

**Sul Ross State University**  
**HISTORY OF TEXAS**

**Fall 2024**  
**Course Syllabus**  
**HIST 5302.W01**

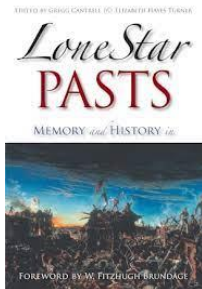
**Professor:** Kendra K. DeHart, Ph.D.  
**Phone:** 432-837-8150  
**Email:** kendra.dehart@sulross.edu  
**Office:** LH 208  
**Office Hours:** Monday, 2 to 4 and by appointment.

**COURSE DESCRIPTION:**

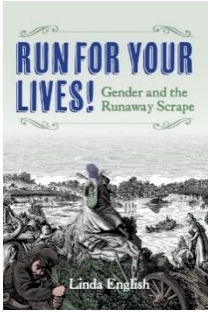
John Earnest Steinbeck Jr., winner of the Nobel Prize in Literature, wrote, “Texas is a state of mind. Texas is an obsession.” With its wide regional diversity, Texas means a lot of things to a lot of different folks. It is a unique space filled with a rich and distinct history that spans eons and still 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 effects in the contemporary world.

As a graduate class, we are also going to engage in some professional development. Buckle up, y’all!

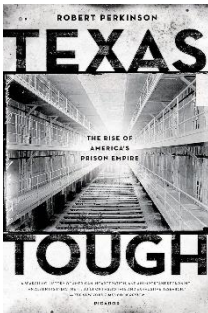
**REQUIRED READINGS:**



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



English, Linda. *Run for your Lives! Gender and the Runaway Scrape*. College Station: Texas University Press, 2024.



Perkinson, Robert. *Texas Tough: The Rise of America's Prison Empire*. New York: Picador Press, 2010.

### **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 book reviews and writing projects.

### **COURSE POLICIES:**

1. **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.

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.

2. **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.
3. **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.
4. **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.

- 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).
5. **Academic Integrity:** 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.

**Statement on Academic Honesty:** "The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of their classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

—Excerpt from the Student Handbook

## ASSIGNMENTS:

1. **First Week Assignments:**
  - **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/express your interpretations in another way. Submit on Blackboard.
  - **"Come and Write It": The TSHA & the Alliance of Texas History.** On Blackboard, read various opinions on teaching and interpreting Texas history. Write a two-page reflection of your opinion and share with others.
2. **Weekly Reflections:** There will be a total of 10 weekly reflections graded over *Lone Star Past: Memory and History in Texas*. Each reflection should be at least two pages, double-spaced, which you will turn on Blackboard.
3. **Book Reviews:** All students will write two book reviews of the books listed above. A handout will be provided on how to write a successful book review.
4. **Professional Development:** To assist your professional development, several assignments will be required. More information will be provided to you on each assignment.

- CV versus Resume: Submit two different documents: A Curriculum Vitae and Professional Resume (50 pts)
- Sample Syllabus: How would you teach Texas History? (100 pts)
- Cover Letter: Apply for an existing (or pie-in-the-sky position) and write a cover letter to your future employer (50 pts)
- Conference or Grant Proposal: Draft of how you would submit your project for a proposal to a conference or grant (50 pts)
- JOIN A PROFESSIONAL ASSOCIATION: Whichever you decide! Just provide documentation that you joined one. *Note: Students get a discounted rate, usually* (100 pts)

5. **Teaching Demonstration Paper**: You can select any topic in Texas history and are required to demonstrate through writing how you would teach this subject. The final paper should be between 5-to-7 pages and will include:

- A Short Video Presentation: No more than five minutes (50 pts)
- An Annotated Bibliography: Including both primary and secondary sources (50 pts)

**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	50 pts.
Weekly Reflections (10 @ 20 pts. each)	200 pts.
Book Review (2 @ 100 pts. each)	200 pts.
Professional Development	350 pts.
<u>Teaching Demonstration</u>	<u>200 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:**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). RGC students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

### **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/sulross). 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.

**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 and Archives of the Big Bend in Alpine offer 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/](http://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](mailto: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/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

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), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

### **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

### **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                      Introductory Post

#### **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—the TSHA & Alliance of Texas History**

#### **Texas Collective Memory**

Sept. 13                      **DUE: Weekly Reflection—“A Study of History, Memory, and Collective Memory in Texas” in *Lone Star Pasts***

- **DUE: CV & Resume**

#### **Mexican Texas**

Sept. 20                      **DUE: Weekly Reflection—“Early Historians and the Shaping of Texas Memory” in *Lone Star Pasts***

- **DUE: Cover Letter**

#### **Launching a New Nation, 1836-1848**

Sept. 27                      **DUE: Book Review *Run For Your Lives!***

#### **Statehood & Secession, 1848-1865**

Oct. 4                        **DUE: Weekly Reflection—“The Bones of Stephen F. Austin: History and Memory in Progressive-Era Texas” in *Lone Star Pasts***

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



Oct. 11                    **DUE: Weekly Reflections**  
**“Civil War is Inevitable and Near at Hand” in *Lone Star Pasts***  
**“Memories Are Short but Monuments Lengthen Remembrances: The United Daughters of the Confederacy and the Power of Civil War Memory” in *Lone Star Pasts***

**Progressive Era Texas**

Oct. 18                    **DUE: Weekly Reflection—“Juneteenth: Emancipation and Memory” in *Lone Star Pasts***  
▪ **DUE: Conference/ Grant Proposal**

Oct. 25                    **DUE: Weekly Reflection—“Memory and the 1920s: The Ku Klux Klan in Texas” in *Lone Star Pasts***

Oct. 29                    **DUE: Book Review over *Texas Tough***

**Texas in Transition, 1960-1986**

Nov. 1                    **DUE: Weekly Reflection—“Constructing Tejano Memory” in *Lone Star Pasts***

Nov. 8                    **DUE: Weekly Reflection—“Generation versus Generation: African Americans in Texas Remember the Civil Rights Movement” in *Lone Star Pasts***

Nov. 15                   **DUE: Weekly Reflection—“Lyndon, We Hardly Remember Ye: LBJ in the Memory of Modern Texas” in *Lone Star Pasts* A New Texas?**

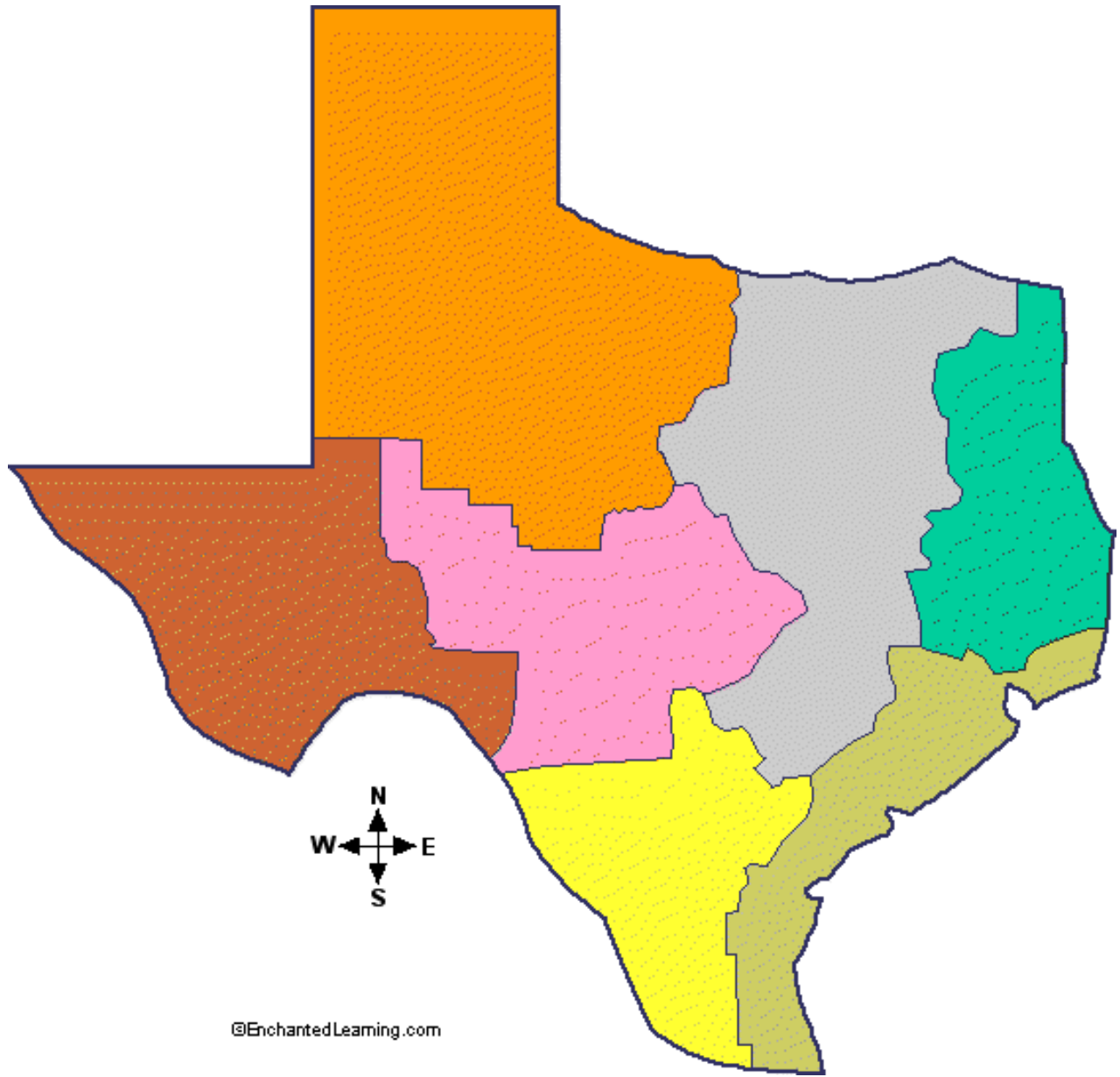
Nov. 22                   **DUE: Weekly Reflection—“History and Collective Memory in Texas: The Entangled Stories of the Lone Star State” in *Lone Star Pasts***

Dec. 6                    **DUE: Sample Syllabus & Proof of Joining a Professional Association**

Dec. 9                    **Teaching Demonstration Project Due**

non Texan : Stepping on legos  
is the worst!!!!  
Texan : That's cute...





## Texas Regional Worksheet