

\* **Syllabus as of August 25, 2020** - This document **is subject to change**. Students will be notified of any and every adjustment via course announcements and emails.

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## **History of Texas since 1821 HIST 3317 - CRN 11457**



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Office Hours via Blackboard: Monday, 10 – 11 AM & by appointment

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### **Course Description**

This course provides an overview of Texas history, beginning with the earliest Native American residents 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 battle ground between conservative and progressive ideals, and how it continues to be a place where migration, borders, and participation 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 primarily over Blackboard, where students will access weekly modules containing lectures, reading tasks, discussion boards, and detailed instructions for upcoming assignments. To complete modules, students must read at least one textbook chapter each week. Weekly modules will “open” each Sunday at 12:01 A.M. and “close” on Saturday at 11:59 P.M. After a module “closes,” students will still have access to the posted content but will no longer be able to make additional contributions to open discussion boards or submit late assignments, unless

otherwise specified. Should you need additional time on an assignment, please email the professor or TA at least 48 hours before the due date.

## Expectations

### Course Expectations:

To provide students with the history of Texas history from pre-contact times to the twenty-first century. 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 Texas Examination for Teachers.

### Expectations of Students:

Students will listen to all recorded lectures, participate in all discussions boards and collaborative groups, complete assigned readings, and submit assignments on time. Though online, 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) within 24 hours, except on the weekends. Emails sent after 5 PM on Friday should receive a response by noon on the following Monday. **Communications should be sent** via blackboard using Course Messenger or to the instructor's UTEP email address.

## 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.”

### **Covid-19**

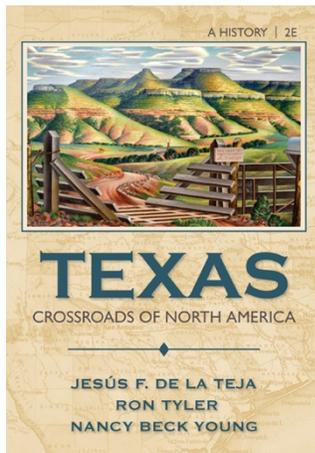
The Covid-19 pandemic has transformed life on campus. The University is holding nearly all of its courses online this semester. Most offices and buildings on campus are closed and unoccupied or they are operating under very restrictive guidelines that limit access. History Faculty are unlikely to be in their offices until the University announces policies that keep faculty, students, and staff safe. All of these changes mean that students must contact faculty and staff via email, Blackboard or remote video appointments. Departments and units across campus are providing support and services to students in a remote setting. If you have any general questions about how the University is handling this public health crisis, please see the UTEP Main Page for Covid-19 updates, at this link attached here: <https://www.utep.edu/> and <https://www.utep.edu/ehs/COVID-19/index.html>

If you are experiencing covid-19 symptoms, please find aid here: <https://www.utep.edu/resuming-campus-operations/testing/>.

The health crisis has forced many individuals into unique living situations and new routines. If you need aid, please review the resources below.

- Counseling and Psychological Services: <https://www.utep.edu/student-affairs/counsel/resources/services-students-faq.html>
- Crisis and Emergency: <https://www.utep.edu/student-affairs/counsel/resources/covid19/crisis-emergency.html>

## Required Text



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

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**Additional** primary source readings will be posted on Perusall via blackboard. These readings will be available to students at the start of each week, beginning on Sunday at 12:01 A.M.

## Assignments

Type	Points	Assignment
Daily	30	Discussion Boards and Perusall
Weekly	15	Weekly Summaries
	15	Reading Quizzes
Major	10	Essay 1
	10	Essay 2
	20	Final Exam
Total Possible Points	<b>100</b>	

## Letter Grade Scale

A	A-	B	B-	C	C-	D	F
100-96	95-90	89-86	85-80	79-76	75-70	69-66	65-0

**Extra Credit Opportunity:** Students can earn up to three extra credit points for attending live sessions. Students will earn **one (1) point for every two (2) live sessions** they attend, not to exceed three (3) extra credit points for the semester. Students will not receive half credit.

## Description of Assignments

### Discussion Boards and Perusall

**Groups:** Students will be randomly assigned to one of seven groups. All groups will remain the same throughout the duration of the semester. Within these clusters, students will respond to prompts using the discussion boards and analyze primary sources using Perusall. To access the appropriate group, students should locate the “Groups” tab on the control panel.

- **Discussion Boards (DB):** Students should log onto Blackboard and participate in discussion boards during every class session. Students will post new threads in which they respond to the instructor’s prompt. Students will also produce two posts responding to the threads of their classmates. **To receive credit for participation, original posts should be at least 75 words in length while responses should be at least 25-words long, unless otherwise stated.** Posts that do not respond to the prompt or meet the word-count criteria will not be counted towards your participation score. **Students must be active in every discussion board to receive credit for any given week.** Participation in discussion boards is worth 15 points towards the final grade.
- A discussion boards will be open for a limited time each week. The boards assigned to the Monday module (DB 1.1 & 1.2) will be open when the unit opens on Sunday at 12:01 AM and close on Wednesday at 2:59 PM. The boards assigned to the Wednesday module (DB 2.1 & 2.2) will open at 3 PM each Wednesday. They will remain open until the unit closes on Saturday at 11:59 PM. **To earn credit for your weekly participation in discussion boards, you must post your threads and replies to the boards while they are open.** An updated syllabus will reflect these changes.
- *Discussion Board Schedule*
  - o **Monday DBs** due between Sunday at 12: 01 AM and Wednesday at 2:59 PM
  - o **Wednesday DBs** due between Wednesday, 2:59 AM and Saturday, 11:59 PM
- *Expectations for Discussion Boards*
  - As mentioned above, 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.
  - While students can post shorter responses (e.g. “I agree with you,” “I haven’t thought of that”), these will not count towards your discussion board participation.
  - Inappropriate posts or engagement will not be tolerated.
- **Perusall:** Students will analyze primary sources in small groups using Perusall. Students will access Perusall by clicking on the file embedded in the corresponding module. Once the tool opens, students will see the assigned primary source and any questions provided by the instructor. Students should complete the analysis process as a group—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 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. **Students must receive an average score of 2 for the week to earn credit.** Engagement with primary sources on Perusall is worth 15 points towards the final grade.

The two 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.

## Quizzes & Summaries

Each week, students will take an eleven-question quiz to review the week's readings and lectures. The quiz will have two components: short answer and multiple choice questions. Each component is worth one point, giving students the opportunity to earn two points towards the final grade each week. You will earn one point for a succinct, appropriate, and well-written short answer. You will earn the second point for answering the majority of the quiz questions correctly (6/10).

Quizzes will open with the week's module and **close each Friday at 11:59 PM**. The only exception will be Quiz 15, which will be due by Thursday, December 3 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 *Texas: Crossroads of North America*. Students may reference the textbook when taking the quiz.

The **short answer** will always have the same prompt:

In no more than 500 words, **summarize** the key arguments presented in the week's content. Your short answer should provide a critical assessment of the week's readings and lectures: What was the big idea? What was most and/or least persuasive aspect of this week's content? Which are the issues and questions that need more attention and explanation?

→ **Prepare your short answer in a separate document before launching the quiz.**

→ **You should copy and paste your prepared answer as soon as you launch the quiz.**

The purposes of this exercise is to have students summarize key arguments, create a brief summary for future review, and to build a study guide for the final exam. Students will have access to their summaries upon submission. Students will only receive credit if they respond to all of the questions in the prompt.

## Major Assignments

### Essays ( 2 essays at 10 pts each)

- Students will write two (2) essays this semester. Each essay will be worth 10 points towards the final grade. These essays are based on the courses' primary and secondary source readings. Essays will address one of two prompts and make use of the readings from the weeks preceding the assigned essay. Essays will not exceed 3 pages.

### Final Exam

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

\*Students will receive further instructions for each assignment.

## Additional Opportunities for Course Engagement

### Live Discussions (optional)

- Throughout the semester, the instructor or TA will be available online on Blackboard Collaborate Ultra for group discussion. This will occur at least six (6) times throughout the semester. The session will be recorded and available for students to review. The topics discussed during these sessions will cover the comments from the discussion groups/primary source analysis. The purpose of these meetings is to provide students with an opportunity to discuss the course material in real time. Sessions can last 5-45 minutes depending on student attendance and student engagement. Please attend when possible. Students will be notified of live sessions by the start of each week.

## Course Schedule

### Week 1

August 24 - 28 – *Introduction, Pre-Colonial Texas*

- Read Chapter 1 in *Texas: Crossroads of North America*
- Read Syllabus
- Submit Syllabus Quiz
- Watch Welcome Video
- Read General Material
- Watch lectures
- Participate in Discussion Boards
- Try Perusall with “Primary Source Example”
- Submit Week 1 Quiz

## Week 2

August 31 - September 4 - *Encounters*

- Read Chapter 2 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 2 Quiz
- \*\*\*Live Discussion planned for Thursday, September 3 @ TBD

## Week 3

September 7 - September 11 - *Spanish Institutions*

- Read Chapter 3 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 3 Quiz

## Week 4

September 14 - September 18 – *Identities: Race, Citizenship, Gender, Freedom*

- Read Chapter 4 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 4 Quiz
- \*\*\*Live Discussion planned for Monday, September 14 @ TBD – to discuss Essay 1

## Week 5

September 21 - September 25 - *Mexican Texas*

- Read Chapter 5 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 5 Quiz
- Essay 1 Due Friday, September 25 @ 11:59 PM**

## Week 6

September 28- October 2 - *Slavery and Revolutions*

- Read Chapter 6 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 6 Quiz
- \*\*\*Live Discussion planned for Friday, October 2 @ TBD

## Week 7

October 5 – October 9 - *The Republic of Texas/ Antebellum Texas/ Annexation*

- Read Chapter 7 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 7 Quiz

## Week 8

October 12 – October 16 - *Civil War, Juneteenth, and Reconstruction*

- Read Chapter 8 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 8 Quiz

## Week 9

October 19 – October 23 - *Post Reconstruction Race Relations, Economy, Native Texas*

- Read Chapter 9 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 9 Quiz
- \*\*\*Live Discussion planned for Monday, October 19 @ TBD – to discuss Essay 2

## Week 10

October 26 – October 30 - *Oil, Migration*

- Read Chapter 10 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 10 Quiz
- Essay 2 Due: Friday, October 30 @ 11:59 PM**

## Week 11

November 2 – November 6 - *Progressivism, Suffrage, Populism*

- Read Chapter 11 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 11 Quiz
- \*\*\*Live Discussion planned for Friday, November 6 @ TBD

## Week 12

November 9 – November 13 – *War and Results*

- Read Chapter 12 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 12 Quiz

## Week 13

November 16 – November 20 - *New Political Parties (1940s and 1960s)*

- Read Chapter 13 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 13 Quiz

## Week 14

November 23 – November 27 – *Civil Rights in Texas*

- Read Chapter 14 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 14 Quiz

## Week 15

November 30 – December 3 – **Bridge Texas**

- Read Chapter 15 in *Texas: Crossroads of North America*
- Watch lectures
- Participate in Discussion Boards
- Analyze primary sources using Perusall
- Submit Week 15 Quiz - **Due December 3**

**Final Exam Due: Wednesday, December 9 @ 11:59 AM**