forget the Alamo: The Rise and Fall of an American Myth*. New York: Penguin Press, 2021.



****Other readings provided by professor on Blackboard or in-class.**

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skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content.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 projects.

COURSE LEARNING 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.

COURSE POLICIES:

1. **Attendance at class meetings:** You are expected to attend every class if possible! Regular attendance and punctuality are vital to academic success. **However, due to the pandemic, this will not be strictly enforced.** If you feel ill, **please do not come to class.** Send me an email explaining your situation and symptoms. If you need to be quarantined for any reason, the schedule below will remain flexible so that you can finish the assignments and course.

I will take attendance at the beginning of every class. Please make every effort to be on time. Arriving late and leaving early are very disruptive to your fellow colleagues as well as to the professor.

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. If you are going to be absent from class while traveling on a university-sponsored trip, you are responsible for notifying the professor beforehand.

****NOTE:** If you are a student athlete and need a progress report, it is your responsibility to notify the professor before class.

Regular attendance will influence students' participation grade. Students with excessive unexplained absences 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. Questions such as "what did we cover in class?" will normally not be answered.

3. **Make-Up Policy:** I will give make-up exams only in extreme cases. Make-up exams are allowed only in cases of documented unavoidable events that prevent attendance. Students who are unable to attend the regular exam session must notify the professor by email or phone within 48 hours and provide documentation of their emergency. Students who do not give such notification and provide documentation will not be allowed to take the missed exam.
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.

ASSIGNMENTS:

1. **First Week Assignments:**
 - a. **What Does Texas Mean to You?** This is an informal assignment. You are tasked with providing a brief description of what you think it means to be a Texan. You can either write a short paper, or you can make a collage or express your interpretations in another way.
 - b. **“Come and Write It”: The TSHA Debate.** On Blackboard, read various opinions on teaching and interpreting Texas history. Write a two-page reflection on your opinion.

2. **Weekly Reflections:** There will be a total of 10 weekly reflections over *Lone Star Pasts: Memory and History in Texas*. Each reflection should be two pages, double-spaced, which you will turn into the professor at the beginning of class.
3. **Book Review:** All students will write a book review on *Forget the Alamo*. A handout will be provided on how to write a successful book review.
4. **Two Exams:** A midterm and an end-of-the-course semester exam. These exams will be take home.
5. **Teaching Demonstration:** 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 to the class. You will also be required to give a five-to-ten minute teaching demonstration. 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 will be between three-to-five pages, double spaced. You will upload them to Blackboard to check for plagiarism. This will count as the final exam for this course.

GRADES:

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

Final grades will be determined as follows:

First Week Assignments	100 pts.
Weekly Reflections (10 @ 40 pts. each)	400 pts.
Book Review	100 pts.
Exams (2 @ 100 pts. each)	200 pts.
Participation and Attendance	100 pts.
<u>Teaching Demonstration & Paper</u>	<u>100 pts.</u>
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.

Students with Disabilities:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C, in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: mschwartz@sulross.edu

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.

COUNSELING:

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/srsu). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

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>

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

LIBRARY SERVICES:

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 LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

CLASSROOM CLIMATE OF RESPECT:

This class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

SUPPORTIVE STATEMENT:

I am to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

****NOTICE TO STUDENTS****: At certain 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 me individually, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during class discussion, you may always do so without academic penalty. You will, however, be responsible for any material you miss.

SEMESTER SCHEDULE

Note: 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.

DATE TOPICS

Introduction

Aug. 30 Introduction & Overview

Conquest & Contestation

Sept. 6 Frontera Challenges and Opportunities
DUE: First Week Assignments (2 Reflections)
 ▪ **What Does Texas Mean to You?**
 ▪ **“Come and Write It” Analysis Essay**

Spanish Texas

Sept. 13 Forging “Empires” in Spanish Texas
DUE: Weekly Reflection— “A Study of History, Memory, and Collective Memory in Texas” in *Lone Star Past*s

Mexican Texas

Sept. 20 Viva la Mexico!: Declaring Independence
DUE: Weekly Reflection—“Early Historians and the Shaping of Texas Memory” in *Lone Star Past*s

Launching a New Nation, 1836-1848

Sept. 27 “You May Go to Hell, and I Will Go to Texas”: The Texas Revolution and the Republic of Texas
DUE: Weekly Reflection—“The Bones of Stephen F. Austin: History and Memory in Progressive-Era Texas” in *Lone Star Past*s

Statehood & Secession, 1848-1865

- Oct. 4 “Civil War is Inevitable and Near at Hand”
DUE: Weekly Reflection—“Memories Are Short but Monuments Lengthen Remembrances: The United Daughters of the Confederacy and the Power of Civil War Memory” in *Lone Star Pasts*

The Era of Reconstruction & A Frontier Society in Transition, 1876-1895

- Oct. 11 An Unfinished Revolution, Opening the West, and the Second Industrial Revolution
DUE: Weekly Reflection—“History and Collective Memory in Texas: The Entangled Stories of the Lone Star State” in *Lone Star Pasts*

Texas in an Age of Agrarian Discontent

- Oct. 18 Sowing the Seeds of Discontent: Struggling Farmers

- Oct. 25 NO CLASS**
DUE: Exam I on Blackboard

Progressive Era Texas

- Nov. 1 The Politics of Purity and the Women’s Movement
DUE: Weekly Reflection—“Juneteenth: Emancipation and Memory” in *Lone Star Pasts*

War & Fortunes

- Nov. 8 “The War to End All Wars”: WWI and the 1920s
DUE: Weekly Reflection—“Memory and the 1920s: The Ku Klux Klan in Texas” in *Lone Star Pasts*

Depression, War Again, & Prosperity

- Nov. 15 The Great Depression, WWII, and Modernization
DUE: Weekly Reflection—“Constructing Tejano Memory” in *Lone Star Pasts*

- Nov. 22 Thanksgiving Day Holiday**

Texas in Transition, 1960-1986

- Nov. 29 The Civil Rights Movements and Contested Political Landscapes

DUE: Weekly Reflection—“Generation versus Generation: African Americans in Texas Remember the Civil Rights Movement” in *Lone Star Pasts*

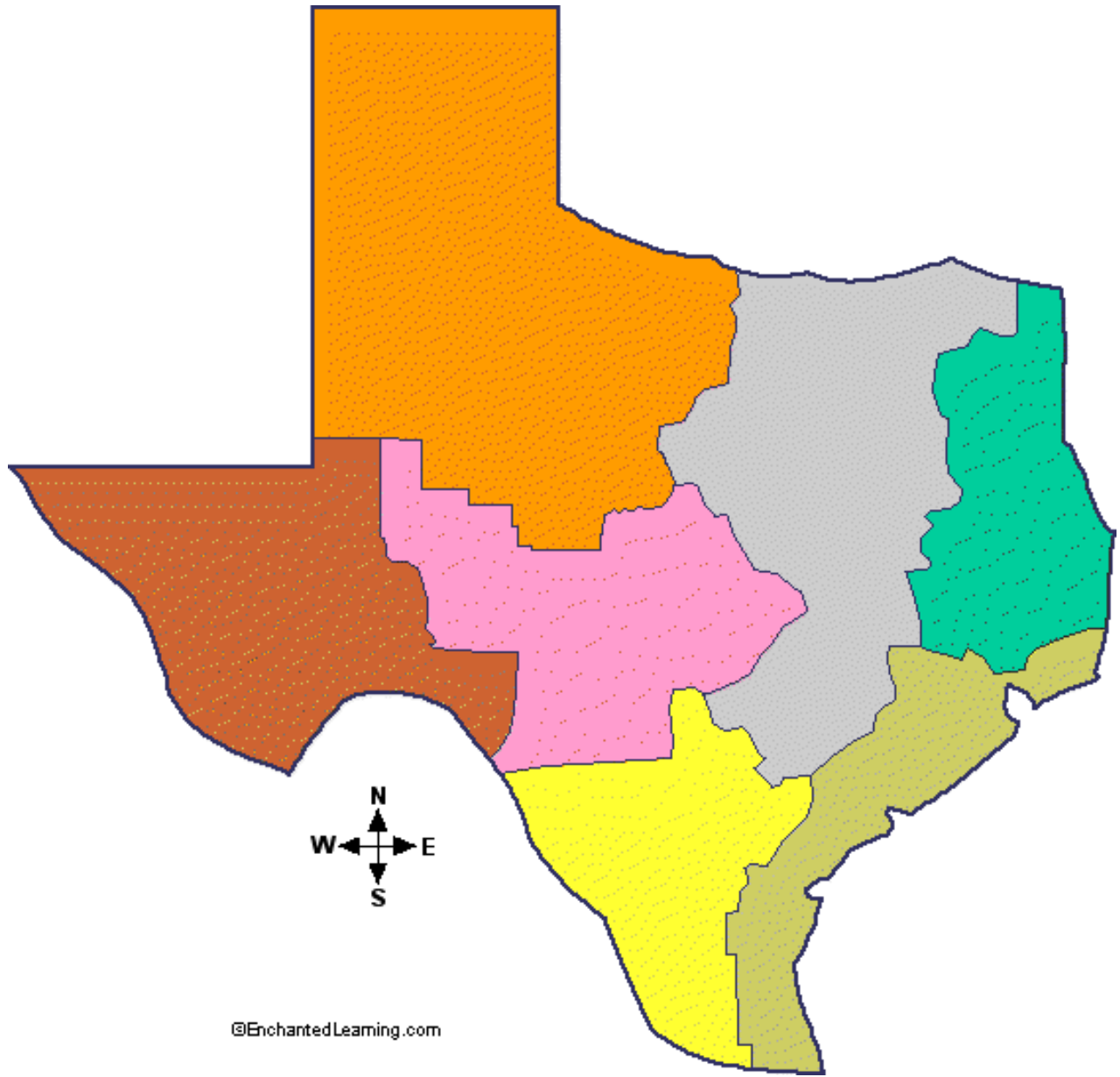
A New Texas?

Dec. 6

Changing Demographics and into a New Millennium!

- **DUE: Weekly Reflection—“Lyndon, We Hardly Remember Ye: LBJ and the Memory of Modern Texas” in *Lone Star Pasts***
- **EXAM II on BLACKBOARD**

Final Tuesday, Dec. 12 @ 6 pm



Texas Regional Worksheet