Course Description
HIS 335 is an upper-division course designed to develop an understanding of the political, social, and cultural history of Texas within the context of United States, Mexican, and Spanish history from before European contact through the present. Successful completion will require substantial reading and a commitment to remaining on schedule during the course of the semester.

Program Learning Outcomes (What do we expect you to learn as a history major?)
The SFA Department of History has identified the following Program Learning Outcomes (PLOs) for all students earning a BA in History:

- Interpret the past in context
- Understand the complex nature of the historical record
- Engage in historical inquiry, research, and analysis
- Craft historical narrative and argument
- Practice historical thinking as central to engaged citizenship

Student Learning Outcomes (What do we expect you to get out of this class?)
In addition to the above Program Learning Outcomes, students in HIS 335 will be able to:

- Demonstrate an understanding of Native American history in Texas.
- Explain the motivations behind Spanish colonization of Texas.
- Explain the causes and consequences of the Texas move toward
independence and its involvement in the American Civil War.

- Explain the economic trends of the nineteenth and twentieth centuries and their consequences.
- Demonstrate and understanding of the major social movements in twentieth-century Texas.

**Texts and Materials**

The materials listed below will be utilized at various times during the course of the semester:

- Randolph B. Campbell, *Sam Houston and the American Southwest* (ISBN 0321091396)
- Additional readings will be available in the D2L course page.

**Course Requirements: Grading and Evaluation**

Students have the opportunity to earn 850 points in this course. Grades are determined from a variety of assignments:

- Getting Started Materials
  - (Introductions, “Why History” discussion posting 10
- Module Quizzes: 12 @ 20 points each
  - (240 points total) 240
- Discussions: 6 @ 50 points each
  - (300 points total) 300
- Unit Essays: 3 @ 100 points each
  - (300 points total) 300

  Total points: 850

Final grades will be determined as follows:
A = 90-100% (765-850 points)
B = 80-89% (680-764 points)
C = 70-79% (595-679 points)
D = 60-69% (510-594 points)
F = 59% and below (509 or fewer points)

It is your responsibility to keep up with your grades and to calculate your current average for your own knowledge.

**Module Quizzes**

Quizzes will consist of 10 multiple-choice questions based on the assigned readings for the weekly modules. If you read, take notes, and engage with the material, you should have no trouble with these quizzes. Please note that the quizzes have time limits, and no quizzes will be accepted after the time has expired. If you miss a quiz, you will not be allowed to make it up.

**Discussions**

Discussion postings are due on the dates indicated on the Semester Calendar. Note that the module discussions are worth 50 points each. Thus, they deserve your full attention and effort.

Two Discussions will be available in each of the three content units and can be accessed either in the content list or in the purple navigation bar at the top of your D2L course page by selecting Course Tools, then Discussions.

In a discussion, you should post your own response to the prompt and respond to other students’ comments as well as my contributions. These are intended to be conversations among all participants in the course, not one-time postings. "I agree" is not a response to another student that will merit points; this may be how you feel, but it doesn't require much depth of thought on your part. Responses must be substantive and reflect critical engagement with the course material. Feel free to reply to other students' postings with oppositional points of view, but you must speak respectfully.

Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. While your postings should be of sufficient length to address each question, your
grade will be based not on the length of your postings (unless specifically noted) but on your active participation and the content of your messages. Note that while you may not fully understand each module's content, discussions can be a good way to help yourself and your fellow students to make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

Unit Essays

Each of the three main sections of the course contains an essay assignment. A week before each essay is due you will receive two question prompts dealing with one of the assigned books. You will select one of these prompts and write an essay of between 1000 and 1500 words addressing the question contained in the prompt. You will receive more detailed instructions along with your first set of essay prompts.

Attendance Policy

As this is an online course, physical attendance in a classroom is not required. The entirety of this course will be completed online. However, there are firm deadlines for the course outlined on the Semester Calendar. I strongly encourage you to log into the course at least every other day. Refer to the Course Design, Interaction, and Tech Support page for information on how much time you should expect to spend on this course each week.

COURSE CALENDAR & ASSIGNMENTS (subject to change)
*all times listed are Central Standard Time

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<th>WEEK</th>
<th>DATE</th>
<th>DISCUSSION TOPIC</th>
<th>READING/ ASSIGNMENT DUE</th>
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<td>1</td>
<td>Week of August 26</td>
<td>Getting Started Module</td>
<td>READ Syllabus, Getting Started Information assigned this week.</td>
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<tr>
<td>Week</td>
<td>Module</td>
<td>Discussions and Readings</td>
<td>Due Date</td>
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<td>2</td>
<td>Week of September 2: Module 1.1 Native Texans</td>
<td>READ Unit 1, Module 1 assigned readings this week</td>
<td>Quiz 1 due on Sunday, September 8, by 11:59 p.m.</td>
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<td>3</td>
<td>Week of September 9: Module 1.2 Spanish Texas, c. 1536-1821</td>
<td>READ Unit 1, Module 2 assigned readings this week</td>
<td>Quiz 2 due on Sunday, September 15, by 11:59 p.m.</td>
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<td>4</td>
<td>Week of September 16: Module 1.3 Mexican Texas, 1821-1830</td>
<td>READ Unit 1, Module 3 assigned readings this week</td>
<td>Quiz 3 due on Sunday, September 22, by 11:59 p.m.</td>
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<td>5</td>
<td>Week of September 23: Module 1.4 Texas from Revolution to Statehood, 1830-1850</td>
<td>Quiz 4 due on Sunday, September 29, by 11:59 p.m.</td>
<td>Posts for Discussions 1 and 2 due by Sunday, September 29 at 11:59 p.m.</td>
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<td>6</td>
<td>Week of September 30: Campbell, Sam Houston and the American Southwest</td>
<td>Chats focusing on Campbell, Sam Houston and the American Southwest, times and days TBD.</td>
<td>Essay 1 due on Sunday, October 6 by 11:59 p.m.</td>
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<td>Week</td>
<td>Modules</td>
<td>Content</td>
<td>Assignments</td>
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| **7** | Week of October 7 | Module 2.1 | READ Unit 2, Module 1 CONTENT this week  
Quiz 5 due on Sunday, October 13 by 11:59 p.m. |
| **8** | Week of October 14 | Module 2.2 | READ Unit 2, Module 2 CONTENT this week  
Quiz 6 due on Sunday, October 20 by 11:59 p.m. |
| **9** | Week of October 21 | Module 2.3 | READ Unit 2, Module 3 CONTENT this week  
Quiz 7 due on Sunday, October 27 by 11:59 p.m. |
| **10** | Week of October 28 | Module 2.4 | READ Unit 2, Module 4 CONTENT this week  
Quiz 8 due on Sunday, November 3 by 11:59 p.m.  
Posts for Discussions 3 and 4 due on Sunday, November 3 by 11:59 p.m. |
| **11** | Week of November 4 | Cantrell, *Feeding the Wolf* | Chats focusing on Cantrell, *Feeding the Wolf*, times and days TBD.  
Essay 2 due on Sunday, November 10 by 11:59 p.m. |
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<th>Week</th>
<th>Content</th>
<th>Quiz Due</th>
<th>Additional Notes</th>
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<tr>
<td>12</td>
<td>Week of November 11</td>
<td>Module 3.1</td>
<td><strong>READ Unit 3, Module 1 CONTENT this week</strong>&lt;br&gt;<strong>Quiz 9 due on Sunday, November 17 by 11:59 p.m.</strong></td>
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<td>13</td>
<td>Week of November 18</td>
<td>Module 3.2</td>
<td><strong>READ Unit 3, Module 2 CONTENT this week</strong>&lt;br&gt;<strong>Quiz 10 due on Sunday, November 24 by 11:59 p.m.</strong></td>
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<td>14</td>
<td>Week of November 25</td>
<td>Module 3.3</td>
<td><strong>READ Unit 3, Module 3 CONTENT this week</strong>&lt;br&gt;<strong>Quiz 11 due on Sunday, December 1 by 11:59 p.m.</strong></td>
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<td>15</td>
<td>Week of December 2</td>
<td>Module 3.4</td>
<td><strong>READ Unit 3, Module 4 CONTENT this week</strong>&lt;br&gt;<strong>Quiz 12 due on Sunday, December 8 by 11:59 p.m.</strong>&lt;br&gt;<strong>Posts for Discussions 5 and 6 due on Sunday, December 8 by 11:59 p.m.</strong></td>
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<tr>
<td>16</td>
<td>Week of December 9</td>
<td>Schulman, <em>Lyndon B. Johnson and American Liberalism</em></td>
<td><strong>Chats focusing on Schulman, <em>Lyndon B. Johnson and American Liberalism</em>, times and days TBD.</strong>&lt;br&gt;<strong>Essay 3 due on Wednesday, December 11 by 11:59 p.m.</strong></td>
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Academic Integrity

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.

Academic and professional careers have ended because of academic dishonesty, especially plagiarism. If you have any questions about what does or does not constitute plagiarism, please let me know. In doing so, we can avoid what could potentially be a very costly and serious error.

Please read the University's complete student academic dishonesty policy.

Withheld Grades (Course Grades Policy)

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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, visit [Disability Services](#).