TEXAS HISTORY 2301-32440
COURSE SYLLABUS
MAY 2019
MAY 20-JUNE 05
CENSUS DATE: MAY 21
LAST DAY TO DROP WITH A “W”- MAY 31
ONLINE COURSE
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Textbook: The History of Texas. ROBERT A. CALVERT, ARNOLDO DELEON, and GREGG CANTRELL. Harlan and Davidson Publisher.
ISBN: (0-88295-966-2) 5TH Edition

Course Overview/Description
This course is a study of Texas from the Spanish Explorers to the twentieth century with special emphasis upon the period from the Texas Revolution to the Civil War. The American West is considered, in legend as well as in fact, from the Louisiana Purchase to the end of the frontier with emphasis on Indians, hunters, cowboys, and miners.

Learning Objectives and Competencies
By the completion of this course and its requirements you will:

1. Explain the concept of culture by describing how cultures develop and adapt.
2. Tell the significance of the westward movement into and Texas.
3. Describe geographic relationships among people, places, and environments in Texas.
4. Discuss the causes and course of European exploration and settlement of Texas and the institutions and structure of colonial societies.
5. Analyze concepts and processes of government and the responsibilities of citizenship.
6. Analyze the political, economic, social, and cultural consequences of territorial expansion.
7. Analyze how economic systems are organized to produce, distribute, and consume goods and services.
8. Plan, organize, and implement instruction and assess learning by applying social science knowledge and skills related to:
   1. geographic and cultural information, ideas, and issues.
   2. information, ideas, and issues related to government and economics.

Texas Core Objectives for Student Learning:
The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the following skills are in focus.
1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Development, interpretation and expression of ideas through written, oral and visual communication
3. **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
4. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Student Learning Outcomes:**
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.

**CVC Learning Signature:**
CVC’s Learning *Signature* is *One College Transforming Lives*. Cedar Valley College establishes clear expectations for students through *engagement* and *empowerment* leading to *excellence*.

CVC Faculty and Staff expect students to:
- take responsibility for their own learning
- commit to achieving high academic performance
- be meaningfully engaged in the campus community

CVC Faculty and Staff expect to:
- provide students a clear pathway of instruction
- establish clear learning outcomes
- serve as role models and mentors for students

**Components of Course Evaluation**
The following is a detailed description of each evaluation component listed above:

1. **Paper: Analysis of Turner’s Frontier Thesis**

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<th>Week</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>05/27</td>
<td>Paper: Analysis of Turner’s Frontier Thesis</td>
<td>25</td>
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Students will read Frederick Jackson Turner’s essay, “The Significance of the Frontier in American History” The paper can be located within eCampus section of Turner’s Thesis. Each learner will write a 3-4-page, double-spaced paper using APA format. APA format information is located at [http://www.apastyle.org/](http://www.apastyle.org/). Another useful APA source is [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html).

The paper must address the following questions:
- Who was Turner and why did he write this essay?
• What is Turner’s thesis? What is the meaning of the West in American history?
• How does he build his case? What examples does he provide? What did the West do for America?
• Do you see any problems or faults in his arguments? Anything he overlooks or ignores?

The paper will be submitted through the Safe Assign link located in ecampus on Blackboard

2. Using Primary Sources: What Really Happened at the Alamo?

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<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>05/23</td>
<td>Using Primary Sources: What Really Happened at the Alamo?</td>
<td>50</td>
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Part of the job of a historian (and of a student of history) is to examine evidence and determine what actually happened in an event. In an event such as the Battle of the Alamo, this can be an especially difficult task. Examine the five “first person” accounts of that battle found in the course shell.

• What do we know about these people; that is, what brought each of them to the Alamo in late February-early March 1836? (Cite your source for information if it comes from a source other than the textbook or the specific document.)
• What is similar about the accounts?
• What is different?
• What biases are evident?
• In your opinion, which account is the most believable? Why?
• Which would you say is the least believable? Why?
• Based on your reading of these documents and of the textbook, give your interpretation of the fall of the Alamo on March 6, 1836.

The format of this assignment is question and then answer. The completed assignment should be 3-4 pages in length.

The paper will be submitted through the Safe Assign link located in ecampus on Blackboard

3. Research Project: Term Paper

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<th>Week</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>06/04</td>
<td>Term Paper</td>
<td>100</td>
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Since history is, in essence, a story and not a series of random, disconnected facts, students should be able to transform the information covered in this class into a narrative form that articulates something about our nation’s past. This paper will be a serious attempt (i.e. an essay) to deal with a historical problem chosen by each student and approved by the professor. The topic chosen must conform to Texas History. The paper will be turned in
trough the SafeAssign link located in the content section of ecampus.

General Information and Instructions:
The purpose of this assignment is to use different historical methods you have learned about during this course to complete a historical research project. Your research project should start with your developing a historical question, that you then research, and then attempt to answer using both primary and secondary sources to support your research.

How to proceed:
1. Select one of the essay topics below in the Essay Options section. There are a total of four possible research options, please read each one to decide which you feel you would like to pursue.
2. Create your specific historical question within the broader essay topic you select.
3. The examples under each essay option are by no means the only topics that you can write about, they are merely provided to help you think about how you might approach this topic. You should select your own topic; however, you can choose one of the examples.
4. Begin researching primary and secondary sources to gather information that support your discussion of your historical question.
5. Review the paper requirements for both the research portion and the writing portion of your assignment.
6. Review the grading rubric to ensure that you have met all of the paper requirements before making your submission.

Essay Options (select one of the following options):

<table>
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<th>Research Option #1: History Turning Points</th>
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**General Overview:** Select an event, incident, a legislative action, or related marked historical moment in Texas History from the Pre-Columbian Era to present day, that marks an important transition in Texas History. This historical event can lead to a social, economic, or political transition that shaped Texas History. Additionally, you will conclude this research project with a supposition of how history might have been shaped had this event never occurred or of another possible outcome could have been possible.

**Examples:** Spanish Exploration and Settlement; The Key Aspects of the Texas Revolution; Social, economic, and diplomatic challenges facing Texas, The Texas Secessionist Movement; Juneteenth; Morrill Act; Spindletop, Role of McCarthyism in Texas; *Hopwood v. State of Texas.*
**Research Objectives & Questions to be Discussed in Your Essay:** (Incorporate these questions in the writing of your essay.)

- Why did you select this event?
- What were both the short- and long-term effects of this historical event?
- Who all were impacted/affected by this historical event?
- How was history changed by this event?
- If you were to imagine a different outcome or reaction to your event, what do you suppose might have been a different outcome in the short- and long-term?

**Research Option #2: Oral History and Historical Memory**

**General Overview:** You will read two historical personal account in relation to life in the past or tied to a specific historical event. Then your research will compare these personal accounts with the "factual" or "documented" history of the era, the proceed to compare the personal account against the historical record; and then analyze the value of oral history in enriching our understanding the historical period/event.

**Examples:** A Texas veteran, JFK assassination accounts, growing up in Texas during the Civil Rights Movement.

**Research Objectives & Questions to be Discussed in Your Essay:**

- What was the personal background of the two individuals you chose?
- How are the individuals specifically tied to the specific historical event?
- What are the similarities and differences in the accounts of the individuals?
- What elements in their narratives do you feel influenced (if it applies) they way we teach/learn that history today?
- How do you feel personal accounts either enhance or possibly detract from our understanding of the historical past?

**Research Option #3: Impacts of Reform**

**General Overview:** This research project will examine the impact of reform and/or civil rights movements of the 19th – 21st centuries. Your research will examine should place your selected movement/reform in both the historical and modern context, choosing to focus on either their causes, achievements, struggles, and/or stances of your selected reform movement and/or civil rights movement. This essay should additionally analyze the contributions these movements have made in the overall fight for freedom and equality in United States history.

**Examples:** The history of the temperance/prohibition movement and the impact on
the ratification of the 18th amendment in Texas; the origins of the African American civil rights movement and the issues of equality under the law in the modern context in Texas; the women’s struggle for suffrage and the relation to issues of equal opportunity in Texas.

**Research Objectives & Questions to be Discussed in Your Essay:**
- What are the most significant organizations formed for your movement that have had the greatest impact historically and/or modernly?
- What are the sources of division amongst reformers/activists? Is there disagreement on approaches on how they should present their desired reforms to the public/government?
- What has been the greatest challenge for this movement/reform in terms of achieving equality, either historically or modernly?
- What is the modern status and/or legacy of these movements today?

**Research Option #3: Impacts of the Six Flags of Texas**

**General Overview:** There are six nations that have planted their flag on Texas soil. This research project will examine the impact each nation had on the history of Texas; from a cultural, social, economic, technological, and/or political perspective. One aspect of the impact should be evaluated and traced over history of Texas. In conclusion, this research project will analyze the remnant of that impact that can still be evidenced today.

**Examples:** Spain, France, Mexico, Texas Republic, The Confederacy, United States.

**Research Objectives & Questions to be Discussed in Your Essay:**
- What were the short- and long-term effects of the impact on various groups of people affected by your nation of choice?
- How were people and/or societies benefited and harmed by your nation of choice (negative and positive outcomes)
- What legacies of your nation of choice still impact Texas today?

**Research Requirements:**
1. You will need to use *at least* two (2) primary sources for your research topic.
2. You will need to use *at least* three (3) secondary sources for your research topic.
3. Your textbook *cannot* be used as a source, as it is a tertiary source.
4. You will also need to find at least one image that is relevant to your research topic. This image can be either a primary or secondary source, although a primary source image is preferred.
5. If you are using a secondary source image, it should be an image that is created for academic purposes to help support your research (a modern map, etc).

Writing Requirements:
1. Your essay should be a minimum of 5-10 pages. This word count does not include any cover sheet wording, your footnotes/endnotes, or your works cited/bibliography page.
2. Your essay must be formatted using 1” margins for all margins (top, bottom, left and right).
4. Your essay needs to be double-spaced.
5. Please do not include any headers (your name, course, date, paper title) on any written pages of your essay.
6. Your research essay should be accompanied by a cover sheet that states your paper title, your name, your course, and date.
7. All of your sources should be cited using the Chicago/Turabian method.
8. You must cite your sources using either footnotes or endnotes formatted in the Chicago/Turabian citation method. Please select either footnotes or endnotes based upon personal preference, just remember to be consistent throughout your essay with your citation method. Parenthetical reference is not permitted.
9. If possible, you will want to try to incorporate your image into your essay by embedding it into the text. Otherwise, placing the image at the end of your document is acceptable (after the conclusion and before your Works Cited/Bibliography page).
10. Your image should include a caption that describes the image and its relevance to your topic.
11. You must include a Works Cited/Bibliography page at the end of the document. Be sure you are documenting all sources used for your research paper, including your image source in this section. There should be agreement between the sources you document in this section and the sources you cite in your footnotes/endnotes.

Grading Rubric:
• **Formatting** 0-20 points: Paper is formatted correctly, does not include headers in written text, nor utilizes excessively large margins, paper is double-spaced and demonstrates clear organization in the form of paragraph breaks.

• **Image** 0-5 points: Paper includes at least one appropriate image relevant to the research topic, and the image is properly captioned explaining its relevance to the essay.

• **Academic Honesty & Integrity** 0-25 points: Paper is properly cited using either footnotes or endnotes. Includes a properly formatted Works Cited/Bibliography. Demonstrates agreement between documented sources and citations in the essay text.

• **Essay Content** 0-50 points: Paper content is well-written, organized, has a strong introduction with a clear thesis statement, and is concluded with a summarization of research findings. Paper shows editing, lacking excessive spelling and grammatical errors.

**Sources (Types and Recommendations):**

• **Primary Sources:** Written materials, images, and artifacts that produced and are contemporary to the time-period of your subject matter. (examples: a cave drawing produced by an indigenous person, a speech given by an individual, a painting of a street scene).

• **Secondary Sources:** Generally, written materials, images, and artifacts that are produced by individuals after the time-period of your research. Most secondary sources are based upon primary sources.

• **Internet Sources:** Any use of internet sources, should be pre-approved by your instructor before using them in your research. If selecting option #4, internet news sources are appropriate, however try to select articles from mainstream sources. In all other essay options, select internet sources that come from government entities, library archives, universities, and other online primary source repositories.

• **Internet Sources to avoid:**
  - History.com
  - Wikipedia.com
  - Khanacademy.com
  - Britannia.com

* For addition information on MLA or APA look at the following websites: [mla.org](http://mla.org) and [apa.org](http://apa.org)
4. Reflection Paper:

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<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>06/05</td>
<td>Reflection Paper</td>
<td>20</td>
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Each student will complete a short 2-3-page reflection paper on what they have learned this semester. The essay should include the following:

1. How did this course help contribute to your understanding of Texas history. Give specific examples.
2. What lessons did you learn from your studies on Texas history and how can you relate your learning to your own life and your role as a daily participant in today’s ongoing history of Texas.
3. What unexpected things did you learn from this course?

5. Discussion Board

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<tr>
<th>Week</th>
<th>Assignment</th>
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<tr>
<td></td>
<td>Introduction Discussion Board</td>
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<tr>
<td></td>
<td>Discussion Board</td>
<td>50</td>
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Each student will be required to participate within the Discussion Board. There will be five forums listed. Each student will be required to submit at least one “new thread” (which should be a minimum of 300 words) and submit a minimum of three responses to other students’ comments (which should be a minimum of 100 words). Each submission should be well thought out and should add substance to the discussion. Each forum will count 10 points for a total of 50 points toward the final grade. Once the due date is past for each forum no more postings will be accepted.

- Discussion Board Topics are listed within the Discussion Board on eCampus

**Introduction Discussion Board: 05/20**
**Discussion Board Due Dates: 05/21, 05/24, 05/27, 06/01, 06/05**

**Internet Courtesy:**
Richland College expects all students to follow rules of Internet courtesy in the discussion board. Courtesy is especially important in cyberspace, where the impersonal nature of the working environment may lead you to say things that you would never say in person. Never "flame" another student by coming across in a rude or critical manner. **NEVER USE PROFanITY.** Show respect to others. If any student shows disrespect for this process and if any student's comments are found to be inappropriate or offensive, copies of messages will be forwarded to the College of Humanities and the online coordinator, and disciplinary action will be taken. The best policy is to follow the rule of common courtesy at all times and avoid these problems

6. Exams
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<th>Week</th>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td></td>
<td>Exams</td>
<td>200</td>
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There will be four exams. Each exam will be 50 points apiece. The exams cover the textbook reading assignments. The exams will consist of multiple. You will take the exam through Blackboard. Questions will be presented one question at a time. Once you start the test, you must complete it. DO NOT START THE TEST UNTIL YOU ARE READY. The time limit for the exam will be 90 minutes.

**Dates for exams: 05/22; 05/26; 05/30; 06/05**

The exams will available before the due date.

Exams must be submitted by midnight of the due date.

Exam 1 will cover chapters 1-3

Exam 2 will cover chapters 4-6

Exam 3 will cover chapters 7-10

Exam 4 will cover chapters 11-14

7. **Modern Texas Essay**

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<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>05/31</td>
<td>Modern Texas Essay</td>
<td>50</td>
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Each student will research a topic related to modern Texas History. Students will choose ONE topic from the list below and should produce a 3-4-page, typed, doubled-spaced summary essay in APA format on the topic. A list of sources should be submitted on the reference page. Students

Potential essay topics include:

- How did Texas’s status as a “frontier state” change between 1876 and 1890?
- How did ranching change in Texas over the course of the late 19th and 20th centuries? Identify some ranchers and some big Texas ranches of that era.
- What explains the lawlessness and violence of Texas in the late 19th and early 20th centuries? Identify some of the individuals involved in that lawlessness.
- Describe Spindletop and emergence of the Texas oil industry.
- How did oil impact the state in terms of economics, populations, and higher education?
- Identify and describe the military and industrial contribution of Texans to the Second World War.
- Explain how the war effort helped to transform Texas from a predominantly rural to a predominantly urban state.
8. Extra Credit/Book Review:

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<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>06/05</td>
<td>Extra Credit/Book Review</td>
<td>25</td>
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Extra Credit/Book Review (optional):

The extra credit will consist of a book review. The book chosen conform to the time period of the course. The book must be approved by the instructor. The paper will be five to six pages in length and will count 25 points toward the final grade. The paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper MLA or APA format. Any paper turned in late will receive a 5-point deduction. No paper will be accepted after a week. The format is as follows:

Selection of Book:
The student may use any book covering this period of history. Each book must be approved by the instructor. Failure to obtain approval will result in a grade reduction. The book must be 300+ pages and contain an extensive bibliography.

Length of Review:
Five to six pages in length, not including the cover page.

Format:
Typewritten and double-spaced. It must be in a 12-point Times New Roman font. The review should be in either an MLA or APA format. The review should be in the following order: Author information, summary, and critical analysis. A bibliographic citation should be placed at the top of page one. (Example)


A. Author Information: Should include date and place of birth, college education, occupation and a list of the author’s other publications. Include the date of the author’s death if applicable. This section should be no more than a page.

B. Summary: Summary of the book. This section should be no more than two pages.
C. Critical Analysis: Analyze the book’s importance as a piece of scholarly work.
Discuss the author’s basic thesis (ie: The book’s primary argument or major point it is attempting to present.) Quote at least two sentences that illustrate the thesis.

Discuss the books sources. Does the author depend mainly on primary materials or secondary materials? Is the author working from oral histories, archives or just books and articles? Discuss the books validity, credibility, point of view, etc. Do you agree with the thesis? Why or why not? Discuss the books strong points and weak points. Does the author prove his or her thesis? Use specific examples from the book to support your statement. State clearly your opinion of the book. This section is the most important section and, therefore, should be the longest.

Note: Avoid using humor, contractions or “I”. (ie: “I think”, I believe”, etc.) All are inappropriate and reflect poor writing style.

The paper will be turned in trough the SafeAssign link located in the Extra Credit section

Determining the Final Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>1 Paper: Analysis of Turner’s Frontier Thesis</td>
<td>25</td>
<td>5%</td>
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<tr>
<td>2 Using Primary Sources: What Really Happened at the Alamo?</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>3 Modern Texas Essay Paper</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>4 Term Paper</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>5 Introduction Discussion Board</td>
<td>5</td>
<td>1%</td>
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<tr>
<td>6 Discussion Board</td>
<td>50</td>
<td>10%</td>
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<tr>
<td>7 Exams</td>
<td>200</td>
<td>40%</td>
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<tr>
<td>8 Reflection Paper</td>
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<td>4%</td>
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<tr>
<td>Total:</td>
<td>500</td>
<td>100%</td>
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Final Grade Scale

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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>450-500</td>
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<td>B</td>
<td>80-89</td>
<td>400-499</td>
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<td>C</td>
<td>70-79</td>
<td>350-399</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>0-59</td>
<td>0-299</td>
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QEP Statement:
Cedar Valley College's Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at: http://www.cedarvalleycollege.edu/QEP/default.aspx

Institutional Policies:
www.cedarvalleycollege.edu/syllabipolicies

*Professor reserves the right to amend or change the syllabus during the course of the semester.*