

Texas History, H584

Course Syllabus, Summer II 2008

Section .01 online CID 8640

(3 graduate credit hours)

Hyperlinks

- [New Handbook of Texas Online](#)
- [Examples of past student historiographies](#)
- [Link to Comprehensive Exam Prep Questions](#)
- [Basic Chicago Manual of Style Guidelines for written work](#)

- Last change to syllabus, June 1
 - Please take the time to look over this document; it may save you some later headaches
 - Please inform me if you see anything that appears to be incorrect
 - Likewise, feel free to protest if you see anything that appears to be unreasonable
 - I will always notify you of any changes; but, you would be wise to keep an updated hard copy on hand

Professor: Ty Cashion (Ph.D. TCU, 1993)

Contact Info: Office AB4 463, Feel free to call me at my home (reference e-mail, SUBJ: "Home Phone")

e-mail, HIS_RTC@shsu.edu

Office Hours: no scheduled hours during the summer

The hours listed above are posted primarily for my students at the main campus, although I would be delighted to meet you in person in the event you are visiting for any reason. Since this online section does not meet, we will conduct almost all of our business electronically. We can also visit by phone (please see the information under the next header). Otherwise, the constraints of time and decorum leave me reluctant to arrange a personal meeting off campus.

Note regarding e-mail correspondence and phone calls:

Please use your university e-mail account for corresponding with me. I do not normally open e-mail with an unfamiliar address. Moreover, I will send information to the entire class regularly through Blackboard. It is incumbent upon you to check your e-mail account and make sure that you remain well informed. As soon as you have enrolled, please touch base

and introduce yourself, and send your phone number to me as well. There have been times when students' messages are returned "undeliverable," and occasions when I have had to reach students with important and timely information. If you need to visit with me by phone, please feel free to call me at home. I have sent you my home phone number in an e-mail message; the subject line is "Home Phone."

Text/Style Guide/Reference

- Calvert, DeLeon, & Cantrell, *The History of Texas* (Wheeling, Ill.: Harlan Davidson, 2007)

Note: The 4th edition is current. A 3d ed. is acceptable for our purposes, but you will want to be aware of changes made at the end of each chapter regarding readings, since historiography is central to this course. *The History of Texas* is a **required** reading for everyone in this class. It is designed to give you a sense of context, that is, the "big picture." It will also prepare you for your written and oral comprehensive examinations. When that day comes, and, *if* I am on your committee, I will draw from the pool of questions on **THIS LINK**. Answer each question to *your* satisfaction, that is, to the point where you feel that you've acquired a graduate-level mastery. I will not ask you to submit them. For each question, it is also imperative that you know the basic historiography. Normally, there will be a "classic" work as well as revisions that are notable for their interpretation or previously unknown information. Where applicable, the books you consult during this course will best suffice, because you should be able to discuss them at some length.

- Strunk & White, *The Elements of Style* (any edition)

I expect everyone to submit work that is grammatically correct. If you are uncertain, reference the Strunk & White book (S&W). You might as well do it before sending me your work, because I will not only highlight your errors and ask you to find the rule in your S&W, but I will also ask you to relate the rule to me and the page number(s) where you found it. Don't worry, though...the S&W is brief and easy to follow. Highlighted below are some common mistakes. Know why they are grammatically incorrect, and then...avoid them!

Her motto, "Always saddle your own **horse**", exemplified this belief.

According to Bolton, Palma was "the keystone in the arch of Indian support." (64) **Eighteenth century** *laissez faire* advocates did not anticipate the kind of economy that would emerge in the late **nineteenth-century**.

Green defines "the Establishment" as a loosely knit plutocracy **comprised** mostly of Anglo businessmen.

Being unsound of mind, **the court** found the testimony of the defense witness to be inadmissible.

Governor "Pa" Ferguson played politics with higher **education, and** was impeached.

Course Objectives

- Students will develop a survey knowledge regarding the broad sweep of Texas history.
- Students will develop content and interpretive mastery in some aspect of Texas history through individually assigned work.

- Students will learn to write more effectively
- In the process, I expect students to
 - polish their critical thinking skills
 - be able to distinguish between history that is truly significant and history that is merely interesting.
 - express themselves clearly and concisely with the written word.

Course Description & Instructional Method

As in all graduate work, each student must gain the permission of the department before enrolling in this course. Another prerequisite is written competency. I expect all work to be well conceived, grammatically correct, and clearly stated. I will do what I can to assure that you meet these objectives.

This course allows students to learn Texas history by becoming familiar with the sweep of its human experience, and then to put that context to use in understanding a specific issue or era. The **product of your semester's work** will be arranged with me.

The instructional method will take the form of advice, supervision, and feedback. Be prepared to submit a brief status report from time-to-time. I believe students will find that producing an end product will be rewarding and something in which they can take pride.

Please be aware that if you do a historiographical project you should read and know the information for your topic in the following reference works:

- Cummins & Bailey, eds., *A Guide to the History of Texas* (New York: Greenwood Press, 1988)
- Calvert & Buenger, eds., *Texas through Time: Evolving Interpretations* (College Station: Texas A&M Press, 1991)

Submitting Work & Grading

Please send your work to me via e-mail at my address above. *Do not use the "Digital Drop Box."*

Please send all work in *Microsoft Word, single-spaced with a 12-point, Times New Roman font and one-inch margins.*

Regarding endnotes and referencing, please use the *Chicago Manual of Style* (current edition).

For examples of student historiographies from past semesters, please access the link at the top of the syllabus.

I will calculate your course grade on the quality and thoroughness of your work. Those of you who have had me for other courses know that I am fair to the point of being generous, and I am always willing to listen to any concerns you might have.

Please know that I will issue a grade of "XP" (in progress) only in the event of some extraordinary circumstance for which you should be prepared to provide convincing

documentation. In that case, I will read and grade your work, but will not be able to offer any meaningful feedback. Moreover, you will be unable to earn higher than a "B."

Academic Dishonesty

The university has advised each professor to include a guideline compatible with "Academic Policy Statement 810213," reproduced in italics in the following paragraph. In addition, I expect *all* of the work you submit to be the product of your own efforts. See the "Style Guide" (Strunk & White) regarding quotations. Plagiarism will result in a zero for the assignment.

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.