



History 2301-111H1

Texas History

Spring 2025

M/W 12:30-1:50 LRC 255

Instructor Information:

Instructor: Patricia Ovesny MA. povesny@com.edu, 409-933-8304

Student Hours and Location

Office: Learning Resource Center, Suite A, LRC-222

Student Hours: 7:35-8:05 FHS, M/W 10:45-12:30, T/Th 10:00-11:00, you can also email me at povesny@com.edu

Course Information:

Textbook: De La Teja, Jesus and Tyler, Ron. *Texas: Crossroads of North America* 2nd Edition
Reading assignments are listed on the last page of the syllabus. Material drawn from the textbook will account for 10 – 20% of each exam.

Course Description: A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History may include Spanish colonization and Spanish Texas, Mexican Texas, the Republic of Texas, statehood and secession, oil, industrialization and urbanization, civil rights and Modern Texas.

Determination of Course Grade:

Course Work Requirements: This is a course that requires the student to attend lectures. Each lecture contains material that is not available in the textbook, material that the student is responsible for and will be tested upon; therefore it is essential that students make a concerted effort to attend class. If a student is absent from class, they are responsible for acquiring the lecture notes from a classmate. Rigorous note taking and studying of lecture notes is expected if the student is to succeed in the class. In addition to attending lectures,

students are expected to read the textbook assignment prior to attending the lecture on that subject if they choose to utilize the optional textbook.

Exams: There will be **four exams** during the semester with a value of **100** points each. Exam material will be drawn from both lectures and assigned readings. Exams will be online with a written portion on D2L. Students should pay particular attention to terms in the study guides, which will be distributed prior to each exam. Each exam will consist of multiple-choice questions, short answer, map questions as well as essay question. **There will be NO makeup tests given. If you miss a test your lowest test score for the semester will count twice. If you miss more than one test the other will be a 0. Exams address the following Core Objective: Critical Thinking.**

Assessment Quizzes: In addition to the four exams, there will be pop quizzes during the semester. Quizzes will be given in order to identify at-risk students. Once at-risk students are identified, a plan will be developed in conjunction with the student with the goal of improving their performance in the class. Quizzes will count for a total of 100 points. **Quizzes cannot be made up. Quizzes address the following Core Objective: Critical Thinking.**

Discussion Posts: You will be responsible for reading primary documents and posting comments on the discussion boards on D2L. These discussions will address the readings and will incorporate reading and class discussion. Each week there will be a different question posted that you will need to respond to. This will be part of your attendance grade. I will let you know in class which documents to read and when the discussion posts are due.

Primary documents will be posted on D2L and these are the documents that you need for the discussion posts. You will read the documents for that discussion and post a comment (needs to be about a paragraph) on the documents, what did the document say, what was its purpose and how did it fit into our class discussions. You will also need to comment on at least one other person's post.

Here is a link to a source for generally accepted network etiquette. Please review this material, be familiar with the core principles of netiquette and please follow these guidelines during the term of this course:

- [Netiquette: Etiquette for Communicating Online](#) - Howard Community College Netiquette Statement.
- [Netiquette: Ground Rules for Online Discussions](#) - The Institute for Learning and Teaching at Colorado State University
- Two-minute video about [Discussion Board Netiquette](#)
- Virginia Shea's [Netiquette Home Page](#)
- [The Core Rules of Netiquette](#) by Virginia Shea (an excerpt from *Netiquette*)
- [The Net: User Guidelines and Netiquette](#) by Professor Rinaldi, Florida Atlantic University

Research Assignment: Each student will be responsible for a 5 page typed double spaced, 12 font Times New Roman, cited paper over a historical topic that we cover. You must have in text citation and a work cited list. You must use at least one primary document, one scholarly article, one book, and one scholarly internet site. You may pick your own topic but it must be approved by the instructor. See syllabus for due date. No late papers will be accepted. Make sure you turn in paper on time! The research paper will count for 10% of your grade. You must turn in a rough draft before the final paper. See class outline for when specific parts of the paper are due. **The Paper Assignment will also address the following Core Objectives: Critical Thinking Skills, Communication Skills (CS1), Social Responsibility, and Personal Responsibility.**

The Research Assignment will be graded using the following formula:

| | |
|-----------------------------------------------------------|--------------------|
| Analyze and interpret primary and secondary sources | - 25 points |
| Create an argument through the use of historical evidence | - 25 points |
| Effective use of Critical Thinking Skills | - 25 points |
| Effective use of Communication Skills (written) | - <u>25 points</u> |
| 100 points | |

See syllabus for due date. No late papers will be accepted, NO EXCEPTIONS. The research paper assignment is worth 100 points. This is a high value assignment. Failure to turn this assignment will adversely affect your final course grade.

Oral Presentation Assignment: This course has an oral communication assignment. Each student will present a 5 minute presentation of their research paper. You must have a visual representation of your topic as part of your presentation. Each student will be graded on content, research, and presentation. The oral presentation will count for 10% of your grade. **The Oral Presentation will address the following Core Objectives: Communication Skills (CS2) and Communication Skills (CS3).**

The presentation is worth 100 points and will be graded according to the following formula:

| | |
|-------------------------|--------------------|
| Verbal Communication | - 25 points |
| Nonverbal Communication | - 25 points |
| Content | - 25 points |
| Organization | - <u>25 points</u> |
| 100 points | |

Responsibility Paper:

Students will pick a person or movement that fits into the time period of HIST 2301-Texas History. Students look for a person or movement that fits into the major area that you are studying.

Arts & Humanities

Business and Industry

Health, Human and Consumer Science and Public Safety

STEM

There are many interesting people/movements that fit into these major areas. Find a person or movement that interests you

Students will write a two-page typed paper on the Social and Personal Responsibility of the person/or persons involved in the movement.

The student must include a section in their paper discussing the social and personal responsibility of the individuals involved. Students will use primary and secondary sources for their paper.

Example: William Travis' decision to hold the Alamo, what are the consequences of this action? What personal responsibility does he have and how does this decision influence those around him?

See syllabus for due date. No late papers will be accepted.

The Paper Assignment will be graded using the following formula:

| | |
|--------------------------------------------------------------|-------------|
| Effective use of Critical Thinking Skills | - 25 points |
| Effective use of Communication Skills (written) | - 25 points |
| Analysis of the Social Responsibility component of the topic | - 25 points |
| Analysis of the Personal Responsibility component the topic | - 25 points |
| | 100 points |

Movie Critique: You will watch the movie *The Alamo* on your own time, There is a link in D2L to the movie. After watching the movie, you will write a 2 page typed paper to the movie. You will address the question of how this movie/documentary fit into the class discussions we were having. Is this an accurate representation of what we have been studying? See syllabus for due date.

Special Project:

Choice one: Go to the Bryan Museum at 1315 21st Street, Galveston, Texas.

<https://www.thebryanmuseum.org/visit-hours-and-admission>

or the Lone Star Flight Museum

<https://lonestarflight.org/>

Walk through the museum and write a 2 page paper on what you saw and how it fit into Texas

history (you may pick one item in the museum and write about it) attach receipt to paper (or show to instructor).

Choice two:

Read a monograph (book) about a Texas topic such as *Isaacs Storm or City on Fire*. After reading write a 2 page paper on what you thought about it and how it fit into Texas history.

Extra Credit: Visit a historical monument or museum (not the Bryan Museum). Take a picture of yourself next to it and write a page of what you thought about it.,

Other extra credit may be given throughout the semester. These may be an extra credit question on a test or other out of class assignments. Extra credit assignments will count for no more than 30 points

Total points for the semester will be **1000 points**.

Course grades will be calculated as follows:

| | |
|-------------------------------|--------------|
| Assessment Quizzes | - 100 points |
| Responsibility Paper | - 100 points |
| Research paper rough draft | -25 points |
| Research Assignment | - 75 points |
| Oral Communication Assignment | - 100 points |
| Attendance/discussion posts | -100 points |
| Movie Critique | - 50 points |
| Special project | - 50 points |

| | |
|-------------|---------------------|
| First Exam | - 100 points |
| Second Exam | - 100 points |
| Third Exam | - 100 points |
| Final Exam | - <u>100 points</u> |

Total Points **1000 points**

Grade Scale:

1000-900 = A (90 – 100% average)

899-800 = B (80 -89% average)

799-700 = C (70 – 79% average)

699-600 = D (60 – 69% average)

599 or below = F (59% or below)

Make-Up Policy: There will be NO makeup tests given. If you miss a test your lowest test score for the semester will count twice. If you miss more than one test the other will be a 0. Quizzes cannot be made up.

Student Learner Outcomes: Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence. This course-level outcome maps to the Critical Thinking Skills Core Objective.
2. Analyze and interpret primary and secondary sources. This course-level outcome maps to the Critical Thinking Skills Core Objective.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of Texas history. This course-level outcome maps to the Critical Thinking Skills, Social Responsibility, and Personal Responsibility Core Objectives.
4. Develop, interpret, and express ideas on a History 2301-related topic through written communication. This course-level outcome maps to the Communication Skills Core Objective.
5. Develop, interpret, and express ideas on a History 2301-related topic through oral communication. This course-level outcome maps to the Communication Skills Core Objective.
6. Develop, interpret, and express ideas on a History 2301-related topic through visual communication. This course-level outcome maps to the Communication Skills Core Objective.
7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
8. Evaluate choices and actions of others or one's own, and relate consequences to decision-making.

General Education Core Objectives: Students successfully completing this course will demonstrate competency in the following Core Objectives:

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. **Communication Skills:** Develop, interpret, and express ideas through written, oral, and visual communication.
3. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **Personal Responsibility:** Evaluate choices and actions of others or one's own, and relate consequences to ethical decision-making.

| Student Learner Outcome | Maps to Core Objective | Assessed via this Assignment |
|--------------------------------|-------------------------------|-------------------------------------|
|--------------------------------|-------------------------------|-------------------------------------|

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------|
| 1. Create an argument through the use of historical evidence. | Critical Thinking Skills (CT) | Paper |
| 2. Analyze and interpret primary and secondary sources. | Critical Thinking Skills (CT) | Paper |
| 3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history. | Critical Thinking Skills (CT) | Quizzes and Exams |
| 4. Develop, interpret, and express ideas on a History 2301-related topic through written communication. | Communication Skills (CS1) | Paper |
| 5. Develop, interpret, and express ideas on a History 2301-related topic through oral communication. | Communication Skills (CS2) | Oral Presentation Assignment |
| 6. Develop, interpret, and express ideas on a History 2301-related topic through visual communication. | Communication Skills (CS3) | Oral Presentation Assignment |
| 7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. | Social Responsibility (SR) | Paper |
| 8. Evaluate choices and actions of others or one's own, and relate consequences to decision-making. | Personal Responsibility (PR) | Paper |

Academic Dishonesty: Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams is an extremely serious offense and will result in a **grade of zero** on that exam and the student will be referred to the Office of Student Conduct for appropriate discipline action.

Turnitin: All papers will be submitted to Turnitin. Please check your similarity report, this flags plagiarism. Also, Turnitin now checks to see if your paper was written by Artificial Intelligence, you will not see this percentage, but your instructor will. **Any percentage of Artificial Intelligence usage will result in a zero for your paper and the student will be referred to the Office of Student Conduct for appropriate discipline action.**

Do not use Grammarly or any other online helpers to help you write your paper, it will show up as Artificial Intelligence. If you need help with papers, use the COM Tutoring Center.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Shinya Wakao swakao@com.edu or 409-933-8107

History 2301

Texas History Course Outline: Subject to Change!

| | |
|---------|--------------------------------------------------------------------------------------|
| Jan 13 | In Class Introduction, Early Civilizations (Ch 1) |
| | Online Intro post, Syllabus Quiz |
| Jan 15 | In Class Early Civilizations (Ch 2) |
| | Online Da Vaca discussion post, rest of Ch 3 |
| Jan 20 | Holiday no class Spanish Colonization (Ch 4) |
| | Online 1783 census post |
| Jan 22 | In Class Spanish Texas (Ch 4) |
| | Online Exam 1 |
| Jan 27 | In Class Mexican Texas (Ch 5) |
| | Online Neutral Ground post, Dewit Green post Rough Draft Due |
| Jan 29 | In Class Revolution and Independence (Ch 6) |
| | Online Watch <i>Alamo</i> , Travis letter post, Treaty of Velasco post |
| Feb 3 | In Class Republic of Texas |
| | Online Movie Critique Due, |
| Feb 5 | In Class Problems in Republic (Ch 7) |
| | Online Exam 2 |
| Feb 10 | In Class Statehood/ Civil War (Ch 8) |
| | Online Constitution of 1845 discussion post |
| Feb 12 | In Class Reconstruction (Ch 9) |
| | Online Responsibility paper due, Frontier society notes (Ch 10), Granger post |
| Feb 17 | In Class 1900 storm |
| | Online Agrarian Society notes, Fence Cutting law post. |
| Feb 19 | In Class Progressive movement (Ch 11) |
| | Online Hobby on Prohibition post, Exam 3 |
| Feb 24 | In Class Great Depression (Ch 12) |
| | Online Research paper due |
| Feb 26 | In Class WW2 (Ch 12) |
| | Online WASP post, Texas at mid-century notes (Ch 13), Special Project Due, |
| March 3 | In Class Texas and LBJ and the 1960's (Ch 14) |
| | Online NAFTA discussion post, modern Texas notes (Ch 15) |
| March 5 | In class Presentations |
| | Online Exam 4 |

Reading Assignments:

Chapters 1, 2, 3, 4

First Exam

Chapters 5, 6, 7
Second Exam

Chapters 8, 9, 10, 11
Third Exam

Chapters 11, 12
Fourth Exam

Chapter 13, 14, 15
Final Exam

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:
Kimberly Lachney, Student Accessibility Services Coordinator
Phone: 409-933-8919
Email: AccessibilityServices@com.edu
Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.