



School of Behavioral and Social Sciences

Virtual Campus – Spring 2009
Feb 23, 2009 – May 16, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

Syllabus HIST 3303: Texas History



Instructor: Dr. Jim Powell

Office Hours: 8:00 a.m. to 9:00 a.m.; Monday-Thursday

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CONTACT Information: Ordinarily, your instructor will respond within 48-72 hours. If you need immediate assistance or do not receive a response within 3 days, contact your professor by telephone first and a follow-up e-mail. Be sure to check your course e-mail often for messages from the professor and that your e-mail address is correct as posted.

Catalog Description: Texas prior to statehood as well as cultural, intellectual, social, economic and religious development of the state. The course also covers the impact of geography and how Texas affected and was affected by the broader U.S. experience.

Prerequisites: HIST 2301 and 2302, or consent of instructor.

Required Textbooks:

Campbell, Randolph B. *Gone to Texas: A History of the Lone Star State*. Oxford University Press, 2003.
ISBN13: 9780195138436 or ISBN10: 0195138430

Where to Purchase Textbooks:

Students are **STRONGLY** encouraged to purchase the textbooks from WBU Virtual campus where the books are in stock. Internet bookstores and other places may claim have these books but they are often on backorder which can cause a significant delay of up to 3-4 weeks. This delay is unacceptable in an 12-week class because it places students too far behind to realistically keep up in the class.

Log-on and Meeting Times:

Students should purchase textbooks and receive them prior to the first day of class. In addition, students need to log in on or before the first day of class through the [WBU Virtual Campus \(http://virtualcampus.wbu.edu/\)](http://virtualcampus.wbu.edu/) to begin the course. This class is conducted completely online and does **NOT** require proctors for exams. All quizzes and assignments are submitted online through the course website.

Course Outline: (Details and Calendar provided later.)

Course requirements: Weekly Quizzes, Writing Assignment(s), and Student Interaction

Quizzes: Weekly reading quizzes with questions in any format (multiple-choice, fill-in-the-blank, matching, maps, etc.) For preparation and study, practice exams will be provided.

Student Participation:	Students are expected to participate in the course interactively. This may be in the form of traditional discussion forums, course blogs, or course wikis. Details provided later.
Project/Writing Assignment:	Multimedia project assignment (with a 1500 word essay) will be due during the quarter. Details provided later.

Course outcome competencies:

- The Native cultures of Texas prior to the arrival of non-Indian settlers
- The major aspects of Spanish colonization and its lasting effect in Texas.
- The growth and development of the region under the Republic of Texas
- The impact of slavery on the economic and political development of Texas
- The various cultures and major issues of the Antebellum era.
- The impact of the Civil War in Texas and the states role in the great conflict.
- Major issues during Reconstruction in Texas
- The major events and people of the Populist Movement and Progressivism in Texas
- The impact of the 1930s Depression and Dust Bowl
- The growth of Texas during the Second World War and the Cold War
- The shift from Democratic to Republican party dominance

This course offers students a study of Texas from prehistoric times through the present. Students should gain an understanding of the Spanish, Mexican, Confederate, and U.S. influence in shaping the history of the state, as well as the history of the states' indigenous peoples. Emphasis will be placed on an understanding of the geography, the history of Texas through statehood, the Civil War and Reconstruction, and trends in Texas to the present. Also, through the written exams and papers, students will be challenged to improve their analytical and writing skills.

Method of determining course grade:

- Quizzes worth 45% of course grade.
- Writing Assignment worth 35% of course grade.
- Student Participation worth 20% of course grade.

The University has a standard grade scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F= below 60
- W= Withdrawal
- WP = withdrew passing
- WF = withdrew failing
- I = incomplete*

*An incomplete may be given within the last two weeks of along term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reason beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Attendance:

Students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work

may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus dean. Any student who misses 25 percent or more of the regularly class meetings will receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.

NOTE: Contact the professor immediately if you have a family emergency such as an unexpected major illness or family death, are on active duty in the military serving in a war zone, or have any other justifiable reason why you are unable to meet the due dates. However, change of military assignments or TDYs, changing work schedules, or other occurrences caused by a busy life are not acceptable excuses for missing assignment due dates. Plan ahead.

Regular log-on is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to keep track of their assignments. Students must have daily access to a computer and a reliable Internet connection to enroll in this course. Technical computer problems are not valid excuses to miss assignments, exams, or other due dates. Students should plan ahead to have access to a back-up computer at a family member's home, friend's location, local school, or local city library. When technical problems occur, send an e-mail to your instructor immediately to explain the difficulty. If you cannot use e-mail, call your instructor to explain the problem. If you reach your instructor's voice-mail, leave a message explaining the trouble and a phone contact where you can be reached.

Instructor's policy on Academic Dishonesty:

Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that examination and/or essay. Additionally such students may receive a grade of F for the course and may be suspended from the College (penalties which become a permanent part of a penalized student's record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to students or visit with your instructor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)
- quoting less than all the words copied
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation

Review the plagiarism link located on the Syllabus web page located in this course.

Choosing Good Sources for Historical Research:

Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even quizzes. To correctly interpret historical issues, students must have accurate knowledge of the facts. Students can also consult secondary sources such as the work of other historians. Students are, however, **STRONGLY** cautioned to choose these extra sources, particularly internet sites, with care. Websites, such as Wikipedia or Yahoo, **DO NOT** necessarily contain reliable

facts, documentation, or interpretations, and therefore, should not be used in a college course. Websites like Wikipedia even post disclaimers informing users that their material may or may not be valid (<http://en.wikipedia.org/wiki/Wikipedia:Disclaimers>). Students should, instead, choose sources from the WBU Virtual Library such as History Cooperative, JSTOR, or other refereed journals. For websites, learners should select sites where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the professor are available via the "Web Resources" link through the course.

BACKGROUND READINGS:

Students need a solid background on the major events of American history. If you need to acquire or brush-up on your American history, then consult the following:

Suggested General American history survey textbooks (may be available at a local Library):

John Faragher, et al., *Out of Many: A History of the American People*.

Alan Brinkley, *American History: A Survey*.

George Brown Tindall & David Emeory Shi, *America: A Narrative History*.

Robert A. Divine, et al, *America, Past and Present*.

Service for the Disabled:

It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University.

Etiquette:

The study of history is important and deserves respect from both the professor and from students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue the shared interest in history. Respect for one another and for the ideas and values of others are essential for a strong environment for learning history. Respectful students bring a strong work ethic to the course. They are expected to log-on to the class regularly, be prepared for class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain an environment of openness and civility that encourages and honors the intellectual achievement. If you need to review the standard Net Etiquette rules, see the [Netiquette Rules](#) for more information.

*****All students are required to review all course policies located on the "Web Resources" link.**

*****The instructor reserves the right to modify this syllabus if circumstances warrant.**

Teaching & Learning Strategy:

The class is approached as an on-line instruction tool to learn about United States Diplomatic history. The course is designed to be completed during a regular 11-week quarter. A student should expect to schedule, on average, approximately 10-15 hours per week to accomplish the assignments required in this course and reading material of 150-200 pages per week. It is recommended for the student to block out time in your day planner three times a week for completing reading, reviewing Internet sources, and course work, just as you would do if you were on campus.

This course stresses interaction between the students emphasizing their ability to teach themselves in a form known as the Socratic Method. The class is designed with textbook readings and supportive readings and primary documents on Internet sites to support the historical material. Students should view and/or print off the class syllabus and calendar regularly to keep track of posting dates for exams, discussion questions, and other graded projects. In addition, students should regularly check their course e-mail for notices about any changes in the course or content materials. Participation in this course is crucial to success.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the textbook and additional material and learn on your own to identify major theses and link material together into a complete diplomatic history of the United States is crucial. The professor is available by phone or email to discuss in-depth any material you do not understand but the burden of learning falls upon the individual student.

Copyright of Course:

Courses and course presentations/materials shall not be reproduced, distributed, re-used, or revised without prior knowledge and consent of the professor. Copyright of courses and course presentations are owned by the professor just as in the case of traditional course materials such as books or articles.

Quizzes:

No proctor necessary as all exams are completed online. Exams are scheduled on the calendar to begin at 12:00 p.m. Noon on the date listed (generally Friday) and ending at 11:55 a.m. Noon (generally Monday) per the calendar. The **quiz will be timed**. You will only be able to **access the quiz once** to take and **MUST** complete the quiz. **You cannot view the exam and then return later to complete**. Graded exams will be taken through a program called Respondus Lockdown Browser (RLDB), a secure browser for taking tests in Blackboard. Students will be provided a "Student Quick Start Guide" and the link to download the RLDB. In addition, a practice test will be provided using the RLDB so that students may become familiar with the software prior to taking a graded assessment.