Instructor: Mark Barringer
Department: History
Email: mbarringer@sfasu.edu (or use email tool in D2L)
Phone: 936.468.2184/2442
Office: Liberal Arts North 354/Ferguson G 75
Office Hours: MWF 10:00-11:30, TR 2:00-3:30 or by appointment. Office Hours will typically be held in LAN 354, but if I’m not there I’ll be in Ferguson G75. I will schedule some hours when I will be available online in a D2L Chat Room as well during the course of the semester. If you would like face-to-face office consultation I will make myself available.

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:

- Additional readings will be available in the D2L course page.

**Course Requirements: Grading and Evaluation**

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

- Getting Started Materials
  - (Introductions, “Why History” discussion posting 10
- Chapter Response Writings: 6 @ 25 points each
  - (150 points total) 150
- Discussions: 6 @ 25 points each
  - (150 points total) 150
- Unit Essays: 3 @ 100 points each
  - (300 points total) 300

  **Total points:** 610

Final grades will be determined as follows:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below
It is your responsibility to keep up with your grades and to calculate your current average for your own knowledge.

**Reading Responses**

Six times during the course of the semester (twice for each of the three main course Units) I will ask you to submit brief (250 or so words) asking you to give me your thoughts about the reading assignment for that particular week. Please submit these in the Dropbox that will be created for that purpose.

**Discussions**

In weeks when you are not asked to write a reading response or a unit essay, we will have discussions about the week’s content.

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. You will write an essay of between 1000 and 1500 words addressing the question
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 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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<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>DISCUSSION TOPIC</th>
<th>READING/ ASSIGNMENT DUE</th>
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| 1    | Week of January 13 | Getting Started Module | READ Syllabus, Getting Started Information assigned this week.

“Introductions” and “Why History?” discussions due on Sunday, January 19 by 11:59 p.m.

<p>| 2    | Week of January 20 | Module 1.1 Native Texans | READ Unit 1, Module 1 assigned readings this week            |
|      |                   |                           | Reading Response 1 due on Sunday, January 26 by 11:59 p.m. |
| 3    | Week of           |                           | READ Unit 1, Module 2                                       |</p>
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<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Assigned Readings</th>
<th>Discussion/Posting Due Dates</th>
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<tr>
<td>4</td>
<td>Week of February 3</td>
<td>Module 1.3 Mexican Texas, 1821-1830</td>
<td>READ Unit 1, Module 3 assigned readings this week. <strong>Reading Response 2 due on Sunday, February 9, by 11:59 p.m.</strong></td>
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<td>5</td>
<td>Week of February 10</td>
<td>Module 1.4 Texas from Revolution to Statehood, 1830-1850</td>
<td>Discussion 2 postings due on Sunday, February 16, by 11:59 p.m.</td>
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<td>6</td>
<td>Week of February 17</td>
<td>Module 2.1</td>
<td>Unit Essay 1 due on Sunday, February 23 by 11:59 p.m.</td>
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<td>7</td>
<td>Week of February 24</td>
<td>Module 2.2</td>
<td>READ Unit 2, Module 2 CONTENT this week. <strong>Reading Response 3 due on Sunday, March 1 by 11:59 p.m.</strong></td>
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<td>8</td>
<td>Week of March 2</td>
<td>Module 2.3</td>
<td>READ Unit 2, Module 3 CONTENT this week. <strong>Discussion 3 postings due on Sunday, March 8 by 11:59 p.m.</strong></td>
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<tr>
<td>9</td>
<td>Week of March 9</td>
<td>Module 2.3</td>
<td>READ Unit 2, Module 3</td>
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**UNIT 2**
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<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Content this week</th>
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<tr>
<td>10</td>
<td>Week of March 16</td>
<td>Reading Response 4 due on Sunday, March 15 by 11:59 p.m.</td>
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<tr>
<td>11</td>
<td>Week of March 23</td>
<td>Unit Essay 2 due on Sunday, March 29 by 11:59 p.m.</td>
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<td>12</td>
<td>Week of March 30</td>
<td>Reading Response 5 due on Sunday, April 5 by 11:59 p.m.</td>
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<td>13</td>
<td>Week of April 6</td>
<td>Discussion 5 postings due on Sunday, April 14 by 11:59 p.m.</td>
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<tr>
<td>14</td>
<td>Week of April 13</td>
<td>Reading Response 6 due on Sunday, April 19 by 11:59 p.m.</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](#).