

SYLLABUS

HIST 1333 P05 Fall 2018

Instructor: Dr. Ralph Morales
Section # and CRN: P05 CRN# 11700
Office Location: WOOL 316
Office Phone: 936-261-3207
Email Address: Remorales@pvamu.edu ALL EMAILS MUST INCLUDE SECTION NUMBER AS SUBJECT. EMAILS WILL NOT BE ANSWERED OTHERWISE.
Office Hours: MWF, 2:00-3:30PM
Mode of Instruction: Face to face instruction

Course Location: WOOL 109
Class Days & Times: MWF 12:00-12:50
Catalog Description: *HIST 1333 History of Texas: 3 semester hours.*
 Survey of Texas starting from Spanish colonization to the present. Emphasis will be placed on contributions made to the state of Texas by various ethnic groups.

Prerequisites: None
Co-requisites: None

Required Texts: Howell, et al. *Beyond Myths and Legends: A Narrative History of Texas*, 4th ed. (Optional)

S.C. Gwynne **Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, The Most Powerful Indian Tribe in American History**

Benjamin Heber Johnson **A Revolution in Texas: How a Forgotten Rebellion and its Bloody Suppression Turned Mexicans into Americans**

Recommended Texts: None

Student Learning Outcomes:

| | Upon successful completion of this course, students will be able to: | Program Learning Outcome # Alignment | Core Curriculum Outcome Alignment |
|---|---|--------------------------------------|-----------------------------------|
| 1 | Demonstrate knowledge and understanding of the social, economic, and political developments in Texas during Spanish and Mexican colonization; | | |
| 2 | Identify the causes that led to the Texas Revolution; | | |
| 3 | Demonstrate knowledge and understand of Texas during the early years of the Republic; | | |
| 4 | Describe the circumstances leading to the admission of Texas to the United States; | | |
| 5 | Demonstrate knowledge and understanding of the major political, social, and economic issues and events in pre-Civil War Texas; | | |

| | | | |
|---|---|--|--|
| <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> | <p>Describe why Texas seceded from the Union and joined the Confederacy in 1861;</p> <p>Explain the role violence played in disrupting Federal policies during the Reconstruction era;</p> <p>Explain the major political, social, and economic developments in late nineteenth Texas;</p> <p>Explain the major political, social, and economic developments in Texas during the twentieth century;</p> <p>Identify people who played a significant role in development of Texas from the colonial period through the present;</p> <p>Demonstrate knowledge of how various ethnic and minority groups have contributed to the development of the Texas;</p> <p>Students will analyze and interpret primary documents related to various aspect of Texas history;</p> <p>Students will demonstrate the ability to write and speak clearly and persuasively about historical themes related to Texas history;</p> <p>Apply knowledge gained in this course to understanding of events and issues that affect modern Texas and how they apply to personal and social responsibilities;</p> <p>Examine United States historiography as it related to Texas history.</p> | | |
|---|---|--|--|

Major Course Requirements

Method of Determining Final Course Grade

| Course Grade Requirement | Value | Total |
|--------------------------|------------|-------------|
| 1) Exam one | 20 | 20% |
| 2) Exam two | 20 | 20% |
| 3) Exam Three | 20 | 20% |
| 4) Exam four | 20 | 20% |
| 5) Precis | 10 | 10% |
| 6) Book Quiz | 10 | 10% |
| Total: | 100 | 100% |

Grading Criteria and Conversion:

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59-0

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement

Description

| | |
|------------|---|
| Exam one | A fifty question multiple choice exam over the first unit of instruction |
| Exam two | A fifty question multiple choice exam over the second unit of instruction |
| Exam three | A fifty question multiple choice exam over the third unit of instruction |
| Exam four | A fifty question multiple choice exam over the fourth unit of instruction |
| Precis | A reaction essay that is to be no shorter than 500 words and no longer than 750 words over S.C. Gwynne's <i>Empire of the Summer Moon</i> |
| Book Quiz | A quiz examining the assigned reading of Benjamin Heber Johnson's <i>A Revolution in Texas</i> |

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Week 1

Topic: **Class Introduction, Texas at Contact**
ASSIGNMENT: Begin reading Gwynne book.

Week 2

Topic: **Contact and Conquest of New Spain**

Week 3

Topic: **Spanish Society in Texas and Revolution**

Week 4

Topics: **Mexican Texas and Anglo Settlement**
Assignment (s): **February 13: Exam 1 Sept. 21, 2018**
***** (Online through eCourse) One Hour time limit during course hours

Week 5

Topics: **Texas Revolution**

Week 6

Topics: **The Republic of Texas Chapter**
ASSIGNMENT: PRECIS OVER GWYNNE BOOK DUE October 5, 2018

Week 7

Topics: **Statehood and War with Mexico**
Assignment: Begin reading Benjamin Johnson book

Week 8

Topics: **Secession and Civil War**
Assignment (s): **MIDTERM October 19, 2018**
***** (Online through eCourse) One Hour time limit during course hours *****

Week 9

Topics: **Reconstruction and "Redemption"**

Week 10

Topics: **Post-Reconstruction Texas and the birth of Jim Crow**

Week 11

Topics: **Agrarian Unrest and The late 19th Century in Texas**

Week 12

Topics: **Texas Progressivism and World War I**
Announcement (s): **EXAM 3 November 16, 2018**
***** (Online through eCourse) One Hour time limit during course hours *****

Week 13

Topics:

The Oil Boom and the Roaring 20's in Texas

Week 14

Topics:

The Great Depression and World War II

Assignment:

Book quiz on Ben Johnson's Book November 30, 2018

Week 15 – REVIEW WEEK

Final Examination TBA

***** (Online through eCourse) ONE hour time limit *****

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

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 Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.

What is a Précis?

noun

noun: **précis**; plural noun: **précis**; noun: **précis**; plural noun: **précises**

1. a summary or abstract of a text or speech.

Instructions/Guidelines for Book Précis Assignment:

Length: Approximately 2-3 typed, complete double-spaced pages

For this assignment, you'll write a précis on the supplemental reading (book) used in this course.

Late work will not be accepted. Précis 2 will need to be submitted via Taskstream. Both précis assignments must be turned in as a stapled, 12pt font paper with 1.25 inch margins. Papers not stapled or not in the proper format will not be graded and will receive a grade of zero.

Guidelines:

Form:

A précis is a summary and critical evaluation of a piece of scholarly work. It will typically take the following form:

Full bibliographic citation in Chicago of Style Manual format of the book.

First paragraph: an objective summary or abstract of the publication. This paragraph should present the information as objectively as possible. You'll have a chance to critique the argument in the second part of your précis. You should **not** use the abstract published for the book. The first paragraph should contain the following information:

The overall argument that the author is making, including the author's thesis, the logical thread of the argument, the kinds of support provided, and so forth. If the author invents or uses special terms to argue the case, mention and define them.

The context for the argument: What critics or points of view is the author attempting to refute? Where does the author's argument fit into the larger critical discussion of the issue? Is the author attempting to overturn certain assumptions about the work, and, if so, what are those assumptions?

Second paragraph: a critical analysis of the publication. In this paragraph, you'll assess the strengths and weaknesses of the article and discuss the implications of its reasoning for future study of the work. These questions may help you get started:

What parts of the article were especially strong or insightful, and why?

In what parts of the essay (if any) did the author make claims that were not supported by the evidence? Were there any flaws in the logic of the piece?

In what ways is this book useful for understanding the historical topic covered? How significant is it?

You may use more paragraphs if you need to, but you should follow this basic format.

GUIDE TO WRITING BOOK REVIEWS

I. General Remarks

A book review or precise should be informative and meaningful to someone who has not read the book in question. An effective review should contain an analysis of the author's thesis (point of view), a discussion of his (or her) method of reasoning, and a critical evaluation of his (or her) sources. For examples of academic book reviews, you are **STRONGLY ENCOURAGED** consult a recent copy of the Journal of American History or American Historical Review (both are in the library).

II. Style --

A. FORMAT -- Put your name, course and section number (single spaced) in the upper left-hand corner of the first page of your review. Papers containing unusually large margins (more than 1.25 inches), title blocks, not double spaced, or fonts larger than 12 points will be returned without a grade.

The paper should be between 2 and 3 pages in length. Anything shorter or longer will be penalized. (3 pages means, 3 full pages)

The following form of bibliographical heading **MUST** be used. Failure to provide a proper heading will result in the automatic deduction of five points.

Author, Title (City of Publisher: Publisher, Year of Publication; reprint, City of Reprint Publisher: Reprint Publisher, Year of reprint Publication).

SAMPLE HEADING:

Gordon Shumway

Edward Countryman, A People In Revolution: The American Revolution and Political Society in New York, 1760-1790 (Baltimore: Johns Hopkins University Press, 1981; reprint, New York: W.W. Norton and Co., 1989).

The paper is **due** in class on **the date listed in the syllabus**. Any paper turned in after the due date will not be accepted.

B. GRAMMAR AND SYNTAX -- Your review should be written in concise, grammatically correct English. An effective analysis of the author's thesis and evaluation of his argument, rather than the essay's length, should determine whether or not your paper is complete.

When you introduce a person for the first time in the review, use his (or her) full name.

It is not necessary to use titles such as Mr., Dr., or Professor preceding the author's name. Avoid writing in the first person (the use of "I think", "I believe", etc. does not provide for a professional review.) Do not use passive voice.

Do not use profanity, slang, or unique colloquialisms. Remember, you are writing a scholarly review, not an email.

When using quotations, enclose the page number (or numbers) of the quotation in parentheses at the end of the quoted passage. EX: (p. 15), or (pp. 21-23). For example, "The literature on military professionalism has largely concentrated on such attributes as education, inculcation of military ethics, and socialization of the officer corps," (p. 235). Use one "p." if the quotation comes from one page or "pp." if it begins on one page and continues to the next. All material taken directly from the book you are reviewing (or any other book, journal, magazine, or newspaper) must be put in quotation marks and cited properly. If not, this constitutes plagiarism and is subject to appropriate punitive action.

Avoid extensive quotations. More than six lines of quotes per page is "extensive."

C. PROOF READING: You might consider writing your assignment at least two days in advance and then spend time reviewing and revising it. Regardless, carefully proof read your assignment for typos, misspellings, duplicate words, and other grammatical mistakes. If possible, read it aloud. Reading a paper aloud is a very good way of picking up redundant or repetitive phrases, awkward sentence construction, contradictory statements, etc. It will also assist you in adhering to the style outlined in points A and B, as each individual offense will result in the automatic deduction of five points.

III. Summary and Thesis --

A. SUMMARY: Your review should give the reader a concise summary of the scope and content of the book. No more than one paragraph of a three-page review should be devoted to the content of a book.

B. ANALYSIS: YOUR EVALUATION OF THE AUTHOR'S THESIS IS THE MOST IMPORTANT PART OF THE REVIEW. The thesis is the author's interpretation or point of view regarding the subject of the book. Simply stated, what point is the author trying to make in his book? You must discuss and analyze how convincingly the author presents the thesis. You should devote considerable attention to the discussion and analysis of the author's thesis, as well as to your own . . .

IV. Critical Evaluation --

A. WRITING STYLE: Evaluate the author's writing style (did you like it? why or why not?). How well did the author organize the book? Is the book mainly chronological narrative or topical analysis?

B. RESEARCH: Evaluate the author's sources and documentation. Did the author base his (or her) book mainly on secondary works (other books, journal articles), or did the notes include primary sources (newspapers, diaries, collections of letters and contemporary documents). How well did the author's evidence support his (or her) thesis?

C. ILLUSTRATIVE MATERIALS: Were maps, charts or illustrations included in the book? If so, were they clear, informative and well chosen?

D. OVERALL ASSESSMENT: Your evaluation of the above points may be either favorable or unfavorable. Was the author's thesis convincing? What were the book's strong points? What were its weak points?