

**Syllabus for HIS 398 - TEXAS BORDERLANDS HISTORY 1500 - 2000**

**Dr. A. C. Castillo Crimm**

3 Credit Hours - Minimester 2008 – On the Road

CID # 3444

Dr. A. Caroline Castillo Crimm

Office - AB4 Room 447

Office Phone 294-1487 or cell (936) 581-3334      Office Hours - MWF 9 - 10 am, 2 - 4 pm

e-mail [his\\_ccc@shsu.edu](mailto:his_ccc@shsu.edu)

Or by Appointment

Textbook: De la Teja, Texas: Crossroads of North America;

Castillo Crimm, De León: A Tejano Family History;

Elmer Kelton: Wolf and the Buffalo

**NOTE: The complete version of this syllabus, plus all visual presentations in class, and specific daily assignments will be available on BLACKBOARD under HIS 398. The Syllabus is tentative and may be changed as necessary.**

**Learning Objectives:** This is a Texas Borderlands course which will provide on-site visits to help students understand the changes in governments, the settlements and the conflicts that developed between peoples. There are no prerequisites.

This course will help students use history to achieve a mastery of critical reading, analytical writing, logical thinking and dialectic debate. Based on the IDEA evaluations, by the end of this course, students will:

(1) Gain factual knowledge in the field of Texas and World history for the 19th and 20<sup>th</sup> centuries

Including all major dates, and the causes and effects that created Texas History.

(2) Develop creative capacities by writing Dilemmas resolving historical problems

(3) Gain a broader understanding and appreciation for the lives of the settlers of Texas

(4) Develop skill in expressing ideas and defending opinions during discussions

(5) Acquire an interest in learning more about history.

**Grading:** 500 total points possible based on total points:

A = 500 to 450; B = 449 to 400; C = 399 to 350 and D = 349 to 300.

Dilemmas      200 points                                      2 out of 3 written dilemmas, 100 points each.

Grading Dilemmas: Handwritten, no more than 2 pages.

(a) Facts: Answering all the questions – 20 points

(b) Writing: Proper grammar, paragraphs, spelling – 5 points

Book Review/Quizes 200 points      2 written book review or quiz, 100 points each

Journals              100 points                                      Daily journal of activities and experiences

Date	Travel	Activity	Assignment
Saturday May 17	Depart for Goliad Set up base camp	Time Line, Historical background Movie –The Mission	Read Ch. 1 Hist TX Read De Leon
Sunday May 18	7:00 am Leave for Mission San Jose 10:00 am tour 1:30 Mission Concepcion 3:30 Alamo Mission Evening in San Antonio	Lecture on Missions Movie – Settlers of San Antonio Dilemma # 1	Read Ch. 2 Hist TX Read De Leon
Monday May 19	10:30 am Leave for Presidio 11:00 am Newton Warzecka 1:30 Mission Espada 3:30 Mission San Juan	Time Line Lecture on French and Settlements Discuss Dil. # 1	Read Ch. 3 Hist TX Finish De Leon
Tuesday May 20	9:00 am Leave for Victoria 10:00 Mus. of Coastal Bend 12:00 Tour of Victoria	Time Line Empresarios and settlers Dilemma # 2	Read Ch. 4 Hist TX LSL “Last Picture Show” La Fabulosa”
Wednesday May 21	Tour of Goliad mission	Reading and relaxing Discussion of Dil. # 2	LSL “Hammon & Beans” “Peace Grove”
Thursday May 22	Depart for San Angelo Set up Camp at KOA	Mid-term journal check  Dilemma # 3	Read Ch. 5 Hist TX Start Wolf & Buffalo “Texans Touch Plains “Graveyard of...”
Friday May 23	To Paint Rock	Tour Indian Pictographs Discuss Dilemma # 3	Read Ch. 6 Hist TX Wolf & Buffalo LSL “Last Running”
Saturday May 24	To Fort Chadbourne	Tour Fort Chadbourne Dilemma # 4	Wolf & Buffalo “Stone Ranch” “Girl at Cabe Ranch”
Sunday May 25	Downtown San Angelo	Fort Concho and San Angelo sites Knickerbocker Cemetary	Read Ch. 7 Hist TX LSL “The Wind” “The Bride”
Monday May 26	San Angelo	Read, rest, write Discuss Dilemma # 4	Read Ch. 8 Hist TX Finish Wolf & Buff.
Tuesday May 27	Abilene	Buffalo Gap and Frontier town	Read Ch. 9 Hist TX LSL “North of the Big River”
Wednesday May 28	San Angelo	Visit author Elmer Kelton Cactus Bookstore	Read Ch. 10 Hist TX LSL “Sad Irons” & “Why Texas is the Way it is”
Thursday May 29	Depart for Enchanted Rock	Sunset on Enchanted Rock	Read Ch. 11 Hist TX LSL “What Texas means to Me”
Friday May 30	Depart for Huntsville	Final exam and turn in journal	

Your Last Name, Your First Name  
Texas History (single spaced)

### Dilemma # 1

*[Double spaced]*

#### General Instructions:

- C No more than 2 pages - the best writing is concise writing.
- C Typed , submitted on time

#### Purpose:

The purpose of this Dilemma is for you to combine the facts from your textbook with your own imagination and ideas in order to make an informed decision about an historical problem. There is no right or wrong answer, there is only your interpretation of the facts but make sure you define every fact which affected your decision. Explain every date, event, and person. Write as if your reader knows nothing about the topic. Don't assume anything. You will be graded on the facts you use and your explanations of those facts.

#### Introduction:

In the first paragraph you need to tell your reader about yourself. As you read the chapter think about your own character. Decide what you would have been doing during that time period. Given your own personality, who you are will determine how you react to situations. Be true to yourself and be honest. Learn to be aware of your own strengths and limitations but let your imagination go wild. You may write this dilemma as a personal diary, an official letter reporting on the event, private correspondence to a family member, a newspaper article, or the eyewitness reports of a butler or a maid (the best gossips in the world), a prostitute (pillow talk is very revealing), or even a favored pet (who might sit on a lap and report what he hears).

#### Body of the Dilemma:

Using the facts from the textbook, answer the questions from the Dilemma. Make sure that you explain each and every fact, date, person or event which influenced your decision. Be careful to include events which happened elsewhere even if they did not affect you directly. You must make the assumption that you were aware of what was going on at the time. Human beings have always been interested in gossip and you would have been curious to find out about what was going on elsewhere, regardless of where or when you lived. Tell us about it. Your readers want to know! Since this is what you are graded on, this section must be complete. You may not, however, copy from the textbook. It is illegal to use someone else's words as your own (plagiarism), but more importantly the author has three hundred pages available and can wander on at some length, you have only two pages. It is your job to condense what the author says into your own words and explain his thoughts much more briefly. You do not have room for excess.

#### Conclusion:

Once you have explained the facts and laid the groundwork for your decision, you conclude with your solution. This is your solution and there is no wrong answer. You are ALWAYS RIGHT as long as you have the facts to back you up. When you present your solution to the class, remember that there will be those who do not necessarily agree. You must be able to use the facts to defend your opinion and, preferably, convince others that your way is the best and most logical solution. It is here that imagination and facts combine to change history. You might have made a difference.

DILEMMA # 1  
STRANGERS: FRIENDS OR FOES?

The year is 1700 and you are attending a great Pan-Indian Tribal Council which is meeting in the land which belongs to the Tejas Indians. The question before you is what to do about the Palefaces who seem to be appearing more and more often in your territory. You or perhaps your father or grandfather met some of those strangers so you may have personal reactions to them.

First - (Introductory paragraph) Who are you? To what tribe do you belong? Tell your reader about your family and your lifestyle such as food, clothing, religion, and government.

Facts - (75% of the Dilemma-rest of first page and almost all of the 2nd page)

    C Compare Cabeza de Vaca, Fray Marcos de Niza, Coronado, De Soto.

- When and how did they come through your territory?

- How did they treat you?

- What was your reaction to their insistence on Christianizing you?

    C What was the Pueblo Revolt and what did they do to the Spanish?

- When and where did it happen? What was the result?

    C Who is La Salle?

- What did he do in your territory?

- What happened to him and his colonists?

- How did you feel about the French offer to trade?

    C Compare the latest explorers and your attitude toward Alonso de Leon, Father Damian de Massanet, and Teran de los Rios

- When and why did they come to Texas?

- How did the Hassinai react to them?

Conclusion - (one paragraph at the end)

\*\*\* Your Dilemma is-- Although you did not know it at the time, 1700 was the last real chance you had to make a difference. What will you and your people do about the Palefaces?

    C What did you learn from the Pueblo&Hassinai relations with the Palefaces?

- Will you drive out the Spanish or do you want them to stay and help you?

- How do you feel about the French and their offers to trade?

    C What are the advantages or disadvantages to each group?

DILEMMA # 2  
INTERNATIONAL AFFAIRS AND TEXAS

The year is 1800. You are a member of the Ayuntamiento of San Antonio de Valero and the increasing amount of illegal trade with these Louisiana French and Americans is getting bad.

1. First, determine who you are. After reading Chapter 3 and 4, decide if you are a Canary Islander from San Antonio, a military member of the presidio at La Bahía, a government official at Nacogdoches trying to stop contraband, a French trader from Louisiana, a rancher from down the San Antonio river, a secularized Indian, a friar from the missions, or one of the wild Indians coming to trade.
2. Tell your readers about the past seventy years, since 1714, and all your problems.
  - Who was St. Denis and why were the French allowed to settle near Texas?
  - Who are the priests and what have they been doing in Texas? Do you agree with Rivera?
  - Who settled at San Antonio de Béxar and how did they get along with each other?
  - Why was La Bahía de Espiritu Santo settled? Was it effective?
  - Where was Los Adaes and what purpose did it serve?
  - What is the structure of this new society? Where do you fit in?
3. The new king Carlos III is trying to settle the frontier as part of his Bourbon Reforms
  - Who is José de Escandón and what has he accomplished?
  - What solution did the Viceroy come up with in handing out land to settlers?
  - Were you one of those who received land?
  - Describe the Bourbon Reforms. Which ones are still causing difficulties for you?
  - What happened at San Sabá and how has that affected the religious missions?
4. More recently, the Marques de Rubí has been through your area.
  - What did the Marques recommend to the king?
  - What did the Baron de Ripperda do to improve Texas?
  - What happened to Los Adaes? Is it good or bad from your view?
  - What has been done about the missions? Has that been a benefit for you?
  - Why were cattle ranches formed? Were you one of the new ranchers?
5. Conclusion
  - What is your attitude toward the King and the royal government?
  - How do you feel about the missions and their Indians?
  - Should the educated elite supervise and control the Indians?
  - Are you engaging in contraband? Why or why not?

- How do you recommend it be stopped? Or do you want to?

DILEMMA # 3  
LOYALTY TO WHOM?

The year is 1826 and you have just heard that Haden Edwards, one of the newly arrived Empresarios around Nacogdoches, and his brother have revolted against the Mexican government. You have been called up to serve as a member of the militia to suppress his uprising. It is a touchy situation and you need to decide if you will attack Edwards or not.

1. First, who are you? Are you one of the Canary islanders from San Antonio who look down on the poor white trash coming to Texas? Are you one of the new settlers who has moved from Mexico to the only Mexican colony at Victoria? Are you one of Austin's original 300 families who is loyal to Mexico for receiving so much land? Are you one of the old Spanish settlers of Nacogdoches who is threatened by the grants of the new Empresario? Or are you one of Haden Edward's own settlers and supporters?

2. Describe your life in Texas since your arrival.

- C Where do you live and how do you make a living?
- C Tell us about these Empresarios. Who are they and what do they do? Why are they important? Which ones have been successful and which ones have not?
- C Why is Nacogdoches so different from other colonies? What has its history been that makes it such a difficult place to settle?
- C What is your attitude toward Haden Edwards and his revolt? What did he do to cause the problems in his colony? What was the rebellion? Was he right or was he wrong, in your opinion?
- C What has been happening in Mexico City to exacerbate the problems in Texas?

3. Finally, you are still faced with the order to go fight against Edwards. Who do you side with? How do you suggest the situation be resolved?

### Assignments

Dilemmas will be assigned every other week and will be available on Blackboard before the beginning of each section.

Dilemmas must be no more than 2 pages. Penalties: 5 points off for every page over 2.

Dilemmas must be typed in Times New Roman, double spaced, with 1 inch margins.

Selected students will read their dilemmas on the day of the discussions.

**All students will turn in dilemmas on the day of discussions.**

Since lectures will cover only selected issues, students will have to work independently to gain a

more complete understanding of the first half of American history. Please keep up with your reading. You cannot read 200 pages in one night before the test.

### **Writing Center**

Sam Houston Writing Center, located in Farrington 111, is open from 8 a.m. until 7 p.m. Monday, Wednesday, and Thursday; from 8 a.m. until 10 p.m. on Tuesday, 8 a.m. until 3 p.m. on Friday and 2- 7 p.m. on Sunday. Writing tutors will work with you one-on-one to help you generate a draft, organize a draft, or revise a draft of any assignment. It is not necessary to schedule an appointment; you may drop by. However, you may call 936-294-3680, at least twenty-four hours in advance to schedule one.

### **Academic Honesty**

According to the administrations guidelines (Academic Policy Statement 810213): *“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.”*

Please check your syllabus on Blackboard regularly for any changes. If you are absent or late, the responsibility for obtaining information is incumbent upon you. You would be wise to establish relationships with fellow students for assuring that you remain well informed and that you are adequately prepared for exams.

***In the event you must drop this class***, please remember, should you decide to drop the course, do so through the registrar’s office. Otherwise, your course grade will be “F.”

### **Americans with Disabilities Act**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: No

accommodation can be made until the student registers with the Counseling Center.

Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

### **Religious Holidays**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

### **Visitors in the Classroom**

According to the Administration's guidelines: "*Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.*" Anyone visiting the class must make arrangements with me before class begins. This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way interfere with registered members of the class or the educational process.

In consideration of time constraints and unforeseen circumstances that might adversely affect the majority of the class, I will reserve the right to make minor changes to this syllabus.

### **Instructor Evaluations**

All students will be asked to complete a course/instructor evaluation form toward the end of the semester. The evaluations will relate to the objectives listed at the beginning of the syllabus.



The teacher will not be present in the classroom during the evaluation, and students will be expected to complete the evaluation as fairly and impartially as possible.

**Assignments** – All dilemmas are due on the day of the discussion. Students will be expected to submit the assignments either in hard-copy form or via e-mail. All dilemmas must conform to the regulations listed at the beginning of the syllabus.

**Required Supplies** – All students must purchase a copy of the textbook. Students may also purchase map colors for use with maps in class.

**Study Tips** – Students are encouraged to work together to discuss the answers to the dilemmas, although students must write their Dilemmas on their own. It is highly recommended that students read the chapters before coming to class, and then reviewing the material after class. If students are having trouble with reading they should contact the Reading Center in Farrington Building. Students should also submit their Dilemma essays to the Writing Center in order to clear up any writing problems and to correct all grammar errors.

Students will be provided with review sheets or lists of important dates and facts and may form study groups to review the material before exams.

**Course Outline** - The course outline is included in the Syllabus and students are advised to check the Blackboard assignments frequently for changes since the Course Outline is tentative and may be changed as required by the

**Classroom Rules of Conduct** – The Code of Student Conduct and Discipline is found at <https://www.shsu.edu/students/guide/dean/codeofconduct.html> Students may refer to this code of conduct for further information.

Students will be expected to:

1. refrain from talking, sleeping, eating or text messaging during class.
2. turn off cell phones and put them away during class.
3. pay attention and take notes during class.

**General Information** – Students should discuss grades and problems in class with the instructor as soon as there is some difficulty. The instructor will be at the students' disposal at any time that the student is available. The student will be expected to contact the instructor in order to set up an appointment to discuss possible problems.

### **Individual Instruction**

If you are in need of individual help, please make an appointment to come see me or to visit with one of the Teaching Assistants, especially if you are unsure of how to write a Dilemma.

Please don't miss this opportunity to get to know your professor. It is always a good idea.

Dilemma # 4

Santa Anna is marching toward Texas to punish the radicals in Texas for rebelling against a legal gov. It is February of 1836 and you are in New Orleans and have heard that Stephen F. Austin has just arrived to try to convince anyone to donate money for the support of Sam Houston's rag-tag army and this possible new republic which does not even exist. He has asked you to exert all your influence to help him. Will you or won't you help him?

1. As always, first determine who you are, your age, and family.
  - i Where are you from and what is your means of making a living?
  - i What are you doing in New Orleans?
2. In order to protect your interests, you and the potential backers and money men want to know-
  - i Are England or France or the United States in a position to lend money or become involved in Texas politics?
  - i Why did Americans (foolishly/wisely?) came to Texas while it was under Mexican rule?
3. Now, about these Texas empresarios -
  - i Who are these empresarios and which ones have given money to support the war?
  - i Where have the majority of the newly arrived Anglos settled and how do they live? Have they given money to the Cause or are they mostly interested in just keeping their land?
  - i What previous problems in 1826, 1830, 1832, and 1834 have there been in Texas and whose fault were each of the incidents?
4. And speaking of the Mexican government - the men with the money want an explanation -
  - i What is the Mexican political problem? Who is Santa Anna and what are the two parties?
  - i What is the Constitution of 1824 and why do Texans oppose Santa Anna's "7 Partidas"?
  - i How is this quarrel similar or different from the American problems between the Articles of Confederation and their Constitution?
5. You and the Backers are worried about the problems in Texas in the last six months.
  - i Who supports the War Party and what are their views? the Peace Party? you?
  - i You need to explain the incident at Gonzales. What happened and whose fault was it?
  - i What occurred in December with General Cos when he came to Texas? Any reaction from the Mexican government?
6. Your Conclusion
  - i What has Sam Houston done to mount a defense? Realistically, what are his chances?
  - i What have his Militia commander and his Army commander at the Alamo done to help?
  - i How many and what kind of troops does Santa Anna have?
  - i What arguments would convince you to give money? Any collateral like land or taxes?
  - i How much good is the land if Mexico kicks out all the Anglos causing the problems?
  - i So, will you help Austin? Why or why not?