His 335.001: Texas History

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Office Hours: 9-11, MW; 5-6 R (all scheduled hours in LAN 312)

Or by appointment

Course Description: The course is designed as a comprehensive survey course in Texas history beginning with pre-Columbian contact and continuing until the contemporary era. Because the course consists of such an expansive timeframe, a number of topics will only be cursorily covered in class lectures, making it essential that students supplement their understanding of course content with readings in the textbooks. The primary focus of the course will be the various political, social, and cultural themes that have played key roles in the development of Texas and Texans. The emphasized themes will be the ones the instructor feels most essential in gaining an understanding of Texas in a historical perspective. Because this is an upper level history course, a key element of the course will be the growth of critical thinking among the students concerning the examination of historical themes and paradigms. Students will also be asked to read historical articles outside of class and be able to provide a critical analysis of each work within the constraints of an historical response paper.

Course Requirements: All students are required to complete all exams, readings, assignments, and papers of the course. The textbook readings are designed to serve as a foundation as well as additional source to the course lectures and are essential for understanding the course material. These readings are designed to give further background and analysis on topics that may or may not be presented in class, as well as provide the student with an understanding into the nature of current Texas historiography. Students who fail to complete or take the reading requirements of the course seriously will greatly hinder their grade.

Attendance is also a vital element in understanding the course material. You cannot pass this course by simply reading the textbook and taking the exams. Lecture material is the portal through which critical topics are discussed and disseminated; a missed lecture is a missed opportunity. But because this is an upper level course and I assume that all students now understand the importance of class attendance, you will be solely responsible for your attendance; if you choose to miss class, you will also be solely responsible for your poor grade. Also, if you are absent from class, do not ask to “borrow” or for me to arrange to get you lecture notes. It is not my responsibility to atone for your absence from class.

Civility in the Classroom: I expect all students to act as responsible adults; any undue disruptions or distractions during class will be dealt with in an appropriate manner.
**Grading Criteria:** There will be two (2) 120-point take home exams in the course. You will be given at least ten days to complete your take-home exams; you will be penalized one letter grade for each day that a take-home exam is late, including weekends. On these exams, you will be expected to compose two, double-spaced (with proper margins and font), word-processed essays. Length requirements will vary, and margin and format instructions will be included with the examination. Section I of the exam will require everyone to answer the same interpretative question. Section II will provide you a choice of at least three you will have a choice among the others. The student will be expected to write interpretative essays in which they assess and critique sources from lecture material, supplemental texts, as well as works from the bibliographic list. All sources must be appropriately cited, using the *Chicago Manual of Style* method. It is a requirement that you use at least three sources to answer each question. Take note—that is the minimum, and if that is all you use then you can expect a minimum grade. Because the exams will be completed outside of class, it is expected that they will be skillfully constructed, well-organized, free of errors, and grammatically correct.

In addition to the three major exams, you will also be required to write three (3) historical document analysis papers over selections distributed in class. The papers will be require a minimum of 750 words and will be due during weeks four, nine and thirteen of the semester. Each of these papers will be worth seventy-five (75) points. You will receive a separate instruction/guide handout that will cover this assignment. Response papers are due in class on the date listed in the syllabus. Any work turned in after the class meets, even if on the same day, will receive a penalty of one-letter grade. After that day, there will be an additional one-letter grade penalty for each day it is late, including weekends. I would advise you to remove all doubt and turn your reviews in on time.

I do not offer any sort of extra credit for any reason at any time. Do not ask.

**Grade Breakdown:**

Exams: (2) @ 125 points.........................250 points

Analysis: (3) @ 75 points.........................225 points

Total points...........................................475 points

Your grade will be calculated as a percentage of total points possible.

**Program Learning Outcomes:**

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:
1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.

This section of this course will focus on PLOs 1-4

**Student Learning Outcomes:**

The more specific outcomes for this particular course are as follows:

1. The student will be able to cogently explain the various forces that shaped the historical progression of Texas and Texans.

2. The student will be able to understand and explain the key transformative events in Texas history that contributed to the development of the region, state, and its people.

3. The student will be able to understand, identify, describe, and analyze the diverse nature of the region and state and how that diversity has contributed to the nature of modern Texas.

4. The student will be able to explain the special problems that have helped shape the history of Texas since European contact.

5. **Explanation of credit hours awarded for course:**

This is an upper-level history course. Upper-level lecture courses in history meet for 150 minutes each week for 15 weeks and also meet for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors
hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

Withheld Grades (Semester Grades Policy, A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Plagiarism**

Plagiarism and cheating will not be tolerated. Any student caught in such unethical activity will receive a zero for the assignment. Serious violations, such as stealing an exam or downloading a paper from the internet, will result in automatic failure of the course. I will also report cheating to your dean as described in university policy A-9.1. Under this policy, students charged with more than one violation during their academic careers will be summoned before the University Committee on Academic Integrity. If the Committee validates the charges, it may place students on probation or suspend them. You may read the policy, including your right to appeal charges of dishonesty, at: [http://www.sfasu.edu/upp/pap/academic_affairs/CHEATING_AND_PLAGIARISM.html](http://www.sfasu.edu/upp/pap/academic_affairs/CHEATING_AND_PLAGIARISM.html)

**Withheld Grades Semester Grades Policy (University Policy A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only with if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade average.

**Special Arrangements:** Any student who, because of a disabling condition, may require some special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary accommodations. Students should present appropriate verification from Disabled Students Services, Dean of Students Office. Any arrangements made are strictly confidential.

**Student Absence for Observation of Religious Holy Days:** A student who is absent from classes for the observation of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not
later than the fifteenth (15) day after the first day of the semester, the student had notified the instructor of each scheduled class that the student would be absent for a religious holy day.

**A Final Note:** Many students make the grave error of putting away their syllabus after the first day of class and never consulting it again. Do not make this mistake. This syllabus is your instruction manual for the course. In it are the requirements and guidelines that will allow you to chart your path through this class. Most administrative questions that you may have can be answered through a careful reading of this document. Also, every student in this class receives one syllabus; if you lose your syllabus, you will not receive another copy. Make sure you keep up with it.

The standards and expectations for the course are, admittedly, high. But, I am also certain that every student has the capabilities to not only complete but also do well in the course. You have the ability and all you have to do is to tap into that potential—I know that because you are here and have advanced this far in your education. While I am not here to do your work and study for you, I am here to help you rise to your highest potential. So, if you feel that you are not understanding the material or not grasping the concepts in class, come see me as soon as you can. I am always ready, willing, and able to help students who truly want to learn.

The course will focus on PLOs 2 through 5 through the use of essay exams, written book review assignments, and class discussion and lecture. There is, however, no research paper assigned for this course so certain aspects of PLO #5 are not applicable.

**Lecture, Reading, and Exam Schedule:**

**Week One:**
- Aug. 26: Intro to Course
- Aug. 28: Spanish Exploration
- Aug. 30: Initial Spanish Settlements

**Week Two:**
- Sept. 2: Texas in Age of Revolutions
- Sept. 4: Texas in the Age of Revolutions (cont.)
- Sept. 6: Mexican Texas and the Beginnings of Anglo Texas
Week Three:
Sept. 9: The Beginnings of Anglo Texas (cont.)
Sept. 11: The Texas Revolution
Sept. 13: Revolution (military)

Week Four:
Sept. 16: The Republic of Texas
Sept. 18: The Mexican War and Early Statehood
Sept. 20: Antebellum Texas Society **Response Paper #1 Due**

Week Five:
Sept. 23: Antebellum Texas and the Politics of Slavery
Sept. 25: Texas and the Civil War
Sept. 27: Reconstruction and Texas

Week Six:
Sept. 30: Reconstruction and Texas (cont.)
Oct. 2: Redeemers in Charge: Texas Politics through 1890: **Exam #1 Distributed in class**
Oct. 4: The Cattle Frontier

Week Seven:
Oct. 7: Sharecroppers and Tenants
Oct. 9: A Farmer’s Alliance and Populists in Texas
Oct. 11: Progressivism in Texas

Week Eight:
Oct. 14: The Ferguson Years and WWI: **Exam #1 Due**
Oct. 16: 1920s Texas Society
Oct. 18: **No Class: Library Day**

Week Nine:
Oct. 21: Business Progressives and Conservatives: Texas Politics in the 20s
Oct. 23: Texas and the Great Depression: **Response Paper #2 Due**
Oct. 25: Texas and the New Deal

Week Ten:
Oct. 28: New Deal (cont.)
Oct. 30: Texas and World War II

Nov. 1: The Rise of Modern Texas: Economy and Society

Week Eleven:
Nov. 4: Modern Texas (cont.)
Nov. 6: Factionalism and Fighting: Texas Politics in the 50s and 60s
Nov. 8: Texas and Civil Rights

Week Twelve:
Nov. 11: Civil Rights (cont.)
Nov. 13: 1960s Texas Society: Change and Tension
Nov. 15: Texas Transformed: 1970s Texas

Week Thirteen:
Nov. 18: The Rise of a Superstate: Texas in the 1980s: Exam #2 Distributed
Nov. 20: 1980s (cont.): Response Paper #3 Due

Thanksgiving Holiday: Nov. 25-Nov. 29

Week Fourteen:
Dec. 2: A Diverse Society: Texas in the 1990s and 2000s
Dec. 4: A New Texas?: 439-468
Dec. 6: Catch up Day

Exam #2 Due: Wednesday Dec. 11, no later than 10:00 AM in Ferguson 293