

TEXAS AND THE SOUTHWEST
SPRING 2018, HIS 3398
CHSS 120 | M, W, F, 1:00-1:50

Dr. Zachary Montz
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This course introduces students to the history of the area that is now the southwestern portion of the United States, with a special emphasis on the area that is now the state of Texas. Over the semester we will discuss numerous people and events, but we will concentrate on a handful of major themes – the competing economic uses of and claims to the Texas territory made by Native Americans, Spanish, Mexican, and Anglo settlers, the integration of Texas and the Southwest into the U.S. political and economic order, the work of racial minorities to achieve first class citizenship in the United States, and the rise of the region in the twentieth century to economic and political prominence.

Course Format:

The course consists of three equally important components: lectures, readings, and in-class activities and discussion. Attendance and consideration of all three will be required to successfully complete the course assignments. Lectures and readings will familiarize students with some of the wealth of evidence we have of life in the past and introduce them to interpretations of its meaning. In discussions and written assignments, students will be asked to craft their own interpretations from that evidence, and to evaluate those of the professor, their fellow students, and professional historians. Students should keep in mind that history is fundamentally a discipline of interpretation and debate, and though they will be called upon to confront a wide range of new information in this course, they will be served less here by their powers of memorization than by those of skepticism and imagination.

Required Readings:

Students are responsible for completing the assigned reading *before* the lecture in which it will be discussed so that the class can benefit from the full participation of all students. Most of the readings can be found in the weekly document packets posted on Blackboard. From time to time, a few other, longer readings will be made available on Blackboard as well.

In addition to material on Blackboard, two books are required:

Brian DeLay, *War of a Thousand Deserts: Indian Raids and the U.S.-Mexican War*
(ISBN: 978-0300158373)

Benjamin Heber Johnson, *Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans* (ISBN: 978-0300109702)

Assignments and Assessment:

All written assignments will be submitted to turnitin on Blackboard by midnight on the due date. Grades in this course will be based on:

Class attendance and participation (20%)

Map exercise DUE JAN 26. (3%)

Document summary paper (1-2 pages). DUE FEB 7. (5%)

Midterm I (main focus: *War of 1,000 Deserts*). FEB 25 (17%)

Primary source summary, DUE MAR 7 (5%)

Article summary, DUE MAR 23 (10%)

Midterm II (main focus: *Revolution in Texas*). APRIL 9 (20%)

Final Exam, MAY 9 (20%)

A note on keeping up with work:

Students will be “working” in this course over the entirety of the semester. That is, they will be responsible for completing assigned readings before every class, and will always have a prompt for a short paper or for a take-home exam portion in their hands (and on their minds). This is not intended to create a hectic experience. On the contrary, the course schedule is designed with the hope that by providing students with the essay prompts well in advance, they will be able to process lectures and readings and incorporate that knowledge into their own arguments from the very first time they confront new information. In other words, paying careful attention in class and doing a little bit of work each day should ease the stress of completing the major assignments. Read and listen with the assignments in mind.

I will not tolerate late assignments without a very good *documented* reason. Late assignments will be docked one letter grade for each day they are late.

UNIVERSITY POLICIES

Academic dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. **PLAGIARISM IS VERY EASY TO CATCH. ALL OF YOUR WRITTEN WORK WILL BE SUBMITTED TO TURNITIN, A PLAGIARISM DETECTION PLATFORM.**

Student absences on religious holy days policy: Students may be excused from classes or other required activities, including examinations, for the observance of a religious holy day. Details of this policy can be found at <http://www.shsu.edu/syllabus/>

Students with disabilities policy: Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. Further details can be found at <http://www.shsu.edu/syllabus/>

HIST 3398 - SKILL OBJECTIVES

Critical Thinking: Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.

Communication: to include effective development, interpretation and expression of ideas through written, oral and visual communication. Communication skills will be addressed in this class through class participation, the reading and discussion of historical texts, attending lectures, and by serving as course associates. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated.

Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making. Personal responsibility will be addressed in this course as students articulate how to make sound ethical

judgments based on the development of their personal value system. By studying how individuals in the past drew upon their cultural belief systems to make ethical choices students will learn how their personal choices based upon ideas, values, and beliefs influence their larger society and culture today.

Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus learn about their own social responsibilities in improving current American society.

READING AND ASSIGNMENT SCHEDULE

Week 1 Course Introduction

Week 2 The Spanish Empire (Jan 22, 24, 26)

Read document pack 2

Map exercise due on F, Jan 26

Week 3 Texas in the Age of Revolutions (Jan 29, 31, Feb 2)

Read document pack 3

Read by F, Feb 2: *War of 1,000 Deserts*, pp. xiii – 34

Week 4 Texas in the Mexican Era (Feb 5, 7)

Read document pack 4

Document paper due on W, Feb 7

F, Feb 9: no class

Week 5 Texas Revolution and National Period (Feb 12, 14, 16)

Read by M, Feb 12: *War of 1,000 Deserts*, pp. 35 – 141

Read document pack 5

Week 6 The Expansion of U.S. Authority: Annexation and War (Feb 19, 21, 23)

Read by M, Feb 19: *War of 1,000 Deserts*, pp. 142 - 310

Week 7 Slavery and the Civil War (Feb 26, 28, Mar 2)

M, Feb 25: Midterm I

Read by W, Feb 28: document pack 7

Week 8 “Radical” Reconstruction and Conservative “Redemption” (Mar 5, 7)

Read document pack 8

Reconstruction source summaries due on W, Mar 7

F, Mar 9: no class

SPRING BREAK

Week 9 Farmers and Workers in the Era of Capitalist Consolidation (Mar 19, 21, 23)

Read document pack 9

Read by F, Mar 23: Goodwyn, "Populist Dreams and Negro Rights"

Week 10 Oil and Industrialization (Mar 26, 28)

Read document pack 10

Read Johnson, *Revolution in Texas*

F, Mar 30: no class, University holiday

Week 11 The New Deal in Texas (April 2, 4, 6)

Read by M, April 2: Johnson, *Revolution in Texas*

Week 12 The Second World War (April 9, 11, 13)

M, April 9: midterm II

Read by W, April 11: Document pack 12

Week 13 Civil Rights Movements (April 16, 18, 20)

Read document pack 13

Week 14 Suburbanization and Conservatism (April 23, 25, 27)

Read document pack 14

Week 15 Immigration in the Modern Era (April 30, May 2, 4)

Read document pack 15

Final exam/project due W, May 9