

Texas History

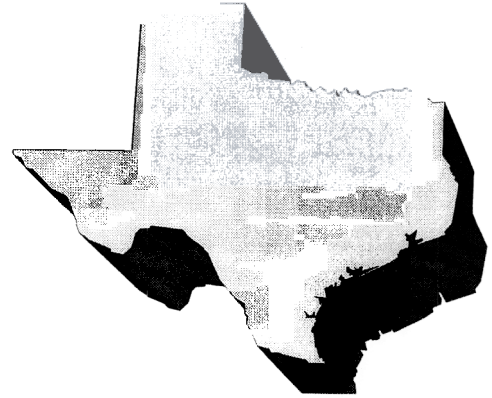
HIST 2343 Section 05595 Spring Semester, 2007

Tuesday / Thursday 4:00 - 5:30 p.m. 201-AH Agnes Arnold

INSTRUCTOR: DR. JAMES PATTERSON

GENERAL DESCRIPTION:

* This course is the study of the social, economic, and political history of Texas from the Civil War Era through the present, within the context of U.S. History. Emphasis is placed upon principal characters and events of special note or consequence to aid the student in acquiring an interest in this state's past, to better understand present-day realities, to further critical thinking skills, and to promote cultural literacy.



REQUIRED TEXTBOOKS AND RESOURCES:

Richardson, Rupert. Texas: The Lone Star State. 9th ed Upper Saddle River: Pearson Prentice Hall, 2005. ISBN 0-13-183550-5

Haynes, Sam and Wintz, Cary, Major Problems in Texas History. Houghton-Mifflin, 2002 ISBN 0-395-85833-X

Access to a variety of online resources relating to course content.

SEMESTER GRADE:

* The semester grade will be calculated by: **a midterm exam**, comprised of an essay and an objective component (33%), **a final exam**, comprised of an essay and an objective component (33%), and a variety of in-class **unit assignments: quizzes, a brief oral presentation, small group activities, and class participation** (33%). Class participation is a subjective grade that includes the quality and frequency of student response, as well as daily attendance. The traditional grading scale will be used in determining the semester average, for example: 80-81 = B-; 82-87 = B; 88-89 = B+. There is no extra credit offered; no grades are dropped.

COURSE REQUIREMENTS:

* Students are **REQUIRED** to keep up with their textbook and article readings and should acquire a general understanding of the day's topics before coming to class.

* **Group work opportunities** will be offered throughout the semester. In an effort to provide additional student interaction, students may arrange themselves into groups of 3 - 6 to answer various conceptualized questions through cooperative effort. Only one set of answers will be turned in from each group, with all **PARTICIPATING** members making the same grade. Students not prepared (have not read, did not bring book) will complete an alternate assignment outside of class for partial credit. Students absent for these assignments have the responsibility of arranging the makeup with the instructor.

* There will be 2 major **exams** this semester. **Review lists** are included in this syllabus to direct student preparation for the tests. Make-up exams will be given through arrangement with the instructor, but a penalty of ten points will be assessed. There will also be take-home essays associated with both the midterm and the final exams.

* An **attendance policy** will be observed. After the sixth absence, students will receive a 0 for the class participation portion of their grade and may be dropped from the class. Students running late should come to class as soon as possible. Students more than 15 minutes late are welcome to attend the remaining activities, but they will not be counted as present. Please do not abuse this privilege. It is the student's responsibility to "check in" with the instructor after class (on the day in question) if they have missed roll call.

* Dr. Patterson's office **phone number is (713) 718-5332**. If you need to reach him during the semester, identify yourself as a Texas History student and leave your message on the answering machine. Your call will be returned ASAP. **Preferred:** The instructor's email address is: jpatterson9@houston.rr.com. Office hours are before and after class, and from 3:30 - 4:00 Tuesday and Thursday by appointment.

* Any student with a documented disability (physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the beginning of the semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office.

COURSE ORGANIZATION AND CALENDAR:

First Half of Course: FROM SPANISH COLONY TO POPULIST REFORM (1900)

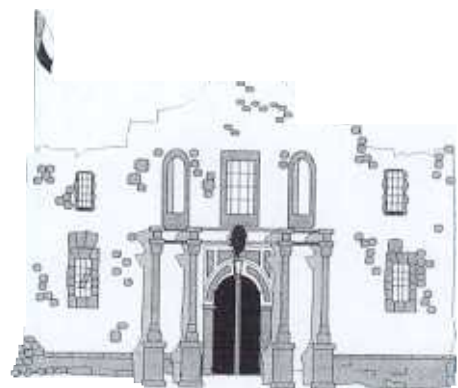
Learning Outcomes: The student will develop an understanding of:

Review:

- A. Native Americans of Texas
- B. Spanish-owned Texas
- C. Mexican administration of Texas
- D. Texas War for Independence
- E. Texas Republic
- F. U.S. Annexation and Antebellum Texas

- II. Texas in the War Between the States
- III. Reconstruction in Texas
- IV. Conquest and Settlement of West Texas
- V. Frontier Life up to the Turn of the Century
- VI. The Populist Reform and Democratic Party Response

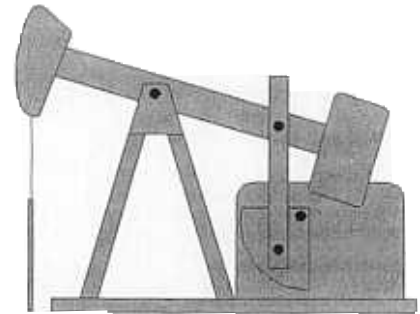
Midterm Exam & First Essay Due: March 8



Second Half of Course: THE 20th CENTURY AND BEYOND

Learning Outcomes: *The student will develop an understanding of:*

- VI Discovery of Oil and the Developing Industrialization in Texas
- VII. Life at the Turn of the Century
- VIII. Progressive Reform
- IX. Texas' Role in the First World War
- X. Urbanization and Nativism of the 1920's
- XI Great Depression and New Deal in Texas
- X. World War II and Aftermath
- XI Civil Rights for All Texans
- XII. Modern Political Culture in Texas



Second Essay Due the Last Day of Instruction: April 26

Final Exam: May 8, 5:00 - 8:00 p.m.

KEY CONCEPTS:

Throughout Texas' history, differing philosophies have competed for ascendancy:

racial discrimination * tolerance

rural tradition * urbanization

sectionalism * nationalism

elitism * democratization

material acquisition * spiritual development

conservatism * liberal reform

idealism * realism

the Texan mystique * commonality

By semester's end, students will have analyzed these concepts and determined how the tensions created by the opposing viewpoints have shaped the state in which we live.

The instructor reserves the right to change this syllabus at his discretion.

READING AND EXAMINATION SCHEDULE

WEEK OF:

ASSIGNMENT:

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| January 16 Native Texas | Syllabus; Textbook Chapter 1; <i>Articles</i> , pp. 22, 27; <i>Essay</i> , pp. 36-40. |
| January 18 Spanish Texas | Textbook Chapters 2-3; <i>Articles</i> , pp. 29, 59. |
| January 23 - 25 Texas Under Mexican Rule | Textbook Chapters 4-5; <i>Articles</i> , pp. 89, 91, 93, 117, 119; <i>Essay</i> , pp. 98-104. |
| January 30 Texas in Revolution | Textbook Chapter 6; <i>Articles</i> , pp. 121, 122; <i>Essay</i> , pp. 133-140. |
| February 1 Republic of Texas; Annexation | Textbook Chapter 7; <i>Articles</i> , pp. 150, 153, 156; <i>Essay</i> , pp. 167-173. |
| February 6 Mexican War & Slavery in Texas | Textbook Chapter 8, Textbook Chapter 9 (pp. 167-173); <i>Articles</i> , pp. 179, 210; <i>Essay</i> , pp. 225-230. |
| February 8 Antebellum Texas & Secession | Textbook Chapter 9 (pp. 173-187); Textbook Chapter 10 (pp. 191-197); <i>Articles</i> , 213, 215; <i>Essay</i> , pp. 230-237. |
| February 13 Civil War | Textbook Chapter 10 (pp. 197-211); <i>Articles</i> , pp. 209, 218. |
| February 15 Reconstruction | Textbook Chapter 11; <i>Articles</i> , pp. 240, 242, 244, 246, 248; <i>Essay</i> , pp. 252-260; <i>Essay</i> , pp. 260-269. |
| February 20 Texas in the New South | Textbook Chapter 12; <i>Articles</i> , pp. 273, 274, 277, 279; <i>Essay</i> pp. 285-293; <i>Essay</i> 293-299. |
| February 22 Winning the West | Textbook Chapter 13; <i>Article</i> , p. 281; <i>Essay</i> , pp. 299-305 |
| February 27 Populism March 1 Populism | Textbook Chapter 14 (pp. 287-300); <i>Articles</i> , pp. 309, 310; <i>Essay</i> , pp. 319-328 |
| March 6 Catch up and Review March 8 MIDTERM EXAM | Prepare for Midterm Exam; Take-home essay due March 8. |

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| ARCH 12 – 18 SPRING BREAK | |
| March 20 Oil, Industrialization, Urbanization | Review Midterm Exam; Textbook Chapter 15; <i>Articles</i> , pp. 339a, 339b, 350. |
| March 22 Progressive Movement | Textbook Chapter 14 (300-302); <i>Articles</i> , pp. 312 – 319; 341, 342, 373, 374; <i>Essay</i> , pp. 328-335; <i>Essay</i> , pp. 360-369. |
| March 27 - 29 Texas in the First World War | Textbook Chapter 16 (pp. 331-342); <i>Article</i> , p. 344; <i>Essay</i> , pp. 352-360. |
| April 3 – 5 1920's Texas | Textbook Chapter 16 (pp. 342-356); <i>Articles</i> , pp. 346, 348. |
| April 10 Great Depression | Textbook Chapter 17 (360-365); <i>Articles</i> , pp. 376, 378, 380; <i>Essay</i> , pp. 383-394; <i>Essay</i> , pp. 394-403. |
| April 12 New Deal | Textbook Chapter 17 (365-376). |
| April 17 World War II | Textbook Chapter 18 (pp. 379-383) |
| April 19 Post-War Economics & Challenges | Textbook Chapter 18 (pp. 383-399); <i>Article</i> , p. 382. |
| April 24 Civil Rights for all Texans | Textbook Chapter 19 (pp. 402-410); <i>Articles</i> , pp. 407-419; <i>Essay</i> , pp. 419-429; <i>Essay</i> , pp. 429-436. |
| April 26 Modern Political Culture | Textbook Chapter 19 (pp. 410-425); Textbook Chapter 20; <i>Articles</i> , pp. 438-455; <i>Essay</i> , pp. 455-463; <i>Essay</i> , pp. 463-470; Take-home essay due April 26. |
| May 2 - 4 Dead Week | Prepare for the Final Exam. |
| May 8 Final Exam @ 5:00 – 8:00 | Note the later meeting time. |



TEXAS HISTORY 2343

MIDTERM EXAM ESSAYS & REVIEW

General Instructions for the Midterm Essay

Using material from your lecture notes, the *Problems Reader* and the textbook, select **ONE** of the topics below (from each test) and develop it into an informative, well-organized essay. Please use normal font sizes and margins and double space for 4-6 pages. Use correct spelling, punctuation, and grammar. The midterm paper is due at the beginning of the class on the day of the Midterm Exam. The final paper is due on the last day of instruction. All late papers will receive a 10-point penalty, and none will be accepted after the final exam. **Essays should include at least one properly cited, block quote from the Major Problems in Texas History reader to help support your position. Do not copy material from the Internet and paste it into your essay.**

Midterm Essay Topics

A. Evaluate the degree of racism and/or racial harmony that existed in Texas from the 1500's to the end of the 1800's. Be sure to include evidence and examples from Spanish-owned Texas, Mexican-owned Texas, and "Anglo"-owned Texas. Do not omit any major ethnic group from your discussion.

B. The administration of Radical Republican Governor E. J. Davis was filled with controversy and conflict but also with a number of worthwhile accomplishments. In the first section of your paper, discuss the major controversies, complaints, and sources of conflict related to Davis' time as governor. In the next section, discuss the positive, worthwhile accomplishments of Davis and his political allies. Finally, what is your overall evaluation of the Davis administration?

C. Section one: What groups of people made up the Texas Populists? Section two: What were their problems, their goals, and their objectives? Section three: Why were they not satisfied with the efforts of James S. Hogg and the Texas Democratic Party? Section four: Discuss the factors that contributed to the Texas Populist Party's demise.



Objective Topics

Native Americans of Texas

Treaty of Tordesillas

Cabeza de Vaca

Francisco Vasquez de Coronado

Mission/presidio system

Competition for Spanish Texas

Spanish colonial policies in the New World

Mexican independence from Spain

Anglo/Hispanic conflicts and issues in Mexican-owned Texas

Mexican Constitution of 1824

Stephen F. Austin

Freedonian Uprising

Mexican Decree of April 6, 1830

Skirmish of Gonzalez

Battle of the Alamo

Battle of Goliad

Runaway Scrape

United States and the Texas Revolution

Battle of San Jacinto

Treaty of Velasco

Sam Houston

Texas border issues

Mirabeau B. Lamar

Republic of Texas issues

Annexation issues

Mexican War

Treaty of Guadalupe-Hidalgo

Slavery in Texas

Compromise of 1850

Secession issues



Civil War Texas: battles, leaders, home front

Post-Civil War concerns

Radical Republicans

E. J. Davis

Richard Coke

Texas Constitution of 1876

Reconstruction issues in Texas

Post-Reconstruction Black civil rights

Colonel Ranald Slidell Mackenzie

West Texas farmers' issues

Texas cowboys

Open range cattle industry

Frontier Indian troubles

Railroads in Texas

Texas prison system

James S. Hogg

Texas Populist Party

Articles and Essays from Major Problems in Texas History:

John Ewers, "The Impact of European Diseases on Texas Indians"

Arnoldo de Leon, "Early Anglo Settlers View Mexicans with Hostility"

David J. Weber, "Refighting the Alamo: Mythmaking and the Texas Revolution"

Sam Haynes, "Sam Houston and His Antagonists"

Randolph Campbell, "An Empire for Slavery"

Walter Buenger, "The Roots of Texas Secession"

Barry A. Crouch, "White Violence in Reconstruction Texas"

Carl Moneyhon, "George T. Ruby & African American Politics During Reconstruction"

Terry Jordan's, "Southern Origins of the Texas Cattle Industry"

Arnoldo de Leon, "Power Struggle in the Valley"

Jacqueline Reinier, "Women on the Texas Frontier"

Marion Barthelme, "Texas Women and the Farmers' Alliance"

TEXAS HISTORY 2343

FINAL EXAM ESSAY CHOICES & REVIEW

General Instructions for the Final Essay

Using material from your lecture notes, the *Problems Reader* and the textbook, select **ONE** of the topics below (from each test) and develop it into an informative, well-organized essay. Please use normal font sizes and margins and double space for 4-6 pages. Use correct spelling, punctuation, and grammar. The midterm paper is due at the beginning of the class on the day of the Midterm Exam. The final paper is due on the last day of instruction. All late papers will receive a 10-point penalty, and none will be accepted after the final exam. **Essays should include at least one properly cited, block quote from the *Major Problems in Texas History* reader to help support your position. Do not copy material from the Internet and paste it into your essay.**

Final Essay Topics

A. Through the years, inhabitants of Texas have claimed a certain "mystique," or special character that makes citizens of this state different from those of other states. In this essay, you will trace the sources and the development of this feeling. Cite and explain several extraordinary people or events that occurred under: a. Spanish Texas; b. Mexican Texas; c. the Republic of Texas; d. as a state in the Union up to modern times. After compiling the evidence, state your opinion: Is such a mystique actually justified? Why or why not? In other words, is Texas unique, or just another "Idaho?" Remember to give examples to substantiate your position.

B. Although the Great Economic Depression of the 1930's was a difficult time, it was not altogether without progress. Section one: Summarize how Texas was specifically affected by the Depression. Section two: Identify the most relevant New Deal programs for Texas and show how each contributed to easing the problems of the Great Depression. Be sure to include aid to farmers, job programs, and the progress made with respect to the conservation of natural resources. Section three: Explain how World War II finally brought the hard economic times to a close in Texas.

C. Briefly summarize the civil rights and political status of each of the following groups at the end of the 1910's: Texas women, Texas blacks, and Texas Hispanics. Then, trace the development of the Civil Rights Movement in Texas for each of these groups from the 1920's to the present. Include programs, court cases, leaders, organizations, events, and legislation that contributed to the equality of opportunity for these three groups. While national examples may be included, use Texas-specific examples as much as possible. Cover one group completely before shifting your focus to the next group.

Objective Topics

Galveston Flood
Spindletop Oil Discovery
Vertical Integration
Horizontal Integration
Unions at the turn of the Century
AF of L
Thomas Campbell
U.S. (Texas)/Mexico Relations
Turn-of-the-Century Texas Cities
Progressivism in Texas
The Birth of a Nation
Governor James Ferguson
WWI Texas
War Industries Board
Civil Liberties in WWI
"New" Blacks
Governor Miriam Ferguson
LULAC in Texas
KKK in Texas
Darwin v. Creationism
1920's Texas
Immigration to Texas
Rural / Urban Issues
Texas in the Great Depression
Durable Consumer Goods
East Texas Oil Fields in the Depression
CCC and other Jobs Programs in Texas
Conservation Efforts during the New Deal
AAA in Texas
Governor "Pappy" O'Daniel
Texas in WWII
McCarthyism in Texas
Conservative / Liberal Democratic Split
Tidelands Controversy
Governor Beauford Jester
Governor Allan Shivers

Rise of Texas Republican Party
Plessy v. Ferguson
Smith v. Allwright
24th Amendment
Sweatt v. Painter
Brown v. Board of Education
Texas' Economic "milk stool"
Taxation in Texas
Baker v. Carr
Reynolds v. Sims
Governor John Connally
Mexican-American Activists
Governor Mark White
1986 Amnesty Law (Immigration Reform and Control Act)
Houston Ship Channel
Desegregation in Texas
Affirmative Action
Great Society in Texas
Texas State Constitution Issues
Equal Rights (ERA) Amendment
Councils of Government in Texas
Oil Industry / Issues in Texas
Federal Involvement in Texas
President John F. Kennedy
President Lyndon B. Johnson
Governors William Clements, Anne Richards, George W. Bush, Rick Perry

Reader Articles as Covered by Student Presenters

- "Women's Clubs as Vehicles for Reform in Houston," pp. 328 - 335
"WWI and Houston's Emergence as an Industrial City," pp. 352 - 360
"Boosterism, Reform, and Planning in Dallas in the 1920's," pp. 360 - 368
"LULAC, Mexican American Identity, and Civil Rights," pp. 383 - 393
"Race, Gender, Class, and Images in the Chicana Labor Struggle," pp. 394 - 403
"Lulu B. White, the NAACP, and Launching the Fight Against Segregation in Houston," pp. 419 - 428
"Juanita Craft and the Struggle to End Segregation in Dallas, 1945 - 1955," pp. 429 - 436
"An Anatomy of Right Wing Republicanism," pp. 455 - 463
"John Tower and the Rise of the Texas Republican Party," pp. 463 - 470