



John T. Clayton  
Assistant Professor of History  
[jclayton@southplainscollege.edu](mailto:jclayton@southplainscollege.edu)

Levelland Campus Rm. AD 123  
Spring 2020  
History 2301, Sections: 200,152

**Common Course Syllabus**  
**History 2301**  
Department of History

**Department:** Social Sciences

**Discipline:** History

**Course Number:** HISTORY 2301

**Course Title:** Texas History

**Credit:** 3 Lecture, 0 Lab

**Foundational Component Area of Core Curriculum:** American History

**Prerequisites:** TSI compliance in Reading

**Available Formats:** Conventional, INET

**Campus:** Levelland, Reese

**Textbook:** Varies according to instructor.

**Course Specific Instructions:** Each instructor will attach his/her course with specific instructions.

**Course Description:** 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.

**Course Objectives addressed:**

1. Critical thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. Communication: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. Social responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

4. **Personal responsibility:** to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Course Purpose:** To acquaint students with the diversity of Texas history and to promote critical thinking in interrelating the past to the present. Fundamentally, the course promotes general understanding of a body of knowledge any student should possess about the history of the state.

**Course Requirements:** To maximize a student's potential to complete this course, he/she should attend all class meetings, complete all homework assignments and examinations in a timely manner, and complete all other projects or papers as assigned in the instructor's specific instructions.

**Course Evaluation:** See the instructor's course information sheet for specific items used in evaluating student performance.

**Attendance Policy:** Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

### **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.

Texas Coordinating Board Approval Number.....54.0102.52.25

## Course Focus

This Semester we will be studying the history of Texas from its colonial beginnings through the modern era. We will learn about important events, people, inventions, and ideas that have shaped our State and our shared heritage as Texans. We will learn about the sources, nature, and structure of our State's political and economic system, its constitutional foundations, and its institutional practices. We will learn about the geography of Texas, and how that geography has influenced the development of the State and its people. We will study the economic, social, and cultural practices of Texas, and will learn about the origins of those practices. We will also learn to use the variety of tools and methods utilized by historians to study history.

## Textbook and Readings

Campbell, Randolph. *Gone To Texas: A History of the Lone Star State*. New York: Oxford University Press, 2003.

## Technology Requirements

Access to the internet will be required.

## Lecture Topics

The following general lecture topics will be covered in this class; Please have all text readings completed before the Friday of the week they are assigned. Note also that all exams and assignment due dates are in bold.

Week 1 (01/13-01/17) - Native Texas and the European Explorers to 1689. (Read CH 1, 2)

Week 2 (01/20-01/24) - Spanish Texas and the Frontier of Inclusion. (Read CH 3)

Week 3 (01/27-01/31) - Spanish Texas in the Age of Revolutions. (Read CH 4)

Week 4 (02/03-02/07) -Texas- Mexico's Troublesome Frontier. (Read CH 5)

Week 5 (02/10-02/14) - Clash of Eagles-The Texas Revolution. (Read CH 6) **EXAM 1; Submit book analysis choice for approval no later than Friday.**

Week 6 (02/17-02/21) - The Lone Star Republic- Texas as an Independent Nation. (Review CH 7)

Week 7 (02/24-02/28) - Statehood, War, and Secession-Texas in Troubled Times. (Read CH 8)

Week 8 (03/02-03/06) - Statehood, War, and Secession-Texas in Troubled Times, cont. (Read CH 9)

Week 9 (03/09-03/13) - Texas under the Stars and Bars- The American Civil War. (Read CH 10)

Week 10 (03/23-03/27) - “The Condition of a Conquered Nation”- Texas during Reconstruction. (Read CH 11) **EXAM 2; Rough draft of book analysis due Friday.**

Week 11 (03/30-04/03) - Texas in the “New South”- The Revised Social and Economic Order. (Read CH 12)

Week 12 (04/06-04/10) - Grangers, Populists, and Progressives- Reform in Texas. (Read CH 13)

Week 13 (04/13-04/17) - War, Prosperity, and Economic Collapse- Texas in the Era of the First World War and the Depression. (Read CH 14)

Week 14 (04/20-04/24) - Texas in a Changing Nation- Second World War, Cold War, and Modern Texas. (Read CH 15) **Book analysis due Friday.**

Week 15 (04/27-05/01) - Texas in a Changing World-The Last Forty Years. (Read CH 16)

Week 16 (05/04-05/07) - **Final Exam**

### **Student Attendance, Contributions and Behavior**

Students must attend class to be successful. **The 5<sup>th</sup> unexcused absence may result in being dropped with an X.** Students who stop attending a class should go through the procedure for dropping a course; otherwise they may be administratively withdrawn for lack of attendance and their record will show an “X” or “F” instead of a “W.” It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

All Students are required to read their text according to the lecture schedule above. Students should be prepared to contribute to class discussion of the lecture topics. Exams will be based on both lecture and discussion of the text, and students should maintain careful notes in order to prepare for these exams. Students are responsible for all missed reading assignments, notes etc.

Disruptive behavior will not be tolerated. Disruptive behavior includes unrelated reading or doing coursework unrelated to this history course, the unauthorized use of electronic devices, sleeping, talking during lecture, etc. Appropriate remedies will apply, including expulsion from the class, if necessary.

### **Course Grading**

Your grade for this course will be based on:

- 1) Three equally weighted examinations, including a final. **50%**
- 2) Book analysis. **30%** (see attached instructions and rubric)
- 3) Quizzes and assignments **20%**

The final grade will be determined according to the following table:

A=90-100

B=80-89

C=70-79

D=60-69

F=59 or less

### **Americans with Disabilities Act (ADA) Statement**

Any students who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make and necessary arrangements. Students must present appropriate verification from the SPC Disability Service Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodations until appropriate verification from the SPC Disability Service Office has been provided. For more information, you may contact the Disability Services Office (located in the Health & Wellness Center) at 806-716-2529 or visit <http://www.southplainscollege.edu/health/disabilityservices.php>.

### **Equal Opportunity, Harassment, and Non-Discrimination Statement (Updated 6/2019)**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

South Plains College is dedicated to providing a safe and equitable learning environment for all students.

Discrimination, sexual assault, and harassment are not tolerated by the college. The Health and Wellness Center offers confidential support (806-716-2529) and Voice of Hope has a 24-hour hotline: 806-763-7273. You are encouraged to report any incidents online at <http://www.southplainscollege.edu/about/campussafety/complaints.php>.

### **Pregnancy Accommodation Statement (Updated 6/2019)**

If you are pregnant, or have given birth been within six months, under Title IX you have a right to reasonable accommodations to help continue your education. Students who wish to request accommodations must contact the Health and Wellness Center at 806-716-2529 to initiate the process.

### **Academic Integrity Statement**

Academic integrity is valued on our campus. Academic dishonesty is any act of deception, malicious or benign, in any academic exercise, and will not be tolerated. Plagiarism, cheating, impersonation, misrepresentation of idea or fact for the purpose of defrauding, use of unauthorized aids or devices, falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration, and any other acts that are prohibited by the instructor of record are examples of academic dishonesty. **Any violation of this academic integrity policy will result in a 0 (F) on the relevant assignment, exam, etc., and may result in the student being dropped with an F for the course.**

## **Class Schedule, Campus and Room Number**

2301.200 9:30-10:45 PM RC323 Reese MW  
 1302.202 1:00-2:15 PM RC319 Reese MW  
 1302.203 2:30-3:45 PM RC319 Reese MW  
 1301.005 9:30 AM-10:45 AM AD122 Levelland TR  
 1301.006 11:00 AM-12:15 PM AD133 Levelland TR  
 1301.152 Internet course  
 1302.154 Internet course  
 2301.152 Internet course

## **Office Location and Hours**

Levelland Campus, RM# AD 123

8:30-9:30 AM Tuesday and Thursday  
 12:15-1:00 PM Tuesday and Thursday  
 8:30 AM-1:30 PM Friday

## **Supplemental readings and outside assignments**

### **Book Analysis**

During this semester you are responsible for a book analysis. You will select a historical monograph (scholarly work) on a topic relevant to our course. Please see the syllabus for due dates.

The book analysis will consist of the following parts:

1. Proper Chicago Manual of Style citation for the book.
2. Brief summary of the author's credentials: Education, positions held, prior works, awards, etc.
3. Thesis statement
4. A summary of the author's topic and arguments. Be sure to include they type of sources and methodologies employed by the author. Is the work, for example, primarily political, military, cultural, or social history? Does the author primarily employ quantitative or qualitative methods to explore the topic? Literary analysis? Art? State department documents? Oral accounts? See the following video lecture for more on historical methodology:  
<http://ocw.mit.edu/courses/history/21h-931-seminar-in-historical-methods-spring-2004/video-lectures/session-2/>
5. Discuss the structure of the book. Is it organized chronologically? By topic? From General to specific? Geographically? Discuss whether you think this organization was effective, and support your argument.
6. Analyze the historical evidence used by the author. Did the author use this evidence to effective support his/her thesis? Were the author's sources primarily primary or secondary sources? Support your opinion.
7. Discuss whether the author's arguments convincing, when taken as a whole. Were certain parts convincing, while other points were less so? Support your arguments.

The book analysis will be double spaced, 12 point type, and 2-3 pages in length.