

## University of Houston-Downtown

**Course Prefix, Number, and Title:** HIST 1312: Texas History

**Credits/Lecture/Lab Hours:** 3/3/0

**Foundational Component Area:** American History

**Prerequisites:** Enrollment in or completion of ENG 1301

**Co-requisites:** None

**Course Description:** This introductory course spans the history of Texas from its Native American origins to the present, noting the challenges to the changing communities of colony, nation, and state and their relationships with the larger society and diverse populations. A variety of factors emphasize social, economic, and ethnic influences that have shaped modern Texas. (This course satisfies 3 of the 6 hours of American history mandated by the state of Texas.)

**TCCNS Number:** HIST 2301

**Demonstration of Core Objectives within the Course:**

<b>Assigned Core Objective</b>	<b>Learning Outcome Students will be able to:</b>	<b>Instructional strategy or content used to achieve the outcome*</b>	<b>Method by which students' mastery of this outcome will be evaluated</b>
Critical Thinking  Personal Responsibility	1. Evaluate and analyze historical perspectives, using primary and secondary sources, in light of their historical context. Explain how events in the past influence current events.	Students will examine primary and secondary sources regarding Texas history, and, with the aid of lecture and/or class discussion, will evaluate historical perspective in relation to their time and place and identify connections between past and present. Students will evaluate significant events and persons in Texas history and indicate their impact on the present.  Students may be expected to explain some of the following key turning points in Texas history: (1) The motivations of Moses Austin when he applied for a land grant in Spanish Texas; (2) The origins of the joint resolution that annexed Texas to the Union; (3) the rationale for the establishment of U.S. army bases	Essay exam, paper, or short writing assignment. Objective quizzes or exams may be utilized in addition to the written component.  Example Syllabus: Essay portion of exam permits discussions of impact; identifications and matching specify persons pertinent to the events and names and locations of garrisons.

		along the frontier, following annexation.	
Critical Thinking Communication Social Responsibility Personal Responsibility	2. Analyze historical perspectives on ethical issues.	<p>Students will discuss and analyze the historical context for at least one major historical decision that contained strong ethical implications and relevance to Texas history. Students will discuss debates among historical actors that involved an ethical dimension while being sensitive to context and avoiding presentism.</p> <p>Students may be expected to evaluate (1) Texas President Mirabeau B. Lamar’s Indian removal policy; (2) Texas’ decision to secede from the Union and President Sam Houston’s opposition; or (3) Texas’ enactment of the poll tax as a voting requirement and the passage of the “White Primary.”</p>	<p>Essay exam, paper, or short writing assignment, individual oral presentations, participation in class discussion or group activity, or objective quizzes or exams.</p> <p>Example Syllabus: Indian removal, secession, and racist voter restrictions are featured in documents of <i>Major Problems</i>. Successful students will express, in written portions of exams and in class discussion, a sound understanding of the ethical and moral context that both shaped and was influenced by social change.</p>
Critical Thinking Communication	3. Effectively communicate in writing, orally, and visually, the analysis of historical questions and their results.	<p>The instructor will provide written guidelines that outline her or his expectations regarding written, oral, and visual communication. Students will apply their knowledge of those standards and any further guidance supplied by the instructor regarding improvement of communication skills, such as thesis and topic sentence development. Students will effectively express their understanding of textual and A/V source materials. In written work or class discussion, students may be expected to demonstrate their facility in interpreting and/or producing visual images, such as maps, charts, or tables.</p> <p>Examples: The use (1) of maps to</p>	<p>Writing: paper or essay Oral: participation in class discussion or group activity, oral presentation, or oral history interview. Visual: class presentation, part of grade for written work, or stand-alone assignment</p> <p>Example Syllabus: Indian removal, secession, and racist voter restrictions are featured in documents of <i>Major Problems</i>. These topics provide successful students the opportunity, in the written portions of exams and in class discussion, to demonstrate the types of</p>

		<p>understand the importance of U.S. President James K. Polk’s ordering of General Zachary Taylor and troops across the Nueces River to the Rio Grande;(2) of photographic staging of prominent persons in Texas history; or (3) of oral and video interviews of important local individuals to determine how historical actors construct their own narratives about their own histories.</p>	<p>questions historians put forward in order to further a fruitful discussion of past events and the causes of social change.</p>
<p>Critical Thinking Personal Responsibility Social Responsibility</p>	<p>4. Analyze cause-and-effect relationships and discuss the effects of multiple causations upon historical events.</p>	<p>With lecture and/or reading, students will examine a range of explanations as to the causes of various historical developments and events related to Texas history. Students will distinguish between proximate and long term causes in analysis of causation.</p> <p>Examples: Students will examine direct and indirect consequences of decisions and events and recognize their complex origins. Students may be required, for example, to express a clear understanding of multidimensional social forces that shaped (1) the Texas independence movement; (2) motivations for Texas admission into the United States; and (3) the development a low tax, pro-business state.</p>	<p>Essay exam, paper, or short writing assignment, participation in class discussion or group activity, or objective quizzes or exams.</p> <p>Example Syllabus: Causation is discussed in <i>Major Problems</i> and Richardson. Instructor can introduce them into lectures or discussions on major issues. Successful students will put forth, in the written portions of exams and in class discussion, a competent understanding of the linkage between political, cultural, and/or economic forces that lead to social change.</p>
<p>Critical Thinking Communication</p>	<p>5. Compare and contrast how different cultures or subgroups interpret, perceive, or experience historical events.</p>	<p>Students will be presented in lecture and reading with the shared and divergent views or experiences of various cultural groups in Texas history.</p> <p>Examples: Discussions, video, film, or guest speakers, will help students develop an understanding how different</p>	<p>Writing: paper or in class essay Oral: participation in class discussion or group activity, oral presentation, or oral history interview. Visual: class presentation, part of grade for written work, or stand-alone assignment</p>

		cultures, ethnicities, genders, and other groups evaluate events differently. Students will be immersed in sources that convey (1) African American and white Texan views of desegregation of public schools; (2) Native and Mexican-American reaction to the Anglo-held "winning of the West" narrative; and (3) the competing views on social reform in Texas, such as Prohibition.	Example Syllabus: <i>Major Problems</i> contains essays by Montejano, de Leon, Pitre, Campbell, and Lack, among others, that address cultural differences in historical interpretation.
Critical Thinking Communication Personal Responsibility	6. Relate events and ideas to change over time and across a broad survey of United States or Texas history.	On the basis of lecture and/or reading, students will identify significant events and ideas in Texas history and their relationship to larger changes across time.  Examples: Throughout the course, the instructor will (1) explain to students how events and ideas are anchored in the prevailing knowledge or mood of the period; (2) how such perceptions shift over time; and (3) how they continue to impact later generations with intended and unintended consequences	Examinations, oral or written summaries, or classroom discussions.  Example Syllabus: Collection of "Enduring Myths and the Land" in <i>Major Problems</i> , addressed by students in summaries and/or discussions, supplemented by lectures emphasizing origin and continuity of thought will emphasize this aspect of history.

**Course Outcomes:** See outcomes above.

**Course Outline:**

- The Land and the People
- Spanish Background and Colonization
- Immigration and Mexican Texas
- Texas Revolution: Causes and Effects
- Texas Republic and Statehood
- Secession and Civil War
- Reconstruction
- Bourbon Texas and Reform
- Texas to Mid-Twentieth Century
- Recent Developments

**Grading/Course Content which Demonstrates Student Achievement of Core Objectives:**

**Course Grade**            **A: 90-100**        **B: 80-89**            **C: 70-79**            **D: 60-69**            **F: 0-59**

<b>Summary of Course Exams, Quizzes, and Final</b>	
Three examinations and final	66% of the course grade
Paper or Book Review	17% of the course grade
Oral Presentation	17% of the course grade