HIST 3301: History of Texas  
Spring 2020, Angelo State University  
Instructor: Michael Shane Powers, PhD  
MWF, 2:00 – 2:50pm  
Academic Bldg 225  
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Office Hours: Academic Bldg 239B 1:30 – 4:00pm Tues & Thurs (or by appointment)

Course Description
This course will familiarize students with the history of the region we call ‘Texas’ from the period before European contact until the present. This course will emphasize the encounters, exchanges, and contestations that characterized Texas with a particular emphasis on the social, political, and economic history through which Texas attained its persistent multiracial and multiethnic character. The class will explore how Texas reflects larger regional and national developments, but also the uniqueness of Texas. Students will read a variety of primary and secondary sources that reveal the ways Latinos, Native Americans, and people of both European and African descent created and navigated Texas. Additionally, the place of Texas in a global context will be emphasized. Thus, the place of Texas in a dynamic transnational setting will be a central theme.

Course Objectives

General

• Critical Thinking: This skill is the process of examining assumptions, discerning hidden values, evaluating evidence, and assessing conclusions. Students will learn an essential vocabulary for critical thinking, how to structure good arguments, and how to evaluate the arguments of others while comprehending contingency, nuance, and the interaction/exchange of ideas.

• Historical Thinking: Thinking historically implies jettisoning our preconceived notions when analyzing other people and ourselves and using contextual information to draw conclusions. Thinking historically also means recognizing historical arguments in places where we might not expect to find them (e.g. film, popular culture, news media, politics, etc.) Students will learn the value in recognizing that history is a debate and a dialogue.

• Interpretation of Evidence: Students will learn to analyze primary sources to think about how they reflect the culture, politics, and society from the time in which they were created as well as assessing motivation, bias, and audience.
Specific

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

- Become familiar with the events, people, and ideas in the landmass that became Texas
- Trace how those events, people, and ideas changed over time
- Place Texas history within a comparative and global context
- Understand key historical questions and arguments
- Analyze primary and secondary sources
- Generate a collaborative learning environment

Course Requirements

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<td>Semester Project</td>
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<td>Attendance</td>
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Grade Scale

495-550 = A
440-494 = B
385-439 = C
330-384 = D
0-329 = F

Course Materials

All required readings will be posted on Blackboard:

Optional Text:

PURCHASE: Top Hat. Students will be required to use Top Hat to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through

**Plagiarism & Academic Honesty**

Plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and, if instructed by me or in the assignment criteria, footnote/endnote citations should be utilized in order to note the source of a work or idea. If you are unsure about a citation, contact me with your question. Read this helpful tool to avoid common plagiarism pitfalls

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 (Turnit In) 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.

*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. All academic integrity violations will be referred to the Executive Director of Student Affairs. The Executive Director of Student Affairs will review the case and may impose additional sanctions if warranted as outlined in the *Code of Student Conduct*. Once a student has been notified of an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course.

As a core part of its mission, Angelo State University provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each student is required to be familiar with and abide by the University’s Honor Code. You can find a copy of the ASU Student 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:

**Exams**

- **Multiple Choice:** 40 points
  - 20 questions
- **Essay:** 60 points
  - One Blue Book-written essay

Students will receive a study guide with a list of terms to study for the multiple choice and three possible essay options. Two essay options will appear on the exam, students will pick one essay to write during each exam.

**Semester Project:**

- **Option #1 – Primary Source Project**
  The Primary Source Project will be based on ASU’s West Texas History Collection. You will work with the archivists to identify a collection of primary sources to use and write a 5-6 page word paper using both primary and secondary sources. Visit the ASU Library website [here](http://www.angelo.edu/forms/pdf/Honor_Code.pdf) for tips and help from librarians on how to conduct historical research. Assignment details attached on page sixteen, below the course schedule.

- **Option #2 – Lesson Plan Project**
  Texas history is taught in 4th and 7th grade. You must choose a topic in Texas history to write a sample lesson plan for students in one of these grades. Base your lesson on the Texas Essential Knowledge and Skills (TEKS) standards. Prepare a 4-5 page lesson plan that you would use in the classroom for students. This plan must explain what materials you want to use (textbook, websites, primary sources, etc.) in class, how they relate to Texas history standards, what the student learning outcomes would be, and how those outcomes would be assessed. Assignment details attached on page eighteen, below course schedule.

**Class Attendance:**

Attendance will be recorded through TopHat for each class.

Students may have up to three unexcused absences without penalty. For each unexcused absence after the first three, I will lower the attendance grade 10%. An entire letter grade for the course will be dropped if a student misses 20% or more of the semester. *It is the student’s responsibility to use Tophat to mark themselves present for class.*

It is important that you come to class [on time](http://www.angelo.edu/forms/pdf/Honor_Code.pdf) and you are mentally present in class. You will be marked absent if you: 1) are more than 5 minutes late, 2) use an unsanctioned electronic devise in class 3) leave class before it is over 4) do work for another class or job during our class 5). I reserve the right to count class participation as attendance credit. An excused absence is correlated to university sponsored events (ie athletics, conferences, etc.), medical issues, or personal/family emergencies requires both official documentation and email notification within 7 days of the missed class.
**Reading Journals/Discussions:**
At 7 points in the semester, students will write a short-response based on a reading (Reading Journal) and students will come to class ready to discuss a reading (Reading Discussion). No late Reading Journals or Discussions will be accepted.

**Top Hat:**
At least once a week, students will take a TopHat quiz in order to demonstrate the extent of comprehension and analysis of course content. In addition, lecture Power Points will be posted on TopHat for students to download prior to each lecture.

**Late Assignments:**
Unless otherwise noted, Assignments turned in after the due date will be docked one letter grade each 24 hours after the due date.

**Extra Credit:**
All Extra Credit opportunities are due via e-mail by 11:59pm the Friday before your Final Exam

1.) **Historical Podcasts**
5 bonus points will be awarded to students who listen to a Texas history podcast from Texas Public Radio (https://www.tpr.org/term/texas-history) that deals with a topic that intersects with our course. Students will then write a 300 – 350 word response that relates the podcast to a course topic or theme.

2.) **Fort Concho, San Angelo Museum of Fine Arts** or any historically significant site
5 bonus points will be awarded to students who visit Fort Concho, the San Angelo Museum of Fine Arts, or any historically significant site, and write a brief response. Clio is an excellent smartphone app to help connect you to the culture and history around you. A picture of yourself there along with a 300 – 350 word response that relates what you saw to a course topic or theme.

Additional Extra credit assignments are at my discretion. Students will be notified in advance if any opportunities arise.

**Emergency Procedures & Inclement Weather:**
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found here.

It is the policy of the university to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and
cancel classes. If the university remains open, students should make every attempt to get to class within the bounds of personal safety. It is the student’s responsibility to ascertain whether the university will be open during class times in the event of inclement weather.

**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.

**Exam Makeups:**
I reserve the right to handle test make-ups on a case-by-case basis in extenuating circumstances. There is no make-up exam for Exam #3.

**Electronic Devices:**
Laptops are NOT permitted in class unless for an accommodation. Students must be prepared to take detailed class notes by hand. All cell phones must either be turned off or put into silent mode during class. Smartwatches must be used during class as a watch only. Any student caught texting or engaging in any other form of illicit cell phone activity will be kicked out of class for the day.

**Recording and Course Content Restrictions:**
Audio recording is permitted but requires email permission from the instructor. Video recording is expressly forbidden in any form.
All course content is the professor’s intellectual property and students are strictly prohibited from distributing in any form or fashion Power Points, course notes, study guides, etc. If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

**Email Etiquette:**
*Adapted from Purdue Writing Owl* [https://owl.english.purdue.edu/owl/resource/636/1/](https://owl.english.purdue.edu/owl/resource/636/1/)

Emails to the instructor, or to anyone in a professional setting, should follow appropriate email etiquette. The following are a few important points to remember when composing an email, particularly when the email’s recipient is a superior and/or someone who does not know you.

- Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email.
- Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith:. When e-mailing anyone in an academic position, assume they have a doctorate and address them as Dr. rather than Mr. or Ms. unless you are certain otherwise.
- Use standard spelling, punctuation, and capitalization. Do not write colloquially or in text message lingo - no ttyl or thnx.
- Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business. Do not write unnecessarily long emails or otherwise waste the recipient's time.
- Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email).
- Allow for at least 72 hours over business days without a response to send a reminder e-mail. Pestering and insistent e-mails will only hurt your cause.

**Course Aids:**

1.) **Student Hours**

I am here to help you succeed in this class and in your education. The assignments are not tricks. They are not designed to lower your grade or hurt you. They allow you to apply the skills you have learned in class. If at any time you need help or are wondering about anything, please talk to me! I want to help you succeed. Student hours are a chance for you to get help on homework, go over class or reading material, and talk about some connections between class and other interests you may have. My office is the Academic Building 239B, if you cannot make my scheduled student hours I will be happy to set up an appointment.

2.) **Academic Tutoring**

Angelo State University provides free tutoring, writing support, and supplemental instruction to all ASU students. The ASU Tutor Center is located in the Library 3rd
floor Room 328, 325-486-6369. Students are seen on a walk-in basis, no appointments are necessary. If you cannot make it into the Tutoring Center, you can even schedule an online tutoring session. The Writing Center is staffed by specially selected and trained graduate assistants and peer tutors who offer one-on-one conferences about writing and reading. The Writing Center serves all ASU undergraduate and graduate students. We work with students from any discipline, at any skill level, and on any stage of the writing or reading process. The Writing Center tutors also provide feedback on scholarship, job, or graduate school applications.

Visit ASU’s Academic Tutoring website and the Writing Center website for more information.

3.) Academic Advising
Angelo State University encourages you to attend an advising session to ensure that you are taking courses that will allow you to progress toward graduation.

Visit ASU’s Undergraduate Academic Advising website for more information.

In addition, ASU’s Students with a Goal (SWAG) promotes lifelong student success by providing innovative resources to ASU students. SWAG is committed to helping students picture, plan, prepare, and pursue their academic goals to become successful students and professionals. Visit the SWAG website for more information.

4.) First Generation Programs
ASU’s First Generation Rams program helps students who will be the first in their family to graduate from college. The purpose of the program is to help them make a smooth transition from high school to college life as well as get adjusted to Angelo State University and San Angelo.

The program helps track students’ academic progress and addresses any needs that arise so they stay on the path to graduation. We promote campus involvement and encourage participation at campus events and activities.

Students have the opportunity to be paired with a mentor and have one-on-one or group meetings with the program coordinator. Student workshops are also held periodically to provide more information on academic success topics.

Visit their website and program guide for more information.

5.) Counseling Services
Counseling Services at Angelo State University provides short-term therapy to ASU students. Whether you are suffering from issues like depression, anxiety, adjustment issues, relationship problems, academic concerns, emergencies or trauma, Counseling Services are here to help. Visit their website for more information.
Walk-in counseling hours are available at the University Health Clinic, appointments can be made by calling 325-942-2371, or students can contact the 24/7 ASU Crisis Helpline free of charge at 325-486-6345.

**Personal or Family Emergencies Affecting Academic Performance:**
If issues arise that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact me immediately.

In case of an illness requiring an absence from class for more than one week, the student must notify Student Disability Services before I will allow for significant make-ups. Angelo State University Operating Policy 10.04, Academic Regulations Concerning Student Performance provides complete information regarding class attendance and reporting student illness and emergencies.

**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.

**Undocumented Students:**
I strive to uphold the educational rights of undocumented students. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations as I equally do for students with disability accommodations.

**Title IX at Angelo State University:**
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:
Online: www.angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
E-Mail: michelle.boone@angelo.edu
For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix

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/

Course Schedule
All Readings are within the “Readings” tab on Blackboard.

M: Introduction
W: The First Texans
F: New World Encounters

Calloway, Collin. New Worlds For All. Introduction

Week 2 – January 20, 22, 24
M: NO CLASS – Dr. Martin Luther King Jr. Day
W: Spanish Tejas
Readings: Townsend, Camilla. Malintzin's choices, An Indian Woman in the Conquest of Mexico. Ch 2
Las Castas paintings

Reading Journal
Read Camilla Townsend's Malintzin's Choices: An Indian Woman in the Conquest of Mexico, Ch. 2 and answer the following prompt in at least two solid paragraphs with a few succinct quotes from the text as evidence by the start of class Jan 22:
What indigenous people & groups aided the Spanish? Why did they do so? To what extent did the indigenous perceive the Spaniards as 'gods'?

F: Spanish Tejas

Week 3 – January 27, 29, 31

M: Spanish Tejas

W: Spanish Tejas in the Age of Revolutions

F: Mexican Tejas
Readings: de Molina – “Comanche Attack on the San Saba Mission”
           de Rubi – “Rubi Dictamen”

Week 4 – February 3, 5, 7

M: Mexican Tejas

W: Texas Independence Struggles

F: Texas Independence Struggles
Readings: Crisp, James E. *Sleuthing the Alamo: Davy Crockett’s Last Stand and Other Mysteries of the Texas Revolution.* Ch. 4

Reading Discussion
Read the selection from Crisp's *Sleuthing the Alamo* and come to class Feb 7 ready to answer the following questions as well discuss the author's argument.

What is the 'Texas creation myth'? In what ways has there been racial components to the popular memory of the Alamo? How will the knowledge gained in our class shape how you teach Texas Independence?

Week 5 – February 10, 12, 14

M: Exam #1

W: The Republic of Texas

F: The Republic of Texas
Readings: San Antonio Council House Fight Against Comanches, 1840
           Juan Seguin Flees to Mexico After the Vasquez Invasion, 1842
           San Antonio Fandango, 1846

Week 6 – February 17, 19, 21

M: Texas and the Mexican & American War
W: Antebellum Texas
Readings: Boswell, Angela. “Women in Antebellum Texas.”

F: Antebellum Texas
Readings: Gwynne, S. C. Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, the Most Powerful Indian Tribe in American History. Ch. 12, White Queen of the Comanches and Ch. 13, Rise of Quanah Parker

Week 7 – February 24, 26, 28

M: Antebellum Texas

W: Texas and the U.S. Civil War

F: Texas and the U.S. Civil War
Readings: “Declaration of Causes…of Texas to Secede”
 “Sam Houston Opposes Secession”

Reading Discussion
Read the "Declaration of Causes which Impel the State of Texas to Secede from the Federal Union" and "Sam Houston Opposes Secession, 1861" and come to class Feb 28 ready to answer the following questions as well discuss the author's argument:

According to the leaders of Texas who voted to secede and then wrote the "Declarations of Causes," why did Texas secede from the United States? According to Texas leaders, what were the "undeniable truths" of the founding of the U.S.?

What were the numerous reasons Sam Houston opposed secession? Why does Houston think Confederate hopes are misplaced if a Civil War breaks out?

Week 8 – March 2, 4, 6

M: Texas and the U.S. Civil War

W: Texas and Reconstruction
Readings: “Why this Mexican Village Celebrates Juneteenth”

F: Texas and Reconstruction
Readings: Gwynne, S. C. Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, the Most Powerful Indian Tribe in American History. Ch. 18, The Hide Men and the Messiah and Ch. 19, The Red River War

Reading Journal
Read both of the above chapters from Empire of the Summer Moon and answer the following questions in at least two solid paragraphs, with succinct quotes from the text as evidence, by the start of class Friday, March 6:
How did Quanah Parker rise to become a Comanche war chief following the Battle of Pease River in 1860? What made the mid-1870s Red River War "the most successful of any Indian campaign" in U.S. history? What was Quanah Parker's strategy for himself and his people after surrender?

Week 9 – March 9, 11, 13
M: NO CLASS – SPRING BREAK
W: NO CLASS – SPRING BREAK
F: NO CLASS – SPRING BREAK

Week 10 – March 16, 18, 20
M: Texas and Reconstruction

W: Texas and Reconstruction

F: Texas and the Old West

Week 11 – March 23, 25, 27
M: Exam #2

W: Texas and the Old West

F: Texas and Agrarian Discontent
Readings: “Texas Farmers Alliance Women Write to the Southern Mercury, 1888”
“Populist Party Platform of 1896”

Week 12 – March 30, April 1, 3
M: Jim Crow Texas

Reading Journal
Read Ida B. Wells’ Crusade for Justice and answer the following prompt in at least a solid paragraph with a few succinct quotes from the text as evidence by the start of class Nov 4:
According to Wells, what were the differences between the accusations against black men and the real reason they were lynched? Next, use the "Interactive Map of White Supremacy Mob Violence" to explore Texas violence against non-whites after the Civil War. In at least a few sentences, compare and analyze a mob killing of a Latino Texan to that of an African American Texan.

W: Progressive Era Texas & The World

F: Progressive Era Texas & The World
Readings: “Annie Webb Blanton Runs for State Office, 1918”
"For LBJ, Civil Rights Journey Started with Latinos in Texas.” Santa Fe New Mexican, March 4, 2015.

Week 13 – April 6, 8, 10
M: Texas, the Great Depression, and the New Deal
W: Texas, the Great Depression, and the New Deal
F: NO CLASS

Week 14 – April 13, 15, 17
M: Texans and World War II
W: Texans in World War II

F: Post-War Texas Society & Politics

Reading Discussion
Read the selection from Felix Longoria's Wake and come to class Friday, April 17 ready to discuss the author's main arguments as well as the following questions in a class-wide setting:

How did Latino Americans' struggle for equality change from the 1910s through the 1940s? Why was Longoria family denied use of the chapel for the funeral? How did Latinos and Anglos, respectively, respond to the Longoria controversy?

Week 15 – April 20, 22, 24
M: Post-War Texas Society & Politics
Semester Project Due

W: Texas in the 1960s & 70s

F: Texas in the 1960s & 70s

**Reading Journal**
Read the selection from Carter's *The Rise of the Conservative Right* and answer the following questions in at least two solid paragraph's by the start of class April 24:

According to Carter, how did Nixon and Wallace court white Southern voters? What role did race and opposition to the federal government play?

Week 16 – April 27, 29, May 1
M: Texas in Reagan’s America
W: Texas in Reagan’s America
F: Texas in the ‘90s & the New Millennium

**Final Exam:** Monday, May 4, 3:30 - 5:30pm

**DISCLAIMER**
I reserve the right to make changes to this syllabus, including the schedule of assignments, readings, and lecture topics. Make careful note of any changes announced in class and via e-mail.