CENTRAL TEXAS COLLEGE
SYLLABUS FOR HIST 2301
TEXAS HISTORY

Semester Hours Credit: 3

INSTRUCTOR:
OFFICE HOURS:

I. INTRODUCTION

A. 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.

B. In support of the objectives of the Texas core curriculum, the course provides significant exercise of a student’s critical thinking skills, communication skills, and empirical and quantitative skills. Students will also examine how the lessons of history impact their social lives. These objectives form a foundation of intellectual and practical skills that are essential for all learning.

- **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical & Quantitative Skills:** to manipulate and analyze numerical data or observable facts to reach informed conclusions.
- **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

D. Prerequisite(s): None.
II. LEARNING OUTCOMES

Upon successful completion of this course, students will:

A. Create an argument through the use of historical evidence. (C5, C6, C7, F1, F2)
B. Analyze and interpret primary and secondary sources. (C5, C6, C7, F1, F2)
C. Analyze the effects of historical, social, political, economic, cultural, and global forces on Texas history. (C5, C6, C7, F1, F2)
D. Explain thoughts and ideas in writing. (F1, F2)

III INSTRUCTIONAL MATERIAL

A. Instructional Materials for this course may be found at www.cted.edu/books

IV COURSE REQUIREMENTS

A. Reading Assignments

Each instructor will discuss reading assignments with students. Students will be expected to read the textbook.

B. Projects

Each instructor will discuss the particular project(s) required in HIST 2301. This instruction will include:

1. Defining the project(s).

2. Describing the specific requirements for the project(s) such as:
   a. Length
   b. Typed/hand written
   c. Format for project(s)
   d. Footnoting or other citation
   e. Date due

3. Explaining the grading criteria.

4. Explaining the weight of the project in the student’s final course grade.

C. Class Performance:
Each instructor will discuss classroom performance and explain if classroom performance is an element in computing a student’s semester grade. See the section on Civility (Paragraph VII).

D. Class Participation

Each instructor will discuss the level and type classroom participation expected of students. If classroom participation is an element in computing a student’s course grade, the instructor will provide the details.

E. Other Course Requirements

Students are expected to take notes, as HIST 2301 is a content-specific course. Students will be required to organize material in order to master it.

V EXAMINATIONS

The instructor will discuss and explain material in each chapter. Exam study guides and pre-examination reviews will be provided at the instructor’s discretion.

Scheduled examinations will be taken during the class period set aside for that purpose.

Make-up examinations will be offered at the instructor’s discretion. The design of the make-up exam is also at the discretion of the instructor. For example, a make-up exam might include additional essay questions. Students must take the make-up exam by the deadline established by the instructor. Failure to do so will result in a score of zero on the exam.

Examinations are individual efforts. Any form of academic dishonesty will result in sanctions. Full details on college policies relating to scholastic honesty can be found in the current college catalog.

Unless the instructor indicates otherwise, there will be no open-book examinations, all examinations will be closed-book and closed-notes.
VI SEMESTER GRADE COMPUTATION.

A. Grade Formula:

The instructor will outline the specific grade formula for the class. It will show how each course requirement (exams, papers, projects, participation, etc.) factors into the student’s final course grade.

This class must have a writing component equaling at least 30% of the final course grade. The instructor may decide whether to include one or more writing exercises. The particulars of the assignment are at the discretion of the instructor, provided a full description of each is included in the class syllabus.

B. Grade Computation:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
0 – 59 = F

VII NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR.

A. Important College Policies:

Students should consult the current college catalog for information related to the following policies:
- Excessive absences
- Withdrawal from class
- Instructor initiated withdrawals
- Administrative initiated withdrawals
- Third attempt to enroll in a course
- TEC 51.907 course withdrawal limit policy
- Refunds of tuition and fees
- Incomplete grades

B. Cellular Phones and beepers: Cellular phones and beepers will be turned off while students are in the classroom.

C. America’s With Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable
accommodations will be given in accordance with the federal and state laws through the DSS office.

E. **Instructor Discretion:** The instructor reserves the right of final decisions in course requirements.

F. **Civility:** Individuals are expected to be aware of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion. Students should refrain from: talking in a disruptive manner, sleeping, doing homework for another course, reading material other than that which pertains to this course, leaving class early, eating food or drinking a beverage unless permission is granted, and using socially unacceptable language.

**VIII. COURSE OUTLINE**

A. **Unit One:** Texas Geography and the Early Indians of Texas to United States Statehood (7000 B.C. to 1845)

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:

   a. Describe the New World setting and Old World historical factors shaping the era of Spanish exploration and settlement
   b. Describe and identify on a map the geographic regions of Texas, major cities, rivers, and interstate highways.
   c. Describe and appreciate the indigenous presence and the cultural exchanges taking place.
   d. Describe the Europeanization process, including colonizing baggage and the institutionalization of Spanish Imperial Policy in Texas including political, economic, social and cultural aspects and the relationship between the Bourbon reforms and the independence movement.
   e. Cite the key components of Spain’s legacy in the colonial era
   f. Describe Texas under Mexico including the colonization laws of Mexico, The Centralist-Federalist controversy as the root of friction between Texas and Mexico City, and the war for independence.
   g. Describe the Lone Star Republic including its constitution, political leaders, economy, relations with the United States and other foreign powers, and annexation into the United States in 1845.
   h. Unit exam.
2. **Learning Activities:**
   a. Lecture and discussion
   b. *The History of Texas*
      Chapters 1, 2, 3, 4

3. **Unit Outline:**
   a. *The History of Texas*
      Chapter 1: Contact of Civilizations, 1521-1721
      Chapter 2: Spaniards in a Far Northern *Frontera*, 1721-1821
      Chapter 3: Mexican Texas, 1821-1836
      Chapter 4: Launching a Nation, 1836-1848

B. **Unit Two: Texas Statehood, Rebellion and War, Reconstruction and Reunion (1845-1900)**

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
   a. Describe the political, economic, social and cultural aspects of early statehood.
   b. Describe the major reasons for Texas secession and membership in the Confederate States of America (CSA).
   c. Describe the military, political, economic, and diplomatic roles Texas played in the Civil War.
   d. Describe the Presidential and congressional Reconstructions of Texas, the administration of Texas during Reconstruction, the status of Freedmen in Texas, and the return of “home rule”.
   e. Describe Texas in the Gilded Age including the rise and fall of populism.
   f. Unit Two Exam.

2. **Learning Activities:**
   a. Lecture and discussion
   b. *The History of Texas*
      Chapters 5, 6, 7, 8
3. Unit Outline:

a. The History of Texas
   Chapter 5: Statehood, Secession and Civil War, 1848-1865
   Chapter 6: The Era of Reconstruction, 1865-1876
   Chapter 7: A Frontier Society in Transition, 1876-1886
   Chapter 8: Texas in the Age of Agrarian Discontent, 1886-1900

C. Unit Three: Early Twentieth-Century Texas, Progressivism, and The Great Depression in Texas (1900-1940)

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:

   a. Describe the early oil boom in Texas and its economic impact.
   b. Describe the nature of rural life in Texas including cotton farming, farm laborers, farm women and families.
   c. Describe the status of blacks and other minorities in early twentieth century Texas.
   d. Develop an understanding of the progressive movement in Texas, including political leaders and goals of the movement.
   e. Describe the early unions and labor unrest in Texas.
   f. Describe the economic, political, and social impact of the Great Depression, including the Agricultural Depression, the return of "Fergusonism", the New Deal and Texas, and the end of the New Deal in Texas.
   h. Unit Three Exam.

2. Learning Activities:

   a. Lecture and discussion
   b. The History of Texas
      Chapters 9 & 10

3. Unit Outline:

a. The History of Texas
   Chapter 9: Texas in the Progressive Era, 1900-1929
   Chapter 10: Texas and the Great Depression, 1929-1941
D. Unit Four: World War II Texas and After (1941 to Date)

1. **Unit Objectives:** Upon successful completion of this unit, the student will be able to:
   
   a. Describe Texas in World War II, including industrialization and military training.
   b. Describe Texas society and culture at mid-century.
   d. Describe Texas in transition, including the economy, the growth of cities, water problems, taxes, welfare, the Texas family, education, prisons, religion, and minorities.
   e. Describe Texas at the dawn of new millennium in terms of the changes occurring in economics, politics, and public policy.
   f. Final Exam.

2. **Learning Activities:**
   
   a. Lecture and discussion
   b. *The History of Texas*
      Chapters 11, 12, 13, 14

3. **Unit Outline:**
   
   a. *The History of Texas*
      Chapter 11: War, Prosperity, and Modernization, 1941-1960.
      Chapter 12: Texas in Transition, 1960-1986
      Chapter 14: Into the New Millennium, 2001-2012