

May Term 2018 (May 17 - June 1, 2018)

**HIST 3319 – Texas History**

Instructor: Joel Zapata, [jzapata@smu.edu](mailto:jzapata@smu.edu)

Fulfills:

UC2012: Pillars/Historical Contexts (Level 2)/Individuals, Institutions & Cultures (Level 2)

UC2016 Breadth: Historical Contexts

UC2012 and UC2016: Proficiencies & Experiences/Human Diversity

**Communication With Instructor**

Please feel free to contact me if you have an issue related to the class. Unless otherwise noted, I will always be available during office hours. If your schedule does not work with my office hours, I am available by appointment. Email is the best way to contact me.

**COURSE DESCRIPTION**

This course provides a broad overview of Texas history. We will cover what is today Texas from the earliest Native Americans to the present. Together the class will explore the state as an indigenous space and as a colonial space, as a place of freedom and slavery, as Southern and Western, as conservative and progressive, and as urban and rural. The topics we will examine throughout the semester, include, but are not limited to, the war for independence, Reconstruction, recent political and social movements and the contributions of minority groups and women to the development and modernization of the state.

**REQUIRED TEXTS**

**Books**

David La Vere, *The Texas Indians* (College Station: Texas A&M University Press, 2013). ISBN: 1585443018

Randolph B. Campbell, *An Empire for Slavery: The Peculiar Institution in Texas, 1821-1865* (Baton Rouge: Louisiana State University Press, 1991). ISBN: 0807117234

Michael Phillips, *White Metropolis: Race, Ethnicity, and Religion in Dallas, 1841-2001* (Austin: University of Texas Press, 2005). ISBN: 978-0-292-71274-4

\* The course books are available for purchase at the university bookstore or through a number of online sellers.

**Articles**

Michael Ennis, "Los Miserables: Texas finally finds Its Victor Hugo and John Steinbeck— In the Halls of the Academy," Texas Monthly, January 2016.

- This article is available here: <http://www.texasmonthly.com/the-culture/losmiserables/>. The article will also be provided through Canvas under the "Class Readings" tab.

Dan Kerr and Alex Hunt, "The Quitaque Killings," *Journal of the West* 51, no. 2 (2012): 7-15.

- This article will be provided through Canvas under the "Class Readings" tab.

### **Primary Source**

"Report of Conference: Commissioner of Indian Affairs and Kiowa, Comanche, and Apache Tribal Members, Dallas, Texas," December 3, 1956, Robert S. Kerr Papers, box 12, folder 7, Center for Congressional Research.

- This document will be provided through Canvas under the "Class Readings" tab.

### **Documentary**

*Big City Trail: The Urban Indians of Texas*

- Part of this documentary, centered on post-World War II urban Native Americans in Texas, will be viewed for the course.

### **COURSE OBJECTIVES**

1. Students will gain an understanding of Texas within the larger contexts of Native American history, Spanish colonial history, African American history, Mexican American history along with the history of Mexico's northern frontier, the U.S. West, and the U.S. South.
2. Students will be able to identify the problems, figures, groups, events, along with the various social, economic, and political processes in the history of Texas.
3. Students will gain an appreciation of historical and cultural diversity that in some ways define the West as well as South and become familiarized with some of the historical and cultural forces that created Texas.
4. Students will become familiar with the ways in which race and gender operated in Texas, and see that Texas is the result of earlier encounters – both friendly and violent – between diverse groups of people.
5. Students will gain critical thinking skills in inquiry, analysis, evaluation, and synthesis of information.
6. Students will develop writing skills along with research based on primary sources and secondary scholarship

### **LEARNING OUTCOMES**

1. Students will be able to explain in their own prose the relationships between historical, economic, cultural, political, and intellectual currents that have shaped Texas and how Texas fits within the history of the United States, the U.S. South, the U.S. West, and North America.
2. Students will be able to express the differences between and among Native American, European, Hispanic, African American, and Anglo American cultures, and how these

differences have affected the interaction among these groups, and the ways ideas about race, class, and gender operated in these interactions.

3. Students will demonstrate the ability to use historical approaches in understanding these complex issues.

### **COURSE REQUIREMENTS AND GRADING**

- Three Response Papers, two-pages minimum: 20%
- Research Paper (utilizing sources from the Special Collections of the DeGolyer Library or Bridwell Library), 12-page minimum. 40%
- Discussion (participation and leading): 20%
- Final: 20%

**NOTE:** All class work will be submitted and graded within Canvas

**NOTE:** In a shortened semester, attendance and participation in every class meeting is required. In the event that a situation arises in which you miss class or arrive late, you will have to make up the work missed, as per the instructor's direction.

### **Book, Document, and Article Response Papers**

Students will write three response papers of 800 to 1,000 words for *An Empire of Slavery*, *The Texas Indians*, and *White Metropolis* in combination with other brief readings. Papers will be turned in through Canvas. The response papers should briefly (in one or two introduction paragraphs) summarize the author's arguments, discuss methodology and sources, and evaluate the work's strengths or weaknesses. Students should demonstrate they read the book in this brief introduction. The remainder of the paper should be your intellectual response to the book. You may discuss the importance of the text within Texas history, how a book connects the history of Texas with national or transnational history, a book's various themes and arguments and your response to them, its social significance, its relation to other readings you may have done in literature, news media, or other arenas (please cite these in Chicago Style). When citing the readings from the class use the authors' last name and page number, for example (Campbell, 12) or (Kerr and Hunt, 9), within the paper's text.

**The response for *The Texas Indians* have additional directions below.**

- Students will read *The Texas Indians* and the primary source document "Report of Conference: Commissioner of Indian Affairs and Kiowa, Comanche, and Apache Tribal Members, Dallas, Texas," which will be available through Canvas. Students will link the primary source document to *The Texas Indians* especially Chapter 10 "From One Millennium to the Next," within the intellectual response section of their papers. Students may choose to engage some or all of the following questions through this primary source document: what does the document demonstrate about twentieth-century Native Americans in Texas, what does the document mean for Texas's Native American history, why is it important for historians to discuss twentieth and twenty-first century Native American history in Texas and nationally, and how does the document relate with *The Texas Indians*?

These papers are designed to help students develop their analytical skills, their ability to form clear thoughts and arguments in writing, their ability to communicate with others through writing, and improve their overall writing quality. That is, these papers are meant to add to students' knowledge of Texas history as well as develop students' intellectual and writing skills. Such skills will benefit students in their future academic studies as well as their professional careers. The instructor will provide example papers through Canvas for students.

### **Final Exam**

The final exam will be in short answer and essay format and will be done individually. The test will be conducted in a take-home format and submitted through Canvas. The exam will cover all lecture materials and readings up to the day of the exam. The instructor will distribute a study guide prior to the exam and will also lead a short test review session in order to help students prepare.

### **Research Proposal and Paper**

Students are required to submit a 12 page research paper (utilizing sources from the Special Collections of the DeGolyer Library or Bridwell Library) for this class centering on a topic they find of interest regarding Texas history. Students will first develop their research through a one page research proposal that includes a preliminary bibliography in addition to the one page proposal. The instructor will comment on the proposal in order to clarify the topic and suggest sources. Students must utilize at least four primary sources and at least twelve secondary sources (academic books, articles, encyclopedia entries, documentaries, and more) for their research paper, and they must demonstrate that they have begun to seek these sources within their research proposal. Students should feel free to discuss their research paper with the instructor.

### **Style Guide**

Students should follow the Chicago Manual of Style for all written course work. The University Library should have access to an online version as well as a print version on hand. Students may find the following links sufficient for most style questions:

- <https://owl.english.purdue.edu/owl/resource/717/01/>
- [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- These links are also available through Canvas under the “Resources” tab.

### **ACADEMIC HONESTY**

Students must share the responsibility for creating and maintaining an atmosphere of honor and integrity. Failing to properly cite sources, permitting others to prepare their work, using published or unpublished summaries as a substitute for studying required materials, or giving or receiving unauthorized assistance in the preparation of work to be submitted are directly contrary to the

honest process of learning. Please refer to the honor code in the Student Handbook for a complete explanation of the code and a description of acts considered punishable under the code (Student Handbook pp. 180- 186).

**Cheating** is unethical and unacceptable. Cheating will garner an automatic failing grade for the particular exam or assignment in which it has occurred.

**Collusion** involves collaborating with another person to commit an academically dishonest act. Such actions will garner an automatic failing grade for the particular exam or assignment in which collusion has occurred.

**Plagiarism** is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source must be fully acknowledged within the class paper assignments. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. Plagiarism will garner an automatic failing grade on the particular assignment in which it has occurred.

For further resources in avoiding plagiarism please see  
[http://www.university.edu/dept/writing\\_center/academic\\_honesty.php](http://www.university.edu/dept/writing_center/academic_honesty.php)

The tutorial on the following link is especially helpful if you are unsure of what plagiarism is and how to avoid plagiarism,  
<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>.

- All these links are also available through Canvas under the “Resources” tab.

**NO ELECTRONIC DEVICES (including computers) are to be used during class.**

- Please turn off all electronic devices before class begins.

### **DISABILITY ACCOMODATIONS:**

Students needing academic accommodations for a disability must first contact the Coordinator of Student Services for Students with Disabilities (214-768-4563 to establish eligibility. Such students will then need to contact the instructor (jzapata@smu.edu) to make appropriate arrangements.

### **Exam Makeups And Late Papers**

There are no exam makeups and late papers are not accepted. The exceptions to this class policy include exam makeups for students conducting official and documented university business, but arrangements must be made for papers to be turned in on time since students will generally know when they will miss class due to official university business. The only additional exceptions to the class policy include documented emergencies or other extraordinary circumstances beyond the student's control. The burden of supplying documentation demonstrating an acceptable reason for missing class during exam dates or not turning in a paper on the due date rests upon the student. Please communicate with

me as soon as possible regarding such situations.

Makeup exams will necessarily have different questions or prompts than the regularly scheduled exams.

### **Students Absent For Official University Business**

Students who will be absent from class for official and documented university business must inform the instructor in writing (email works fine) at least two weeks before the planned absence. This policy is in place in order to schedule assignment makeups as needed. Please ask fellow classmates for notes regarding the missed lecture material. If any questions remain on the missed lecture material, please contact me or stop by my office hours.

### **Students Absent Due To Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor in writing (email works fine) at least two weeks before the planned absence. This policy is in place in order to schedule assignment makeups as needed. Please ask fellow classmates for notes regarding the missed lecture material. If any questions remain on the missed lecture material, please contact me or stop by my office hours.

### **SCHEDULE**

Thursday, May 17

#### **Lecture**

- Class Introduction
- Discuss the State of Texas Historiography
- Native Texas
- The entrance of European empires, Europeans, and Africans

#### **Reading**

- Michael Ennis, “Los Miserables Texas finally finds its Victor Hugo and John Steinbeck—in the halls of the academy,” read the entire short article.
- *The Texas Indians*: Preface, Chapter 1, Chapter 2, and Chapter 3

Friday, May 18

#### **Lecture**

- Texas as a geographical space dominated by Native Americans
- Native American and European relations

#### **Reading**

- *The Texas Indians*: Chapter 4, Chapter 5, Chapter 6

Saturday, May 19

#### **Reading**

- *The Texas Indians*, Chapter 7, Chapter 8, Chapter 9

Sunday, May 20

**Reading**

- *The Texas Indians*, Chapter 10
- “Report of Conference: Commissioner of Indian Affairs and Kiowa, Comanche, and Apache Tribal Members, Dallas, Texas,”

Monday, May 21

**\*\*\*Response for *The Texas Indians* Due\*\*\***

**\*\*\* Research paper bibliography and outline Due\*\*\***

**Lecture**

- Mexico’s independence
- Mexican Texas
- Texas Independence
- Tejanos and others in independence effort

**Reading**

- *An Empire for Slavery*: Introduction, Chapter 1, Chapter 2, and Chapter 3

Tuesday, May 22

**Lecture**

- Social and economic development
- National development
- Burnet, Lamar, Houston, and Jones Administrations

**Reading**

- *An Empire for Slavery*: Chapter 4, Chapter 5, and Chapter 6

Wednesday, May 23

**Lecture**

- U.S. Annexation
- Statehood
- U.S.-Mexico War

**Reading**

- *An Empire for Slavery*: Chapter 7, Chapter 8, and Chapter 9

Thursday, May 24

**Lecture**

- Secession Convention
- U.S. Civil War and Texas
- Emancipation

**Reading**

- *An Empire for Slavery*: Chapter 10, Chapter 11, Chapter 12, and Conclusion

Friday, May 25

**\*\*\*Response for *An Empire for Slavery* Due\*\*\***

**\*\*\* 4 Page Draft of Research Paper Due\*\*\***

**Lecture**

- Reconstruction and the Texas Constitutions
- Civil Rights in Reconstruction Texas
- Civil Rights in Post-Reconstruction Texas
- Texas as part of the New South and West
- Population movement and economic expansion

**Reading**

- *White Metropolis*: Prologue, Chapter 1, Chapter 2, and Chapter 3

Saturday, May 26

**Reading**

- *White Metropolis*: Chapter 4, Chapter 5, and Chapter 6

Sunday, May 27

**Reading**

- *White Metropolis*: Chapter 7 and Afterword

Monday, May 28

**No Class – Memorial Day**

Tuesday, May 29

**\*\*\* Response for *White Metropolis* Due \*\*\*****\*\*\* 6 Page Draft of Research Paper Due\*\*\*****Lecture**

- Immigration
- The Persistence of Native Nations
- War on Native Nations
- Sharecropping
- Texas in the Gilded Age

**Reading**

- “The Quitaque Killings”

Wednesday, May 30

**Lecture**

- Agriculture, Sharecropping, and Labor
- Populism, Women, and Political Machines
- Progressive Era and Reforms
- Mexican Americans and Mexican Revolution
- Jim and Juan Crow and Early Civil Rights Movements

**Viewing**

- *Big City Trail: The Urban Indians of Texas*

Thursday, May 31

**\*\*\* Research Paper Due \*\*\***

- World Wars and Modernization
- The Economy: Great Depression, Dust Bowl, Oil, and Cotton
- Civil Rights, Culture Wars, and the Rise of Conservatism
- Becoming a Global Economic and Population Center



- Final questions and comments; review for final.

Friday June 1

## **FINAL EXAM**

### **Careers for History Majors**

With a history degree, one acquires dynamic skills that range from the knowledge to conduct diverse forms of research, social and textual analytical abilities, to effective writing capabilities. History majors can transform these and other skills into various rewarding careers as educators, lawyers, writers, editors, researchers in private and public sectors, archivists, librarians, policy makers, public servants, preservationists, and many more professions.

You can explore the following websites for more information on careers for history majors:

- <http://www.historians.org/jobs-and-professional-development/career-resources/careers-for-history-majors>
- <http://historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history>
- <http://history.ucdavis.edu/undergraduate/what-can-i-do-as-a-history-major>
- <http://as.vanderbilt.edu/history/undergraduate/job.php>
- [http://www.csi.cuny.edu/departments/history/pdf/BA\\_careers.pdf](http://www.csi.cuny.edu/departments/history/pdf/BA_careers.pdf)