I. Course Description

This course will provide an overview of Texas history from indigenous peoples to the present. To accomplish this goal, we will explore the political, economic, and cultural changes in the region we now know as “Texas.”

II. Student Learning Objectives

To both learn about historical events in the landmass that became Texas and to learn about history as a discipline we will

1) Become familiar with the events, people, and ideas in the landmass that became Texas

2) Trace how those events, people, and ideas changed over time

3) Place Texas history within a comparative and global context

4) Understand key historical questions and arguments

5) Analyze primary and secondary sources

6) Generate a collaborative learning environment

III. Classroom Environment and Policies

Electronic Devices:

There will be no electronic devices (laptops, kindles, tablets, phones, recording devices...) in this classroom, even for note taking. They are distracting for students, especially in smaller classes, and the use of them in class is disrespectful towards your classmates and
towards me. Using such electronic devices will hurt your attendance and participation grade because it means that you are not truly present in class. If a student uses an unsanctioned electronic device during multiple class sessions, I may ask you to leave the class. If I have to ask you to put an unsanctioned electronic device away 3 times, this behavior will result in an extra recorded absence.

Communication:

I also ask that you check your ASU email accounts on a regular basis. I will communicate important information about this course (such as an unexpected class cancelation or other emergency) via email if need be and you are responsible for knowing that information. You are more than welcome to contact me with questions via email (cwohnisty@angelo.edu). Do not worry if I do not respond to your email immediately. I will send a reply to you within 48 hrs.

You will submit your paper assignments to Blackboard and I will update your grades on Blackboard as well. You will also find all of the readings there. Therefore, I suggest you log into Blackboard fairly regularly.

Late Work:

All written work must be handed in and/or turned in on Blackboard at the beginning of the class that it is due. There will be a 10% deduction for every day that the assignment is late. Unless otherwise specified, anything turned in to me after the start time of class will be late and will cost the student turning in that assignment a letter grade. Because our class starts at 1pm, anything turned in between 1:01pm the day the assignment is due and 1:01pm the day after the assignment is due (including weekends) will be deducted 10%.

Academic Integrity:

Plagiarism is a form of academic misconduct that is defined as the theft of ideas or information from a source without giving proper credit. Plagiarism is a serious offense that could result in failure of the course, among other penalties. Submit only original work, complete with proper citations. There is no excuse for plagiarism. It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program will be used to check your work.

In addition, academic misconduct is not limited to plagiarism. It also includes forgery, cheating, signing attendance sheets for another student, and disruptive or disrespectful behavior. Although discussing your work with classmates may be helpful, you must also be aware of “unauthorized collaboration” as a form of academic misconduct.
Plagiarism cases will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In other words, just don’t do it! Life is better without it.

The ASU Student Handbook has additional information relating to the Honor Code. You can find a copy of the handbook online at the ASU website (under “Current Students” and “University Publications”) or at the Student Life Office (located in the University Center). You may view the university’s honor code at the following website:


**Special Accommodations:**

Persons with disabilities which may warrant academic accommodations (recorders, extra time on tests, notetaking) must contact the Office of Student Affairs (Room 112 University Center, (325) 942-2047, or ada@angelo.edu) in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request within the first week of the semester so that appropriate arrangements can be made. Faculty members are not allowed to provide accommodation for a student’s disability needs without approval from the Office of Student Life and requests sometimes take a while to process.

**Religious Holy Days:**

Students who intend to be absent from class to observe a religious holy day (as defined in ASU OP 10.19-Don’t make stuff up!) must tell me 48 hrs prior to the absence and make up any scheduled assignments within an appropriate timeframe that I determine. While the absence will not be penalized, failure to complete the make-up assignment satisfactorily and within the required timeframe will result in penalties consistent with other absences and assignments.

**Food and visitors:**

I know this class meets at the tail-end of lunchtime, so as long as nobody has a food allergy it is fine if you bring (reasonable) food to class. No tobacco products, please. Also, don’t bring random people to class (Yes, that has happened).

**University Policies:**

For additional general university policies, consult the university student handbook. Here is a handbook link for you:

IV. Assignments and Grades

Assignment Types:

There are three types of grades that measure student learning objectives in this class:

1) Attendance and Participation: 20% of your final grade
   a. Attendance: 10%
   b. Participation: 10%

2) 1 Semester-long Project: 20% of your final grade
   a. Interview Project: 20% (3 parts worth 1%, 15% and 4%-details to follow)
   OR
   b. Primary Source Project (3 parts worth 1%, 10% and 9% each-details to follow)

3) 4 Exams: 60% (15% each)

CLASS TOTAL: 100%

Attendance and Participation: 20%

a. You will earn a full 10% of your final grade by simply showing up to class and managing to not fall asleep or to be disruptive. There will be an attendance sheet to record your attendance after day 1. You will not receive credit for attending a class if you are more than 10 minutes late. If you are late 3 times, this will count as an extra recorded absence.

You are allowed six absences in this class (not counting the first day). If you’re not feeling well, have an emergency, have to travel, or just need a mental health day, you may use your freebies at your discretion over the course of the semester. If you miss more than six days due to serious illness or other emergencies, you will need to provide documentation. If you exceed more than six absences without providing documentation of illness, a school-sanctioned event such as athletic team travel, or other emergency, you will lose a letter grade for each day that you miss over six absences.

I’m going to repeat that. If you exceed more than six absences without providing proper documentation, you will lose a letter grade off your total grade in the class. Don’t say I didn’t warn you!

b. You will have to earn another 10% of your attendance and participation grade by being an active participant in class.

“Active participation” entails actions such as answering discussion questions, taking notes, and engaging your peers in conversations. In other words, you aren’t going to get 100% for
attendance and participation, even if you have a perfect attendance record. You must bring relevant class texts to class each day and have read them before coming to class. This is absolutely key. We can’t have a productive class if nobody knows what we are talking about! If you are shy about speaking in class, I suggest you write down three things that you want to say before class.

**Semester-long Project (2 options): 20%**

**Option #1: Oral History Project: 20%**

One option for our semester-long project is part of the National Endowment for the Humanities-supported project, “War Stories: West Texans and the Experience of War, World War I to the Present.” This project seeks to collect, preserve, share, and analyze the experiences of West Texas veterans and their families. The project is interested in the perspectives of servicemen and women as well as loved ones on the home front.

You will identify a veteran, family member of a veteran, or friend of a veteran connected to a war to interview. You may also interview someone opposed to the war if they were actively engaged in an antiwar movement. If you are unable to identify someone to interview, please let me know and we will find someone. You will interview your chosen person using questions provided to you and produce a partial transcript of the interview.

**OR**

**Option #2: Primary Source Project: 20%**

I understand that talking is not everyone’s favorite and that you might have difficult schedules and so you may choose to write a paper over historical sources as your semester project instead of interviewing a veteran or veteran’s family member. If you choose this semester project option, you will be working with primary documents housed in ASU’s West Texas History Collection on ASU’s campus. You will work with the archivists to identify a collection of primary sources to use, write a 5-page draft of an analytical paper, and then write an 8-page final draft of that paper.

We will talk more about your semester project options and all of their requirements in class on January 26 and February 2 so you can choose the best project option for you by February 12.

**Exams: 60%**

There will be four exams over the course of this class. Each exam will be worth 15% of your overall grade and will require essay-format answers. I will provide you with a study guide and bluebook before each exam. I will also hold review sessions so you will know exactly what to expect on your tests. Students will not be allowed to make up an exam without a documented reason for missing the exam. This includes the final.
Grading Scale:

At the end of the semester, your accumulated point total will be put into a percentage and slotted into its respective category below. The following is a list of how grades will be assigned for the course.

1000-900 points = A  
899-800 points = B  
799-700 points = C  
699-600 points = D  
599-0 points = F

Anything less than 600 points is an F. (5-9 is rounded up and 1-4 is rounded down) Poor attendance or disruptive behavior may also result in an F. See the attendance policy under Attendance and Participation.

Grading Timeline:

Please keep in mind that I teach over 120 freshmen in addition to all of you in this class and so you will not receive immediate feedback on each assignment. You can expect to receive feedback on a type of assignment before you have that type of assignment again, however. For example, your test #1 is on February 16. You will get feedback on your test #1 before you start studying for test #2.

V. Extra Credit Opportunities

Good news-there will be several opportunities to earn extra credit in this class. Most of those opportunities are a part of ASU's War Stories Lecture Series. These lectures are at 7pm the evenings of February 15, March 22, and March 26. Details to follow.

VI. Required Texts

Rather than make you buy a whole bunch of different books, all of your readings will come from reading selections posted on Blackboard. In other words, you do not have to buy texts for this class.

VII. Optional Text


You are not required to buy this textbook because most of the information in it is going to be in my lectures, but it might be helpful when studying for your exams, especially if you are an education major who needs to take the teacher certification test and/or if history just isn't your thing.
VIII. Course Schedule

What will this class look like?

1) We meet in person on Mondays, Wednesdays, and Fridays at 1pm (obviously).

2) **Lecture outlines**: There are lecture outlines for every class lecture posted under the appropriate week on Blackboard. I would using them to help you prioritize/organize information and take notes in this class. The lecture topics outlined on the schedule at the end of this syllabus correspond with a lecture outline.

3) **Homework**: Your homework is the posted readings in the class schedule below. You will find your readings in the relevant week on Blackboard. You will not be held accountable for them until Friday of each week, when you need to have read them and printed them out for class. Therefore, they are each a week’s worth of readings.

4) The only non-reading assignments you have in this class are all part of the semester projects or studying for your 4 tests.

**Important Due Dates:**

**Semester-long Project Parts (both options)**: Feb. 12, March 28, April 13  
**Tests**: Feb. 16, March 9, April 20, May 9  
**Extra Credit**: Feb. 15, March 22, March 26

**Week 1:**

  - You need to have read and printed out each of the reading assignments for Friday classes. You have the whole week to read each assignment.

Jan. 17: Introductions and Syllabus  
Jan. 19: Lecture Topic: “Texas” (outline on Blackboard)

**Week 2:**

- **Readings due Friday**: NA-Oral History Project explanation in class on Friday

Jan. 22: Lecture Topic: The First Texans (outline on Blackboard)  
Jan. 24: Lecture Topic: Exploration (outline on Blackboard)  
Jan. 26: Oral History Project explanation (guest speakers)

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1 I reserve the right to adjust the following schedule if needed.
Week 3:

- **Readings due Friday**: Cabeza de Vaca, *La Relación* chap. 10-15 (posted on Blackboard under “week 3”)
  - Many of our readings will be primary sources (aka historical sources). Don’t worry if you don’t quite understand everything that is happening in the documents. We will always go over them in Friday’s class.

Jan. 29: Lecture Topic: Spanish Texas
Jan. 31: Lecture Topic: Age of Revolutions
Feb. 2: Primary Source Paper Project explanation, Spanish Texas and Cabeza de Vaca

Week 4:

- **Readings due Friday**: primary (aka historical) documents posted on Blackboard

Feb. 5: Age of Revolutions
Feb. 7: Mexican Texas
Feb. 9: Mexican Texas

Week 5:

- **Readings due Friday**: NA-study for test and choose a project option

Feb. 12: Texas War for Independence, **Project (both kinds) Sign-up due**
Feb. 14: Texas War for Independence
Feb. 16: **Test #1 (whole class period)**

Week 6:

- **Readings due Friday**: Readings due Friday: James E. Crisp, *Sleuthing the Alamo* (selection from book, Blackboard)

Feb. 19: Republic of Texas
Feb. 21: Republic of Texas
Feb. 23: Memory of the Alamo

Week 7:

- **Readings due Friday**: Civil War primary documents posted on Blackboard

Feb. 26: Mexican American War and South Texas Frontier
Feb. 28: Antebellum Texas
March 2: Texas and the Civil War
Week 8:

- **Readings due Friday**: NA-study for test

March 5: Texas and the Civil War  
March 7: Texas and the Civil War  
March 9: **Test #2**

SPRING BREAK MARCH 10-MARCH 18 NO CLASS!

Week 9:

- **Readings due Friday**: Reconstruction primary documents posted on Blackboard

March 19: Texas and Reconstruction  
March 21: Texas and Reconstruction  
March 23: Texas and the “Old West”

Week 10:

- **Readings due Friday**: NA-work on papers

March 26: Era of Reforms  
March 28: **Interview due or Paper Draft due**, Era of Reforms  
March 30: NO CLASS-university holiday

Week 11:

- **Readings due Friday**: Reform primary documents posted on Blackboard

April 2: Texas and Turn of the Century  
April 4: Texas and WWI  
April 6: Prosperity and Depression

Week 12:

- **Readings due Friday**: NA-work on transcripts or primary source papers

April 9: New Deal, Dust Bowl  
April 11: Movie: *The Longoria Affair*  
April 13: **Transcript or Primary Source Paper due**, NO CLASS

Week 13:
• **Readings due Friday:** NA-study for test

April 16: Texas and WWII
April 18: Texas and WWII
April 20: **Test #3**

**Week 14:**

• **Readings due Friday:** Chicano poem posted on Blackboard

April 23: Post WWII Texas politics
April 25: Post WWII Texas politics
April 27: Civil Rights Movement(s)

**Week 15:**

• **Readings due Friday:** NA-study for final/test #4

April 30: Texas and the Cold War
May 2: Texas in the 1980s, 1990s, today
May 4: Review for test, course evaluations

**Week 16:**

FINALS WEEK-Test #4 will be the exact format as your other tests and is not cumulative.

**Test #4:** Wednesday, May 9, 2018: 1pm-3pm