Texts: There are no assigned texts in this course.

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. 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. A key element of the course will be the growth of critical thinking among the students concerning the examination of historical themes and paradigms.

Class requirements are as follows:
Because this is an online course, you will generally be responsible for your schedule. As you will see in the schedule portion, we will cover a number of topics during each week. In the course of that week, you will be required to read a textual “lecture” that will contain the pertinent concepts that you should consider and learn concerning the week’s material. There will then be an objective quiz that you must complete that examines your knowledge of the weekly material. Each quiz must be completed by the end of each week as there will be no opportunity for a “make-up.” You should view the quizzes as a way affirming your learning of the week’s material and as a way of preparing for course exams. You are responsible for your own weekly schedule of course activity, but you must be aware of due dates and requirements. What that means is that you cannot try to complete the entire course in the last week of the semester. I expect each student to craft a schedule that conforms with the due dates and requirements of the course.

Understand that due dates are final and non-negotiable except for extraordinary circumstances.

Exams, Quizzes, and Grading: There will be 6 of the above mentioned quizzes. Please note that because of the way the semester is scheduled, there will not be a quiz during week 1 (Jan. 17-19) or Week 8 (March 4-6), but you will be responsible for the material introduced during weeks 1 and 8. There will be material from week 1, for example, on the first quiz, which you will take in week 2. These quizzes will appear under the “quizzes” tab on D2L. There will be two one hundred (100) point examinations in the course, one at mid-term and an exam during the final examination period, which will only cover material not included on the first exam. The exams will consist of 12 short answer questions/terms. You will be required to answer 10 and they will be worth ten (10) points each (100 points). The exam will also appear under the “quizzes” tab and you will complete it on the site. It will be a “timed” exercise; you will have 75 minutes to complete the exam from the point you begin it, and after that time period you will not be able to make any changes, additions or alterations. Please make sure you understand this requirement.
Exam #1 will “open” for completion on **Oct. 5 at 6:00 A.M.** and you will have until 11:59 p.m. on **Oct. 11** to complete the exam. As stated earlier, you will have **75 minutes to complete the exam after you begin it**. The second exam will open for completion on **Dec. 1 at 6:00 A.M.** and will close at 11:59 p.m. on **Dec 9.** Again, you will have **75 minutes to complete it**.

**Grade Schematic:**

- **Quizzes**
  - 6 quizzes at 20 points each: 120 points

- **Exams**
  - 2 exams at 100 points each: 200 points

**Total points**: 320 points

Your grade will be a percentage of the total, following the traditional 100% scheme.

**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.

**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/.

**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

**Core Curriculum Objective Table**

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
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</tbody>
</table>

**Course Schedule:**

**Week One:** Jan. 18-19  
Pre-Columbian Era in Texas

**Week Two:** Jan 22-26  
Spanish Texas through Revolution/Republic  
**Quiz 1 due at 11:59 p.m. Jan. 28**

**Week Three:** Jan. 29-Feb.2
Early Statehood through Texas and Reconstruction
Quiz 2 due at 11:59 p.m. Feb. 4

Week Four: Feb. 5-9
Cattlemen and Sharecroppers through 1920s Society and politics
Quiz 3 due at 11:59 p.m. Feb. 11

Week Five: Feb. 12-16
Texas and the Great Depression through The Rise of Modern Texas
Exam 1, covering Pre-Columbian Texas through 1920s Society and Politics, opens at 12:00 AM Feb. 16 and Closes at 11:59 p.m. on Feb 16
Quiz 4 due at 11:59 p.m. Feb. 18

Week Six: Feb. 19-23
Texas politics in the 1950s and 1960s through Texas and Civil Rights
Quiz 5 due at 11:59 PM on Feb 25

Week Seven: Feb 26-March 1
1960s and 70s Texas through Texas at the turn of the 20th Century
Quiz 6 due at 11:59 P.M. on March 3

Week Eight: March 4-6
Please use these days to prepare for your exam, which will Open and close on March