



## Course Syllabus

### History 2301 – Texas History

**Catalog 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.

**Lecture hours = 3, Lab hours = 0**

**Prerequisites:** None

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 3

**Lab Hours per Week:** 0

**Contact Hours per Semester:** 48

**State Approval Code:** 54.0102.52 25

**Class section time meeting:**

#### **Core Components and Related College Student Learning Outcomes**

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree.  Yes  No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course:**

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information
  - CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
  - CT2: Gather and assess information relevant to a question
  - CT3: Analyze, evaluate, and synthesize information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
  - CS1: Develop, interpret, and express ideas through written communication
  - CS2: Develop, interpret, and express ideas through oral communication
  - CS3: Develop, interpret, and express ideas through visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
  - EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
  - EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
  - TW1: Integrate different viewpoints as a member of a team
  - TW2: Work with others to support and accomplish a shared goal
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
  - PR1: Evaluate choices and actions and relate consequences to decision-making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
  - SR1: Demonstrate intercultural competence
  - SR2: Identify civic responsibility
  - SR3: Engage in regional, national, and global communities

### **Instructional Goals and Purposes:**

The purpose of this course is to ... teach students how to use primary and secondary sources to analyze historical evidence from the historical, social, political, economic, cultural, and global forces on Texas history. In this course, students will also analyze the historical, social, political, economic, cultural, and global forces on Texas history.

### **Learning Outcomes: [from the ACGM catalog]**

After studying all materials and resources presented in the course, the student will be able to:

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 Texas history

### **Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives section of this syllabus.

Students in all sections of this course will learn the following content:

1. Texas Geography and Climate
2. Native Texans
3. Spanish Texas
4. Spanish Texas During the Age of Revolutions
5. Mexican Texas
6. The Texas Revolution
7. The Republic of Texas
8. Annexation
9. Frontier Texas
10. The Civil War
11. Reconstruction
12. Law and Order in Texas
13. Cattle Drives and Ranching
14. The Populist Movement in Texas
15. Industrialization
16. The Great Depression
17. The Oil Boom in Texas

18. Urbanization
19. World War I
20. World War II
21. Civil Rights
22. Modern Texas

### **Methods of Instruction/Course Format/Delivery:**

This course is offered in both face-to-face and online formats depending on which course section is selected by the student. Face-to-face courses will consist of a minimum 85% lecture and no more than 15% online component. Online courses are delivered through online mediums from 85% to 100% of the schedule course time. Students in each of the courses, regardless of mode of delivery, will include major exams and projects, daily grades, and participation grades. For a more detailed description of the assessment process see **Major Assignments/Assessments** below.

### **Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

#### **Assignments**

1. **Daily Assignments** which are not limited to but include quizzes, map exercises and written assignments designed by the instructor. The daily quizzes may also be submitted on a weekly basis to fit the needs of each respective mode of delivery for the course. Daily assignments count 30% of the course grade.
2. **Participation Grades** for the course will consist of daily/weekly attendance grades as outlined by each individual instructor and of discussion assignments as outlined by each individual course instructor. Participation grades count 10% of the course grade.

#### **Assessment(s):**

1. **Major Exams**—Each course will consist of two major exams which will be given in class for the face-to-face courses and which will be administered online for the online courses through an official designated testing center.
2. **Special Projects**—Students are required to complete four major projects for the course as listed below. Each instructor will set the grade point determination for each of the assignments.
  - a. **PowerPoint Assignment**—students will craft a PowerPoint assignment which illustrates the student's ability to correctly interpret historical periods of significance for the course. Students are required to interpret primary sources in the presentation and students are required to demonstrate the ability to synthesize historical data into a visual presentation.
  - b. **Historical Character Assignment**—students will construct a written paper which will analyze a topic relevant to Texas History as outlined by each instructor. Students are required to demonstrate the ability to interpret primary sources, to write in conjunction with expected academic sources, and to correctly cite all research garnered for the paper.
  - c. **Resume Assignment**—students are required to create a resume which highlights student abilities to analyze historical data relevant to political elections in Texas History. Students are required to demonstrate research skills, organizational skills needed to craft a resume, and the ability to properly cite sources used in developing the resume.
  - d. **Historical Failure Paper**—students will identify and describe a historical failure that occurred in Texas History from 1700-1980. Students will also be required to demonstrate problem solving skills by creating scenarios which would have prevented the historical failure or which could resolve the failure moving forward. Students must demonstrate the ability to interpret primary sources, to write in conjunction with expected academic standards, and the ability to properly cite all research included in the paper.

3. The **Major Exams** and the **Special Projects** will make up the major exam grade portion of the assessment for the course. The major exam grade will constitute 60% of the course grade.

### **Assessment and Assignment Rules**

1. **Academic Freedom Instructor Discretion:** The history department recognizes the necessity of academic freedom. As such, each instructor maintains the right to stipulate rules in addition to this syllabus concerning assignments, make-up work, grading rubrics, classroom recordings, excused absences, extra credit, and any other matters within the individual course offerings. All of the supplemental rules must be made available to the students at the start of the semester or in advance of the completion of individual assignments.
2. **Academic Freedom and Code of Etiquette:** The history department recognizes the right of the instructor and the students to address controversial subjects. This right to academic freedom is recognized as the principle by which truth may be pursued. Consequently, the department firmly upholds the right of instructors to appropriately express in writing, speaking or action their understanding, opinions, and knowledge on controversial subjects. Moreover, no student's grade shall be diminished because of an appropriately expressed political opinion. However, the freedom of speech does not act as an excuse for inappropriate language or behavior as it is possible to freely discuss controversial issues without being obscene. Obscenity consists of language and behavior that lacks academic value, is repugnant to the standards of the community, and/or contains libel or slander. Moreover, the freedom of speech does not act as an excuse for violating standards of academic honesty or poor performance on assignments. The instructor and the college reserve the right to remove students from the class and hold disciplinary actions in accord with college policy for obscene language or behavior.
3. **Academic Honesty:** The central theme of education is the enlightenment of the mind. This can only be achieved by hard, honest work. Consequently, cheating and plagiarism are strictly prohibited in the course. A student must not receive from or give to any other student information, answers, or help during an exam. A student must not "steal" the answers from an unsuspecting student during an exam. A student must not use any sources for answers during an exam (including, but not limited to notes, books, or electronic devices) without prior authorization from the professor. A student must not obtain exam questions illegally, tamper with the exam questions, nor change the results of an exam after it has been graded. Moreover, students are prohibited from plagiarizing any assignments. Plagiarism consists in the taking of another person's ideas, words, or information and claiming those properties as one's own. Properly quoting and citing borrowed information is NOT plagiarism. However, since academic integrity is based on the originality of a student's work, no student may submit an assignment that contains an excessive amount of properly cited material. The standards and violations of academic honesty shall be further defined by the individual instructor (in accord with college policy). Individual instructors reserve the right to employ any ample means for proving academic dishonesty. Students have the right to contest a plagiarism or cheating claim through the college appeals process.

**Course Grade:**

The grading scale for this course is as follows:

Exams - 60 %

Daily Grades 30%

Attendance/Participations 10%

**Grade Distribution:**

The grading scale for this course is as follows:

- A – 100-90%
- B – 89-80%
- C – 79-70%
- D—69-60%
- F—Below 60%

**Texts, Materials, and Supplies:**

- **Textbook:**
  - Calvert, Robert A., Arnaldo De León, and Gregg Cantrell. *The History of Texas*. 5th ed. Malden, MA: Wiley Blackwell, 2014.
- **Other materials:** Students are also responsible for pens, paper, notebooks, and any other materials necessary to take participate in class or to complete homework assignments. Please note that students who register for online courses are required to complete work online which requires access to a computer. Students who fail to acquire access to a computer will not be given extra time for course assignments.

**Required Readings:**

- Calvert, Robert A., Arnaldo De León, and Gregg Cantrell. *The History of Texas*. 5th ed. Malden, MA: Wiley Blackwell, 2014. ISBN 978 111861 7731

**Recommended Readings:**

- Rudolph B. Campbell. *Gone to Texas: The Lonestar State*. 2nd ed. NY: Oxford University Press, 2012.

**Other:**

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located

in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.

- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>