

May Term 2018 (May 16 - May 31, 2019)

HIST 3319 – Texas History

Instructor: Joel Zapata, jzapata@smu.edu

Class: M-F 9:00 am – 1:00 pm Dallas Hall

Office Hours: M-Th 1:00 PM – 2:00 PM and Fridays by appointment Dallas Hall

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. I will also hold virtual or remote office hours as needed. 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, and as global borderlands in terms of culture and geography. The topics we will examine throughout the semester, include, but are not limited to, pre-colonial Texas, the war for independence, Reconstruction, recent political and social movements, along with the contributions of people of color, other marginalized groups, and women to the development of the state.

REQUIRED TEXTS

Books

Juliana Barr, *Peace Came in the Form of a Woman: Indians in the Texas Borderlands* (Chapel Hill: University of North Carolina Press, 2007). ISBN: 987-0-8078-5790-8

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.

Short And Very Short Articles And Chapters

David La Vere, "From One Millennium to the Next," in *The Texas Indians* (College Station: Texas A&M University Press, 2013), 222-238.

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: <https://www.texasmonthly.com/the-culture/los-miserables/>. The article will also be provided through Canvas under the “Class Readings” tab.

Jennifer White, “30 Texas Women,” *Texas Monthly*, February 2003.

- This article is available here: <https://www.texasmonthly.com/articles/30-texas-women/>. 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.

Matt Abigail and Jazmin León, “Emma Beatrice Tenayuca,” *Handboook of Texas*, February 2016.

- This article is available here: <https://tshaonline.org/handbook/online/articles/fte41>. The article will also 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 and French colonial history, African American history, and Mexican American history along with the history of Mexico’s northern periphery, 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

- Two Response Papers, 700 to 900 words: 30% (15% each)
- Research Paper (utilizing sources from the Special Collections of the DeGolyer Library or the Bridwell Library), 10-page minimum. 40%
- Discussion (participation and leading): 30%

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. Failure to attend class will automatically garner a 5-point deduction from the final grade per class session missed. Failure to attend class may result in student being dropped from the course.

NOTE: The instructor may amend this syllabus as needed. All changes will be communicated to the students during class time and via email.

BOOK AND DOCUMENT RESPONSE PAPERS

Students will write two response papers of 700 to 900 words for *Peace Came in the Form of a Woman* and another response paper of either *An Empire of Slavery* or *White Metropolis*. Papers will be turned in at the beginning of class. 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 (Barr, 12) or (Kerr and Hunt, 9), within the paper's text.

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

- Students will read *Peace Came in the Form of a Woman*, "From One Millennium to the Next," and the primary source document "Report of Conference: Commissioner of Indian Affairs and Kiowa, Comanche, and Apache Tribal Members, Dallas, Texas." The latter two readings will be available through Canvas. Students will link the primary source document to both "From One Millennium to the Next" and *Peace Came in the Form of a Woman* 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 "From One Millennium to the Next" or *Peace Came in the Form of a Woman*?

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.

RESEARCH PROPOSAL AND PAPER

Students are required to submit a two-page research paper (utilizing sources from the Special Collections of the DeGolyer Library or the 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 ten 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
- 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

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.

- Turn off all electronic devices before class begins.

DISABILITY ACCOMODATIONS:

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

EXAM AND QUIZ MAKEUPS AND LATE PAPERS

There are no exam and quiz 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.

STUDENTS ABSENT FOR OFFICIAL UNIVERSITY BUSINESS

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

STUDENTS ABSENT DUE TO RELIGIOUS OBSERVANCE

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

SMU Title IX Harassment Policy Prohibits Sexual Misconduct

Sexual misconduct is prohibited by SMU's Title IX Harassment Policy, Policy 2.5.1, and the federal law Title IX of the Education Amendments of 1972.

- **SMU's Title IX Harassment Policy is online in the University Policy Manual, smu.edu/policy, and on the Office of Institutional Access and Equity website, smu.edu/iae.**

Sexual misconduct encompasses all forms of sexual harassment, including gender-based harassment, sexual violence, sexual assault, dating violence, domestic violence, stalking and sexual exploitation. Sexual misconduct will not be tolerated in the SMU community. Learn more about sexual misconduct [definitions and examples](#), including [sexual assault and consent](#).

Students found responsible for sexual misconduct face disciplinary sanctions up to and including expulsion from the University.

SCHEDULE

Thursday, May 16 **Lecture**

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

Class Work

- Archival research workshop at the DeGolyer Library
- Begin brainstorming and researching possible topics for research paper to present on during the following class period
- Begin preliminary research

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.
- Jennifer White, “30 Texas Women,” read the entire short article.
- *Peace Came in the Form of a Woman*: Introduction, Chapter 1

Friday, May 17

Lecture

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

Viewing

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

Class Work

- Each student will discuss possible research. This will run as an open discussion where the instructor and all classmates will give their thoughts on which topics are the most important within the historical profession and feasible in terms of time and research.
- Considering the discussion, conduct further brainstorming and research.
- Discuss Michael Ennis and Jennifer White readings.
- **Begin research paper bibliography and outline due Monday.**

Reading

- *Peace Came in the Form of a Woman*: Chapter 2, Chapter 3, Chapter 4

Saturday, May 18

Reading

- *Peace Came in the Form of a Woman*, Chapter 5, Chapter 6, Conclusion

Sunday, May 19

Reading

- David La Vere, “From One Millennium to the Next.”
- “Report of Conference: Commissioner of Indian Affairs and Kiowa, Comanche, and Apache Tribal Members, Dallas, Texas.”

Monday, May 20

*****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

Class Work

- Online and Database Research Workshop at the Fondren Library
- Discussion leaders will lead the class, with input from the instructor when needed, in examining *The Texas Indians*.
- Each student will discuss their research paper sources and outline. This will run as an open discussion where the instructor and all classmates will give their thoughts on sources and possible additional sources along with the outline feasibility and structure.
- Discuss beginning the process of writing the research paper and any issues that may arise.
- **Continue research and begin writing introduction and first pages of research paper**

Reading

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

Tuesday, May 21

Lecture

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

Class Work

- Discuss short response papers and way to improve the next response Paper
- **Continue writing research introduction and first. Continue research if needed.**

Reading

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

Wednesday, May 22

Lecture

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

Class Work

- **Continue writing first 4 pages of research paper**

Reading

- *An Empire for Slavery*: Chapter 7, Chapter 8, and Chapter 9
- “The Quitaque Killings” by Kerr and Hunt

Thursday, May 23

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

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

Class Work

- If needed, discuss short response papers and ways to improve the response paper
- Discuss “The Quitaque Killings”

Reading

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

Friday, May 24

*****Response for *An Empire for Slavery* 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

Class Work

- Discussion leaders will lead the class, with input from the instructor when needed, in examining *An Empire of Slavery*.
- Each student will discuss their research paper progress and research discoveries along with their arguments and conclusion up to the date. This will run as an open discussion where the instructor and all classmates will give their thoughts over each paper’s conclusions and arguments and how to improve these.
- **Continue writing first 6 pages of research paper**

Reading

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

Saturday, May 25

Reading

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

Sunday, May 26

Reading

- *White Metropolis*: Chapter 7 and Afterword

Monday, May 27

No Class – Memorial Day

Tuesday, May 28

***** 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

Class Work

- Discussion leaders will lead the class, with input from the instructor when needed, in examining *White Metropolis*.

Reading

- “Emma Beatrice Tenayuca” by Abigail and Léon

Wednesday, May 29

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

Class Work

- Discuss “Emma Beatrice Tenayuca”
- Each student will discuss their research paper progress and research discoveries along with their arguments and conclusion up to the date.

Thursday, May 30

******* Turn in 10 Page Research Paper Before Class for Commentary Prior to Due Date *******

- Email to jzapata@smu.edu

As Time Allows, Instructor Will Comment on the Overall Themes, Structure, Conclusions, and Arguments Within Each Paper.

Lecture

- 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.

Class Work

- Michael Phillips, Invited Talk

Friday May 31

****Research Paper Due to Canvas and Instructor's Email by 1:00PM****

- Email to jzapata@smu.edu

Class Work

- During the regular class session starting 9:00 am, each student will conduct a short presentation of their research paper. This will be part of each student's participation grade.

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