**History 40743 • Texas History**

**Spring 2015**

**Dr. Gregg Cantrell**

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**Office Hours:** Tuesday & Thursday 10:50-11:50, 1:30-2:30; Wednesday 1:30-3:00 and by appointment. I strive always to be in my office during office hours, but there may be rare times when I’m not. Most weeks, I will be there many other hours and will be happy to meet with you any time I’m there. It’s always a good idea to call first and make sure I’m in. You may also see me before or after class, or call or email me, to make an appointment.

**Course Objectives:** The purpose of this is course is to teach students basic facts and to examine important events and people in Texas history; to develop critical thinking skills; to learn how to locate and analyze sources; and to become more enlightened citizens by achieving an understanding of the forces that have shaped our state's history.

**Course Structure and Methodology:** This will not primarily be a lecture course, although I will do *some* informal lecturing on Tuesdays. It follows a version of the “inverted” or “flipped” classroom methodology; that is, much of what you might do in the classroom in a normal course you will do at home, and much of what you might normally expect to do at home you will do in class. This strategy places different responsibilities on you, the student. Since I will normally not be delivering formal lectures in class, you must obtain basic information from the one assigned book, Randolph B. Campbell’s *Gone to Texas*. Your syllabus will tell you which chapters are to have been read by which date. To incentivize you to do the reading, there will be unannounced pop quizzes over the readings on random dates throughout the semester. These quizzes are only intended to measure whether you’ve done the reading, and should be easy A’s *if* you have done it. Each week of the semester we will set out to answer one central question or group of related questions (see schedule below). Most Tuesdays, class will revolve around a class discussion of that week’s reading, supplemented by informal lecturing by your instructor, and will focus on answering the central question(s). Most Thursdays are “history workshop” days, in which the class will analyze primary sources, study research methods, and do other miscellaneous activities with the aim of teaching students what historians actually do. [Note: It is possible that a Thursday “workshop” day might extend into the following Tuesday, so be forewarned that this might happen.] None of this will work if you don’t do your reading and come to class.

**Grading:**

**Exams:** There will be three take-home exams during the semester, at the one-third, two-thirds, and end point of the semester. The final exam will be due on the assigned day for the class final exam and will feature a comprehensive component (as mandated by TCU). The exams will be all-essay, with the goal of seeing how well you can frame a historical argument and support it with evidence. The first two exams count 10% of your semester grade, and the final counts 15%, for a total of 35%.

**Quizzes:** On Tuesdays throughout the semester, there will be unannounced quizzes at the beginning of class over the assigned reading in *Gone to Texas*. You get to drop your lowest two quiz grades; the remaining grades will be averaged together and will count 15% of your semester grade.

**Class Participation:** Fully 50% of your semester grade is based on class participation, so if you were intended to come to class only occasionally and do okay in the class, you need to find a different class. Your class participation grade will be based on three things, each weighed equally: attendance; active participation in class discussion (as assessed by me); and your peer feedback score. At the end of the semester you will be assigned a numerical grade in each of these areas, and the average of those three grades will constitute half of your semester grade. At the midpoint of the semester I will issue progress reports on class participation so you will know how you are doing and in what areas, if any, you need to improve.

**A Word on Grading in History Classes:** In the end, much of the grading in a class like this comes down to the instructor’s subjective assessment of the student’s performance. Indeed, one of the central lessons that we will learn about the study of history is that it involves *interpretation* and is not simply the objective collection, assembly, and recitation of facts. I will monitor your performance on exams, quizzes, and workshop exercises and use my experience as a professor to assess that performance. It is an imprecise and unscientific process. I wish I didn’t have to attach a numerical grade to it, but the university requires it. I will strive to be fair, and to provide feedback. The one thing that you can control for sure is showing up for class. Nobody who attends every class and makes a good-faith effort to participate will fail. By the same token, A’s will be reserved for those who have truly excelled in all aspects of the class. A more detailed written explanation of how grades are calculated, using hypothetical examples, will be provided.

**Attendance Policy:**  I will take attendance each class, and it will count as explained above. If you have to miss a class for a university-approved excuse, I will not count you absent for that day, although you are still responsible for any material we covered that day. If you miss a quiz, it will count as one of those you get to drop. Make-up *exams* will be administered at the professor's convenience for those who miss an exam for a university-approved reason (see TCU regulations). In the case of an exam missed due to illness, you must document your illness with a written doctor’s excuse. If you are going to miss an ***exam*** for ANY reason, you must let me know ahead of time unless you are too ill to use a telephone. I do not use the university’s optional plus/minus grading system. The only possible final course grades are A, B, C, D, or F.

**Miscellaneous Classroom Rules:** Cell phones must be turned off and put away before class. Any cell phones or other devices going off in class or otherwise distracting other students (or me) will result in a warning the first time; the second time, you will be required to leave the classroom for the duration of the period, and you will be counted absent for that class. I will allow you to take notes on a laptop computer, but the computer is not to be used for ANY purpose (email, web-surfing, social-networking) during class, except for times when you might be instructed to use a computer for class purposes. No one will be allowed to leave the classroom during an exam unless you have received *prior permission* from the professor or it is a true medical emergency. (That means go to the restroom *before* the exam!) **Extra time will not be allowed for students arriving late for a quiz. If you wish to have the full amount of time to work on your quiz, get to class on time. Traffic is not an excuse for tardiness or absence.**

**Special Accommodation Request Procedure:** Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

**Required Readings:**

Textbook: Randolph B. Campbell, *Gone to Texas*

Primary source documents: to be furnished by professor

**Tentative Schedule of Topics and Assignments**\*

TUESDAYS THURSDAYS

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| January 13  Course Introduction  Central Question(s): What was Texas like prior to the arrival of Europeans, and how do we know? | January 15  Reading: GTT, Chapters 1 & 2  Primary Source Analysis:   * Excerpt from the Relación of Cabeza de Vaca, 1542 * A Franciscan Reports on Prospects for Converting the Caddo Indians, 1691 |
| January 20  Central Question(s): What did the Spanish want with Texas, and did they succeed in achieving their goals?  Reading: GTT, Chapters 3 & 4 | January 22  Primary Source Analysis:   * Antonio Martínez on privations of the troops, 1817 * Antonio Martínez on the military inadequacy of San Antonio, 1817 |
| January 27  Central Question(s): Why did Anglo-Americans come to Texas in the 1820s and 1830s?  Reading: GTT, Chapter 5 | January 29  Primary Source Analysis:   * Mier y Terán Fears Mexico May Lose Texas, 1830 * Stephen F. Austin’s Argument against the Law of April 6, 1830, ca. 1833 |
| February 3  Central Question(s): Why was there a Texas Revolution, and why was it in 1835-1836?  Reading: GTT, Chapter 6 | February 5  Primary Source Analysis:   * Texas Declaration of Independence, 1836 * Sam Houston Addresses the Troops, 1836 * Mexico's Secretary of War Rebuts the Texan Reasons for Independence, 1836 * Stephen F. Austin to Sen. L. F. Linn, May 4, 1836 |
| February 10  Central Question(s): How did Davy Die, and Why do We Care So Much? | February 12  Primary Source Analysis:   * William Barret Travis’s last Letter from the Alamo, 1835 * How Davy Died Documents |
| February 17  Central Question(s): Should Texans be proud of the Republic of Texas?  Reading: GTT, Chapter 7 | February 19  Primary Source Analysis:   * Mirabeau B. Lamar’s Inaugural Address, 1838 * P.W. Humphrys to William H. Wharton, New York, January 24, 1837 * U.S. Secretary of State John C. Calhoun to Richard Pakenham, Minister of Great Britain to the U.S., 1844   **FIRST TAKE-HOME EXAM ISSUED.** |
| February 24  Central Question: Why did Texas secede from the United States only fifteen years after joining the Union?  Reading: GTT, Chapters 8 & 9  **FIRST TAKE-HOME EXAM DUE.** | February 26  Primary Source Analysis:   * Joint Resolution for a Annexing Texas to the U.S., 1845 * The Texas Constitution of 1845, Article VIII * James K. Polk’s Message to Congress on War with Mexico, 1846 * Monroe Brackins remembers life as a slave, 1936 * Speech of Sam Houston to the Citizens of Galveston, 1861 * The Texas Ordinance of Secession, 1861 |
| March 3  Central Question: How did Texans define freedom after the Civil War?  Primary Source Analysis:   * The Texas Emancipation Proclamation, 1865 * John H. Reagan’s Fort Warren Letter, August 1865 * The Texas Black Code, 1866 * Speech of the Hon. Richard Nelson, on the Anniversary Celebration of Emancipation, June 19, 1871   Reading: GTT, Chapters 10 & 11 | March 5  To be determined. |
| March 17  Central Question: Reconstruction: the South’s Darkest Hour or America’s Unfinished Revolution? | March 19  Primary Source Analysis:   * The Fourteenth Amendment, 1868 * Gov. Francis R. Lubbock Remembers Reconstruction and Redemption, 1900 |
| March 24  Central Question: What should the role of government be in a modernizing economy?  Reading: GTT, Chapter 13, 14 | March 26  Primary Source Analysis:   * The Omaha Platform, 1892 * Documents on the Age of Consent Debate, 1895 * Anonymous Letter to the Editor of the *Calvert Courier*, 1897 |
| March 31  Central Question: How progressive was the Progressive Era?  Reading: GTT, Chapters 15  [Begin watching *Martyrs of the Alamo*] | April 2  Primary Source Analysis:   * The Robertson Insurance Law, 1907 * The Prohibition Party Platform and Resolutions, 1910 * James Ferguson Announces His Platform for Governor,1913 * D. W. Griffith, *Martyrs of the Alamo* (film), 1915 * Reporting on the Ku Klux Klan in Texas, 1922 * Dorothy Redus Robinson Teaches at Markham Colored School, 1929-1930   **SECOND TAKE HOME EXAM ISSUED.** |
| April 7  Central Question: Was World War II a turning point in Texas History?  Reading: GTT, Chapter 16, 17  **SECOND TAKE-HOME EXAM DUE.** | April 9  Primary Source Analysis:   * Julia Wingate Bacom Takes a War Job in Orange * A Black construction Worker Seeks Fair Employment During the War * Black Aircraft Plant Workers in Fort Worth Seek Union Benefits, 1946 * Enforcing Segregation on the Railroads (1946) and Segregated Railroad Car Diagram * *Sweatt v. Painter* Decision, 1950 * The Texas Citizens' Council of Houston Describes Links Between Civil Rights Activities and Communists, 1956 * “The Port Arthur Story” [film], 1954 * “Wanted For Treason” Poster, 1963 |
| April 14  Central Question: Did Texas Modernize in the last three decades of the Twentieth Century?  Reading: GTT, Chapter 18 | April 16  Primary Source Analysis:   * Lottie Beth Hobbs pamphlet – “Ladies! Have You Heard?,” 1974 * Ann Richards Moves from Campaign Volunteer to County Commissioner * Clayton Williams’ Comment About Rape Causes a Furor, 1990 |
| April 21  Central Question: Is Texas Prepared for the Future?  Reading: GTT, Chapter 19 | April 23  Primary Source Analysis:   * Platform of the Texas Democratic Party * Platform of the Texas Republican Party |
| April 28  Final Summary, Catch-up, and Review.  Reading: GTT, Chapter 20  **FINAL TAKE-HOME EXAM ISSUED.** | May 5  **FINAL TAKE-HOME EXAM DUE, 10:30 A.M.** |