

University of North Texas at Dallas
HIST 4700-30, Spring 2016
Texas History
SYLLABUS

Department of	Social Sciences	Division of	Liberal Arts & Life Sciences
Instructor Name:	Mark Stanley, Ph.D.		
Office Location:	Founder's Hall (DAL2), 219		
Office Phone:	(972) 338-1551		
Email Address:	Mark.Stanley@untdallas.edu (preferred)		
ZOOM Video Sessions	https://www.zoom.us/join		
Office Hours:	TTH 2:00-4:00 PM or by Appointment (In-person or Zoom)		
Classroom Location:	100% ONLINE		
Class Meeting Days & Times:	N/A		
Course Catalog Description:	(3) hours. Examines the various cultures that have inhabited Texas from its first settlement by Native peoples to the present. The region began as a crossroads of North America, contested by different Indian groups, European empires, and later Mexico and the United States. The class will also cover 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. No prerequisites.		
Prerequisites:	None		
Required Text:	Randolph B. Campbell. <i>Gone to Texas: History of the Lone Star State, 2nd Ed</i> ISBN 978-0199779406 Sam Haynes and Cary Wintz Eds. <i>Major Problems in Texas History</i> ISBN 978-1133310082		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		
Course Goals or Overview: The goals of this course are as follows -			
<p>The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:</p> <p>Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.</p> <p>Courses involve the interaction among individuals, communities, states, the nation, and the world considering how these interactions have contributed to the development of the United States and its global role.</p> <p>Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of the component area.</p>			

Learning Objectives/Outcomes: At the end of this course, learners will be able to:	
1	Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
2	Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making
3	Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4	Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication.

Course Outline and Schedule

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or announced online and via email. (Each module consists of 4-5 quizzes, 4-5 discussion boards and 1 Exam.)

Dates	Topic	Readings/Assignments
Module 1		
Aug. 22 – Sept 18	The First Texans Exploration and Adventure Spanish Texas Mexican Texas The Texas Revolution	GTT Ch. 1, MP Ch. 2* GTT Ch. 2-4, MP Ch. 2-3 GTT Ch. 5, MP Ch. 3-4 GTT Ch. 6, MP Ch. 4 GTT Ch. 7, MP Ch. 5
Sept. 18	Module 1 Quiz/Discussions DUE	
Sept. 19	TEST ONE (Available)	
Sept. 25	TEST ONE (DUE)	
Module 2		
Sept. 19 – Oct. 23	The Republic of Texas Antebellum Texas The Civil War Reconstruction in Texas Old West and New South	GTT Ch. 8, MP Ch. 6 GTT Ch. 9, MP Ch. 7 GTT Ch. 10, MP Ch. 8 GTT Ch. 11, MP Ch. 9 GTT Ch. 12, MP Ch. 10
Oct. 23	Module 2 Quiz/Discussions DUE	
Oct. 23	PAPER TOPIC AND SOURCES (DUE)	
Oct. 24	TEST TWO (Available)	
Oct. 30	TEST TWO (DUE)	
Module 3		
Oct. 24 – Nov. 30	An Era of Reform “Prosperity Decade” and Depression WWII and the Rise of Modern Texas Modern Texas	GTT Ch. 13, MP Ch. 11-14 GTT Ch. 13-14, MP Ch. 12 GTT Ch. 15, MP Ch. 14 GTT Ch. 16, MP Ch. 1
Nov. 15	RESEARCH PAPER (DUE)	
Nov. 30	Module 3 Quiz/Discussions DUE	
Nov. 30	EXAM THREE (Available)	
Dec. 8	EXAM THREE DUE	(Due by 11:59 PM)

*GTT= Gone to Texas, MP= Major Problems in Texas History

NOTE: All Quizzes and Group Discussions are available at 12:01am at the beginning of schedule period until 11:59 pm of the last day of the schedule period. All Exams open at 12:01 am and close at 11:59 pm of the days stated above.

Course Evaluation Methods

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

“Start Here” Quiz

Before doing anything in the course, click on “Start Here” in the left side task bar. Read the “Overview” and “Objectives.” Review the “Technology Requirements and Skills” file; make sure you have the proper equipment, software, and skills to complete the course. When you finish, be sure to take the “Start Here Week One Quiz” which is part of your grade. Also: See “Technology Requirements” below.

Text Usage:

For this course you must have both assigned texts: *Gone to Texas* and *Major Problems in Texas History*. You will not be able to complete all assignments otherwise. For the purposes of this course, you will be quizzed weekly over assigned readings from *Gone to Texas* (it is a secondary source). The other text for this course, *Major Problems in Texas History*, is a compilation of edited primary source materials selected to complement readings in *Gone to Texas*. For the exams you will be asked to write an essay utilizing primary source material presented in *Major Problems in Texas History*. You will also need to draw upon general knowledge and background gained in readings from the *Gone to Texas* text for some of the analysis of your essays. Access to both books is absolutely necessary to this course, as is having an understanding of and the ability to use primary and secondary sources. (Please see “Primary and Secondary Sources” in the Exam Study Guides and Source Guides under the “Essay Exams” on the left task bar.)

Quizzes

There are 15 chapter quizzes in total (one weekly) including the “Week One Start Here Quiz.” Each is worth one point on your final semester average. These become available at the beginning of each week (usually Monday) at 12:01 a.m. and are due by 11:59 p.m. on Sunday. The “Week One Start Here Quiz” and the first week’s chapter quizzes are open the first day of class. Material for the weekly quizzes come from that week’s chapter of *Gone to Texas*. (GTT)

Discussions

Discussion Forums are integral to the course. Students must participate in them to receive the full 25% credit. *For each forum, students must make at least one original post in their groups discussion forums AND reply to at least one of your group-mates’ original posts in both forums. Students are strongly encouraged to complete these weekly; no late discussion posts will be accepted.* These become available at the beginning of each schedule period at 12:01 a.m. and are due by 11:59 p.m. at the end the period. Material for the discussion boards come from *Major Problems in Texas History*. (MTT)

Exams

Exams for this class will be in a 100% written format and will be conducted online. These will consist of an essay worth 100%. Students will receive all possible essay questions (4 or 5), which will be discussed weekly in the discussion boards. Two of the possible questions will appear on the exam, students may choose which one of those to answer.

There are other resources designed to help you write a successful essay. In Blackboard, you will find: “How to Answer an Essay Question” as well the “Five Step Suggested Study Process.” The latter will help you with strategies for approaching the essay exam process—and study in general.

For exam availability dates and times, see Course Outline & Schedule above.

Taking Exams

This is an online course in which you turn in essay exams online. You will have a two hour window in which to do this. This is a Two-Step Process: (See Next Page.)>>>>

Step 1: Log into the class and click on the “Exam” Icon. View your possible essay question and choose the one you want to answer. You should write your essay in Microsoft Word, save it, and then *copy and paste the text in the essay exam window*. You must also submit your essay to Turn-it-in. You may write your essay in the two hours provided or copy and paste it from a previously written document.

Step 2: You will then have to upload it via the “Turn-It-In” folder. Both steps must be on the same calendar day so I can check for **plagiarism** or you will not get credit for the exam. (Note: you must use the link to Turn-It-In.com on the course home page. Do not go to Turn-It-In.com to do this.) Understand that I know many of you are studying together, but your essays will have to be independently produced pieces of work that do not use another student’s work or overly use another source’s information word for word. Make sure what you turn in is your own work. You will not know in advance which essay you are assigned, therefore, gambling on one student you are working with not getting the same essay is a bad idea. ALSO, be advised, Turn-It-In will give me a detailed plagiarism report that will include any internet sources used (absolutely none), any essay previously turned-in to the website, and all other student’s essays.

Returning Exams:

Students will receive access to graded exams, exam grades, and comments in 7 to 10 days from the exam’s due date. To view your graded exam, go to the turnitin.com link where you originally uploaded it. To view a graded and marked paper, the student user will need to click on the blue “View” button next to the assignment. The student GradeMark paper view will open in a separate window in which the student may view or print the grade and comment information. Not all browsers will be able to display the complete features of the GradeMark product. If a browser that is not fully supported is being used, a notification will come up to inform the user.

Research Paper:

For this assignment, students may pick any topic from Texas history. Topics will be chosen and approved by me in advance. For this semester, I am relaxing the requirements. These papers should be 7-10 pages in length. Font size should be either 11 or 12 in one of the following fonts: Arial, Tahoma, or Times New Roman. There should be a minimum of five sources with at least one of each of the following: a book, a scholarly article, a primary source. (For the latter, students may use sources from *Major Problems in Texas History*.) You are encouraged to come by my office or email me for ideas on topics and sources.

For more information on this assignment see the documents entitled “Research Paper Instructions” and “Research Paper Guide” under “Research Paper” on the Blackboard Menu Bar. (Left side of screen)

(Note for Education [Interdisciplinary Studies] majors seeking Social Science teaching certification: You may fulfill this requirement by completing a Texas History lesson plan—this is highly suggested by your department. The source requirements are the same and you must produce a detailed run-down of the material content to be presented in your class. For more information, please email me.)

Course Grading Matrix:

Activities/Assignments	Value (percentages)
Start Here Week One Quiz	1%
Weekly Quizzes (14 X 1%)	14%
Discussions	25%
Exams (3 X 15%)	45%
Research Paper	15%
Total:	100%

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

University Policies and Procedures

Online “Netiquette”:

Emails should use proper “netiquette,” i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind. Any violation of netiquette policies may result in a loss of points or removal from the course. Repeated online misconduct may be subject to more serious sanctions, such as warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Incident Weather and Online Classes:

Online classes may not be affected by campus closures. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., 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 call 972-780-3632.

Disability Accommodations for Students:

Any student requiring an accommodation either for class or for exams should obtain a “Letter of Accommodation” from the Student Life Office as soon as possible. Instructors cannot make any accommodations unless they have received the aforementioned letter.

Blackboard Learn Accessibility Statement: University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used.

Blackboard Learn course management system's accessibility statement is also provided:

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

Instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (i.e., 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:

No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor’s note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty 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 Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies> for complete provisions of this code.

TurnItIn Statement:

Students may be required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (OPTIONAL: Any paper that is not submitted to Turnitin prior to submission to the instructor will not be accepted by the instructor and will not be graded).

Classroom Policies

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom 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 the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for notifying the instructor if they will be missing online class requirements, and they must share their reason for missing class.

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 Office of Student Life as the instructor deems appropriate.

Technology Requirements:

Blackboard Learn 9.1 is the platform software for this course.

- Internet Explorer® 10 from Microsoft (26 October 2012 for Windows 8, 26 February 2013 for Windows 7)
- Internet Explorer 9 from Microsoft (14 March 2011). There are some configuration options for Internet Explorer that may make some features of Blackboard Learn difficult to use.
- Safari® 6 from Apple (25 July 2012)
- Safari 5 from Apple (7 June 2010)
- Safari 5 for Windows is an exception. Apple's continued support for this browser is unclear, and Blackboard does not test it.
- Firefox® 21 (stable channel) from Mozilla (14 May 2013)
- Firefox 17 (ESR channel) from Mozilla (14 May 2013)
- Chrome™ 27 (stable channel) from Google (21 May 2013)