

**South Plains College**

Common Course Syllabus: HISTORY 2301

Revised 1/24

Department: Social Sciences

Discipline: History

Course Number: HIST 2301

Course Title: Texas History

Available Formats: conventional, internet, hybrid

Campuses: Levelland, Reese, Plainview, Lubbock Center, Dual-Credit

**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 include: Spanish colonization and Spanish Texas, Mexican Texas, the Republic of Texas, statehood and secession, oil, industrialization, and urbanization, civil rights, and modern Texas.

**Prerequisite:** TSI compliance in Reading

**Credit:** 3 Lecture: 3 Lab: 0

**Textbook:** Varies according to instructor.

This course partially satisfies a Core Curriculum Requirement: American History Foundational Component Area (060)

**Core Curriculum Objectives addressed:** • Communications skills—to include effective written, oral and visual communication • Critical thinking skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information • Empirical and quantitative competency skills—to manipulate and analyze numerical data or observable facts resulting in informed conclusions • Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making. • Social Responsibility—to include the demonstrated knowledge and competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**Student Learning Outcomes:** Upon successful completion of this course, students should be familiar with the evolution of American political, social, and economic institutions and traditions from the arrival of Europeans to the mid-nineteenth century. This would include the ability to: • Create an argument through the use of historical evidence. • Analyze and interpret primary and secondary sources. • Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**Student Learning Outcomes Assessment:** A pre- and post-test and/or a writing assignment rubric will be used to determine the extent of improvement that the students have gained during the semester.

**Course Evaluation:** See the instructor's course information sheet for specific items used in evaluating student performance.

**Attendance Policy:** Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

**Student Code of Conduct Policy:** Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

**Diversity Statement:** In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

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**SOUTH PLAINS COLLEGE**

**HIST 2301**

**WHO:**

Instructor: Cathrine McMahan  
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Email: [cmcmahan@southplainscollege.edu](mailto:cmcmahan@southplainscollege.edu)  
Phone: 806-716-2958

**Office Hours**

Summer courses do not have standard office hours

**WHERE:**

Online

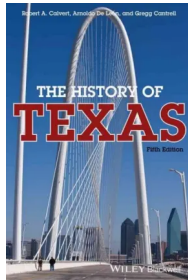
**WHEN:**

Online

**WHAT: HIST 2301**

This course is a survey of Texas history from Spanish exploration through Anglo-American colonization, as a part of the westward thrust, the impact of technology on the agricultural and industrial growth of Texas. The course is recommended for all students who plan to teach in the Texas public schools.

**Textbook:**



Calvert, Robert A., Arnoldo De León, and Gregg Cantrell. *The History of Texas*. 5th ed. Chichester, West Sussex: Wiley Blackwell, 2014.

**SUPPLEMENTAL MATERIALS:**

I will occasionally assign additional readings such as journal articles, primary sources, or videos. Those will always be posted digitally to Blackboard for the appropriate week.

**WHY:**

***“We are not makers of history. We are made by history.” --Martin Luther King, Jr. (1963)***

**Course Objectives/Learning Outcomes:**

- Identify political, economic, geographic, and social characteristics of eras in American history.
- Analyze the connections between past events and the context in which they occurred.
- Examine and analyze primary and secondary sources to better understand the issues and events surrounding eras in American history.
- Develop research and critical reading skills.
- Develop argumentative writing skills and implement proper grammar and mechanics to communicate in writing.
- Effectively express one's ideas and interpretations of the past through class discussions and written assignments.
- Receive appropriately and consider the ideas and interpretations of others about the past.

**HOW:**

Students will be evaluated on evidence of content understanding through skills assignments, a written term paper, quizzes, and tests. In addition, excellent scholarly citizenship is considered a skill for all students and will be evaluated at the end of the semester.

Grading Categories	Grading Breakdown
<p><b>History Labs:</b> The work of historians includes two main skills: (1) critically reading primary and secondary source materials and (2) analytical writing about such materials and the past. We will apply these skills to class content throughout the semester.</p>	<p>5 assignments @ 60 points each</p> <p><b>300 points</b></p>
<p><b>Quizzes:</b> Quizzes will be based primarily on assigned reading. However, some quizzes may include content from class discussions and additional materials from in-class meetings. Quizzes may include multiple-choice and/or short-answer responses. <i>One cannot expect to do well on quizzes if one does not read the book.</i></p>	<p>4 quizzes @ 100 points each</p> <p><b>400 points</b></p>
<p><b>Discussion Boards:</b> Students will participate in weekly class discussions. All discussion boards are “post first” so students must develop their own ideas about the topic BEFORE reading and commenting on the responses of others. Initial responses should be 400 words (+10%/-10%). Each week students must comment, question, or reply to two posts from classmates using a minimum of 150 words (+10%/-10%).</p>	<p>5 @ 50 points each</p> <p><b>250 points</b></p>
<p><b>Reflective Learning Analysis:</b> (RLA) In these assignments, the student will produce a reflective piece as a checkpoint for understanding. Each RLA should be 400 words (+10%/-10%). In the post, the student may address the questions: What have you learned so far? How does the content of the lessons connect to the world around you? What evidence have you found most interesting and why? What questions do you still have? In addition, AVOID summary of content in these submissions, I want to hear YOUR thoughts, ideas, and assessment of the material.</p>	<p>3 @ 50 points each</p> <p><b>150 points</b></p>
<p><b>Grading Summary:</b>  A= 1000-900 points  B= 899-800 points  C= 799-700 points  D= 699-600 points  F= 599-0 points</p>	<p><b>Total Points Available- 1100</b></p> <p>*Please note, there is a “bonus” of 100 points available on top of the 1000 maximum for an “A.” This is intentional and serves as a built-in method to recover credit for lower grades. <u>Please do not ask for “extra credit” as it is built into the grading categories.</u></p>

**Weekly Schedule-** Since this is such a brief course, all materials are available on day one of class. You may always work ahead, however, **due dates are the LAST day to submit assignments. Please be aware that I will not have time to grade late work because of the compacted nature of this class.**

## **Everything Else:**

### **Academic Dishonesty:**

Academic dishonesty commonly comes in the form of cheating or plagiarism both of which are addressed below, however, twenty-first-century students are clever in finding new ways to avoid doing work. Therefore, it is at the instructor's discretion to determine what qualifies as academic dishonesty and respond accordingly. **Academic dishonesty can result in reduced credit, a zero, withdrawal from the course, or disciplinary action as outlined in the SPC code of conduct.**

- **Cheating:** Cheating can include using unpermitted materials to complete an assignment, quiz, or test. Copying answers from another student or past class materials, or allowing others to use your class materials for their own nefarious purposes. Students must acknowledge all work assigned is to be completed individually unless otherwise noted.
- **Plagiarism:** Plagiarism is the intentional or unintentional use of another person's written or creative work without proper citation or credit. More accurately it is, "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author."<sup>1</sup> In other words, **if you copy someone else's work (including internet sources) and claim you wrote it, you are plagiarizing. This includes AI technology such as OpenAI, ChatGPT, or similar programs.** This is a serious offense and will be handled accordingly. Do not waste my time with plagiarism, my time on earth is limited and tracking down copied Wikipedia articles is not how I want to use minutes of this finite existence. If I am forced to do so, I will be angry, bitter, and lacking in mercy. Consider yourself warned. \*ALERT\* Instructors have digital tools and the basic intelligence to easily detect plagiarism, you WILL get caught eventually and the consequences can damage your collegiate career, so just don't do it. If you have questions about how to use a source or quote another person's work, I would be happy to meet with you during office hours and help you work through that. The world has been full of brilliant people who wrote brilliant things, it is ok to use their ideas to build your own, BUT you must give those brilliant people credit for their work.

### **Absences/Late or Missed Assignments:**

- **Absences:** This course is 100% online and there is no face-to-face attendance required. It is your responsibility to manage your time and develop a schedule to complete all work ON TIME. The choice to participate in 100% online courses means the student accepts the responsibility of time management at a college-level.

**\*\*Student-Athletes or Extracurricular** Participants: If you have a scheduled absence that interferes with a class assignment or deadline, **it is your responsibility to submit the assignment before you depart.** Late work will not be accepted for school trips or extracurricular activities.

- **Late Work:** **Late work will not be accepted** without a documented emergency, illness, or verified problem with the Blackboard server. Again, if there is a problem submitting an assignment it is the responsibility of the student to **contact the instructor via email BEFORE the deadline passes.** All late assignments meeting the criteria above are subject to reduced credit.

**Technology Statement:** Technology failures or difficulties are not valid excuses for late or missed assignments unless it is a verifiable Blackboard server problem. If you are submitting an assignment minutes before a deadline and there is a technical problem, that is an unfortunate consequence of procrastination. In other words, do not wait until the last minute to submit an assignment. An excellent scholarly citizen turns in work in a timely manner that allows for solving any technical problems. Furthermore, it is the responsibility of the student to double-check that all assignments are posted or submitted properly.

## **Legal Statements:**

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<sup>1</sup> Dictionary.com. Definition of Plagiarism. Dictionary.com. Accessed December 10, 2021. <https://www.dictionary.com/browse/plagiarism>. (See what I did there? I proved where I found something and gave that source credit. You must do this too.)