

Texas and the Southwest

(SMU Catalog - HIST 3319: Texas History)

SMU-in-Taos • August Term 2018

COURSE OVERVIEW AND BENEFITS

No matter where you land on the political spectrum, most people agree that we are living in an especially contentious and strange time. Is the United States progressing or regressing? Is freedom expanding or contracting? Are we more diverse or more divided?

There is no better way to get a handle on the most important issues in Texas, the Southwest, and the United States. than to study history. All of today's most pressing challenges – from politics to football, from race to religion, from schools to statues – have their roots and context in history.

Here are just a few of the benefits of taking HIST 3319 during the SMU-Taos August Term of 2018:

- Fulfill **FOUR UC/GEC requirements**: Historical Contexts 2; Individuals, Institutions, and Cultures 2; Human Diversity; and Information Literacy
- Learn history experientially through multiple field trips in Northern New Mexico (Santa Fe, Fort Burgwin campus; Taos Pueblo; Taos)
- Take this course from a professor with experience in Texas, U.S., and presidential History.
- Learn how to read and analyze both primary and secondary sources in history.



This course is a survey of Texas History from pre-European contact to the present day. While we survey the whole, we will focus on two concepts: First, how the history of Texas compares and contrasts with that of its neighbors in New Mexico and the Southwest; and second, we will reflect upon several major points of tension that characterize Texas: myth and history; free and enslaved; southern and western; urban and rural; religious and materialistic; black, white, and brown. By the end of the course, students will have gained two important things: a deeper appreciation for the complexity of Texas history, and the basic tools necessary to study it themselves.

INSTRUCTOR BIO

Dr. Brian Franklin is the Associate Director of the SMU Center for Presidential History and an Adjunct Lecturer in the SMU History Department. At the Center for Presidential History, Dr. Franklin leads the Collective Memory Project, a project which aims to film interviews with people who served in key roles during the George W. Bush presidency. His research focuses on the role of religion and politics in early America, and he teaches in the fields of U.S. and Texas History.

STUDENT LEARNING OUTCOMES – UNIVERSITY CURRICULUM

Historical Contexts Pillar (Level 2)

- SLO 1 - Students will be able to analyze both secondary and primary historical evidence.
- SLO 2 - Using secondary and primary historical evidence, students will be able to develop and support extended discussions based on critical understanding of specific historical problems.

Individuals, Institutions and Cultures Pillar (Level 2)

- SLO 1 - Students will be able to analyze different theoretical or interpretive perspectives in the study of individuals, institutions, & cultures that shape economic, political & social experiences.
- SLO 2 - Students will be able to evaluate critically the research outcomes, theory, and/or theoretical applications in the study of individuals, institutions, and cultures that shape economic, political and social experiences.

Proficiencies and Experiences – Human Diversity

- SLO (a) - Students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual groups or group status, treatment, or accomplishments.

Proficiencies and Experiences – Information Literacy

- SLO 1 - Students will be able to select and use the appropriate research methods and search tools for needed information
- SLO 2 - Students will be able to evaluate sources for quality of information for a given information need.

REQUIRED READINGS

Sam Haynes & Cary Wintz, eds., Major Problems in Texas History, 2nd Edition (ISBN: 978-1133310082)

David J. Weber, What Caused the Pueblo Revolt of 1680? (ISBN: 978-0312191740)

GRADING

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| 25% | Reading Reports |
| 20% | Discussion Participation |
| 10% | Discussion Leadership |
| 20% | Annotated Bibliography |
| 30% | Final Exam |

CLASS POLICIES AND

EXPECTATIONS

1. Attendance
 - Attendance is **mandatory 100% of the time**, given the nature of this short course in Taos. If a student must miss a class (for illness or emergency), that student must speak with the professor immediately about how to make up any and all class time and/or assignments.
2. Late Work
 - All assignments received late will receive a 10-point deduction from the total grade for *every 1/2 hour* they are late, beginning at the due date/time. No late assignments will be accepted after 4 hours.



CLASS POLICIES AND EXPECTATIONS, CONTINUED

3. Discussion Participation and Leadership
 - We will devote significant class time each day to discussion. These discussions will revolve around your assigned readings for the day. Because our class depends so much on discussion, a significant portion of your final grade will be assessed according to your preparation and participation.
 - Each student will help lead discussion during a portion of each class day. This leadership will consist of coming to class prepared with several questions/topics to propose to the class for discussion.
4. Academic Honesty (and Dishonesty)
 - Students are expected to maintain the utmost academic integrity in this course, in line with the SMU Student Honor Code (This can be found in the SMU Student Handbook at <http://goo.gl/Ik5km1>).
 - Any act of academic honesty (plagiarism or cheating) will result in an immediate grade of ZERO on the assignment, exam, or paper, and reporting to the SMU Honor Council. If the professor deems the case of plagiarism or cheating to be a deliberate and proportionally significant act, the student may receive an immediate "F" for the course. A second act will result in an immediate "F" for the course and reporting to the Honor Council.
 - **Plagiarism** is the act of using a source as your own, without citing it or attributing it to the original author. This includes the act of summarizing or paraphrasing a source without proper citation. If you have a question about plagiarism, speak with the professor **before the fact**.
5. Email Policy
 - I will communicate with you (individually and as a class) using your SMU email address. It is your responsibility to check your mailbox very regularly for messages regarding the class, particularly given the nature of this August Taos term.
6. Disability Accommodations
 - Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass.asp> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4)



Texas and the Southwest – Course Schedule Taos August Term, 2017

NOTE ON READINGS:

All readings on the schedule must be completed BEFORE class begins on their assigned day.

READING REPORTS:

On FIVE of the SEVEN class days, each student should turn in (online and in-person) a 300-400 word analysis of a pair of readings for that day: one secondary document, and one primary document (in the *Major Problems in Texas History* book). That analysis should include:

- A paragraph summary of each document.
- An analysis of the two documents. This analysis should take the basic information presented and make a critique or contribution in some way. For example, you might question an author's premise or argument, contrast the secondary and primary documents, or identify information the author has neglected that might change its effectiveness. You may use any outside information you wish to help you with this analysis. If you use any other work, you must properly cite that work.

DISCUSSION LEADERSHIP ASSIGNMENT

Each student will lead a portion of discussion on one day of class (excluding Day 1). This leadership will consist of coming to class prepared with 5-10 questions/topics to propose to the class for discussion, based on the day's assigned readings. The student should submit these questions/topics to the professor before discussion begins.

ANNOTATED BIBLIOGRAPHY – IN-CLASS ASSIGNMENT

Students will complete an annotated bibliography as an in-class assignment (with the assistance of the professor). This assignment will help students fulfill the requirements of the “Information Literacy” SLOs.

Sun., Aug. 5 – Students Arrive

Meeting: Class will have a brief evening meeting in the Dining Hall to kick things off

Day 1 – Natives and New Spain (Tues., 8/7)

Field Trip (Full day) – Santa Fe

Readings: *What Caused the Pueblo Revolt of 1680?* and *Problems in Texas History*, Chapters 2 and 3 (selections)

Day 2 – Independence: Mexico & Texas (Wed., 8/8)

Readings: *Problems in Texas History*, Chapters 4-7 (selections)

Film: Selections from “The Searchers”; “The Alamo”; “Texas Rising”



Day 3 – Mexican War to Civil War (Thur., 8/9)

Field Trip (½ day) – Kit Carson Home and Museum; Fort Burgwin Campus

Readings: *Problems in Texas History*, Chapters 7-8 (selections)

Day 4 – New South and New West (Fri., 8/10)

Readings: *Problems in Texas History*, Chapters 9-11 (selections)

Film: “Comanche Warriors”

In-Class Assignment: Annotated Bibliography

Day 5 – The Great Age of Progress? (Tues., 8/14)

Field Trip (½ day): Taos Pueblo

Readings: *Problems in Texas History*, Chapters 10-13 (selections)

Day 6 – Depressions & Wars, Home & Abroad (Wed., 8/15)

Readings: *Problems in Texas History*, Chapters 12-14 (selections)

Film: “Bonnie and Clyde”; “A Class Apart”

Day 7 – New Left, New Right, New Texas (Thur., 8/16)

Readings: *Problems in Texas History*, Chapters 14-15 (selections)

Film: Selections from “Pony Excess”; “Friday Night Lights”; and “What Carter Lost”

Day 8 – FINAL EXAM (Fr., 8/17)

Final Exam will be essay-based, and open-book.



SYLLABUS NOTE:

The professor reserves the right at any time to amend the syllabus, including the assignments and the schedule. Rest assured, it will not be amended so as to create *more* work for you.