Text: *Texas: Beyond Myths and Legends*, Howell

*Lone Star Reader*, 4th Edition, Sosebee, Bane, and Swanlund

**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 and will be a graded portion of the course. Lecture material is the portal through which critical topics are discussed and disseminated; a missed lecture is a missed opportunity. 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 three (3) 100-point exams in the course. On these exams, you will be expected to compose short answers, over selected terms, events, and/or historical figures in Texas history. Successful answers will provide pertinent information of when, what, and most importantly the why—or significance—of each selected entry. You will be given seven prompts and you will be required to answer five of them, with each worth 20 points.

In addition to the three major exams, you will also be required to write four (4) short, one-page, “response papers” over a group of selected articles from your Lone Star Reader text. The response papers will be designed to be a gauge of your reading comprehension of the articles. Essentially, I want to know if you read and understood the selections. They will be worth twenty-five (25) points each. There will be a more extensive information sheet about writing this assignment posted on the course D2L site.

Attendance will be a graded element of the course. After the first day of class I will begin to take roll. Each student will begin the semester with 100 attendance points but will lose points for each day absent. The point loss will be on a “sliding scale” as follows:

1-2 absences: 2 points each
3-5 absences: 4 points each
6-8 absences: 10 points each
More than 8 absences: 12 points each

The points are cumulative, not successive. Thus, if you miss 3 classes, all your absences are deducted at 4 points, which means you will lose 12 points from your attendance grade. If you miss 7 classes, all your absences are deducted at 10 points each and thus you will lose 70 points from your attendance grade.

Please, each student take careful note of the following policy as it is often a point of confusion for students. There is no such thing as an “excused” absence in this course, except for a student attending an official, university-sanctioned event or an absence specifically exempted through university policy (i.e. athletic, academic, non-social organization function or a recognized religious holiday). In other words, it matters not that you were ill, attending Aunt Martha’s funeral, your sister’s wedding, working, hung over, or at a doctor’s appointment. IF YOU ARE NOT PRESENT, YOU ARE ABSENT. You cannot bring a doctor’s note or any other kind of documentation and receive the points for attendance. This policy is not negotiable. If you feel that you cannot meet this requirement, you should drop the course immediately. As you can see, I take attendance very seriously.

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

Exams: (3) at 100 points each. .......................... 300 points
Response Papers: (4) at 25 points each. .............. 100 points
Attendance: .................................................. 100 points
Total possible points ........................................... 500 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.
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

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/. 
**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

**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.

**Lone Star Reader reading and response paper schedule:**

Articles 1-6: August 28-Sept 15; Response paper 1 due **Sept. 22**

Articles 7-13: Sept. 25-Oct. 6; Response Paper 2 due, **Oct. 13**

Articles 14-20: Oct. 16-Nov. 3; Response Paper 3 Due, **Nov. 13**

Articles 21-24: Nov. 15-Nov. 30; Response Paper 4 due **Dec. 6**

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

**Key to Readings: Beyond Myths and Legends: A Narrative History of Texas**= BML, followed by Chapters to complete. Your text reading should be completed *before* you attend class. Thus, for example, if “Chapter 1” is designated for “August 30” you should read and absorb the key components of that chapter BEFORE attending class on August 30. If there is no designated reading after a lecture topic then the reading listed for the lecture before also applies to that date.

**Week One:**

August 28: Intro to the course
August 30: Spanish Exploration and Initial Settlement; BML, Chapter 1; first half of Chapter 2
Sept. 1: Late Spanish Period and Texas in the Age of Revolutions: BML, finish Chapter 2

**Week Two:**

Sept. 4: Texas in the Age of Revolutions, (cont.)
Sept. 6: Mexican Texas; BML, Chapter 3
Sept. 8: The Beginnings of Anglo Texas

**Week Three:**

Sept. 11: Anglo Texas (cont.)
Sept. 13: The Texas Revolution; BML, Chapter 4
Sept. 15: The Republic of Texas; BML, Chapter 5

**Week Four:**

Sept. 18: The Mexican War and Early Statehood; BML, Chapter 6
Sept. 20: Antebellum Texas and the Politics of Slavery
Sept. 22: Texas and the Civil War; BML, Chapter 7; **Response Paper 1 due**
Week Five:
Sept. 25: Exam 1
Sept. 27: Texas and Reconstruction; BML, Chapter 8
Sept. 29: Texas during the Redeemer Period; BML, Chapter 9

Week Six:
Oct. 2: Cattlemen and Sharecroppers: Texans in the late Nineteenth Century; BML, Chapter 11
Oct. 4: Cattlemen and Sharecroppers (cont.)
Oct. 6: Populism and Texas; BML, Chapter 10

Week Seven:
Oct. 9: Progressive Texas: BML, Chapter 12
Oct. 11: Progressive Texas (cont) 1920s
Oct. 13: “Fergusonism” and World War I; Response Paper 2 due

Week Eight:
Oct. 16: 1920s Texas Society and Politics; BML, Chapter 13
Oct. 18: 1920s (cont.)
Oct. 20: Texas, the Great Depression, and the New Deal, BML,

Week Nine:
Oct. 23: Great Depression (cont.)
Oct. 25: Chapter 14 Texas and World War II; BML, Chapter 15
Oct. 27: The Rise of Modern Texas: Economy and Society; BML, Chapter 16

Week Ten:
Oct. 30: Exam 2
Nov. 1: Modern Texas, (cont.)
Nov. 3: Texas and Civil Rights; BML, Chapter 17

Week Eleven:
Nov. 6: Texas and Civil Rights (cont.)
Nov. 8: Factionalism and Fighting: Texas Politics in the 1950s and 1960s
Nov. 10: No Class

Week Twelve:
Nov. 13: Factionalism and Fighting (cont.); Response Paper 3 due
Nov. 15: 1960s Texas: Change and Tension:
Nov. 17: Texas Transformed: 1970s Texas; BML, Chapter 18

Nov. 20-24: Thanksgiving Holiday
Week Thirteen:
Nov. 27: 1970s (cont.)
Nov. 29: The Rise of a “Superstate:” Texas in the 1980s; BML, Chapter 19
Nov. 30: “Superstate” (cont.)

Week Fourteen:
Dec. 4: A Diverse Society: Texas in the 1990s and 2000s
Dec. 6: Diverse Society, (cont.); Response Paper 4 due
Dec. 8: The Reddest Red State: Texas Politics, 1990s-2010s

Exam 3, Final Exam period: Wed. Dec. 13, 8:00-10:00 A.M.