Course Syllabus

HIST 2301 – Texas History

Revision Date: 01/12/2016

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
Contact Hours per Semester: 48
State Approval Code: 54.0102.51 25

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
  ☑ CS3: Develop, interpret, and express ideas through visual communication
  ☐ CS2: Develop, interpret, and express ideas through oral communication
  ☐ CS1: Develop, interpret, and express ideas through written 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
personal responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
 \[ PR1: \text{Evaluate choices and actions and relate consequences to decision-making} \]

□ SR1: Demonstrate intercultural competence
□ SR3: Engage in regional, national, and global communities
□ SR2: Identify civic responsibility

**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 the United States from the Civil War/Reconstruction era to present.

**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:**
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

**Methods of Instruction/Course Format/Delivery:** Instruction Methods vary among instructors, although most instruction generally will consist of lectures, reading assignments, class discussions, handouts, audio-visual and other historically-related presentations. Distance learning and online instructors will use current technology to facilitate these specific class environments. Your instructor will notify you in advance of any alterations to this format, or the integration of any other mediums of delivery to the class. The periodic daily grade exercises and unit exams are also integral parts of the instructional delivery process, and are discussed in greater detail under Assessment. Please see classroom policies description in Canvas for more details about grade determination, instructor expectations, and course assignments.
**Assessment and Grade Distribution:** Students successfully mastering this course (earning a course grade of C or better) will demonstrate the following:

- Exams will count as 60% of the student’s overall course grade for the semester.
- Daily Grades will count as 30% of the student’s overall course grade for the semester.
- Class Participation will count 10% of the student’s overall course grade for the semester.

Class Participation includes class attendance, participation in class discussions, and participation in online discussions.

**Grade Distribution**
- **A** = 90-100
- **B** = 80-89
- **C** = 70-79
- **D** = 60-69
- **F** = 59 or below

**Class Policies**
Each department instructor shall define all class policies, assignment/assessment details, and class procedures not defined herein. All class policies shall be in accord with the college handbook, state, and federal law.

**Attendance:**
Regular and punctual attendance at classes and laboratories is expected of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she will be allowed, as far as possible, to make up the work missed. When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience (generally 10% of the class meetings), the instructor may recommend to the Vice President of Instruction that the student be dropped from the course. Students taking History classes may fail the course if more than 10% of the total class days for a semester are missed.

**Online Attendance**
Attendance and participation in the online History courses is required. I keep records of your attendance by monitoring your participation in the course. Students are considered to be absent unless he/she participates in course related activities (note: logging into the course is not considered to be attending or participating in the course). Course-related activities are defined as participating in an assignment and/or having meaningful conversation through a discussion post or through interaction with the instructor during office hours (please note that the instructor reserves the right to count the student absent if he/she contacts him during office hours but fails to complete course assignments on a regular basis weekly). Online attendance will be factored in as part of the participation grade for the course.

**Texts, Materials, and Supplies:**

- **Other materials:**
  Students are also responsible for pens, paper, notebooks, and any other materials necessary to take part in class or to complete homework assignments.
Other:

- For current texts and materials, use the following link to access bookstore listings: http://www.panola.edu/collegestore
- 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.