

## HIST - 2343 - Texas Since 1865

### 3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

#### 1. Course Ownership/Implementation/Justification

<b>Department*</b>	<b>History</b>
<b>Required Approval Steps*</b>	<input type="checkbox"/> Undergraduate Studies Department Committee Review <input type="checkbox"/> Undergraduate Studies Department Chair/Program Director <input checked="" type="checkbox"/> Undergraduate Studies College Curriculum Committee
<b>Will the course be cross-listed with another area?*</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>If yes, has an agreement with department(s) been reached?</b>	<input type="radio"/> Yes <input type="radio"/> No
<b>Department(s) and Course(s) that will be cross-listed with this course</b>	
<b>Catalog year of implementation*</b>	<input checked="" type="radio"/> 2016 - 2017 <input type="radio"/> 2017 - 2018
<b>Term(s) Course will be TYPICALLY Offered:*</b>	<input checked="" type="checkbox"/> Fall (including all sessions within term) <input checked="" type="checkbox"/> Spring (including Winter Mini all sessions within term) <input type="checkbox"/> Summer (including Summer Mini and all sessions within term) <input type="checkbox"/> Contact Your Academic Advisor
<b>Justification(s) for Adding/Revising Course for Core*</b>	<b>1k. Other (use field below)</b>
<b>State the rationale</b>	

for creating this new Core course or revising the existing Core course:\*

Meets Texas Education Code Ch. 51 - Subchapter F Sec. 51.302. AMERICAN OR TEXAS HISTORY. ....(b) Except as provided by Subsection (c), a college or university receiving state support or state aid from public funds may not grant a baccalaureate degree or a lesser degree or academic certificate to any person unless the person has credit for six semester hours or its equivalent in American History. A student is entitled to submit as much as three semester hours of credit or its equivalent in Texas History in partial satisfaction of this requirement

Justification - if "other" selected above:

Course met former American History core requirement under old system. Adding to core to align with State-wide and University initiatives.

## 2. Course Catalog Information

**Instructional Area/ Course Prefix\*** HIST

**Course Number\*** 2343

**Long Course Title\*** Texas Since 1865

**Short Course Title (30 character limit)\*** Texas Since 1865

**Instruction Type\*** Lecture ONLY

**Lecture\*** 3

**Lab\*** 0

**Course Credit Level\*** Sophomore

**Grade Option\*** Letter (A, B, C.....)

Can this course be repeated for credit?\*  Yes  No

If Yes, how often and/or under what conditions may the course be repeated?

Maximum number of credit hours required of this course in degree plan\* 3.0

Number of course completions (attempts) allowed\* 3

Are multiple enrollments allowed for course within a session or term?\*  Yes  No

CIP Code\* 54.0102.00

Requisite Checks in PeopleSoft (functionality within PeopleSoft)\*  Need to adjust requisite checks already in place - Begin enforcement Fall  
 Need to adjust requisite checks already in place - Begin enforcement Spring  
 Need to create requisite checks for course - Begin enforcement Fall  
 Need to create requisite checks for course - Begin enforcement Spring  
 No adjustment required - requisites not being changed  
 No requisite check desired for course at this time

Prerequisite(s):\* none.

Corequisite(s)

**Course Description\*** The social, economic, and political history of Texas since 1865.

**Course Notes**

### 3. Authorized Degree Program(s)/Impact Study

**Is this a required course for any program (degree, certificate, or minor)?\***  Yes - enter additional information in field below  No

**If yes, for which program(s)?**

Middle School Teaching and Curriculum, Social Studies Degree Plan

**Does this change cause a change in any program?\***  Yes - attach copy of program plan  
 No

**If yes, to which program(s)?**

**Does this change force changes in prerequisites for other courses?\***  Yes - enter additional information in field below  
 No

**If yes, which course(s) and is a proposal being submitted to reflect the change?**

**Impact Report\***

## Middle School Teaching and Curriculum, Social Studies Degree Plan

#### 4. Core Curriculum Information

**Learning Outcomes\***

1. Students will Identify major events and themes in Texas history in the 19th and 20th centuries.
2. Students will Analyze the effects of historical, social, political, economic, cultural and global forces on the experiences of the diverse people of Texas in the 19th and 20th centuries.
3. Students will Critically examine and analyze historical evidence and differing points of view.
4. Students will Understand how scholars craft historical arguments, and weigh the merits of (and critique) alternative explanatory systems.

**Foundational Component Area for which the course is being proposed (select one)\***
**American History**
**Component Area Option (optional)**
**None Selected**
**UH Core: Single or Double Category Listing**

- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

**Core Objectives addressed by the course\***
**Communication Skills**
**Critical Thinking**
**Personal Responsibility**
**Social Responsibility**
**Critical Thinking, if applicable**

Students will demonstrate critical thinking skills by completing two writing assignments on Texas History and Culture. One critically examines the Houston Rodeo and the other historically and culturally situates a local recipe.

**Communication Skills, if applicable**

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

**Empirical & Quantitative Skills, if applicable**

**Teamwork, if applicable**

**Social**

**Responsibility, if applicable**

The same assignment will demonstrate social responsibility by requiring students to engage various social and ethnic groups in their analysis.

**Personal Responsibility, if applicable**

The same assignment will demonstrate personal responsibility by requiring students to engage various social and ethnic groups in their analysis.

**Will the syllabus vary across multiple section of the course?\***

Yes

No

**If yes, list the assignments that will be constant across sections**

## 5. Supporting Documentation

- Type of Attachments\***
- Course Syllabus
  - Degree Plan
  - Memo
  - Other Document(s)



**"Other"  
documents:**

**6. Additional Information Regarding This Proposal**

**Contact person  
for questions  
about proposal:\*** Ramos, Raul - raramos@uh.edu

**Comments:** See attached Memo for American History Core revisions.

**Administrative Use Only**

**(Administrative  
Use Only)  
Proposal ID#**

**Original Course  
Prefix**

**Original Course  
Code**

**Original Course  
Title**

**Original Course  
OID**

# COURSE SYLLABUS

\*\*\*\*\*  
**YEAR COURSE OFFERED:** 2015

**SEMESTER COURSE OFFERED:** Spring

**DEPARTMENT:** History

**COURSE NUMBER:** 2343

**NAME OF COURSE:** Texas History Since 1865

**NAME OF INSTRUCTOR:** Perales

\*\*\*\*\*  
**The information contained in this class 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.**  
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## Learning Objectives

1. Identify major events and themes in Texas history in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
2. Analyze the effects of historical, social, political, economic, cultural and global forces on the experiences of the diverse people of Texas in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
3. Critically examine and analyze historical evidence and differing points of view.
4. Understand how scholars craft historical arguments, and weigh the merits of (and critique) alternative explanatory systems.

## Major Assignments/Exams

1. Regular attendance and informed participation in class activities – worth 50 points each (total: 100 points).
2. Ten (10) Blackboard Learn Readings Quizzes (total: 50 points).
3. Texas History & Culture Assignment: Rodeo Houston (*detailed instructions to follow*) (total: 100 points)
4. Texas History and Culture Assignment: History Through Recipes (*detailed instructions to follow*) (total: 100 points)
5. Two (2) take-home exams consisting of short answer and essay questions, each worth 150 points (total: 300 points)

## Required Reading

1. Jesús F. De la Teja, Ron Tyler, and Nancy Beck Young, *Texas: Crossroads of North America* 2<sup>nd</sup> edition (Cengage Learning, 2015). (TEXT)

# COURSE SYLLABUS

2. Rebecca Sharpless, *Fertile Ground, Narrow Choices: Women on Texas Cotton Farms, 1900-1940* (University of North Carolina Press, 1999).
3. Martin V. Melosi and Joseph A. Pratt, eds. *Energy Metropolis: An Environmental History of Houston and the Gulf Coast* (University of Pittsburgh Press, 2007).

Additional readings, websites, short films, and/or primary source documents will be made available via Blackboard Learn, and will be noted in the schedule with **(BB)**.

## **Recommended Reading**

N/A

## **List of discussion/lecture topics**

Texas in Civil War and Reconstruction  
Expansion and Modernization  
Rural Life and Cotton Culture  
The Progressive Era  
Texas and the Oil Boom  
Immigration & Revolution in the Borderlands  
The Early Twentieth Century  
The Great Depression  
The New Deal  
Texas During WWII  
Texas at Midcentury  
Texas Culture and Politics in the 1960s  
Texas in Film  
Texas History Through Food  
Texas History Through Music  
Emergence of Modern Texas  
Texas into the 21<sup>st</sup> Century  
Texas, Energy, and the Environment  
Remembering Texas