

Texts, Supplies, Other Materials:

Required: Texas: The Lone Star State, 10th ed., Richardson, et al.
The Texas Heritage, 4th ed., Procter & McDonald

Library Card, Bryan/CS Public Libraries (1/10th of participation grade)

Recommended: Recent edition of the Texas Almanac (try used books store)

Supplies: Scantrons (6-8) and pencil for the major exams and final.
 Small stapler...UNATTACHED may lose a letter grade.

Useful Texts: Any list of books on Texas history is long and likely to spark debate. A few books you may find useful in the understanding of Texas history, in your essays for this course, and which might make a worthwhile addition to your own library:

Lone Star by Fehrenbach
Gone to Texas by Campbell, and his An Empire for Slavery
Twentieth-Century Texas by Storey and Kelley
Texian Iliad: A Military History of Texas Revolution by Hardin
Alamo Traces: New Evidence and New Conclusions by Lindley
Anglos and Mexicans in the Making of Texas, 1836-1986 by Montejano
Black Texans by Barr
Urban Texas: Politics and Development by Miller and Sanders
 Handbook of Texas Online @ www.tsha.utexas.edu, Texas Almanac

Americans with Disabilities Act (ADA) Statement:

Information regarding procedures for documenting disabilities may be obtained from the disability services office. Reasonable accommodations will be made for documented disabilities. Students must present documentation as soon as possible for the instructor to arrange accommodation.

E-Mail Accounts: Blinn students will have e-mail accounts through which they can receive messages from the College and their instructors. To set up your account or find out more, visit this site: <http://www.blinn.edu/acadtech/studentemail/>

Civility Statement:

Members of the Blinn College community – which includes faculty, staff and students – are expected to act honestly and responsibly in all aspects of campus life. Blinn College holds all members accountable for their actions and words. Therefore, all members should commit themselves to behave in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every member of the college community, including respect for college property and the physical and intellectual property of others.

If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the instructor. It is the student's responsibility to arrange for this conference. In extreme cases, students may be expelled.

IMPORTANT : ATTENDANCE POLICY

Blinn College believes that class attendance is essential for student success. Therefore, students are expected to promptly and regularly attend all their classes. Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a severe disadvantage for achieving success in college.

Class participation shall constitute at least **10 percent** of the final course grade. It is the responsibility of each faculty member, in consultation with the division chair, to determine how participation is achieved in his or her class. The criteria for this class are contained in the section on Grading.

Faculty will require students to regularly attend class and will keep a record of attendance from the first day of class and/or the first day the student's name appears on the roster through final examinations.

If a student has one-week's worth of **unexcused** absences during the semester, he/she will be sent an e-mail by the College requiring the student to contact his/her instructor and schedule a conference immediately to discuss his/her attendance issues.

Should the student accumulate two weeks' worth of **unexcused** absences, he/she will be **administratively withdrawn from class**.

The four types of excused absence are:

1. observing religious holiday,
2. representing Blinn at an official institutional function,
3. high school student representing school district likewise,
4. being called to active military service.

Other absences may be excused at the discretion of the instructor. Documentation will be required in all cases.

Other policies:

*Students should not routinely leave and return to the classroom while lecture or presentations are in progress. This is disruptive. Please take care of personal needs between classes.

*No food or drinks are allowed in the classroom.

*Grades on projects, exams or final grades will not be e-mailed to students.

*No visitors (adult or children) are allowed to sit in, both for safety and educational reasons.

*Cellular phones, pagers, and music/video players should be turned off upon *entering* the classroom, even if class has not begun (except for law enforcement or first-responder personnel).

*Permission must be obtained before using laptop computers in class, and permission may be revoked at the instructor's discretion. Laptop users may be assigned to the first row(s).

*Text messaging is not allowed once class has started. Continued infraction of these guidelines after warning may result in a student being asked to leave class until a conference with the instructor has been arranged.

*Blinn College does not tolerate cheating, plagiarism, or collusion. Procedures for dealing with these acts are outlined in the Scholastic Dishonesty Policy.

***Missed Exams:**

- Should be taken within 48 hours at the Learning Center.
- Provide instructor with documentation as soon as possible.
- Documentation is not need to TAKE the missed test, but is required before the test will be OFFICIALLY ENTERED in the grade sheet.
- Learning Center requires photo ID and testing must end by closing time.

Details:

If you miss a major exam for any reason, you have until the end of the second business day following to take the test at the Student Learning Center (if you miss Monday, take the test by class time Wednesday; if Wednesday, take the test by Friday). A photo ID is required for you to take the test in the Learning Center, and you may not begin a test if it is too close to closing time.

THEN, you must provide the instructor with the documentation regarding the missed test at the next lecture meeting. This documentation is not necessary in order to take the test, but it will be necessary for the test grade to count. Missed exams are not excused for car trouble, conflicting social events, etc. Plan ahead. Leave early. If your employer requires you to work and you miss an exam, this will be considered excused if you obtain written confirmation from your supervisor stating the date and time you were required to work, and contact information.

In extreme cases (you are in hospital, out of town for funeral, abducted by UFO, etc.) where you are not able to take the test by the deadline, contact your instructor about scheduling the makeup as quickly as possible. This schedule complies with Blinn faculty policy 2.9.6 which states that missed major exams "are to be made up at a day and time both fair and reasonable for both parties." This keeps in mind the fairness factor for those students who were able to take the test on time, and does not allow a student who missed the test for a good reason to have an unfair advantage with more than two extra days.

Keep in mind that you will need to provide evidence of *any* excused absence – *especially* when you miss an exam – almost immediately...so that you may remain in the class and will qualify for the make-up exam opportunity. Also, a lack of documentation means your absence will be marked as "unexcused," and may contribute to your being dropped from the course.

Late or Incorrect Assignments:

Students who turn in out-of-class assignments late or contrary to instructions (unstapled or otherwise unattached, for example) may suffer penalties of 5 to 10 points.

Description of Course Content:

Chief components of the course are lecture, assigned readings, in-class discussion, major exams, a comprehensive final, a take-home essay, a short research paper, and class participation.

Course Requirements:

Students will read the textbook assignments; write an essay at home over assigned and supplemental readings; take major exams and a comprehensive final exam; submit a short essay on popular culture and Texas history, submit a short essay on their family members' experiences with events in Texas history and the story of how they came to Texas, and submit a report on their visit to the Star of the Republic Museum at Washington-on-the-Brazos. Students may also be asked to make in-class reports or to take unannounced quizzes.

Extra credit assignments are available (see section on Extra Credit).

The exams will be a combination of multiple choice, identification or short answer, true/false, fill in the blank, and/or short essay. Exams cover the assigned readings and material handed out in lecture as well as the lectures, other presentations, and/or videos.

Makeup exams are allowed up to two days later in the Student Learning Center, and must be followed by appropriate documentation of the absence as "excused." (See the Missed Exams section.) Students who cannot provide documentation may not accumulate points from the missed exam. Students who for legitimate reasons cannot meet the makeup deadline will be worked with on an individual basis. It is the student's responsibility to provide documentation for a missed exam (see Other Policies section). Generally, students who miss an exam must complete the makeup exam within the second business day following.

Tentative Calendar for Semester (subject to minor revisions):

Week/Date:	Topic:	Reading:
WEEK ONE: Jan 20	Introduction, Pretest	
WEEK TWO: Jan 25	Geography, peoples, etc.	Ch. 1, Richardson, Ch. 1, Procter
Jan 27	Geography, Exploration	Ch. 2, Richardson
WEEK THREE: Feb 1	Exploration cont'd.	Ch. 3, Richardson
Feb 3	Spanish Texas	Ch. 3, Richardson, cont'd.
DUE: Short history of your town/county (50 pts.)		

WEEK FOUR:

Feb 8 **EXAM ONE (100 pts.) Ch. 1-3 of text, lecture, assigned readings**
DUE: 2-sentence idea/topic that would make a good research paper (5 pts.)

Feb 10 Spanish/Mexican Texas Ch. 4, Richardson

WEEK FIVE:

Feb 15 Filibusters, Other Challenges Ch. 4, Richardson
 Ch. 3, Procter

DUE: Short report on pop culture as it depicts Texas history (50 pts.)

Feb 17 Mexican Texas Ch. 4, Richardson

DUE: Printout from Handbook of Texas Online re: topic from Week Four (10 pts.)

WEEK SIX:

Feb 22 Tensions Mount Ch. 5, Richardson

Feb 24 Colonists and Issues Ch. 5, Richardson, cont'd.

DUE: Short report on your family history and Texas (50 pts.)

WEEK SEVEN:

Mar 1 **EXAM TWO (100 pts) Ch. 3-5, lecture, assigned readings**

Mar 3 Fighting Breaks Out Ch. 6, Richardson
 Ch. 4, Procter

DEADLINE: Bryan+Coll. Sta. Libraries Card Credit (10 pts.)

WEEK EIGHT:

Mar 8 Lone Star Republic Ch 7, Richardson

Mar 10 Statehood Ch. 8, Richardson

Spring Break Mar 15-19...no classes

WEEK NINE:

Mar 22 Antebellum Texas Ch. 9, Richardson

Mar 24 **EXAM THREE (100 pts.) Ch 5-9 text, lecture, assigned readings**

DUE: Photocopies of 2 non-Internet sources that could be used in research paper (10 pts.)

WEEK TEN:

Mar 29 Secession, War Ch. 10, Richardson
 Ch. 7, Procter

Mar 31 Impact of the Civil War Ch. 10-11, Richardson

WEEK ELEVEN:

Apr 5 Reconstruction, Politics Ch. 11, Richardson

DUE: Homework Essay (100 pts.)

Apr 7 Reconstruction, Modernism Ch. 12, Richardson
 Ch. 8. Procter

DUE: List of 6 non-Internet sources you could use for a research paper on your topic (10 pts.)

WEEK TWELVE:

Apr 12 Frontier Conflict, Cattle Ch. 12-13, Richardson

Apr 14 **EXAM FOUR (100 pts.) Ch. 9-13 text, lecture, assigned readings**

APR 16 (Friday) Last Day To Drop With "W"

WEEK THIRTEEN:

Apr 19 Starting a New Century/Progressivism Ch. 14-15, Richardson

DEADLINE: Star of the Republic Museum Report (50 pts.)

Apr 21 Crusades, Failures, Cities, the '20's Ch. 16, Richardson

WEEK FOURTEEN:

Apr 26 Depression & War Ch. 17, Richardson

Apr 28 The Fifties, "Mr. Sam" & LBJ Ch. 18, Richardson

DEADLINE FOR EXTRA CREDIT: Turn in at Lecture

WEEK FIFTEEN:

May 3 The Sixties and Texas Ch. 19, Richardson

May 5 Changing Politics, Culture Ch 20, Richardson

Today's Issues, Challenges (familiar)

"Real" Texans vs. "Texas Monthly" Texans ??

Why do we like "Giant," "Last Picture Show"? Do we like them?

May 11 (Tuesday) ***FINAL EXAM (200 pts.) 5:30-7:30 p.m., Room A 271**

***Final is comprehensive, including all lectures and presentations, chapters in text, assigned readings**

Criteria for Grading:

Grading will be based on major exams, a cumulative final, a visit to and short report on Star of the Republic Museum at Washington-on-the-Brazos, one at-home essay (see separate entry), a report on your hometown/county's history, a report on your family history in Texas, a report on popular Texas culture as it depicts our state's history, and participation/attendance, including unannounced quizzes and/or assigned presentations. The opportunity exists for extra credit (see separate entry).

Grading is based on 1,000 points:

4 major exams at 100 points each:	400 pts.
1 final exam at 200 pts.	200 pts.
Rept. on hometown/county (1-1.5 pg.)	50 pts.
1 homework essay @ 100 pts.	100 pts.
1 report on family and Texas history	50 pts.
Rept. on popular culture views of Texas	50 pts.
Rept. on Museum, Wash.-on-Braz. (1.5 pg.)	50 pts.
*Class participation and attendance (P&A)	100 pts.

Grade Calculations:

900-1000 pts.	A
800-899 pts.	B
700-799 pts.	C
600-699 pts.	D
599 or fewer	F

***10 percent** of your Participation & Attendance credit will be fulfilled by obtaining a **library card** from the Bryan/College Station Libraries, or presenting an equivalent card.

These are obtained at the libraries and 1) are free of charge for the first one, 2) require presenting your Blinn College Student ID and another form of identification such as a Driver's License, and 3) require a piece of mail addressed to you at your local address to verify County residence.

***35 percent** of your P&A credit will be fulfilled by completing the following:

- a. approval of a topic that would make a good research paper (5%)
- b. submitting a printout on your topic from the Handbook of Texas Online (10%)
- c. submitting photocopies of 2 non-Internet sources that could be used in a paper (10%)
- d. submitting a list of 6 books, articles that could be used in a paper [no Web sites] (10%)

***10 percent** of your P&A credit will come from the average scores on unannounced quizzes and/or oral reports.

*The remaining **45 percent** of P&A credit will be based on attendance:

Zero unexcused absences = 45 pts.

One unexcused absence = 30 points;

Two unexcused absences = 10 points.

Three or more unexcused absences = Zero points.

WRITING ASSIGNMENTS:

Report on Your Hometown/County (due Feb. 3)

Based on the town and county in Texas where you were born or grew up (or if not a native Texan, the town and county in Texas in which you have lived the longest), identify all the adjacent counties, tell who or what they are named for, and why, and do the same for the town – who or what was it named for, and why. County histories, the Texas Almanac, and the Handbook of Texas Online are good sources for these. (Up to 50 pts.)

Report on Pop Culture & Texas History (due Feb. 15)

You will select a song, movie, popular book, television show or Web site in which some aspect of Texas history is stated incorrectly. In a 1-page report, you will outline the correct facts (as near as known) and speculate on why this may have happened. Cite sources. (Up to 50 pts.)

Report on Your Family & Texas (due Feb. 24)

You will briefly trace your family's history since coming to Texas, including towns lived in and events (economic, political, otherwise) that affected their choices. If you are the first member of your family to live in Texas, do the same assignment for your family history in whatever state is home. Interview a parent/guardian and a grandparent/guardian, asking each to name three events they recall as being quite historic or important at the time, and how they felt about them. (50 pts.)

Homework Essay (due Apr. 5)

At the time indicated on the syllabus, students will turn a **take-home essay** based on the one-page guide included with this CIS. The essay question and a list of the required readings is included with this CIS, and you should have sufficient time to prepare the essay and hand it in, stapled. Generally, these questions will ask you to compare/contrast or otherwise discuss some topic from the readings with each other or the text or an outside text. Leave plenty of time to work on this, as errors and omissions will hurt your grade. (100 pts.)

Report on the Star of the Republic Museum (due Apr. 19)

Students will visit the museum (administered by Blinn College) and prepare a 1.5-page report on what they saw and learned at the museum, exhibits they were impressed with, etc. Proof of attendance (copy paper printouts of pictures taken by your cell phone or camera, for example) is required and will be turned in with the report. (50 pts.)

Extra Credit: Two opportunities exist for extra credit. You may select ONE. All extra credit assignments are due at lecture Apr. 28 and will not be accepted afterward.

The first (worth up to 90 points) may be accumulated by visiting any of the following sites, providing some documentation (ticket stubs, visitor passes, photos of yourself) AND writing a 1-page paper on your experiences, what you learned, and how you learned it. Taking into account the possible limits on your time and resources, the value is weighed in relation to distance from the Bryan campus and the richness of the site. Most are open on weekends and can be a “day trip.” A number will have entrance fees.

LaGrange’s Monument Hill	20 pts	2 San Ant. missions (not Alamo)	35 pts
Brazos Valley Museum of Nat. History, Bryan	5 pts	Carnegie Library, Bryan	10 pts
Texas Ranger Museum, Waco	25 pts	Richard Carter Homesite, C.S.	5 pts
Sam Houston Museum, Huntsville	20 pts	Sanders Corps Center, A&M	5 pts
Texas State Museum, Austin	45 pts	Institute of Texan Cultures, S.Ant.	40 pts
San Jacinto Battlefield & Museum*	35 pts	2 Goliad missions	35 pts
Battleship Texas	10 pts	African-Amer. Museum, Bryan	10 pts
Geo. Bush Pres. Lib., C.S.	10 pts	SFA St. Pk, Sealy (hist. section)	20 pts

*Students who visit San Jacinto on the April re-enactment weekend receive double credit.

The second opportunity (worth up to 90 points) involves a short (6-page, with minimum of 6 or more traditional sources) research paper on a topic approved by your instructor. The paper will follow accepted academic standards of formal language, MLA citation and style, and will include an alphabetized Works Cited page. The research paper should use a mix of formal print sources (books, articles, essays...many of which are available on the Web.) But other Internet or Web sites should not be used because they have credibility problems and their creators often just copy information directly from other Web sites without verifying their truth.

See following:

The following Web sites *may not* provide quotations for your paper and may not be cited as direct sources. Penalties will result if these sites appear in your paper, or if TurnItIn.com reveals that passages of your paper come from one of these sites:

- *wikipedia.org (unreliable)
- *lone star junction or lsjunction.com (travel/commercial)
- *TexasEscapes.com (an online travel/lore site)
- *sonofthesouth.net (tied to commercial sales about Confederacy)
- *geocities.com
- *generally, any .com site

The following Web sites are *acceptable* both as primary sources for your paper and to lead you to more primary sources:

- *Sons of DeWitt Colony, Texas
- *Handbook of Texas Online
- *Southwestern History Quarterly (also avail. at Bryan's Carnegie Library, Blinn Library via microfiche, online through SWHQ Web site)
- *Journal of Southern History (also avail. at Bryan's Carnegie Library)

You should only use the Internet sites to lead you to other sources obtained from books, articles and essays in libraries (either locally or in your hometown).

Some Tips for Writing a Research Paper

(These tips are based on handouts from the University of Purdue, Texas A&M University Writing Center and Blinn College Writing Center. Visit their Web sites for more detail: owl.english.purdue.edu; writingcenter.tamu.edu; or blinn.edu/brazos/humanities/writingcenter)

You will be writing an *expository* paper which explains something to the audience.

Most academic writing uses *primary* and *secondary* sources. Example: a primary source is the “Victory or Death” letter written by Wm. B. Travis from the Alamo. A secondary source is one in which someone comments on the letter, or interprets the letter, or talks about circumstances surrounding its writing.

STEPS TO GETTING STARTED:

1. **Select a topic.** Try to state your topic to yourself using a full sentence (which helps focus the topic) rather than one or two words: EX: “Reconstruction resulted in Texas having one of the weakest state legislatures,” rather than just “Reconstruction.”
2. **Begin searching** for sources (see next page for acceptable sources), mostly secondary.
3. **Begin gathering** notes and quotes that address the topic you have chosen
4. **Develop a thesis statement** or thesis paragraph. It should cover only what you will cover in your paper and will be supported by quotes and evidence.
 EX: (from Purdue): *The life of a typical college student is characterized by time spent studying, attending class, socializing with peers, completing assignments, and working.*
 OR...*Scholars in the 21st century seem to conclude that there are three major explanations for the political success of Sam Houston in Texas.*
5. **Sketch a mental map** of your paper (an outline) and visualize how it will appear when completed.
6. **Use the 5Ws and H** that journalists do -- Who, What, When, Where, Why and How – to ask questions about your topic...then answer from the notes and quotes you have gathered.
7. **Ask yourself questions:** what do I think of topic XYZ? What have I observed? Does it make sense? What am I thinking that is unique, special or different from what has been written before? What can I suggest about XYZ? What would happen to how we think about XYZ if new facts came to light?
8. **Work on an introduction.** Specify your topic, write your thesis sentence or paragraph. Arouse the interest of your reader and explain what you will be writing about. (see Blinn Writing Center)
9. **Avoid clichés** and hackneyed phrases, or starting off with “In this paper I will...”
10. **Work on a conclusion.** Summarize the main point(s) or use a strong sentence, quote or fact that sums up the idea you were presenting.

USING SOURCES:

1. Choose sources or quotes that support your point(s).
2. Choose sources or quotes that logically connect to your observations. Don’t simply string together quote after quote with no connection or transition.
3. Incorporate direct quotes and paraphrasing, but introduce them first by using **PIE** (POINT, ILLUSTRATE, EXPLAIN) (see Blinn Writing Center Web site)
 - a. State **point** you want to make.
 - b. Introduce/identify source whose quotes will support or **illustrate** your point: *Harvard historian Joe Moe has studied the problem for a decade and has concluded....*
 - c. **Explain** how the quotes help support your point. *Moe’s research supports other recent views that Sam Houston was not the smooth politician the public often believes he was.*

AVOIDING PLAGIARISM:

1. Avoid cutting and pasting from Internet sites or copying the exact wording of the source unless it will be a direct quote with appropriate citation.
2. Use what others have written in your paper, but say something that is original.
3. Give credit to researchers who came up with point or idea before you by using proper citation. Then add your observation or contribution.
4. A paraphrase is expressing the views of others in your words, offered in a new way. Avoid copying the same sentence structure, verbs, etc. Change more than a word or two. Use your own words and sentence structure (Blinn College handout "Annotating Sources").
5. A direct quote sets up the source and uses the exact words, in quotation marks, followed by the parenthetical citation. EX: (Jones 1974, 316-317).
6. Citation should be used *anytime* you are expressing or quoting the thoughts or ideas of others. If in doubt, perhaps you should OVER-cite rather than under-cite.

**INTERNET SOURCES YOU MAY NOT USE (also listed elsewhere in this CIS)...
CITING THESE RATHER THAN PROPER SOURCES WILL REDUCE YOUR GRADE, AS
WILL SIMPLY CUTTING AND PASTING FROM THESE SITES:**

Wikipedia.org

Lsjunction.com (Lone Star Junction)

TexasEscapes.com

Sonofthesouth.com

Geocities.com

HIST 2301

Homework Essay

DUE: Apr. 5, 2010

Using the readings listed below from the Texas Heritage text, **discuss, compare and contrast the experiences of Tejanos, blacks and women struggling against an Anglo-dominated power structure in the period 1840-1960.** Feel free to cite other essays, your main text, or even popular sources that apply (novels, films, music), but *no additional purchase of extra books or resources is required.*

If your paper uses **fewer than the sources listed or merely summarize sources instead of developing your ideas**, your grade will be reduced accordingly. Errors in grammar and spelling will further reduce your grade, so look it over carefully.

READINGS:

McDonald: Anglo-American Arrival, p. 39; Barr: Change and Continuity, p. 105; Walker, Texas Transformed, p. 121; DeLeon, A People with Many Histories, p. 205; Calvert, Civil Rights in Texas, p. 225.

Cite sources internally and parenthetically: (Calvert 230) or (Barr 112-113).