HIST 3301: HISTORY OF TEXAS
Fall 2017, MWF 8:00 – 8:50, Academic 233

Instructor: Dr. Kenna Archer  Office: Academic Building #239a
Email: karcher3@angelo.edu  Office hours: MWF 9:00 – 11:00

COURSE OVERVIEW

This course will explore the history of Texas. We will focus broadly on the political, economic, social, and cultural changes that have shaped this state from the earliest years of Spanish exploration through the post-war years of the civil rights movement.

EXPECTED LEARNING OUTCOMES

• Students will improve their verbal, analytical, and written skills through classroom discussion and written assignments
• Students will demonstrate their ability to interpret primary and secondary source material through classroom discussions and a research-based essay
• Students will learn to identify and interpret historical change as it pertains to Texas history and to identify the major events, peoples, and moments in this state's history

COURSE REQUIREMENTS

• Exams: students will take two exams, a midterm exam and a final exam
• Book Reviews: students will write a 3-page review over both of the assigned books
• Primary Source exercises: students will periodically complete assignments that analyze and incorporate primary sources
• Discussion: students will actively participate in classroom discussions

REQUIRED MATERIALS

• Patrick Carroll, Felix Longoria’s Wake
• James Crisp, Sleuthing the Alamo
• Arnoldo De León, The History of Texas – recommended if you want a textbook

LATE WORK

All book reviews will be submitted via the Turn-it-in application in Blackboard, and all primary source exercises will be submitted in-class. All assignments are due by the beginning of class. If you fail to turn in an assignment on the due date, you may turn it in at the beginning of the next class for a 10% penalty. After that, you will receive a zero for your grade; no exceptions.
MAKE-UP EXAM POLICY

Students will not be allowed to make up exams without a documented reason for the absence. Make-up exams will NOT be identical to the original exam. Students who miss an exam without prior permission and without a documented excuse must contact me within 48 hours of the exam to discuss the reason for that absence and the possibility of making up the exam.

ATTENDANCE POLICY

It is the policy of the History Department that missing more than 20 percent of the course (9 absences in a MWF course) will cost you one full letter grade off your final average. Additional absences can, at my discretion, result in additional deductions from your average. School-sponsored trips, medical emergencies, and family emergencies that are documented in writing will count as excused absences and will not count towards this total. All other absences will be unexcused, except for religious holidays (which constitute a special case, see below).

To be clear, if you miss more than 9 classes and if you do not have documentation for those absences, you will lose at least 10 points from your final average. There will be no exceptions so talk to me immediately if you have concerns, questions, or extenuating circumstances.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAY

• “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20
• A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence
• A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete any assignments
• A student who is excused under section 2 may not be penalized for the absence; however, I may respond appropriately if the student fails to complete the assignment satisfactorily

ACADEMIC HONESTY

Angelo State University maintains a strict honor code, and it is expected that each of you will undergo your academic work with complete honesty. Cheating, plagiarism, misrepresentation, or any other violation of the code will not be tolerated. If you violate the honor code, you will receive a zero on that assignment and a ten point deduction from your average. I will fail you from this course on the second offense. For egregious violations of the honor code, I reserve the right to fail you from the course on the first offense and report you to the administration.

Ignorance is not an excuse: read the Student Handbook or contact me if you have any questions. The ASU Student Handbook is available at https://www.angelo.edu/content/files/17187-20122013-student-handbook-for-web.
PERSONS WITH DISABILITIES

If you require special arrangements to meet course requirements because of a disability, please contact the Student Services Office (Hardeman #203) to arrange accommodations. I cannot offer any accommodations without the proper paperwork. Please take care of this promptly so we can assure that you are getting the best experience from this class.

LEARNING ENVIRONMENT

You are allowed to use laptops for note-taking in this class, but I expect you to remain engaged in the class if you choose to forego hand-written notes. If laptops or other electronic devices become a distraction, I reserve the right to ban them completely from the classroom. If you need to keep your cell phone on you for some reason, please discuss this with me. Otherwise, you are not allowed to use cell phones in the classroom; put them on silent or turn them off.

GRADING

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<thead>
<tr>
<th></th>
<th>Weight</th>
<th>Description</th>
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<tbody>
<tr>
<td>Exams (2)</td>
<td>50% (25% for each exam)</td>
<td></td>
</tr>
<tr>
<td>Book Reviews (2)</td>
<td>30% (15% for each essay)</td>
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<tr>
<td>Primary Source Exercises</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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A = 89.5 – 100
B = 79.5 – 89.4
C = 69.5 – 79.4
D = 59.5 – 69.4
F = 59.4 – 0
COURSE SCHEDULE

Week 1: The Creation of Spanish Texas, 1519 – 1763 (08/28 – 09/01)
M: Syllabus
W: Lecture, “Exploration and the Creation of Spanish Texas, 1519 – 1763”
F: Lecture, “Exploration and the Creation of Spanish Texas, 1519 – 1763”

Week 2: From Spanish Frontier to Mexican Empire, 1763 – 1821 (09/04 – 09/08)
M: HOLIDAY
W: Lecture, “An Age of Revolution and an independent Mexico, 1763 – 1821”
F: Lecture, “An Age of Revolution and an independent Mexico, 1763 – 1821”

Week 3: The Rise and Decline of Mexican Texas, 1821 – 1835 (09/11 – 09/15)
M: Lecture, “Texas under the Mexican Flag, 1821 – 1835”
W: Lecture, “Texas under the Mexican Flag, 1821 – 1835”
F: Lecture, “Texas under the Mexican Flag, 1821 – 1835”

Week 4: The Texas Revolution, 1835 – 1836 (9/18 – 09/22)

Week 5: The Republic of Texas, 1836 – 1845 (9/25 – 09/29)

Week 6: The Mexican American War, 1845 – 1848 (10/02 – 10/06)
M: Lecture, “Texas and the Mexican-American War, 1845 – 1848”
W: Catch-up Day
F: Exam 1

Week 7: Antebellum Texas, 1848 – 1860 (10/09 – 10/13)

Week 8: The Civil War and Reconstruction, 1861 – 1876 (10/16 – 10/20)
M: Lecture, “Texas and the Civil War, 1860 – 1865”
W: Lecture, “Texas and the Civil War, 1860 – 1865”
F: Lecture, “Reconstruction in Texas, 1865 – 1876”

Week 9: Redeemer Texas, 1876 – 1890 (10/23 – 10/27)
M: Lecture, “Reconstruction in Texas, 1865 – 1876”
W: Lecture, “Redeemers in Texas: A political Transition”
F: Lecture, “Redeemers in Texas: A political Transition”
**Week 10: Redeemer Texas, 1865 – 1890 (10/30 – 11/03)**
M: Lecture, “Cattle, Cotton, and the Frontier in Redeemer Texas”
W: Lecture, “Cattle, Cotton, and the Frontier in Redeemer Texas”
F: Lecture, “Cattle, Cotton, and the Frontier in Redeemer Texas”

**Week 11: Reform in Texas, 1890 – 1919 (11/06 – 11/10)**
M: Tour of Fort Concho National Historic Landmark***
W: Lecture, “Populists in Texas, 1890 – 1919”
F: Lecture, “Progressives in Texas, 1890 – 1919”

M: Lecture, “Progressives in Texas, 1890 – 1919”
W: Lecture, “Progressives in Texas, 1890 – 1919”

W: Holiday!
F: Holiday!

F: Lecture, “WWII in Texas, 1939 – 1945” + **Book Review Due**

**Week 15: WWII and Post-War Texas (12/04 – 12/08)**
M: Lecture, “WWII in Texas, 1939 – 1945”
W: Lecture, “Post-War Texas”
F: Lecture, “Post-War Texas”

*** This tour will take more than the 50 minutes allotted for our class time; if possible, please make arrangements to stay after our class ends at 8:50. I am willing and able to write notes on your behalf to professors or employers explaining the situation.
Rubric for Assessment of Student History Essays

Component 1: Thesis/Argumentation

Points Criterion

1 There is no thesis, there are multiple theses, or what there is of an argument is not developed.
2 There is the outline of a thesis or argument, but requires further elaboration.
3 There is a clearly developed argument.

Component 2: Supporting Evidence

Points Criterion

1 There are no specific textual evidence provided and no evidence of having done any reading and assimilating of secondary or—if applicable--primary sources.
2 There are a few textual examples given, but more specific evidence and citation is needed to develop paper fully.
3 There is ample textual evidence used where appropriate to bolster thesis.

Component 3: Clarity/Quality of Composition

Points Criterion

1 There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.
2 There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.
3 The written work follows the basic requirements of clear/quality composition.

Component 4: Organization of Paper

Points Criterion

1 The student hobbled together incoherent, rambling sentences and paragraphs with little consideration for organizing a clear, developed essay that could be easily followed by a reader.
2 The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.
3 The student has written a well organized, coherent, and logically flowing paper.

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Component 5: Historical Sense

Points Criterion

1 The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.

2 The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.

3 The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.