



**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 | #17461**

Spring 2020 | 16 Weeks (1.21.2020-5.17.2020)

In-Person | San Jac 301 | MW 9:30-10:50 a.m.

3 Credit Hours | 48 hours per semester

**Instructor Contact Information**

Instructor:	John S. Huntington, Ph.D.	Office Phone:	713-718-6262
Office:	San Jacinto Bldg, Room 341	Office Hours:	By appointment
HCC Email:	john.huntington@hccs.edu	Office Location:	Central Campus

**Instructor's Preferred Method of Contact**

The easiest way to contact me is through e-mail (john.huntington@hccs.edu). I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. I also highly encourage students to come to office hours.

**What's Exciting About This Course**

To study history is to study the human condition. We will essentially be examining ourselves this semester—how our state came to be, the philosophies that molded it, and the men and women who helped created it. Perhaps most important, we will analyze the long-term legacies left by waves of immigration, evolving political structures, systems of oppression, and wars of conquest, to name but a few. I'm very glad you are all joining me on this journey as we cover the pageantry of Texas history.

**Eagle Online Canvas Learning Management System**

This section of HIST 2301 will use Eagle Online Canvas (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities. I will be uploading lecture power points, test reviews, and reading material. Additionally, the gradebook will contain all of your grades for individual assignments.

**HCC Online Information and Policies**

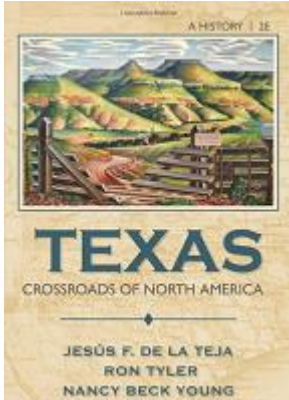
Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

## 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.

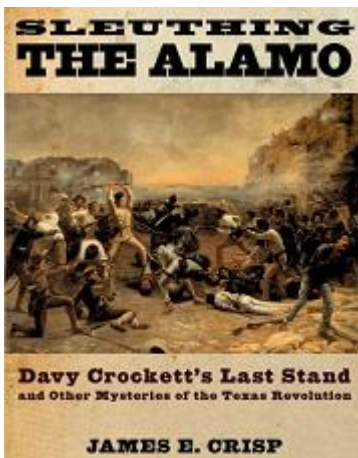
## Instructional Materials

### Textbook Information



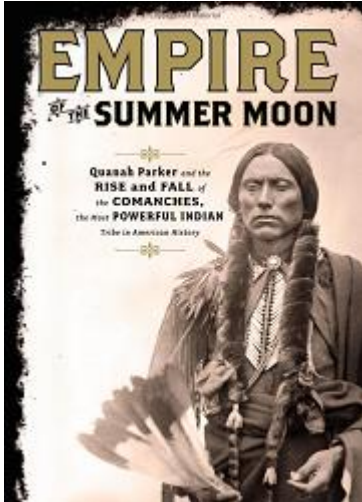
The textbook listed below is the one we will be using in this class, but students are **not required** to purchase it. I will be covering the material in class, but the book does make an excellent supplement to the in-class lectures.

***Texas: Crossroads of North America*** (2<sup>nd</sup> Edition) by Jesus de la Teja, Ron Tyler, and Nancy Beck Young.  
ISBN: 978-1133947387



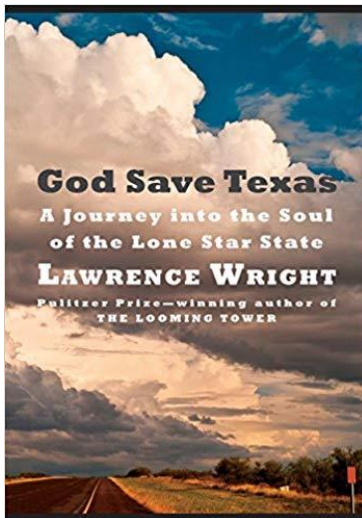
Students are **required** to purchase *Sleuthing the Alamo: Davy Crockett's Last Stand and Other Mysteries of the Texas Revolution* by James E. Crisp.

ISBN: 978-0195163506



Students are **required** to purchase *Empire of the Summer Moon* by S. C. Gwynne

ISBN: 978-1416591054



Students are **required** to purchase *God Save Texas* by Lawrence Wright

ISBN: 978-1416591054

### **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

### Exams

There will be THREE tests, including the final, none of which are cumulative. The tests will consist of a combination of short answers identification and one essay question. At the end of the semester, I will drop the lowest test grade, which means that only TWO tests are counted toward the semester average. The two tests are each worth: 20% of the total grade. The schedule at the end of the syllabus gives all of the information regarding the date of the exams and the information covered.

### Discussions

Over the course of the semester there will be THREE class discussions. Students are responsible for reading the assigned books in their entirety and coming prepared with notes and questions about the documents. Students will discuss the content, themes, and thesis of the reading with each other. I will only intervene occasionally to redirect conversation or sharpen questions. The three discussions will be averaged together and comprise 30% of the overall grade. On Canvas students will find more detailed instructions regarding the discussions.

### Book Review

Over the course of the semester students will write a book review over ONE of the books we've covered in class. The book review will be due the day that we hold the discussion over the book. I will not accept reviews turned in after the discussion has taken place, so be sure to turn in the review before attending the discussion. The review will be worth 20% of the total grade, and I will post more information about the book reviews on Canvas.

### Grading Chart

Grade	Total Points
A	90+
B	80-89
C	70-79
D	60-69
F	<60

### Grading Formula

Assignment	Percentage
Test 01	20%
Test 02	20%
Book Review	20%
Discussions (3)	30%
Attendance	10%

## Course Calendar

Date	Activity
Week 1	
20-Jan	<i>Martin Luther King Jr. Day (no class)</i>
22-Jan	Class Introduction, Syllabus, etc.
Week 2	
27-Jan	LEC/VID/DIS: "Texas" as History & Myth
29-Jan	LEC: Discovery and Exploration
Week 3	
3-Feb	LEC: Spanish Texas
5-Feb	LEC: Mexican Texas
Week 4	
10-Feb	LEC: The Texas Revolution
12-Feb	<b>DISC: Sleuthing the Alamo</b>
Week 5	
17-Feb	<i>President's Day (no class)</i>
19-Feb	LEC: The Republic of Texas
Week 6	
24-Feb	Exam I Review & Writing Strategies
26-Feb	<b>Exam I</b>
Week 7	
2-Mar	LEC: Antebellum Texas
4-Mar	LEC: Civil War
Week 8	
9-Mar	LEC: Reconstruction
11-Mar	LEC: Old West & New South
Week 9	
16-Mar	<i>Spring Break (no class)</i>
18-Mar	<i>Spring Break (no class)</i>
Week 10	

23-Mar	LEC: Populism
25-Mar	<b>DISC: <i>Empire of the Summer Moon</i></b>
Week 11	
30-Mar	LEC: Progressivism
1-Apr	<b>Exam II</b>
Week 12	
6-Apr	LEC: Prosperity
8-Apr	LEC: Depression
Week 13	
13-Apr	VID/DIS: Surviving the Dust Bowl
15-Apr	LEC: Texas and World War II
Week 14	
20-Apr	LEC: Race, Ethnicity, and Civil Rights
22-Apr	LEC: Race, Ethnicity, and Civil Rights
Week 15	
27-Apr	VID: The Longoria Affair
29-Apr	LEC: Growth and Modernization
Week 16	
4-May	LEC: Politics and Partisan Realignment
6-May	<b>DISC: <i>God Save Texas</i></b>
Week 17	
11-May	<b>Exam III (Final)</b>

### **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**

Students that miss any assignment are required to notify the professor the day of the missed exam/quiz to explain the absence and inquire about a make-up. Otherwise, the absence will be considered undocumented, and undocumented absences will not qualify for a make-up exam. All makeup exams must be completed within one week of the original due date or a zero will be given for the grade.



### **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 prohibited 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**

Lectures comprise a significant amount of this class, and as such attendance is expected. Numerous studies have shown that there is a definitive correlation between multiple absences and poor grades. In order to encourage students to come to class, attendance counts as TEN PERCENT of the total grade. Each student is permitted four absences (that's 2 weeks' worth of class time!), but after the fourth absence the entire attendance grade is forfeited. Please be on time and plan to stay for the full duration of the class because late entrances and early departures can disrupt the learning environment.

*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**

As a professor I encourage questions and conversation, some of which may involve sensitive subjects. Please refrain from using racist, sexist, or bigoted language – it not only can hurt the feelings of other students but it makes the speaker appear ignorant as well. Repeated use of offensive language will result in removal from the class. I have zero tolerance for it.

### **A Note on Lecture Notes**

I do not give out my lecture notes for any reason, including documented absences. Handing out or uploading my lecture notes would remove the incentive for attending class, especially since I do not have a mandatory attendance policy. In order to obtain

notes, the best option is to ask a fellow classmate. I am also more than willing to meet with students in my office to discuss the lectures, especially if a student is having difficulty understanding any concepts or terms. If you are struggling with note taking or comprehension, please take advantage of my office hours and come see me.

### **Electronic Devices**

Technology has become a quintessential part of modern society, and it is impossible to ban cell phones and computers from the classroom. However, I expect students to use technology in a responsible manner so as not to disrupt the classroom environment. Phone calls during class can be very disruptive and can distract both students and the instructor. Students should put their phones on silent or vibrate, and if a student is expecting an important call then he or she should sit at the back of the class and exit the room to answer the phone. Students are expected to refrain from constant texting, using Snapchat, watching Youtube, playing Fortnite/PUBG, or surfing the internet in class because it is distracting to other students. After class starts, a student will be given an additional warning if his or her phone rings or they continuously text in class. If the problem persists, I will ask that student to leave the classroom. A classroom is a place of learning and discussion, and distractions are detrimental to the educational process. Please be respectful to your fellow students and the professor.

### **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 Withdrawal	Student Services
Health Awareness	Financial Aid TV (FATV)
Career Planning and Job Search	Testing
Libraries/Bookstore	General Student Complaints
Childcare	Transfer Planning
Police Services & Campus Safety	Grade of FX
disAbility Support Services	Veteran 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](mailto:Institutional.Equity@hccs.edu)  
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

**History Department Chair Contact Information**

Department Chair Gisela Ables, PhD  
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(713) 718-5779