HIST 3301:
History of Texas
Angelo State University
Spring, 2019

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Office Hours: 9-10 MWF, and by appointment
Office: Academic Building Room 210E

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 students using electronic devices (laptops, smartwatches (except to keep time), kindles, tablets, phones, recording devices...) in this classroom, even for note taking. They are distracting for students and the unsanctioned use of them in class is disrespectful towards your classmates, towards me, and my work in this class. 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 multiple times during class sessions, I may ask you to leave the class. If you use an unsanctioned electronic device 3 times, that also counts as an absence. The only exception to this rule is if you have obtained special accommodations permission.

**Food, Clothing, and Visitors:**

Unless a student tells me during the first week of class that they have a food allergy, then it is fine if you want to bring reasonable amounts of food (excluding tobacco products) into the classroom. I do ask that you wear a full set of clothing with shoes and that you don’t bring people who are not enrolled in this class with you to class.

**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 and general class information) 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 (cwolnisty@angelo.edu). Don’t worry if I do not respond to your email immediately. I will send a reply to you within 48 hrs.

If needed, I am happy to meet with you for additional help or questions outside of class time. I do ask that you meet with me during my office hours (9-10 MWF), which is when I am available for student help, or make an appointment with me ahead of time if those times don’t work for you. Because I have around 160 students and need to keep my own life/work schedule, I am not able to take unscheduled meetings with students.

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

**Late Work:**

All written work must be turned in on Blackboard at the beginning of the class that it is due. I do not need a physical copy of your paper. 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. For example, if you are in a class that starts at 10am, anything turned in between 10:01am the day the assignment is due and 10:01 the day after the assignment is due (including weekends) will be deducted 10%. It is ALWAYS better to turn in something within 10 days rather than not turn in anything at all.

**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 (SafeAssign) will be used to check your work.

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. Citing sources will be discussed in class. If you are unsure about a citation, contact me with your question.

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-class forms of plagiarism, such as signing in for another student, will be considered on a case by case basis. In other words, don’t do plagiarize! 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:**

From the ASU accommodation website: “ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA.”
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 so 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.

University Policies:

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

http://www.angelo.edu/student-handbook/

IV. Assignments and Grades

Assignment Types:

There are 3 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%, 4%, and 15%-details to follow)

   OR

   b. Primary Source Project: 20% (3 parts worth 1%, 9%, and 10% each-dates 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 on time and managing to not fall asleep, to not be on electronics during class, and to not be disruptive. After the first day of class, there will be an attendance sheet to record your attendance.

You are allowed 9 absences in this class without penalty. If you’re not feeling well, have an emergency, have to travel, or need a mental health day, you may use your freebies at your discretion over the course of the semester. You do not need to provide me with documentation if you are taking 1 of your 9 absences. If you miss more than 9 days due to serious illness or other emergencies, you will need to provide documentation. If you exceed more than 9 absences without providing documentation of illness, a school-sanctioned event such as athletic team travel, Agriculture Department judging, your sick kid, or emergency, you will lose a letter grade for each day that you miss over 9 absences.

I’m going to repeat that. If you exceed more than 9 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!

Furthermore, it is important that you come to class on time and you are mentally present in class. You will not receive credit for attending a class if you are more than 8 minutes late. If you are late to class 3 times, that counts as an absence. If you do other work (such as other coursework, workouts, or work for your job) 1 time in my class, that counts as an absence. If you use an unsanctioned electronic device 3 times, that also counts as an absence. If you sign the sign-in sheet, but then leave class before the class is over that counts as an absence that day; I will notice you are gone. If you are not physically present in class for the duration of the entire class, you will not earn attendance for that day.

b. Because students have left class in the past “to use the bathroom” and then have not come back to class, I ask that you not leave class to take care of something unless a short absence from class is absolutely needed-for examples—you are in pain, feel sick, or you have told me ahead of class there are extenuating circumstances. If you really do need to temporarily leave class, leave your phone behind you. Texting right after a quiz or class assignment really doesn’t look good.

c. If you experience extenuating circumstances that make these parameters hard to follow (such as childcare, a previous class on the other side of campus, or medical needs), please let me know if at all possible. I have to assume you are ditching class and disrespecting my time otherwise.

d. 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 and asking questions, following the rules of my classroom, taking notes, and engaging your peers in conversations. You must also bring relevant class texts to class every Friday and have read them before coming to class. This is absolutely key. We can’t have a productive discussion if nobody knows what
we are talking about! If you are shy about speaking in class, I suggest you write down 3 things that you want to say before class. We will have the most class discussions on Fridays.1

Semester-long Project (2 options): 20%

Option #1: Interview 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 18 and January 25 so you can choose the best project option for you by February 8.

Exams: 60%

There will be 4 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.

Please refer to the course schedule at the end of this syllabus for further details.
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 and classroom 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 140 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 15. You will get feedback on your test #1 before you start studying for test #2.

V. Extra Credit Opportunities

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 and I will let you know specific dates as soon as I know them. I know many of you work in the evenings, and so not all credit opportunities will not be at this time-details to follow. Because there are multiple opportunities to earn extra credit over the course of the semester and there is no limit to how many of them you can do, there will be no more opportunities to earn extra credit after final grades have been posted.

VI. Required Text

Rather than make you spend lots of money 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. What will this class look like?

1) We will **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 suggest 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.

IX. Class Schedule:

Spring 2019

**Important Due Dates:**

**Semester-long Project Parts (both options):** Feb. 8, March 22, April 12
**Tests:** Feb. 15, March 8, April 19, May 8
**Extra Credit:** To be announced

**Week 1:**

- **Reading:** “A Look at What Makes Texas Texas” in *The New York Times* (newspaper article posted on Blackboard under “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. 14: Introductions and Syllabus
Jan. 16: Lecture Topic: “Texas” (outline on Blackboard)
Jan. 18: Semester Project option explanation: Veteran Interview

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2 I reserve the right to change this schedule if needed.
Week 2:

- **Reading**: Start Cabeza de Vaca, *La Relación* chap. 10-15 (posted on Blackboard under “week 2”). We will talk about it in class on 02/01/2019.
  - 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. 21: Lecture Topic: The First Texans (outline on Blackboard)
Jan. 23: Lecture Topic: Exploration (outline on Blackboard)
Jan. 25: Lecture Topic: Spanish Texas, Semester Project option explanation: Primary Source Paper

Week 3:

- **Reading**: Cabeza de Vaca, *La Relación* chap. 10-15 (posted on Blackboard under “week 3”). Continued from last week.

Jan. 28: Lecture Topic: Spanish Texas
Jan. 30: Lecture Topic: Age of Revolutions
Feb. 1: Spanish Texas and Cabeza de Vaca

Week 4:

- **Reading**: primary (aka historical) documents posted on Blackboard

Feb. 4: Age of Revolutions
Feb. 6: Mexican Texas
Feb. 8: **Project (both kinds) sign-up due**, Mexican Texas, study guide available

Week 5:

- **Reading**: NA-study for test

Feb. 11: Texas War for Independence
Feb. 13: Texas War for Independence
Feb. 15: **Test #1 (whole class period)**

Week 6:

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

Feb. 18: Republic of Texas
Feb. 20: Republic of Texas
Feb. 22: Memory of the Alamo
Week 7:

- **Reading**: Civil War primary documents posted on Blackboard

Feb. 25: Mexican American War and South Texas Frontier
Feb. 27: Antebellum Texas
March 1: Texas and the Civil War, study guide available

Week 8:

- **Reading**: NA-study for test

March 4: Texas and the Civil War
March 6: Texas and the Civil War
March 8: Test #2

SPRING BREAK MARCH 11-MARCH 15 NO CLASS!

Week 9:

- **Reading**: NA-work on projects

March 18: Texas and Reconstruction
March 20: Texas and Reconstruction
March 22: Interview due or Paper Draft due, NO CLASS MEETING

Week 10:

- **Reading**: Reconstruction primary documents posted on Blackboard

March 25: Texas and the “Old West”
March 27: Era of Reforms
March 29: Era of Reforms

Week 11:

- **Reading**: Reform primary documents posted on Blackboard

April 1: Texas and Turn of the Century
April 3: Texas and WWI
April 5: Prosperity and Depression

Week 12:
• **Reading:** NA-work on projects

April 8: New Deal, Dust Bowl  
April 10: *The Longoria Affair*, study guide available  
April 12: **Transcript or Primary Source Paper due**, NO CLASS MEETING

**Week 13:**

• **Reading:** NA-study for test

April 15: Texas and WWII  
April 17: Texas and WWII  
April 19: **Test #3**

**Week 14:**

• **Reading:** Chicano poem posted on Blackboard

April 22: Post WWII Texas politics  
April 24: Post WWII Texas politics  
April 26: Civil Rights Movement(s), study guide available

**Week 15:**

• **Reading:** NA-study for final/test #4

April 29: Texas and the Cold War  
May 1: Texas in the 1980s, 1990s, today  
May 3: Review for test, “last chance” extra credit, course evaluations

**Week 16:**  
FINAL WEEK-Test #4 will be the exact format as your other tests and is not cumulative.  
**Test #4:** Wednesday, May 8, 2018: 1pm-3pm