DESCRIPTION:
This course examines Texas history from pre-contact America to the present. It addresses the events, people, places, ideas, and issues that shaped Texas society, politics, international relations, economics, and culture during this span of time. This course will also focus on the history of the South Texas borderland. To do well in this course you must engage the material intellectually and critically. At the same time, you cannot discuss historical issues at a serious level without knowledge of the vocabulary (including dates). Hence, success hinges upon your ability to learn a substantial amount of material and then do something with it (i.e. interpret it, explain it, expound upon it).

SUGGESTIONS:
The best way to manage what will seem like an endless list of topics, events, names and dates is to organize your understanding of that information around the themes, perspectives and concepts that give shape and meaning to the material. Each lecture will, therefore, begin with a brief discussion of the themes and concepts relevant to that set of material. Use these themes and concepts to help make sense of the material.

STUDENT LEARNING OUTCOMES:
Although the course is designed to develop students' understanding of the major issues and central themes in Texas history, the course is designed to achieve several other objectives as well.
* Students will exercise their analytical and writing skills by generating two critical analyses of historical monographs (book reviews).
* Students will reason their way through the course of Texas history by explaining on essay exams the historical concepts of change and continuity over time.
* Students will develop their writing skills by writing major exams, book reviews and perhaps in-class short assignments.
* Students will strengthen their knowledge base in preparation for the TExES through assigned readings, lecture material and class discussions.

ASSESSMENT:
Your course grade will be based on the following assignments:
Exam #1 15%  Exam #2 20%  Final Exam 20%
Participation 10%  Alonzo analysis 15%  Carroll analysis 20%

Exams:

Matching (40%) – The first section of each exam will include matching questions, drawn from the lectures and the assigned readings. The subjects from the readings on this section of the exam will come from the lists provided to you.

In-class essays (60%) – Essay questions will comprise the second section of each exam. The essays will be drawn from a pool of 5-7 questions handed out before the exam. These essays will ask you to describe, explain, and analyze assigned readings as well as materials discussed in class. The focus of these essays will come from lecture materials, but you will also be expected to supplement the lecture materials with relevant information from your assigned reading. They will require you to describe, explain, and analyze key themes in American history. You should write your in-class essays as if you were writing to a college-educated reader who is not a specialist in history; in other words, you should not expect the reader to “know what you are thinking.” Explain the issues and give as much supporting evidence as you can. Your answers should be thorough essays, not text messages.

In order to do well on the exams, it is essential that you attend class regularly, take good notes, and read your assigned materials. There are no short-cuts to academic success. It demands energy and effort on your part.

Analysis Assignment - (35% each) You will receive a separate handout detailing the instructions and expectations for this assignment.

ATTENDANCE: I will not take attendance as part of the course grade. You are adults and can decide whether or not you wish to attend class. However, this class covers a week’s worth of material and students who miss class do quite poorly. If you miss a class you are responsible for attaining class notes for that day from a fellow student.

Extra Credit -- You have enough of importance to do in the regular assignments for this course. No extra credit opportunities will be available.

REQUIRED MATERIALS:

CLASS POLICIES:
Missed Exams: All missed exams will be made up DURING THE FINAL EXAM PERIOD ONLY. You will complete the final exam first, then I will give you the
necessary make up exams. Realize that make up exams will consist of only ONE essay question worth 100% of the exam grade. Thus it is in your best interest to NOT MISS any scheduled exams.

Late papers: late papers will have five points deducted per each day late INCLUDING WEEKENDS. This is NOT negotiable. There will be exceptions only in the most extreme cases, and those will require some sort of documentation. The best strategy is to begin working on all assignments as early as possible. The "course schedule" below, lists the dates on which assigned chapters will be discussed. It would behoove you, however, to read farther ahead than the syllabus suggests. I strongly encourage you to try to have a working draft of each of the two papers complete at least one week before the due date. That way, if you have printer problems, or something happens that prevents you from working on the paper a day or two before it is due, you will still have a product to submit. I will not accept “computer problems” as an excuse.

Grade Appeals during the semester -- In grading your exams the primary concerns are to maintain fair standards. You have the right to appeal if you believe that you have received an exam grade which does not reflect the quality of your work, or if you do not understand why an answer you gave was graded in the manner in which it was. Please feel free to bring the matter to my attention. For your critical essays, see me, as I will be grading them.

Assistance – Our office hours are intended to make this course less forbidding. Feel free to come by and talk with me, or with your class assistant, during our office hours. If you cannot make these times, ask to make an appointment. If you need academic assistance in this course or any of your other courses please visit the Center for Academic Student Achievement (CASA) located in the Glasscock Student Success Center. This department offers a number of helpful services such as: tutoring, supplemental instruction, the writing center and the Academic Insight Mentors. For more on their services go to casa.tamucc.edu. Remember, you’ve paid for these services in your tuition, get the most out of your money.

Freedom of Speech -- Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service if you request a clarification.

Academic etiquette -- Universities must maintain standards of academic etiquette in order to affect an atmosphere conducive to learning. You are expected to demonstrate courtesy to one another in and out of the classroom. Turn off your mobile devices, before coming to class, and use laptop computers only for legitimate academic reasons. Talking to one’s neighbor(s) during class lectures or general discussions, chronic lateness, using cell-phones or text message gadgets in class, surfing the web, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to the opportunity to learn. As such, it is unacceptable in a university classroom. Students who are unable to abide by these rules of academic etiquette and
normal civility will be removed from the class. It is also extremely discourteous to leave class after submitting a critical essay. For your essay to be accepted, you must stay for class.

*Academic Integrity* -- Cheating or plagiarism on an assignment or test, or failure to complete any of the course requirements, will result in a zero grade for the assignment in question, and, in more serious cases, lead to further academic penalty. For definitions of and penalties for plagiarism, see University Procedures, 13.02.99.C3.01 "Procedure for Academic Misconduct Cases" at http://www.tamucc.edu/provost/university_rules/students/130299C301.pdf

*Dropping a Class* – I hope no student needs to drop a course. However, events sometimes occur that make dropping a course necessary or wise. November 5th is the last day to drop a course for the semester with an automatic grade of “W”.

*Examinations* – On exam days, leave your books, backpacks, etc., at the front of the room or along the sides of the corridors before taking the exam. Electronic devices will not be permitted.

**AMERICANS WITH DISABILITIES ACT:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 825-5816 or visit their office in Driftwood 101.

**Blackboard:** I will be putting class materials, grades and important announcements on this course’s blackboard page. You can access this page at iol.tamucc.edu. If you are having difficulties accessing the site please let me know as soon as possible. I strongly advise you check the blackboard page regularly!

**ADVISING:** “The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a Faculty Mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.”

If you are a student in one of the university’s other colleges please go to http://www.tamucc.edu/academics/colleges/index.html to find the contact information for your major’s particular academic advisor. *It is crucial for your academic success that you meet with your advisor regularly.*
GRADE APPEAL PROCESS:  As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

COURSE SCHEDULE

WEEK 1  January 23
Introduction and Course Basics
GTT Chapters 1

January 25
Pre-contact Texas / European Exploration and Texas
GTT Chap 2

WEEK 2  January 28
Spanish Texas
GTT Chapter 3

January 30
Spanish Texas Continued
GTT Chapter 3

February 1
Twilight of Spanish Texas
GTT Chapter 4

Alonzo Thoughts and Questions due In BlackBoard pages Introduction – Chapter 4
WEEK 3 February 4
Twilight of Spanish Texas cont.
GTT Chapter 4

February 6
Mexican Independence and Troubles in Texas
GTT Chapters 4 and 5

February 8
Troubles in Texas
GTT Chapter 5
Alonzo Thoughts and Questions due in BlackBoard pages Chap 5-6

WEEK 4 February 11
Troubles in Texas cont.
GTT Chap 5

February 13
Texas Revolution
GTT Chapter 6

February 15
Texas Revolution cont.
GTT Chap 6

WEEK 5 February 18
EXAM 1

February 20
The Republic of Texas
GTT Chapter 7

February 22
Mexican War
GTT Chapters 7 and 8
Alonzo Thoughts and Questions due in BlackBoard Chap 7-Epilogue.

WEEK 6 March 4
Mexican War (Cont)

March 6
Slavery in Texas
GTT Chapter 9

March 8
Slavery cont. / Alonzo Discussion
GTT Chapter 9
Moore Handout
Alonzo PAPERS DUE AT THE BEGINNING OF CLASS, 7:00 PM

WEEK 7 March 11-15
Spring Break No Classes!

WEEK 8 March 18
Secession
GTT Chapters 9

March 19
Secession Cont
GTT Chap 9

March 22
Civil War
GTT Chap 9

WEEK 9 March 25
Civil War (cont.)
GTT Chapter 10

March 27
Civil War Home Front
Blucher Letter

March 29
Reconstruction
Exam Review
Chapter 11

WEEK 10 April 1
EXAM 2

April 3
Reconstruction
GTT Chapters 11

April 5
A Changing Economy
GTT Chap 11

WEEK 11 April 8
Texas and the New South
GTT Chapter 12

April 10
South Texas and the Rise of Commercial Agriculture
GTT Chapter 12

April 12
South Texas and the Rise of Commercial Agriculture (cont.)
GTT Chapter 12

WEEK 12 April 15
Reformers and Progressives
GTT Chapter 13

April 17
Wets and Drys
GTT Chapter 13

April 19
The Great Depression
GTT Chap 14
Carroll Thoughts and Questions due in BlackBoard pages 1-85

WEEK 13 April 22
Great Depression Cont.
GTT Chap 14

April 24
World War II and Texas
Chap 15

April 26
World War II and Texas Cont.
Carroll Thoughts and Questions Due in Blackboard pages 86-147.

WEEK 14 April 29
Emergence of Modern Texas
GTT Chap 15

May 1
Texas and the Modern Civil Rights Movement
Chapter 15

**May 3**
Carroll Discussion
**Carroll Analysis Due 7:00 pm**

**Week 15** May 6
Exam Review

Final exam: Wed May 15 11:00 am