

*\* Syllabus as of August 20, 2024 - This document is subject to change. The instructor will notify students of any and every adjustment via Blackboard, course announcements, and/or emails.*

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**History of Texas**  
**HIST 3317 - History of Texas since 1821**  
**CRN: 10645**



**Tuesday and Thursdays**  
**10:30 AM to 11:50 AM**  
**Old Main 306**

*Instructor:* Dr. Christina M. Villarreal

*Email:* [cmvillarreal@utep.edu](mailto:cmvillarreal@utep.edu)

*Office Hours:* Wednesdays, 10:30 – 11:50 AM & by appointment

*Office:* CLA 313

**Course Description**

This course provides an overview of Texas history, from the earliest Native American inhabitants to the present resident population. By exploring who was moving into it, defining its borders, and participating in its creation, students will learn how Texas has been an Indigenous space, a colonial project, a contested territory for slavery, a political battleground between conservative and progressive ideals, and how it continues to be a place where migration, borders, and civic engagement matter.

Students will learn Texas history and develop the analytical skills used by historians. This will include learning how to analyze primary and secondary sources and thinking critically about historical narratives.

### Course Format:

This **course will take place in person but will also use Blackboard during class time.** Students will access weekly modules containing reading tasks, primary sources, weekly quizzes, and detailed instructions for upcoming assignments. Students are encouraged to bring laptops or tablets to class.

## Expectations

### Course Expectations:

To provide students with the history of Texas history from pre-contact times to the twenty-first century. Students will also question previous knowledge, think critically in class, and learn to think like a historian. Students will also learn how to write an essay using primary and secondary sources. Students will leave the class with a basic knowledge of information necessary to pass the TEA Texas Examination for Teachers.

### Expectations of Students:

Students will attend class, participate in all discussions, complete assigned readings, and submit assignments on time. This course aims to create a community of inquiry. Students are expected to raise questions, offer feedback to classmates, and respond respectfully. Students should always support their contributions with evidence from the readings, primary sources, or from course lectures.

### Expectations of Professor:

The instructor will create a constructive space for learning and developing critical thinking skills. The instructor will not penalize students for expressing personal views. The instructor will respond to all correspondence sent via Blackboard or to her university email address (cmvillarreal@utep.edu). Emails sent after 5 PM on Friday should receive a response by noon on the following Monday. **Students should communicate via blackboard using Course Messenger or to the instructor's UTEP email addresses.**

### Academic Integrity

Academic Dishonesty is never tolerated by UTEP or the Department of History. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course. Forms of academic dishonesty include: Collusion—lending your work to another person to submit as his or her own; Fabrication—deliberately creating false information on a works cited page, and Plagiarism—the presentation of another person's work as your own, whether you mean to or not (i.e. copying parts of or whole papers off the Internet).

## Student Code of Conduct and Guidelines for Online Etiquette

Students must follow the Student Academic Code of Conduct and the Handbook of Operating Procedures. Plagiarism, cheating, or other violations will be dealt with according to university guidelines stated in these materials attached here. Students in history classes must be particularly attentive to proper citation formats and the obligation to give credit to authors for their intellectual work. This means that if you use another person's idea, information, language, etc., you must

“CITE” their work with quotations and/or a footnote/endnote. See the additional handouts for the precise format (Chicago Manual of Style). All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more see the website: [link to Student Conduct and Discipline](#).

In addition to proper citation format, avoiding plagiarism and cheating, and other issues, students must be respectful of each other and their opinions. One of the central goals of learning at a university is that we are exposed to new—even challenging and frustrating—viewpoints. Online chat forums, new social media platforms, and interpersonal interaction online in general has become very toxic. Unfortunately, some people feel emboldened to express not only anger, but hateful and violent viewpoints. This class must remain open and inclusive of different perspectives but we cannot tolerate language and behavior that promotes hateful, violent, racist, homophobic, or discriminatory agendas.

Blackboard is not a public internet venue; all postings should be considered private and confidential. Whatever you post on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

## Accommodations and Support Services

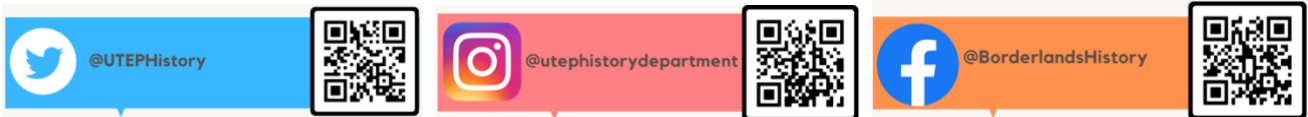
“Students with physical or other challenges who require accommodation(s) in order to participate in this course should contact the Center for Accommodations and Support Services: Union Building East 106, 915-747-5148, [Cass@utep.edu](mailto:Cass@utep.edu), <https://www.utep.edu/student-affairs/cass/>. It is the student's responsibility to speak with a counselor in order to receive necessary accommodations and support services. Within the first week of the beginning of the semester, you must provide documentation from CASS in order to receive any accommodation(s). Failure to contact CASS and provide documentation in a timely manner may delay such accommodation(s) being made.”

## History Tutoring Center (HTC)

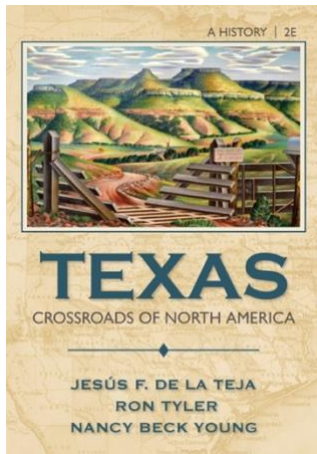
Students can visit the History Department's designated tutor to get help with their history course content, research, and writing assignments either in person in LART 334 or online. For more information, including the HTC's hours for the Fall of 2024 or to make an appointment for an online session, just go to [tinyurl.com/utep-htc](https://tinyurl.com/utep-htc).

### Current Hours:

- Monday: 11:00 am - 5:00 pm
- Tuesday: 11:00 am - 5:00 pm
- Wednesday: 10:00 am - 1:00 pm
- Thursday: 11:00 am - 4:00 pm
- Friday: By appointment (in person or virtual)



## Required Texts



1. Jesús F. de la Teja, Ron Tyler, Nancy Beck Young. ***Texas: Crossroads of North America, 2<sup>nd</sup> Edition*** (Boston, MA: Cengage Learning, 2016).

*\*This book is available at the UTEP Library for 2-hour reading periods. Visit the front desk located on the 2nd floor of the library. Students can also rent or purchase the textbook online at:*

<https://www.cengage.com/c/texas-crossroads-of-north-america-2e-de-la-teja/9781133947387PF/>

2. **Additional primary source readings** will be posted on Perusall via Blackboard. These readings will be available to students at the start of each week.

## Assignments

30 % – Participation in class and via Perusall

20 % - Quizzes (15)

5 % - Primary Source Essay 1 (1-page)

10 % - Primary Source Essay 2 (3-pages)

15 % - Primary Source Essay 3 (4-pages)

20 % - Final Exam

A	B	C	D	F
100 - 90%	89 - 80 %	79 - 70 %	69 - 66 %	65 - 0 %

## Description of Assignments

### Participation in class and online

Students will engage with the instructor and with each other throughout the semester. Students will share their ideas in small groups or as a class, ask questions, and make connections using critical analysis. As mentioned above, this class must remain open and inclusive of different perspectives, but we do not tolerate language that promotes hateful, violent, racist, homophobic, or discriminatory behavior.

Students should participate in class and online using Perusall via Blackboard.

**Perusall:** Students will analyze primary sources in small groups using Perusall. The groups will be randomly assigned for each document.

Students will access Perusall by clicking on the file embedded in the corresponding Blackboard module. Once the tool opens, students will see the assigned readings and any questions provided by the instructor. Students should read and annotate the document online—posting and responding to the observations of their peers using the highlighting/comment tool.

- **First**, students must read or analyze the source, depending on its format.
- **Then** students should identify the *Who, What, When, Where, and Why* of the document, leaving comments on the document using the highlighting tool. Describe the creator’s purpose or argument.
- **Next**, students will contextualize the primary source. Explain what the document tells us about the time during which it was written. And examine how it is relevant to the week’s major historical themes.

- **Finally**, students will critique the document. Find any notable inaccuracies, prejudices, exaggerations, and/or misleading comments. What does the document leave out? How could it tell us more about Texas society, politics, economy, and culture? Every group member should contribute to the analysis.

Perusall will assign an “engagement score” to every student for each assignment. This score is based on the quality and quantity of your engagement with the assigned documents. Scores range from 0-3. **Students must receive an average score of 1.5 each week to earn credit for that week’s online participation.** Engagement with primary sources on Perusall is worth 15 percentage points towards the final grade. Inappropriate posts or engagement will not be tolerated.

The three course essays will ask students to use these primary sources to respond to a prompt. Thus, students should treat these collaborative analyses as study guides.

### Weekly Quizzes

Each week, students will take a multiple-choice quiz comprised of 10 questions. **All quizzes will be on Blackboard.** Quiz questions will reflect the week’s readings and lectures.

Quizzes will open with the week’s module and **close each Saturday at 11:59 PM.** The only exception will be Quiz 15, **which is due by Thursday, December 5 at 11: 59 PM.** Students will only have one opportunity to complete each quiz and it will **close after 20 minutes.**

The multiple-choice questions included in the quizzes are drawn from the textbook, *Texas: Crossroads of North America*. Students may reference the textbook when taking the quiz.

### Major Assignments

#### Essays

Students will write three (3) Primary Source Essays this semester. These essays are based on the primary source readings on Perusall, but students are expected to include references to the textbook and any other secondary sources. Each essay will build upon the previous and will not exceed 3 pages.

#### Final Exam

The final exam will include both multiple choice and essay/short answer questions covering all course material.

\*Students will receive further instructions for each assignment.

## Course Schedule

**Week 1** August 27 & August 29 – *Introductions, Pre-Colonial Texas*

- Read Course Material
- Submit Syllabus Quiz
- Read Chapter 1 in *Texas: Crossroads of North America*
- Try Perusall with “Primary Source Example”
- Submit Week 1 Quiz

**Week 2** September 3 & September 5 – *Encounters*

- Read Chapter 2 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Submit Week 2 Quiz
- Discuss Essay 1*

**Week 3** September 10 - September 12 - *Spanish Institutions*

- Read Chapter 3 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Essay 1 Due: Friday, September 13 @ 11:59 PM – on Blackboard**

**Week 4** September 17 & September 19 – *Identities: Race, Citizenship, Gender, Freedom*

- Read Chapter 4 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Submit Week 4 Quiz

**Week 5** September 24 & September 26 - *Mexican Texas*

- Read Chapter 5 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Submit Week 5 Quiz

**Week 6** October 1 & October 3 - *Slavery and Revolutions*

- Read Chapter 6 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Submit Week 6 Quiz

**Week 7** October 8 & October 10 -*The Republic of Texas/Antebellum Texas/Annexation*

- Read Chapter 7 in *Texas: Crossroads of North America*

- Analyze primary sources using Perusall
- Submit Week 7 Quiz

**Week 8** October 15 & October 17 - *Civil War, Juneteenth, and Reconstruction*

- Read Chapter 8 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Submit Week 8 Quiz
- Discuss Essay 2*

**Week 9** October 22 & October 24 - *Post Reconstruction Race Relations, Economy, Native Texas*

- Read Chapter 9 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Essay 2 Due: Friday, October 25 @ 11:59 PM – on Blackboard**

**Week 10** October 29 & October 31 – *Oil and Migration*

- Read Chapter 10 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Submit Week 10 Quiz

**Week 11** November 5 & November 7 - *Progressivism, Suffrage, Populism*

- Read Chapter 11 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Submit Week 11 Quiz

**Week 12** November 12 & November 14 – *War and Results*

- Read Chapter 12 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Submit Week 12 Quiz
- Discuss Essay 3*

**Week 13** November 19 & November 21 - *New Political Parties (1940s and 1960s)*

- Read Chapter 13 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Essay 3 Due: Friday, November 22 @ 11:59 PM – on Blackboard**

**Week 14** November 26 & November 28 – *Civil Rights in Texas*

- Read Chapter 14 in *Texas: Crossroads of North America*



- Analyze primary sources using Perusall
- Submit Week 14 Quiz

*No class on Thanksgiving (November 28)*

**Week 15** December 3 & December 5 – *Bridge Texas*

- Read Chapter 15 in *Texas: Crossroads of North America*
- Analyze primary sources using Perusall
- Submit Week 15 Quiz - **Due Thursday, December 5 @ 11:59 PM**

**Final Exam Due on Blackboard: Wednesday, December 11 (time TBD)**