

History 2301.022

Course Syllabus: Fall 2019



"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	7-11, 1:30-5PM	1-4 PM	7-11, 1:30-5PM	1-4 PM	Email for time	Email Anytime

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites): Three hours of class each week. This class may substitute for either HIST 1301 or HIST 1302 for NTCC graduation requirements:

A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present.

Required Textbook(s):

McComb, David G., Texas: A Modern History (any edition is fine). I have copies to loan.

Yox, Andrew, "The Promise of Student Scholarship." Given free.

Publisher of McComb Book: University of Texas Press.

ISBN Number: 9780073385679 And 9780679767244

Recommended Reading(s):

Plan to cover at least eleven sources for your research paper, including but not limited to: books, articles, or major primary-source sites like a census or an online archive of letters for your research paper. Explore online the following three data bases: *JSTOR*, *Texas Handbook*, and the *Portal to Texas History*.

State Mandated Course Objectives:

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on Texas history.

Student Learning Outcomes (SLOs). NTCC Departmental Objectives:

At the close of this course, students should be able to:

1. Write a thesis-driven essay on a topic concerning Texas History, made to appeal to a global reader.
2. Be able to respond verbally to general questions covering the extent of Texas history, and impersonate various characters of Texas History
3. Be able to achieve a 80 percent or better on a "Standard Facts of Texas History Test."

Withdrawals:

For 16-weeks course, the Census is taken 9/11/19, and the last day for a W is 11/19/19.

NOTE: Prior to the census date, the student can be dropped by an advisor from a course.

After the census date, withdrawals must be turned in to the Registrar for processing.

SCANS Skills: N/A

Lectures & Discussions:

Part I. 10,000 BC to 1860 roughly.

"BioTex" Rationale," "Father Nature's Hand in Texas," "Indian Heritage," "Spanish Influence," "Texians." "First Encounter,"

Part II. 1848 - 1941

"Dixie and Texas 1848-1877 and Beyond," "Populists and the Farm Problem in Texas 1865-1914," "Early Twentieth Century Perfectionism: Case of Morris Sheppard," "Second Encounter,"

Part III. 1941-2014 .

"Iconic Texans," "Virtuous Insubordination: A Look at Texas' Unique Political Stance" "Athens of the Apocalypse: How Texas and particularly Dallas/Fort Worth is the Birthplace of Pre-Millennialism, 1900-2000." "Third Encounter."

Evaluation/Grading Policy:

The Final Grade is an average of four scores: **Class Participation** 25 %, **Tests** 25%, the **November Draft**, 25% and the **Final Essay** 25%.¹ In this class letter grades are produced by the following numeric grades: A=90-100, B=80-89, C=70-79, D=60-69, and F=0-59.

Class Participation: will constitute the average of your top thirteen homework assignments (the two ideophanies each week will be given one grade for the two), your top assignment counted a second time, attendance—counting for three scores, and three encounter scores. Ideophanies will submitted through our Blackboard page using Turnitin sites for each week. In the case of attendance, your grade is the percentage of classes attended. Studying for encounters can help test scores, since this material will be transferable to tests. Ideally, the data in encounters should also be a help in shaping your research papers.

¹ Jalyn English, our film producer, will only be graded on the trailer as his first draft, and the final production as his final draft. He will not have ideophanies, or a poster. His class presentation is scheduled as the day of the in-class premiere in November.

Tests: We will take the two tests will be in class, and I will provide blue books. They will both be essay tests. You will receive ten questions, and will have the period to answer one, two, or as many as you care to do. Try to spend the whole period writing. I will test for quality and quantity. The **First Test** at the beginning of the fifth week will count 10 percent of the final grade and cover units I-IV; the **Final Test** will be cumulative (though covering units V-X more closely), covering I-X, and worth 15 percent of the final grade.

The **November Draft** score is a combination of three scores: Your class presentation will count 5 percent of the final grade, your poster that you make for this in-class presentation, 5 percent, and the essay itself will count 15 percent.

The **Final Essay** will by itself account for 25 percent of the final grade. The **Final Essay**, or in Jalyn's case, the finished film, will by itself account for 25 percent of the final grade.

Tests/Exams:

See Syllabus Appendix below for dates and rubrics.

Assignments:

See schedule below for dates.

Other Course Requirements:

The research paper, at the very least, needs to be in your own words. Avoid large quotations, and indeed quotations of any kind unless you are willing to "set the quote on a pedestal," and talk about it in words of your own at least as long as the quote itself. (Quotes are not counted as part of the needed 3,300 words). Studies have indicated that most students will not only quote and cite (which is legal) but also lift material from other sources, without using quotation marks, implying that the lifted work is their own. This latter practice is stealing, a crime in public life known as plagiarism. In fact, handing the same paper in for two different courses is also plagiarism! To diminish current levels of plagiarism, we have Turnitin.com, a site that will provide us feedback at the time of any trial draft you care to make. Though I have Turnitin.com on a rather strict setting, any conceptually driven, original work should have no problem getting *under* 20 percent flagged for duplication. If you are over 20 percent, note why, or ask me. Be sure you comply with this function by the November Draft, and upload your paper to Turnitin.com on our Blackboard page. Make sure the duplicated elements are less than 20 percent. Turnitin.com will show you exactly where the copied elements are—so you can eliminate them. If you hand in a final draft for the first time on Turnitin, and it turns out that your paper contains copied elements that are obvious, lengthy, and placed in the body of your essay, or that your score is over 20 percent, you will receive an 'F' in the course, being charged in this case, for plagiarism.

Student Responsibilities/Expectations:

Read Course Syllabus for the basic requirements and grading policy of the course.

NTCC Academic Honesty Statement:

Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook.

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with John Coleman, Academic Advisor/Coordinator of Special Populations located in the College Connection. He can be reached at 903-434-8104. For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

Family Educational Rights And Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Other Course Policies:

Library Card: Please apply for a library card at our NTCC library in the first two weeks, so that you will be ready to do research later.

Rough Draft: You are asked to submit a November draft of your research paper at least one month before the Final Draft is due. Suppose you are unhappy with the results of your November Draft. Feel free to upload more than one draft. Keep in touch with me through email at ayox@ntcc.edu to obtain quicker feedback. One purpose of the November Draft is to get enough feedback so that you can gain a clear idea of how to earn the grade you want to achieve.



Appendix:

- I. Strategy to Meet COs
- II. Important Dates and Schedule
- III. Readings
- IV. Rubrics
- V. Blackboard
- VI. Films
- VII. Essays and “The Promise of Student Scholarship” essay.
- VIII. Endnote Form

I. Our strategy to meet course objectives.

- **CO1** Create an Argument: Complete a 3300-word, thesis-driven, fully-cited research essay in Texas History while addressing a global audience.²
- **CO2** Become an expert in your domain of research for the above essay, conversant with at least 4 related primary and 7 secondary documents.
- **CO3** Understand and articulate the main outlines of Texas History, being able to discuss at least ten key themes and utilize 100 apposite specifics.³ Students receive a text that they are encouraged to read as fast as possible. Handouts will provide the 100 orbital specifics that you will see in the texts and lectures. I am hoping that you can master and use 100 specifics on our two tests, and reenactments. Students can also Google *Quizlet*, and get Dr. Yox’s Texas History page to help with their apprehension of specifics

II. Important Dates:

² Except for our producer, Jalyn, who will try to create a film with an argument.

³ By “specifics” we mean terms that are apt, singular, and out of the ordinary.

- **30 August noon.** NE Texas Poems Due at noon, emailed to me: ayox@ntcc.edu.
- **6 September, 11 AM** Poetry Reading & Lunch to elect Honors officers.
- **20 September,** Honors Fall Trip to Fort Worth
- **24 September:** **First Test**
- **28 September,** Honors Roundup at ranch of Drs. Jim and Paula Archer, 7PM.
- **11 November:** 3,300-word rough draft of Research Essay due through upload to Blackboard's Turnitin.com by 6 PM.
- **11 December:** Final Exam at 8-9:50 AM.
- **13 December:** 6PM: Final draft of research essay due.
- **14-30 December:** Drafts for Award possibilities.

Dates	Tuesday	Thursday	Due Sunday@6 PM	Grades: Attendance &:
26 August – 1 September	Socratic Session on Scholarship	At Library: Gatekeeper Game, &/or Mentoring. ⁴	Two Ideophanies	Two Ideophanies
2-8 September	Father Nature #1	At Library: have 11 Source-list.	Two Ideophanies	Two Ideophanies
9 - 15 September	Texas Indians #2	Spanish Influence #3	Two Ideophanies	Two Ideophanies
16-22 September	Texians #4	1st Encounter #1-4	Two Ideophanies	Two Ideophanies and Encounter
23-29 September	Class Test. Units 1-4	Mentoring in H115	Two Ideophanies	Two Ideophanies And First Test.
30 Sept.-6 Oct.	Mentoring in H115	Southerners #5	Two Ideophanies	Two Ideophanies
7-13 October	Aggies vs. Cowboys #6	Mentoring	Two Ideophanies	Two Ideophanies

⁴ Remember that your final poem should be emailed to me by Friday, 30 August at noon.

14-20 October	Perfectionists #7	2 nd Encounter #5-7	Two Ideophanies	Two Ideophanies and Encounter
21-27 October	Iconic Texans #8	Mentoring	Two Ideophanies	Two Ideophanies
28 Oct – 3 Nov.	Mentoring	Student Presentations	Two Ideophanies	Two Ideophanies
4-10 November	Student Presentations	Arresting Concept Contest	Nov. Draft Due	November Draft. Poster, and Class Presentation.
11-17 November	In-Class Film Premiere	Mentoring	Two Ideophanies	Two Ideophanies
18-24 November	Governors #9	<i>Holiday</i>	Two Ideophanies	Two Ideophanies
25 Nov-1 Dec	Religion #10	Mentoring	Two Ideophanies	Two Ideophanies
2-9 December	3 rd Encounter #8-10	Mentoring	Two Ideophanies	Two Ideophanies and Encounter
10-12 Dec.	Final Test	6 PM Final Draft Deadline	Class is Over, but . . . ⁵	Test and Essay

- III. Readings: You are encouraged to read the textbook as soon as possible to get the context for your research paper. However the following pages pertain to each lecture.

The Ten Lectures

The main emphasis of each lecture is subject to change.

Topic and Pages in Text	Question	Idea
1. Nature and Texas: pp. 1-11	How might we characterize the interaction between Nature and Human Civilization in Texas	“Harsh and Ruthless.” Nature was harsh; humans were ruthless. ⁶
2. Pre-Columbian Texas pp. 12-22	How might we characterize the Indian Experience?	Change Without Progress
3. Spanish Texas pp. 23-34	Why the loose hegemony of Spanish Influence through 400 years?	Feudal Mindset

⁵ If your essay is good, you and I will want to plan to work on leveraging it for accolades and awards during Christmas break.

⁶ Marchland implies an unsettled territory beyond the reaches of more civilized areas.

4. Coming of Texians pp. 35-56	How did the Texians so quickly take over the state?	Ruthless Optimization
5. The ‘Southern’ Era pp. 57-78	Was being ‘Texan’ naturally akin to the ‘Southern’ Mindset?	No, there was a Southern Takeover
6. Cowboys vs. Aggies pp. 79-104	What explains the rise of the Cowboy in this Southern state?	Ideological Realignment In Texas AND the United States
7. The Perfectionists pp. 105-148	Why was the reign of Perfectionists like Morris Sheppard short-lived?	They found it too difficult to maintain such a Costly Placebo
8. Iconic Texas Leaders of Modern Era pp. 149-271 ⁷	Why were Texans more Texan when America loved us?	Rise of the Texas Autotrophs who leveraged being Texan when Texas was popular.
9. Modern Texas Politics , pp. 149-271	Why has Texas never had a Liberal Governor?	Libertarian Epistasis The Anti-Authoritarian Tradition
10. Modern Texan Religion , pp. 149-271	What is notable about religion in Texas, and how has that affected the state?	Dallas-Fort Worth has become the Athens of the Apocalypse

IV. Rubrics: A. Ideophanies. B. Classroom Encounters C. Essay Tests D. November Draft. E. December Draft.

A. Rubrics for Ideophanies: Each week two are assigned, and they shall be averaged for a single score submitted each week on Blackboard.

25 Points. 1. **The Efficacious Question.** Is the question new, interesting, comparative, difficult, original, bold, or promising of some new insight or idea? Or is the question simply meant to initiate a stream of easily accessible facts, or details covered earlier? Is the student making an honest effort to answer the question?

25 Points. 2. **150-Word Contribution.** Is the student providing enough good text for at least a 150-word contribution to their upcoming draft? Is it germane to his or her domain? We need 3,300 words by the second week of November.

25 Points. 3. **10 Specifics.** Are there at least ten specifics in the answer? Specifics again are details that are singular, apt, and out of the ordinary.

15 Points. 4. **The Correct End Note.** Is there at least one citation in the correct format?

10 Points. 5. **Communication Help.** Does the student help the professor to know what the main question and the specifics are by using colors or some other device?

⁷ The three last lectures do not concur with pagination in the text. However pp. 149-271 will provide the basic context and a lot of the factual material for the three lectures. Please email me at ayox@ntcc.edu if this causes confusion for you.

Does the student admit it when there is a gap or problem with the research? Does the student ask for help when help is needed, or express the resolve to try another tactic, when needed?

B. Classroom Encounters

1. Descriptions of Typical Outcomes.

A: 90-100: Student is obviously keyed to talk at length about something. The student provides helpful hints (by dressing up, modeling some action, handing out something, being very articulate, or?) so everyone in the class can remember his or her name and something about them. The student is willing to argue with/question/engage opponents from other teams in some manner. The student is part of a team effort, part of a plot to upstage another team/help their own team to be better known, or better identified. The student supplies a clever biological crossover such as when as a Cherokee talking to another student who is Sam Houston, he says: “Our Cherokee tribe, Mr. Houston, gave you the potential energy so you could have your **chemiosmotic phosphorylation**, and be a hero. You should be thanking us for San Jacinto, you traitor!” The student shows no tendency to escape the conversation by staring into a laptop or electrical device. S(he) strives to upgrade the conversation, and includes a specific in every sentence. The state of knowledge is so good that the student rarely refers to a help sheet, and never when talking. What the student doesn’t know about her or his character is surmised (Educated guesses are made: I can help correct imprecision here).

B: 80-89: Student knows something of her or his character, and has something to say. But is generally willing to let others take the initiative. There is no effort at a biological crossover, no especially memorable formulations. Student may speak in vague generalities without specifics. Student does make the effort to communicate the name and role of his or her character in a memorable way. When he or she speaks to the class, eye contact is maintained. There is still no need to read anything.

C: 70-79: Student has something to say from memory, but nothing memorable or helpful. His or her discourse lacks specifics except perhaps when reading something. And reading from notes is discouraged unless it is particularly pertinent.

D: 60-69: Student seems unprepared, and at best makes last-minute improvisations to sound authentic. The student does not participate in the discussion, but looks away, desiring only to find something to say.

F: 50-59: the student is either absent in spirit or body.

C. Essay Tests:

A: 90-100. The student analyzes the past with the use of specifics that s(he) underlines, highlights, or identifies with a special color. The student addresses the questions with arguments, and maintains a point of view. At least 30 specifics are in the test. The student uses “connecting sentences” (help the student response link better with the question)⁸ and keywords in the question, or similitudes of the same to stay connected. The presence of crossover analogs from biology could heighten the appeal of this exam. The student has memorized the content of specifics and concepts correctly. There are at least a good four pages in terms of quantity.

B: 80-89. There is a less impressive analytical thrust. The student is using the questions as points of departure, rather than seriously answering them with arguments that are maintained. There are 24-30 specifics in the test. The student uses the details well, and errors of fact are minimal. There are at least three pages in quantity.

C: 70-79. There are over 15 viable specifics in the test and over two pages. There may be prominent errors, and problems with memory but these are canceled out with correct specifics. The responses are sometimes wide of the mark, and blatantly underthought.

D: 60-69. The student has attempted to salvage the exam. After errors are subtracted from correct specifics, there is still a sum of at least eight viable specifics.

F: 0-59. The student has under eight viable specifics on the entire exam.

Unit Values:

60 points: N of specifics. Having 30 correct specifics is a perfect score.

20 points: Engages Questions

20 points: Maintains Arguments

⁸ Suppose I ask how nature made human settlement difficult in Texas. But you have blanked out about the natural challenges of Texas, and remember only the stuff on Indians. You need a “connecting sentence” that can align what you know with what is being asked! It could come in the form of: “Texas was such a challenge that it took its first inhabitants time to equal what other civilizations had done.” For example, Neolithic age in Texas did not start until 800 AD. In this case, the sentence above starting with “Texas” sets up your answer as pertinent and capable of scoring more points.

D. November Essay

1. Descriptions of Typical Outcomes

A: 90-100. There is a thesis though the paper as a whole may not be under its control as it should be. There is a strong effort to be revelatory rather than expository. The presence of a great new story could atone for other failings. There are signs of creative conceptualization, or at least signs that the author has put a lot of thought into the manuscript. Specifics are as numerous as sentences. There are at least 3,000 words. The paper has a focus, and at least eleven properly cited endnotes with at least four primary sources and seven secondary sources. There has been an effort to deal with ultimate questions on why the topic and thesis is significant.

B: 80-89. There is a main concept or motif, but it is not surprising, or controlling. The paper has a definite, new focus, but nothing especially revelatory. The paper has over 3,000 words, and there is a specific every sentence. There are eleven citations. Ultimate responses pertaining to the worth of topic and thesis are not very thought out.

C: 70-79. There is over 3,000 words, and over ten endnotes. The writing tends to be very expository, reflective of other works. There is no evident yet of a creative argument, at least not one that shows potential of being sustained. The paper may be missing a strong basis in primary research, though it still has eight citations.

D: 60-69. There is over 2,000 words, and over five endnotes. There is no evidence of a creative argument.

F: 0-59. The essay is over 20 percent plagiarized. The topic may not be in Texas history.

B. One might also wonder what I am looking for in terms of values. The values for the November Draft are below:

25 Points: Thesis Development (Creative Argument). Graded Leniently

25 Points: Conceptualization, presence of a good story, and other unique, special, or vital elements. Graded Leniently

20 Points: Introduction and Conclusion deal with ultimate questions, inspiring readers. Graded Leniently.

10 Points: Mastery of Primary and Secondary Sources

10 Points: At least eleven different citations in acceptable endnote format.

10 Points: Written clearly with a minimum of grammatical or spelling errors.

E. December. Final Essay.

A: 90-100. There is a creative argument or thesis which is supported throughout the essay. The essay is revelatory. The presence of a great story, with danger, and suspense could increase the score to the 100-105 range for a super-A! There are signs of creative conceptualization. Specifics are as numerous as sentences. There are at least 3,300 words. The paper has a focus, and at least eleven properly cited endnotes with at least four primary sources and seven secondary sources. The Introduction and Conclusion of the paper are winsome, and inspiring. It is obvious the author has improved the paper from the November draft.

B: 80-89. There is a main concept or motif, but it is not as surprising, or controlling as it could be. The paper has a definite, new focus. The paper has over 3,300 words, and there is a specific every sentence. There are eleven citations. Ultimate responses pertaining to the worth of topic and thesis are not very thought out. The author has made a few upgrades since November.

C: 70-79. There is over 3,000 words, and over ten endnotes. The writing tends to be very expository, reflective of other works. There is no evident yet of a creative argument, at least not one that shows potential of being sustained. The paper may be missing a strong basis in primary research, though it still has eight citations. There is no real progress since last month.

60-69. There is over 2,000 words, and over five endnotes. There is no evidence of a creative argument. This kind of essay, if it were to be printed, would have the worth of a used candy wrapper.

F: 0-59. The essay is over 20 percent plagiarized. The topic may not be in Texas history.

In Terms of Values:

25 Points: Thesis Development (Creative Argument).

25 Points: Conceptualization, presence of a good story, and other unique, special, or vital elements.

20 Points: Introduction and Conclusion deal with ultimate questions, inspiring readers.

10 Points: Mastery of Primary and Secondary Sources

10 Points: At least eleven different citations in acceptable endnote format.

10 Points: Written clearly with a minimum of grammatical or spelling errors.

V. **Blackboard**

Our class blackboard site has the browse buttons to submit our weekly homework, and to upload the November draft, trial drafts, and the December Final Draft. You can also check the grade center for your running averages. It will also have PowerPoints for each lecture, the key orbital specifics for the class, examples of quality essays, and other hopefully helpful but optional materials. Let me know at ayox@ntcc.edu how I can get Blackboard to further serve you, or help you with this course.

The Propitious Film:



VI.

Films have served us like a rising tide, raising all boats. If you participated, make sure your electronic résumé (and we hope you build such a record, soon) lists this as a public service, unique experience, example of leadership and/or link with your scholarship. You may find that any one of eight films we have made relates with your research, or need to “act” in an encounter. Help me if you have suggestions, or would like to lead in the next film. See: www.ntcc.edu/honorsfilms.

VII. **THE PROPITIOUS ESSAY:**



As noted in the “Promise of Student Scholarship”—given to each of you, free of charge, we have leveraged our essays in this class for a remarkable series of accolades. Please read this essay carefully so you will know exactly what can work for your success. I will also loan each of you working on the research paper some *Touchstone* journals, as an example of what you can aim for in terms of a publication. Our students have published now in *Touchstone* over twenty times.

VIII. Endnote Form used in Texas History Articles:

This I will hand out separately. It will also be on Blackboard, and illustrated in the *Touchstone* journals you receive.