

**University of North Texas at Dallas**  
**Spring 2016**  
**SYLLABUS**

<b>HIST 4700-001: Texas History 3Hrs</b>			
<b>Department of</b>	<b>Social Sciences</b>	<b>Division of</b>	<b>Liberal Arts and Life Sciences</b>
<b>Instructor Name:</b>	<i>Dr. Matthew Babcock</i>		
<b>Office Location:</b>	<i>DAL2 220</i>		
<b>Office Phone:</b>	<i>972-338-1554</i>		
<b>Email Address:</b>	<a href="mailto:Matthew.Babcock@untdallas.edu">Matthew.Babcock@untdallas.edu</a>		
<b>Office Hours:</b>	<b>MW 11:30am-12:30pm, MW 2:30pm-3:30pm, T 6:00pm-7:00pm, and by appointment.</b>		
<b>Virtual Office Hours:</b>	<b>NA</b>		
<b>Classroom Location:</b>	<i>DAL2 212</i>		
<b>Class Meeting Days &amp; Times:</b>	<b>T 7:00pm-9:50pm</b>		
<b>Course Catalog Description:</b>	<b>Development of Texas from its frontier beginnings to an urban state.</b>		
<b>Prerequisites:</b>	<b>NA</b>		
<b>Co-requisites:</b>	<b>NA</b>		
<b>Required Texts:</b>	<p><b>(1) <i>Gone to Texas: A History of the Lone Star State</i>, 2nd Edition. By Randolph B. Campbell. (Oxford: 2012) ISBN: 9780199779406.</b></p> <p><b>(2) <i>Major Problems in Texas History</i>. Second Edition. Sam W. Haynes and Cary D. Wintz, eds. (Cengage: 2017) ISBN: 9781133310082.</b></p> <p><b>(3) <i>A Land So Strange: The Epic Journey of Cabeza de Vaca</i>. By Andrés Reséndez. (Basic Books: 2007) ISBN: 9780465068401.</b></p> <p><b>(4) <i>Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans</i>. By Benjamin Heber Johnson. (Yale: 2005) ISBN: 9780300109702.</b></p>		
<b>Recommended Text and References:</b>	<b>NA</b>		
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a></p>		
<b>Course Goals or Overview:</b>			
	<p>This course examines the history of the various cultures that have inhabited the land known as Texas from its first settlement by Native peoples to the present. The region that became the Lone Star State began as a crossroads of North America, contested by different Indian groups, European empires, and later the nations of Mexico and the United States. The classes will consist of informal lectures and discussions based on the assigned readings. To encourage participation and get a better sense of the major people, events, and processes that shaped Texas' development we will also examine maps, paintings, photographs, and film clips from different eras. Major themes of the course will include Texas' multicultural heritage, cultural contestation over land and identity, and deconstructing powerful regional myths from the Alamo to the Texas Rangers.</p>		
<b>Course Learning Objectives/Outcomes:</b> At the end of this course, the student will:			
1	Demonstrate an understanding of the key social, economic, and political developments in Texas History from pre-European contact to the present.		

2	Be able to write an analytical essay with a thesis statement drawing on historical evidence from this course.
3	Be able to write a research paper drawing on primary and secondary historical sources.
4	Be able to interpret historical monographs, essays, and documents and reflect on them orally and in writing.
5	Be able to apply these skills in daily life as an active citizen in a democratic society.

<b>General Education Core Curriculum Learning Objectives/Outcomes:</b> The UNT Dallas graduate will:	
1	Think critically and creatively, learning to apply different systems of analysis.
2	Engage with a variety of others in thoughtful and well-crafted written, oral, and visual communication.
3	Demonstrate social responsibility via intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4	Understand and evaluate personal responsibility by examining ethical issues and considering alternative actions.

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated orally in class and in writing via e-mail.

### TIMELINE TOPICS

<u>Week 1</u> January 19	Course Introduction Texas Identity
<u>Week 2</u> January 26	Native Texas Research Paper and Resources for Texas History Campbell, 1-23 Reséndez, 1-110
<u>Week 3</u> <b>February 2</b>	<b>Response Paper #1 Due</b> European Exploration and Contact Discussion: <i>A Land So Strange</i> Film: <i>Cabeza de Vaca</i> (1991) Campbell, 24-47 <i>Major Problems</i> , 41-46 Reséndez, 111-228
<u>Week 4</u> February 9	<b>Research Paper Topic Due</b> Spanish and Mexican Texas Campbell, 48-126 <i>Major Problems</i> , 70-119
<u>Week 5</u> February 16	Texas Revolution and Republic Campbell, 127-184 <i>Major Problems</i> , 121-150, 162-168, 181-193
<u>Week 6</u> February 23	<b>Research Paper Thesis Statement Due</b> Texas Frontiers and Antebellum Texas Campbell, 185-204, 288-294, 205-236 <i>Major Problems</i> , 209-224
<u>Week 7</u> March 1	Civil War and Reconstruction Film: <i>The Outlaw Josie Wales</i> (1976) Campbell, 237-287 <i>Major Problems</i> , 259-291
<u>Week 8</u> <b>March 8</b>	<b>Mid-Term Exam</b>

Week 9  
March 15

No Class—Spring Break

Week 10  
March 22

**Annotated Bibliography Due**  
Cattle Kingdom  
Film: *Red River* (1948)  
Campbell, 294-310  
*Major Problems*, 173-175, 309-322

Week 11  
March 29

Agrarian Discontent  
Progressive Era  
Campbell, 310-357  
*Major Problems*, 330-358  
Johnson, 1-54

Week 12  
April 5

1920s  
Mexican American Identity and Civil Rights  
Film: *Giant* (1956)  
Campbell, 358-373  
*Major Problems*, 360-389  
Johnson, 55-107

Week 13  
April 12

**Response Paper #2 Due**  
Discussion: *Revolution in Texas*  
Film: "Border Bandits" (2004)  
Johnson, 108-211

Week 14  
April 19

**First Draft of Research Paper Due**  
Depression and World War II in Texas  
Campbell, 374-421

Week 15  
April 26

Civil Rights  
Campbell, 421-438  
*Major Problems*, 432-443

Week 16  
May 3

**Last Day to Submit Response Paper #3\***  
Conservative Revolution and Texas Today  
Campbell, 439-478  
*Major Problems*, 460-475, 477-479  
Debbie Nathan, "Talking Texas: Y'all, Drawls, and Monophthongs,"  
*The Texas Observer*, April 28, 2000, available on-line at:  
<http://www.texasobserver.org/886-talking-texan-yalls-drawls-and-monophthongs/>

May 6

**Final Draft of Research Paper Due by 5pm**

Week 17  
TBA

**Final Exam**

\*Note: Response Paper #3 has a flexible due date. It is due at the beginning of class on the date that we discuss the particular document or essay in *Major Problems* to which you choose to respond. As noted above, Wednesday, May 1 is the last day to submit this third assignment.

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Attendance** – *With only sixteen class sessions, faithful class attendance is crucial. Lectures and discussions will complement the readings, rather than duplicate them. After the second missed class, each additional unexcused absence will result in a five-point reduction from your final attendance grade in the course.*

**Participation** – *Participation is an important component of this class. Lectures are interactive and approximately thirty minutes of each class will be set aside for discussion of essays, documents, maps, paintings, and film clips. I encourage you to participate both by answering my questions and by asking me your own. The quality of your comments is more important than the quantity.*

### Written Assignments

#### For students taking this course for American History core curriculum credit

*To improve the quality of class discussion, you will write three 2-page response papers in this course. You will write one on Reséndez's A Land So Strange, a second on Johnson's Revolution in Texas, and a third on an assigned reading of your choice from Haynes's and Wintz's Major Problems In Texas History.*

#### For students taking this course as an upper-level elective

*Written assignments constitute fifty percent of your overall grade in the course. To improve the quality of class discussion, you will write three 2-page response papers in this course. You will write one on Reséndez's A Land So Strange, a second on Johnson's Revolution in Texas, and a third on an assigned reading of your choice from Haynes's and Wintz's Major Problems In Texas History. A 10-page research paper on a topic of your choice related to Texas History is due by the end of the exam period. Papers should be typed, double-spaced, and include footnotes and an annotated bibliography describing the content and utility of the sources you consulted for your paper. **The research must include primary and secondary printed sources, not simply on-line materials.***

**Exams** – *Two equally weighted exams will consist of two essay questions that will ask you to support an argument with evidence from your readings and class notes. The final exam will be given during finals week but is not cumulative. You will receive a review sheet with potential essay questions prior to each exam.*

### Grading Matrix:

#### For students taking this course for American History core curriculum credit:

Instrument	Total
Attendance	10%
Participation	10%
Exam 1	30%
Exam 2	30%
3 Response Papers	20%
<b>Total:</b>	<b>100%</b>

#### For students taking this course as an upper-level elective:

Instrument	Total
Attendance	10%
Participation	10%
Exam 1	15%
Exam 2	15%
3 Response Papers	15%
Annotated Bibliography	10%
Research Paper	25%
<b>Total:</b>	<b>100%</b>

**Grade Determination:**

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

**University Policies and Procedures****Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or contact Cynthia Suarez at 972-338-1777 or [Cynthia.Suarez@untdallas.edu](mailto:Cynthia.Suarez@untdallas.edu).*

**Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

**Assignment Policy:**

*Written assignments should be submitted at the beginning of class on the assigned due date. Late papers will be penalized and will receive a one-third letter grade reduction for each day they are late. So if you turn in an A paper two days late, you would receive a B+.*

**Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). In such a case the student should still make every effort to communicate with the instructor by phone or e-mail prior to the exam and take the make-up exam within a week of the originally scheduled date.*

**Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.untdallas.edu/finaid/forms/policies/integrity> for complete provisions of this code. In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:*

**On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.'**

Please note that I take your signing of this statement very seriously, and the minimum grade penalty for violating the Code of Academic Integrity in this course will be a zero on that assignment, quiz, or exam.

**Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website <http://www.untdallas.edu/>. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

**Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

**Optional Policies****Electronics:**

*Cell phones and other hand-held electronic devices are not permitted in this class.*

**Laptops:**

*Laptops are only permitted with instructor approval and should be used solely for course-related activities. Anyone found surfing the internet during class will lose future computer privileges.*

**Food and Drink**

*Food is not permitted in this class, but you may bring a non-alcoholic drink.*