



**Division of Liberal Arts, Humanities, and Education
History Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/history/>

HIST 2301: Texas History | Lecture | 12614

Spring 2020 | 16 Weeks (01.21.2020-05.17.2020)

In-Person | Spring Branch 206 | Mw 11:00 AM to 12:20 PM

3 Credit Hours | 48 hours per semester

Instructor Contact Information

Instructor:	Brooks Lewellen	Office Phone:	TBD
Office:	TBD	Office Hours:	TBD
HCC Email:	brooks.lewellen@hccs.edu	Office Location:	TBD

Instructor's Preferred Method of Contact

Students can reach me at my HCC Email address. This is my required and preferred method of contact. I will respond to emails within 24 hours Monday through Friday. If possible I can and will reply to email messages on the weekend, if not then I will reply to them beginning the next week.

What's Exciting About This Course

History is a very engaging, insightful and analytical class to help one better understand and explain the world, people, events and everything else that shape and define mankind and its impact on social, economic, and political progress, achievements and boundaries.

My Personal Welcome

I welcome all to my History 2301 Class and hope that each of you gain a little more insight and commitment to contextualize history with the hope of challenging and pushing your ability to think differently while appreciating all facets of a topic or subject.

Eagle Online Canvas Learning Management System

I can and will use Eagle Online Canvas for a variety of purposes throughout the semester. I will post important announcements on assignments, due dates, historical topics, and other useful information that can assist the student and to help clear up any confusion they might have from class, or if they missed a class during the week. I also will communicate with the students both via their HCC email throughout the semester, and also via the Canvas to make things better and easier for the class and myself to stay in touch and constantly updated. This section of HIST 2301 will use Eagle Online Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities.

In addition of directing the students to Eagle Canvas Online, I will also point out that the Learning Web is also vital and important for them regarding quiz material, essay questions, and other useful tools for them to use this semester.

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

Eagle Online Canvas Gradebook Notice

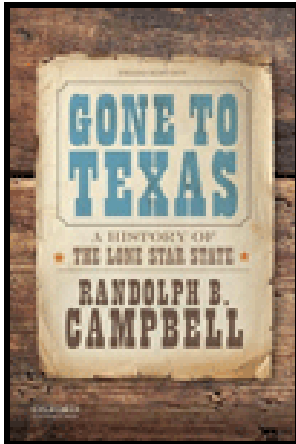
The gradebook tool in Canvas may not accurately reflect your current or final course grade. Consult your syllabus and your assignment grades to calculate your course grade and speak with the professor if you have questions.

Instructional Materials

The instructional and class materials that will be used for my class is the textbook, 2 monograph Texas History books that covers a topic, subject or time period. More information in class will be given and the assignments that accompany them.

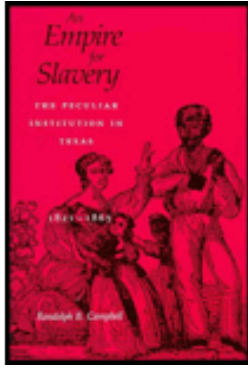
Textbook Information

Campbell, Randolph. *Gone to Texas*. Oxford, 3rd Edition. ISBN: 9780190642396

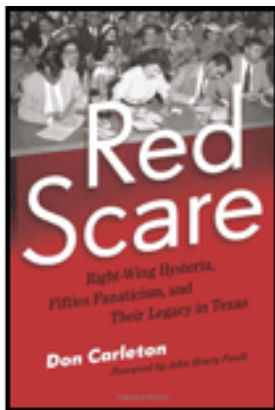


2 Texas Monographs

Campbell, Randolph. *Empire for Slavery: The Peculiar Institution in Texas, 1821-1865*. Longleaf. 1991. 89th Edition. ISBN: 9780807117231.



Carleton, Don. *Red Scare: Right-Wing Hysteria, Fifties Fanaticism, and Their Legacy in Texas*. University of Texas. 2014. 85th Edition. ISBN: 9780292758551.



Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>

Supplemental Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion

of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>

Course Overview

HIST 2301 is a survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History include: Spanish colonization and Spanish Texas; Mexican Texas; the Republic of Texas; statehood and secession; oil, industrialization, and urbanization; civil rights; and modern Texas.

Core Curriculum Objectives (CCOs)

HIST 2301 satisfies an American History requirement in the HCCS core curriculum. History courses

- Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making.
- Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Program Student Learning Outcomes (PSLOs)

1. Identify key persons and elements of Native Texas and early exploration.
2. Describe the features of Spanish administration of Texas.
3. Analyze the impact of Mexican independence from Spain and administration of Texas.
4. Identify the events leading to and evaluate the result of the Texas War for Independence.
5. List key events during the time-span of the Texas Republic and annexation by the U.S.
6. Survey the slave/plantation system in Antebellum Texas.
7. Explain the role of Texas in the Civil War.
8. Recognize the events and summarize the impact of Reconstruction in Texas.
9. Evaluate Texas's experience of frontier violence between settlers, soldiers, and Native Americans.
10. Characterize frontier life up to the turn of the century and evaluate the competing legacies of Texas's southern and western character.
11. Evaluate the importance of the discovery of oil in Texas and the coming of industrialization.
12. Describe key persons and elements of the Populist and Progressive reform movements within the state including the role of "plain folk" and agrarian dissent.
13. Outline the role of Texas in both World Wars.
14. Explain the cause and effects of urbanization, economic growth, Prohibition politics and nativism, and the Great Depression and the New Deal.
15. Deconstruct the post-war economic rise and fall of Texas in the Sunbelt era.
16. Judge the results of the movement toward civil rights for women, African Americans

and Mexican Americans in Texas.

17. Delineate the key factors in the evolving Texas political scene in the latter part of the 20th century.

Course Student Learning Outcomes (CSLOs)

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments.

The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Assignments

Exams:

The student will take Three exams throughout the semester. Each exam will cover the lectures, class discussions, and textbook. The class will be broken into three major segments or themes and each theme will address a specific main point that discusses and highlights the events, people, movements, etc in history. Each exam completes a segment of history and no exam is cumulative. These themes or ideas will be emphasized and elaborated on strengthening what role they play in Texas History as the country evolves politically, socially, economically, and militarily. The first 2 exams will contain 40 multiple choice questions worth 2.5 points each and the final exam will be 50 multiple choice questions worth 2 points each. Each exam is separate from the other 2 and no exam is cumulative. Total points for each exam is 100 points.

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Quizzes/Assignments:

There will be 7 total quizzes over Texas that the student will complete in class throughout the semester.

Geographical Regions of Texas: This quiz will contain the 4 major geographical regions of Texas which the students must label the regions on a blank map of Texas (regions marked off) for them to properly identify. The list of the regions for them to know and prepare for the quiz is located on the blackboard. The quiz will have a word bank at the top where all 4 regions are provided to the student. Each region is worth 5 points making the entire quiz worth 20 total points.

Rivers of Texas Map Quiz: The students will label on a blank map of Texas with rivers on it the 8 major rivers of Texas. The list of all 8 rivers that the students must know and prepare for the quiz is located on the blackboard. All 8 rivers will be provided on the quiz as a word bank for the students to use and identify on the map. Each river is worth 5 points making the quiz worth 40 total points.

Republic of Texas President Quiz: The students will take a quiz over the Presidents of Texas when it was a Republic 1836-45. There are 5 total presidents that the students must know and be able to identify on the quiz. The list of Presidents will be located on the blackboard. The students on the quiz will be given the years that the President was in office which they will write down the name of that President on the blank line provided on the quiz. Each correct answer is worth 4 points making the Presidents of Texas quiz worth 20 total points.

Governors of Texas Quiz: The students will complete 4 separate Governors of Texas quizzes throughout the semester. The list of the governors for the students to know and prepare for each quiz will be located on the blackboard. Each quiz will list 12 governors out of order with a letter in which the student must match up each governor to what number he/she was governor by matching up the governor to their respective number by placing the letter on the little blank line by each number. Each correct answer on each Governor Quiz is worth 2 points each making each quiz worth 24 points total whereby all 4 Governors quiz are worth 96 total points.

Native Americans Presentation:

The students will select one of the many Native American tribes who lived in the region/area of Texas dating from its early days to present. The student will be working on this presentation by themselves and will construct a power point presentation over their Native American tribe they chose for a grade. I will grade each presentation and student based on their actual completion and overall finished presentation. The entire project will be worth 100 points. The presentation must include 3 things: the Native American tribal rituals, their customs and traditions and their political/social infrastructure.

Spanish Explorer Presentation:

The students who didn't do a Native American Presentation will then choose 1 of the many Spanish explorers who traveled, explored and colonized the land that will become Texas. This project will be constructed into a power point presentation. I will grade each presentation and student based on their actual completion and overall finished presentation. The entire project will be worth 100 points. The three things to include in the project are: Their Spanish explorers expedition, their success and or failure and their interactions with the Natives.

The Native American/Spanish Presentations are due on Turnitin at 11:00 pm on February 21, 2020. No Late Work Accepted.

History Book Analytical Assignment:

The student will read both monograph books assigned for the 2301 History class and write up a 2-3 page Analytical Paper. The format is simple and will abide to the principle of encouraging the student to fully engross and immerse into the book or author's main central ideals and overall purpose. The format to use and follow is as follows: 12 Point Font, Times New Roman, Double Spaced and is worth a 100 points.

The student will read the book and work on understanding the topic and purpose analytically while reading it as it attempts or infers to draw on the historical moments and place to the context of the time, period, place, people, events, etc. In roughly 2-3 pages, the student will pull from the book they have chosen to find a theme or an overall arching arc of the chapters and content that pushes them to think critically and analytically about the book.

This can be done in several paragraphs that capitalizes and comments on the entire scope of the book.

A purposeful guide in these paragraphs could be included in their papers that touch on the authors beginning chapters, middle chapters, and final chapters that complete and compliment the message of the author. The student could also approach the book from the perspective on picking out 1 or 2 very common and useful points that creates a theme that is used throughout with the intent of explaining and highlighting while strengthening it as it relates to the time period, event, movement, etc. There is no right or wrong way to analyze and write a 2-3 paper for this assignment as long as the student immerses themselves into the book and focuses on the content, its proper historical context and to critically think beyond the normal and typical level rather than typing up a summation or quick overview of the book with no thought, understanding and grasp.

The assignment if it falls into the 2-3 page range will include at least and up to 5-7 paragraphs with the hope and aspiration for the student to push themselves and challenge their critical and analytical skills that far exceed what they have done before or that is different from a book report, review or a research paper. If a student has questions, confused or needs some help in understanding the assignment better, needs clarification I encourage them to ask, reach out and stay on top of the assignment and requirements. Most importantly is for them to be creative, critical and analytical in their approach, book, and paper when its completed and ready to turn in.

The History Book Analytical Assignment is due on Friday May 8, 2020 on the website Turnitin.com at 11:00 PM. No late work accepted.

Grading Formula

Grading Policy:

Your grade will be determined by the following	Details	Points (if applicable)	Percent of Final Average
Exams	3 Exams each worth 100 pts. each	300	
History Analytical Book Assignment	2 History Analytical Book Assignment Writeups 50 points each	100	
Native American/Spanish Presentation	13 Colonies and President Project worth 100 points	100	
Geographical Region Quiz	4 major regions of Texas Quiz – Each region worth 5 points – total quiz worth 20 points	20	

Rivers of Texas Map Quiz	8 Rivers to be labeled on blank map of Texas – each river is worth 5 points – total quiz is 40 points	40	
Republic of Texas Presidents Quiz	5 Presidents to be identified on quiz – each President is worth 4 points – total quiz is worth 20 points	20	
Governor of Texas Quiz	12 Governors to be matched up when they served on each quiz – each quiz is worth 24 points – all 4 quizzes total 96 points	96	
Total:		676	100%

Grading Scale:

The chart given below explains how the final grades will be computed.

To receive an A	676-606 points
To receive an B	605-538 points
To receive an C	537-470 points
To receive an D	469-403 points
To receive an F	Less than 402 points

Course Calendar

Week	Activities and Assignment
Jan 22	Introduction to Class The land of Texas First Settlements in Texas
JAN 27	Native Americans in Texas

JAN 29	Geographic Map Quiz of Texas European Exploration to Texas Spanish settlements in Texas
FEB 3	Rivers of Texas Map Quiz Spanish settlements in Texas Texas under the Spanish Crown
FEB 5	Texas in the Age of the Spanish Revolution Mexico's Independence Texas under the Mexican Flag
FEB 10	Santa Anna in Power Road to Texas' Independence The Texas Revolution
FEB 12	Republic of Texas President's Quiz The Battles of Texas' Revolution The Alamo Battle of San Jacinto The Republic of Texas
FEB 17	No Class President's Day
FEB 19	Exam 1 Native American/Spanish Presentations Due turnitin at 11 :00 pm February 21
FEB 24	Pathway to Statehood Texas and the Frontier Texas the Opening of the Wild West – Manifest Destiny
FEB 26	Texas as a state Texas as the Empire in the South Pathway to the Civil War
MARCH 2	Texas in the Civil War Civil Impact on Texas
MARCH 4	Governor of Texas Quiz # 1 Texas Post Civil War/Reconstruction Reconstruction Texas Texas readmitted as a State

MARCH 9	Texas and the Old West Texas and the Continuation of Manifest Destiny
MARCH 11	Texas and the New South 1870-1900 Texas and the Populist Movement 1900-1910 Texas During the Progressive Movement 1910-1920
MARCH 16	No Class – Spring Break
MARCH 18	No Class – Spring Break
MARCH 23	Exam 2
MARCH 25	Governor of Texas Quiz # 2 Texas WW1 Texas and the 1920s The Roaring 20s and Texas – Prosperity Texas
MARCH 30	The Roaring 20s and Texas – Prosperity Texas
APRIL 1	Stock Market Crash and the Great Depression The Dust Bowl
APRIL 6	Pathway to World War 2 World War 2 Breaks Out
APRIL 8	World War 2 Breaks Out Texas and World War 2
APRIL 13	Texas Post World War 2 Texas and the Cold War
APRIL 15	Texas and the New South 1950 to 1960s Modern Texas 1960s to 1970s
APRIL 20	Texas and the Civil Rights Texas, Politics and President JFK
APRIL 22	Texas Post JFK's death Pathway to the Vietnam War
APRIL 27	Texas and the Vietnam War Civil Rights, Politics, Vietnam – late 1960s to 1970s
APRIL 29	Governor of Texas Quiz # 3 Texas Post Vietnam War

MAY 4	Texas During the 1980s Politics, Social and Economic Factors in Texas during the 1980s and 1990s
MAY 6	History Analytical Assignments Due May 8, 2020 turnitin Governor of Texas Quiz # 4 Texas Entering the New Millennium Texas' Future
MAY 11	Final Exam

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

Make-up Exams:

All make-up exams will be given on the day of the final exam. You will take the make up exam after taking the final exam during the scheduled final exam period.

Make-up quizzes:

Any quiz not taken on the assigned date in class can be made up within 1 week of it being given, or it becomes a 0.

Academic Dishonesty, Plagiarism, Cheating

Plagiarism, cheating, and other forms of academic dishonesty are prohibited by HCCS policy. Plagiarism is the use of the ideas or words of another person (either in whole or in part) without crediting the source. Plagiarism amounts to the theft of another person's work and its appropriation as one's own. Students are also prohibiting from self-plagiarism or turning in work for one class in another class. Cheating involves fraud and deception for the purpose of violating legitimate testing rules. Cheating includes but is not limited to: copying from another student's test paper, using materials not authorized by the instructor during an exam; collaborating with another student during an exam; knowingly using, buying, selling, etc. whole or part of an un-administered test. Any questions about academic dishonesty should be referred to the Student Conduct section of the College System catalogue. Students caught violating standards of academic honesty will be given an F for the assignment and may be given an F for the course.

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

Attendance and Withdrawal Policies:

It is recommended and important for you to attend class. If you miss class on a consistent basis, please keep in mind that you are responsible for getting any and all notes that you have missed. In addition, keep in mind certain assignments have a 1 week grace period to make up and some have no grace period. Quizzes can be made up within a week of a missed class and you must arrange a time with the Professor to make it up. On the other hand, a book report, or a Group Presentation or Extra Credit Assignment can't be made up. Any assignments not made up in the allotted time frame will be recorded as a 0 and the others that can't be made up will be a 0 as well.

If you stop attending class, I will not automatically drop you. I will only drop you after you have requested to be dropped. Furthermore, I am not able to drop you after the official drop date.

The last date to officially withdraw from a class is Thursday April 6, 2020.

PLEASE BE AWARE, THAT YOU, THE STUDENT ARE NOW ABLE TO DROP YOURSELF.

If you stop attending classes after the "Last day to withdraw":

- Academic consequence – grade of **"FX"** (same impact on your GPA as an "F")
 - Financial consequence – required to repay all or a portion of your financial aid
- **Future financial aid eligibility may be affected no matter when you withdraw.**

Student Conduct

Civility policy:

Class attendance requires civility and courtesy towards students as well as the professor.

As such, the following behaviors are prohibited: talking, cell phones, pagers, studying for other classes, chronic tardiness or any other action deemed disruptive or inappropriate by the instructor.

The professor reserves the right to remove anyone from the class for violating these policies.

- 1. A verbal warning will be issued at the first occurrence of problematic behavior, where the student is told that the conduct will not be tolerated or allowed.**

2. A second occurrence will result in another verbal warning and written notification being sent to the dean of the college, explaining the circumstances of the offense.
3. A third occurrence of the activity will result in the student being sent to the appropriate academic dean and potentially dropped from the class.

Electronic Devices

Cell phones and beepers:

Turn off all cell phones, pagers and beepers prior to the beginning of class.

If a cell phone goes off during the class, the student will be asked to leave.

Tape Recorders:

In addition, tape or audio recorders is not allowed in the classroom. If a student has a need to use one, they must provide documentation and further accommodations will be met and applied to the student and their needs.

HCC Policies

Here's the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

Academic Information	Student Life at HCC
Incomplete Grades	Electronic Devices
Academic Support	Student Rights and Responsibilities
International Student Services	Equal Educational Opportunity
Attendance, Repeating Courses, and	Student Services
Withdrawal	Financial Aid TV (FATV)
Health Awareness	Testing
Career Planning and Job Search	General Student Complaints
Libraries/Bookstore	Transfer Planning
Childcare	Grade of FX
Police Services & Campus Safety	Veteran Services
disAbility Support Services	

EGLS3

The EGLS3 (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

History Department Chair Contact Information

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