

Discipline/Program: History

Course Title: History 2301: Texas History

Course Rubric and Number: HIST 2301

Semester with Course Reference Number (CRN):

2011 Summer Semester, Section: 77858

Course Location/Times: Online

Course Semester Credit Hours (SCH): 3 Hours, Lecture

Course Contact Hours: 48 Contact Hours

Course Continuing Education Units (CEU): 0

Course Length (number of weeks): 10 Weeks

Type of Instruction: Lecture

Instructor Contact Information:

Instructor Name: Dr. James Patterson

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**Office: Eastside Campus, Cubicle 108.34, Angela Morales Building.
Appointment only.**

Course Description: A survey of the political, economic, social, cultural, and intellectual development of Texas from the period of Spanish discovery to the present. History of Texas may be substituted for either HIST 1301 or HIST 1302. Core Curriculum Course.

Course Prerequisites: Must be placed into college level reading and college level writing.

Course Goal: Students will evaluate historical developments in an essay.

Course Student Learning Outcomes (SLO):

- 1. Students will evaluate the various explanations for the cause of the War for Texas Independence of 1835-1836.**
- 2. Students will analyze the impetus for the Populist movement in Texas and determine to what extent these needs were met by the Democrats under Governor James Hogg.**
- 3. Students will examine the contributions the citizens of Texans made in support of the United States effort in World War II and will demonstrate how the war benefited the state's economy.**
- 4. Students will analyze the contributing factors of Texas changing from a traditionally one-party Democratic state to a one-party Republican state in the late 20th century.**

First Half of Course: FROM SPANISH COLONY TO CONFEDERATE STATE

LEARNING OBJECTIVES: The student will develop an understanding of:

Discovery and Native Texas.

Spanish administration of colonies in Texas and Central and South America.

Mexican independence from Spain and administration of Texas.

Texas War for Independence.

the Texas Republic and annexation by the U.S..

The slave system in Antebellum Texas

Texas in the War Between the States.

Second Half of the Course: FROM RECONSTRUCTION TO THE PRESENT

LEARNING OBJECTIVES: The student will develop an understanding of:

Reconstruction in Texas.

the post-Civil War Indian problems in Texas.

frontier life up to the turn of the century.

the discovery of oil and the coming of industrialization.

the Populist and Progressive reform movements and WWI.

urbanization and accompanying nativism.

the effects of the Great Depression, New Deal and WWII on Texas.

the post-war economic rise and fall in Texas.

Civil Rights for all Texans.

the evolving Texas political scene.

SCANS SKILLS

*** Texas Colleges must demonstrate that the Basic Intellectual Core Competencies are incorporated into all Core courses. This course addresses the competencies in the following ways:**

Reading: The lecture notes, PowerPoint Presentations, Virtual Reader, the textbook, and the monograph will provide the basis for Unit Quizzes, Class Discussion, Semester Writing Assignment, and the Midterm and Final Exams.

Writing: Students will write all contributions to Class Discussion, and will conduct most communication with the

instructor through the typewritten word. Students will write answers to essay questions and papers. A portion of the unit quiz assignments will be written.

Speaking: Students may phone the instructor for supplemental information or clarification of assignments as needed. Students working in groups have the opportunity to develop their academic speaking proficiency.

Listening: Students will practice critical listening to the streamed audio reviews and / or "talking" PowerPoint presentations. Some of the entries in the Virtual Reader include audio clips. Students working in groups will have the opportunity to develop their listening skills.

Critical Thinking: Many of the Unit Assignments contain questions and problems that will require higher-level, "critical" thinking skills to solve successfully. The Midterm and Final exams, the Semester Writing Assignment, and essay assignments contain more of the same.

Computer Literacy: Web-based courses such as this one require significant computer literacy from the students, who must be proficient at navigating the web, sending and receiving email, exchanging electronic files, navigating PowerPoint slides, participating in threaded discussions, word processing written work, and using online testing procedures.

Course Calendar:

UNIT 1: Native Texas

June 6 - 10

Study the information in the "Lecture Notes" and PowerPoint sections.

Please read Chapter 1 in [Gone to Texas: A History of the Lone Star](#)

State. Read Chapter 1 in the Sam Houston biography, **Sam Houston and the American Southwest**.

Read "Cabeza de Vaca Encounters the Indians of Texas, 1535" in your Texas History Virtual Reader. Click the link to read pages 71 - 73 of the Google Book, [The Texas Indians](#). This section is called, "The Great Biological Exchange."

Finally, answer the questions in Quiz 1. This quiz can be completed using only the articles from the Virtual Reader, lecture notes and PowerPoint presentations, in case you are slow to find your books.

UNIT 2: Spanish Texas through Mexican Independence

June 11 - 18

This unit is double in length. The the allocated number of days to spend on it are also doubled.

Begin by reading the lecture notes and PowerPoint slides for Unit 2. Then, read chapters 2 - 4 in **Gone to Texas**. Read chapter 2 in the Sam Houston monograph.

From the Texas History Virtual Reader, read "Spain Reacts to the French Presence in Texas, 1689." This is a letter that was written by a Spanish priest, who accompanied Spanish soldiers as they attempted to locate a French settlement in Texas.

Take the interactive quiz, (Quiz 2).

UNIT 3: Colonization through Independence from Mexico

June 19 - 26

This assignment is also for a doubled time period. Examine the lecture notes and PowerPoint presentations. Please read chapters 5 - 6 in Gone to Texas. In your Texas History Virtual Reader, look at the brief entries on the Mier y Teran report; the Decree of April 6, 1830; Travis' letter from the Alamo; the de la Pena account of Davy Crockett's death; and the Texas Declaration of Independence.

Then, complete both of the interactive quizzes found on the Course Contents Page for Unit 3. The length and importance of this unit warrants the two quizzes and the extra time spent.

UNIT 4: Texas Republic, Statehood, Mexican War

June 27 - June 30

Study the lecture notes and PowerPoint presentations for this unit. By this time you should be reading chapter 4 in the Sam Houston Monograph. In Gone to Texas, read chapters 7 - 8. From the Virtual Reader of Texas, read (or listen to) the brief blurb on personal hygiene practices common at this time and place. Read also President Lamar's thoughts opposing annexation to the United States and read the actual annexation proclamation by which Texas joined the Union.

Finally, take the quiz associated with this unit.

UNIT 5: Antebellum Texas, Slavery, and Secession

July 1 - 5

For this unit, study the lecture notes and the two PowerPoint presentations below. Read chapter 9 in the textbook, Gone to Texas. Read

through chapter 5 in the Sam Houston biography. From the Virtual Reader of Texas, read the Texas Ordinance of Secession.

Finally, take the short quiz.

UNIT 6: Texas in the Civil War

July 6 - 10

Midterm Exam, July 8 - 10

The deadline for the Midterm Exam, Midterm Essay, and Unit quizzes 1 – 6 is July 10.

Please read Chapter 10, "The Civil War," in the textbook, Gone to Texas. Also, read through chapter 6 in the Sam Houston biography. Study your lecture notes and PowerPoint presentations. From the Texas History Virtual Reader, read the brief, "Juneteenth" Proclamation. Take the quiz below for your graded unit assignment.

Concerning the Midterm Exam: be sure to download the review list for the midterm exam. If an item is on that list, or closely related to that list, it will be in the question pool for your test. In that file, you will also find your midterm exam essay question that you may complete prior to starting the midterm exam. At the appropriate time, simply paste your answer into the space provided.

UNIT 7: Texas in Reconstruction

July 11 - 14

Please read the Reconstruction chapter (11) in the Gone to Texas textbook and review the lecture notes and PowerPoint presentation.

Then, use these resources to complete the crossword puzzle that is included as part of this unit's work. First, print out the puzzle graphic. Then, use your exact puzzle answers when taking the Unit 7 Quiz.

UNIT 8: Texas Freedmen; Settling West Texas

July 15 - 18

Please read chapter 8 in the Sam Houston biography. From the Virtual Reader of Texas, examine the poem, "Booker T. and W.E.B" and check out the homepage for the NAACP. From the Virtual Reader of Texas, read the poem written by "An Unreconstructed Rebel." There is no textbook assignment for this unit.

Finally, answer the questions on the quiz for your graded assignment this week. Use your course notes, the PowerPoint presentation, and the Virtual Reader articles for this quiz.

UNIT 9: West Texas Indian Warfare

July 19 - 22

Begin by reading the lecture notes and reviewing the PowerPoint presentation for this Unit. Also, read Chapter 12 in the Gone to Texas textbook. Read Chapter 9, "Stir Up Not Agitation," in the Sam Houston biography. Also, review the short PowerPoint on Buffalo Soldiers and listen to the song, "I'm Going to Leave Old Texas Now," from your Virtual Reader.

Answer the questions in the quiz for Unit 9 and submit in the usual way. Use your class notes, PowerPoint presentation, Virtual Reader, and/or the textbook as your answer resources.

UNIT 10: Urbanization/Industrialization and the Populist/Progressive Response in Texas

July 23 - 26

Read Lecture Notes and PowerPoints; **Read** Gone to Texas, Chapter 13; **Read** Chapter 10 in the Sam Houston biography; From the **Virtual Reader of**

UNIT 11: Texas During WWI and the 1920's

July 27 - 30

Texas, examine the "Map of Murder"; **Take Unit 10 Quiz.**

Read Lecture Notes and PowerPoints; **Read Gone to Texas**, Chapter 14, pp. 360 - 376; From the **Virtual Reader of Texas**, examine the LULAC homepage; and listen to the WWI song, "Over There." **Take Unit 11 Quiz.**

UNIT 12: Texas in the Great Depression and World War II

July 31 - August 3

Semester Writing Assignment due by August 2.

Read Lecture Notes and PowerPoints; **Read Gone to Texas**, Chapter 14, pp. 376-395 and Chapter 15, pp. 396-407; **Take Unit 12 Quiz; Semester Writing Assignment due by August 2.**

UNIT 13: Modern Texas--Boom, Bust, and Recovery

August 4 - 7

Final Exam Available, August 5 - 7

Deadline for turning in all remaining assignments is August 7.

Read Lecture Notes and PowerPoints; **Read Gone to Texas**, finish Chapter 15 and read Chapter 16; From the **Virtual Reader of Texas**, examine the following: the Smith v. Allwright and Painter v. Sweatt Supreme Court Decisions. Finish with the page on the similarities of the Lincoln and Kennedy assassinations and the web site on the Texas Womens' Political Causcus. **Take Unit 13 Quiz; Prepare for Final Exam. All remaining assignments,**

including Final Exam are due by August 7.

Instructional Methods: Lecture Notes, PowerPoint Presentations, Interactive Online Discussion, Online Unit Quizzes, Online Major Exams, Semester Writing Assignment

Student Assignments: Read a variety of historical material, complete quizzes and exams, submit a major paper, and participate in online discussion.

Student Assessments: 5 contributions to online discussion, 14 Unit Quizzes, Midterm Exam, Final Exam, Semester Writing Assignment

INSTRUCTIONAL MATERIALS: (3 BOOKS TOTAL, PLUS OTHER ONLINE RESOURCES):

Campbell, Randolph. Sam Houston and the American Southwest. New York: Pearson - Longman, 2007. ISBN 0-321-38572-1. *This book will provide the basis for numerous objective questions and two essay questions on the online quizzes and the exams. Several quotations from this book are required for the semester writing assignment.*

Campbell, Randolph. Gone to Texas: A History of the Lone Star State. Oxford: Oxford University Press, 2003. ISBN 0-19-513843-0. *This is your textbook. It will provide a detailed summary of the major historical concepts of Texas History and will be useful when preparing for quizzes and exams and in finding material for the writing assignment.*

Patterson, James. Texas History "Virtual" Reader. *This (free) online collection of primary resource documents, poems, songs, and more will provide a variety of learning experiences in support of course objectives. It is located on the Eagle Online course homepage.*

Students will also be required to study numerous pages of lecture notes and PowerPoint presentations.

HCC Policy Statements:

ADA: DISABILITY SERVICES

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services Office at the beginning of each semester. Professors are authorized to provide only the accommodations requested by the Disability Support Services Office.

DE students who are requesting special testing accommodations may choose the most convenient DSS office for assistance each semester:

District ADA Coordinator Donna Price 713.718.5165

Central ADA Counselors Jaime Torres & Martha Scribner 713.718.6164

Northeast ADA Counselor- Kim Ingram 713.718.8420

Northwest ADA Counselor Mahnaz Kolaini 713.718.5422

Southeast ADA Counselor Jette Lott - 713.718.7218

Southwest ADA Counselor Dr. Becky Hauri 713.718.7910

Coleman ADA Counselor Dr. Raj Gupta 713.718.7631

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

Academic Honesty:

Academic irregularities cannot be tolerated. Attempts to compromise the integrity of this course will result in a grade of zero for the assignment or dismissal from the class. Students must not collaborate on the exams in any way (including the use of materials from former students) and must not copy material from any source to use as their essay answers or discussion contributions. See the HCCS Student Handbook for details.

Cheating is not that hard to define and as college students, you should have a firm idea about what cheating is. Just to be clear, here are a few simple definitions:

- Cheating is: Copying from another student's exam.
- Cheating is: During a exam, using materials not authorized by the person giving the exam.
- Cheating is: Collaborating with another student during a exam without proper authority.
- Cheating is: Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an exam or paper.
- Cheating is: Bribing another person to obtain a copy of an exam.
- Cheating is: Plagiarism which means using *someone's work or someone's ideas* and representing them to be your own. That "someone" may be another student, a friend, a relative, a book author, an author of material on a web site, etc. Do not take material from anywhere without giving proper credit or reference. In other words, do not copy from an Internet source and paste it into your essay answer space.
- Cheating is: Collusion, which means the *unauthorized* collaboration with another person in preparing written work offered for credit when you represent that work to be your own.

In this class, the standard penalty for academic dishonesty is a grade of zero on the assignment. The penalty for repeated plagiarism and cheating on exams is failure in the course. Depending on severity and frequency, academic dishonesty can lead to a recommendation for probation or dismissal from the College System.

If you ever have any question about what is cheating, what is plagiarism or what is unauthorized collusion, please contact your instructor before you do anything or submit anything. It is much better to ask first than to get caught later.

The Distance Education Student Handbook contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures,

technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link:

<http://de.hccs.edu/de/de-student-handbook>

Instructor Requirements:

5 contributions to online discussion, 14 Unit Quizzes, Midterm Exam, Final Exam, Semester Writing Assignment

Program/Discipline Requirements:

A minimum of 50% of the students semester average must come from writing assignments.

HCC Grading Scale:

A = 90 100

B = 80 89

C = 70 79

D = 60 69

F = 59 and below

Instructor Grading Criteria :

The semester grade will be calculated by: 2 exams (45%); 1 major semester writing assignment (20%); 14 unit quizzes (20%); and participation in written class "discussion" (15%). There is no extra credit offered; the lowest grade is not dropped.

Additional Items:

Access to the course is the student's responsibility, and course deadlines cannot be altered due to access interruption or equipment failure on the student's side.

To avoid confusion, all work for this class must be submitted within Eagle Online. Do not send any completed assignments to any non-Eagle Online email address. Do not print work out to mail or drop off at a campus. All written communication must be conducted within Eagle Online email.

Please note that for deadline purposes, the Eagle Online clock is the "official" clock, even if you are certain that your watch keeps perfect time.

COURSE COMPONENTS:

*** EXAMS:**

There will be 2 major exams this semester. They will be based on the lecture notes, the PowerPoint presentations, the "Virtual Reader of American History," and the textbook. A review file and an audio file have been provided beforehand to direct student preparation for the exams. The exams are online. Students do not need to come in to a campus to take the test. They are accessed from the Course Contents page. The exams come in two parts: essay and objective. The exam is 2 hours, timed. After 2 hours, the exam will not accept any more answers. Students may use their books and notes, but the 2 hour time limit does not permit looking up enough answers to pass. Students will have to largely know the material, but are permitted to use their resources as an aid. An essay question is included on both the midterm and final exams. The details are available right now from the Midterm Exam Review List, located on the Course Contents page. It is recommended that the students write this essay answer prior to starting the Midterm Exam and then paste their answer into the answer box after beginning the exam. If for some reason, students are not able to paste in their answer, they should send it to the professor via Blackboard email by the testing deadline. There is also an essay question on the final exam. However, departmental policy prohibits giving the exact question in advance, but information is available on the Final Exam Review List. Make-up exams will be given through arrangement with the instructor, but a penalty of 15 points will be assessed. There is to be no collaboration among students on the midterm and final exams. When discovered, a grade of 0 will be awarded to all collaborators.

*** SEMESTER WRITING ASSIGNMENT:**

Instructions for the semester writing assignment may be viewed now from the Assessments page. To see the directions for the writing assignment, scroll down the Assessments page to the Semester Writing Assignment link. The essay is not timed and may be submitted at any time prior to the due date. Please read the essay instructions carefully, and answer all parts of the question. Note the deadline for this assignment. Papers turned in late for any reason will be penalized 15 points, and no papers will be accepted during the last

five days of the semester to eliminate any confusion about whether or not the essay was submitted properly. Also note that the essays must not be copied from the Internet, or from any other source. They must represent original work and reflect the student's writing style. An essay that is largely copied will receive a 0. Graded essays will include brief instructor comments and will be available to review on the "Quiz Results" page.

*** QUIZZES:**

Students are REQUIRED to keep up with their lecture notes, the textbook readings, the PowerPoint slides, and the virtual reader entries to acquire a general understanding of the unit topics before attempting to work through the quizzes. In an effort to provide additional student-to-student interaction, students may arrange themselves into partnerships or small groups to work on the unit quizzes through cooperative effort. According to student preferences, contact can be made by voice over the phone lines, by exchange of electronic mail, or by meetings "in person" at mutually convenient locations. After collaboration, each student will still have to submit their own individual quiz. Students may utilize the group mode as often or as little as they like. All quiz assignments may be done independently, if preferred. Students may take each quiz twice, with the average of the two scores being recorded. Note that the question pool for each student is identical, but the order of the questions (and answers) will be different each time the quiz is accessed, and one or more questions may change. Please note that all quiz assignments from the first half of the course are due by the last day of the Midterm Exam; all quiz assignments from the second half of the course are due by the last day of the Final Exam. This policy generally allows students to work at their own pace, but eliminates the temptation to procrastinate until very late in the semester.

*** WRITTEN CLASS DISCUSSION:**

Students participate in class discussion by posting messages in an area accessible to the entire class (the Discussion Area). Students will generally respond to the instructor's discussion questions, posted in detail on the Course Contents page and on the discussion page. In the Discussion Area, there are folders reserved for each unit's discussion. Students may also choose to respond to the

discussion contributions posted by other students. Excellent participation in at least five class discussions during the semester will generate a score of 100%; four contributions would garner 80%, etc. Comments must be at least 5 sentences long and demonstrate some historical evidence in order to receive maximum points (20) per discussion. Incomplete contributions will receive less than the maximum score; therefore, it will take more than 5 contributions to reach the 100 point potential for this portion of your grade. The Discussions must be posted to the Advanced Forum Area, not sent as private e-mail to the instructor. As the semester progresses, some discussion questions may be closed after the topic has been saturated, but there will always remain sufficient topics for each student to meet the semester's 5-discussion requirement. Consider participating only in the 5 topics that have the most interest to you-- which will not necessarily be questions 1 through 5. Participation in class discussion is to be done individually, not in collaboration.

Once again, collaboration is allowed on the quizzes. However, the Midterm, the Final Exam, the discussions, and the essays are to be completed independently, without collaboration from either another student or an outsider.

This syllabus is meant as a guide and is subject to change at the discretion of the instructor. If there are any changes made, the student will be notified in a timely manner.