**HIST 3301: HISTORY OF TEXAS**  
Fall 2018, Academic 225, MWF 9:00 – 9:50

Instructor: Dr. Kenna Archer  
Office: Academic Building #239a  
Email: karcher3@angelo.edu  
Office hours: MTWRF 11:00 – 12:00

**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.

**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

**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 several analytical book reviews  
- Students will learn to identify and interpret historical development and change as it pertains to American environmental 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  
- Quizzes: students will take three quizzes  
- Classroom Assignments: students will complete primary source assignments and short answer assignments in preparation for in-class discussions  
- Classroom Participation: students will be expected to participate actively

**MAKE-UP EXAM POLICY**

Students will not be allowed to make up exams without a documented reason for the absence. 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 possibility of making up the exam.

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LATE WORK

If a student fails to turn in an assignment on the due date, he or she may turn it in by the next business day (not class day) for a ten (10) percent penalty. He or she may turn it in on the second business day for a twenty (20) percent penalty. For example, if an assignment is due on a Tuesday, a student could submit it on Wednesday for 10% off the grade or on Thursday for 20% off the grade. After that, the assignment will be given a zero. All book reviews will be submitted in-class as a hard copy and via Turn-it-in in Blackboard. All homework assignments will be submitted in-class as a hard copy but do not need to be submitted in Blackboard.

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 lead to a deduction of one full letter grade from the final grade. Additional absences can, at my discretion, result in additional deductions from the final average. School-sponsored trips, medical emergencies, and family emergencies are excused absences and will not count against this total, but they must be documented in writing. All other absences will be unexcused, except for religious holidays (which constitute a special case). The best course of action is for students to keep in touch with the professor about all absences.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAY

- 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 students will undergo their academic work with complete honesty. Cheating, plagiarism, misrepresentation, or any other violation of the code will not be tolerated. I uphold this honor code fiercely, and I reserve the right to fail violators from this course on their first violation. For less egregious violations of the honor code, students will receive a zero (0) on the assignment and will lose ten (10) points from their final grade; students will fail this course with a second violation.

Examples of academic dishonesty include (but are not limited to) the following: copying somebody else's work, submitting somebody else's work under a different name, failing to appropriately cite research sources, signing another student into class when he or she is absent, lying about the reason for an absence. Ignorance is not an excuse: students should read the Student Handbook or contact me if they have any questions.
PERSONS WITH DISABILITIES

If a student requires special arrangements to meet course requirements because of a disability, he or she should contact the Student Services Office (Hardeman #203) to arrange accommodations. I cannot offer any accommodations without the proper paperwork so I strongly recommend that students take care of accommodations promptly so that we can assure that everybody is getting the best possible experience from this class.

CLASSROOM POLICIES

In order for our lectures and discussions to function as they are intended, we must maintain a classroom environment that is bounded by certain rules and expectations. In short, I expect every student to behave appropriately, which means:

• Students should complete readings and assignments before class
  Students should attend class regularly and show up to class on time
  o The classroom door will be closed five (5) minutes after class begins
  o Students who arrive after the door has been closed will be marked absent
  o Students who consistently arrive late and/or miss class will lose points from their participation grade (as it is not possible to participate en absentia)
  o Students should consult with me at the beginning of the semester if they anticipate frequent absences or tardies
• Students should refrain from texting or talking on their phones during class
  o Students who use their phones in class will lose points from their participation grade (as it is not possible to participate while simultaneously texting)
  o Students who need their phone during class should consult with me at the beginning of the semester so that we can make arrangements
  o Anybody caught using a cell phone or other electronic device during an exam will receive a zero (0) for the exam grade; there is no benefit of the doubt
• Students are not allowed to record class lectures or discussions without permission
• Other reminders for the classroom:
  o No sleeping
  o No dipping, chewing, spitting tobacco
  o No smoking or taking smoke breaks
  o No taunting, mocking, or harassing
  o No working on assignments from other classes

GRADING

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<tr>
<td>Exams (2)</td>
<td>30% (15% per exam)</td>
<td>A = 89.5 – 100</td>
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<tr>
<td>Quizzes (3)</td>
<td>30% (10% per quiz)</td>
<td>B = 79.5 – 89.4</td>
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<tr>
<td>Book Reviews (2)</td>
<td>20% (10% per essay)</td>
<td>C = 69.5 – 79.4</td>
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<tr>
<td>Homework</td>
<td>10%</td>
<td>D = 59.5 – 69.4</td>
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<td>Participation</td>
<td>10%</td>
<td>F = 59.4 – 0</td>
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COURSE SCHEDULE

**Week 1** (08/27 – 08/31)
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** (09/03 – 09/07)
M: HOLIDAY
W: Lecture, “Exploration and the Creation of Spanish Texas, 1519 – 1763”
F: Lecture, “The Decline of the Spanish Empire, 1763 – 1821”

**Week 3** (09/10 – 09/14)
M: Lecture, “The Decline of the Spanish Empire, 1763 – 1821”
W: Lecture, “Texas under the Mexican Flag, 1821 – 1835”
F: Lecture, “Texas under the Mexican Flag, 1821 – 1835”

**Week 4** (09/17 – 09/21)
M: Lecture, “Texas under the Mexican Flag, 1821 – 1835” + Book Review Due

**Week 5** (09/24 – 09/28)
W: QUIZ 1

**Week 6** (10/01 – 10/05)
F: Lecture, “Texas and the Mexican-American War, 1845 – 1848”

**Week 7** (10/08 – 10/12)

**Week 8** (10/15 – 10/19)
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** (10/22 – 10/26)
M: Lecture, “Reconstruction in Texas, 1865 – 1876”
W: QUIZ 2
F: Lecture, “Redeemers in Texas, 1870 – 1890”

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**Week 10** (10/29 – 11/02)
M: Lecture, “Redeemers in Texas, 1870 – 1890”
W: Lecture, “Cattle, Cotton, and the Frontier in Redeemer Texas”
F: Lecture, “Cattle, Cotton, and the Frontier in Redeemer Texas”

**Week 11** (11/05 – 11/09)
M: **Tour of Fort Concho National Historic Landmark***
W: Lecture, “Populists in Texas, 1890 – 1919”
F: Lecture, “Progressives in Texas, 1890 – 1919”

**Week 12** (11/12 – 11/16)
M: Lecture, “Progressives in Texas, 1890 – 1919”
W: Lecture, “Progressives in Texas, 1890 – 1919”

**Week 13** (11/19 – 11/23)
M: QUIZ 3
W: Holiday!
F: Holiday!

**Week 14** (11/26 – 11/30)
F: Lecture, “The New Deal, 1932 – 1939” + **Book Review Due**

**Week 15** (12/03 – 12/07)
M: Lecture, “WWII in Texas, 1939 – 1945”
W: Lecture, “WWII in Texas, 1939 – 1945”
F: Lecture, “Post-War Texas”

**FINAL EXAM**: Wednesday December 12, 8:00 – 10:00

*** 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.
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.