



Course Syllabus: Survey of Texas History

HIST 3003

Spring 2026

Meeting Time: Tuesday/Thursday 12:30pm-1:50pm

Class Location: PY 202 (Prothro-Yeager Hall)

Contact Information

Instructor: Jackson Pearson, PhD

Office: PY O-216

Office hours: Tuesday & Thursday – 11:00am – 12:00pm & 2:00pm – 3:30pm. Look for updates on Monday and/or Wednesday office hours via D2L announcements.

Office phone: (940) 397-4014

E-mail: jackson.pearson@msutexas.edu

E-Mail and Communication Policy

Your MSU e-mail account is the official communication method used in this course. Responses will typically occur within 24 to 48 hours. If your email concerns a grade, you must wait 48 hours after receiving your grade before emailing your question/concern. (Example: if grades are given back on Monday, you must wait until Wednesday before emailing me concerning your grade. I will not respond to emails sent earlier.) Notice: Please do not use your personal e-mail account to send questions pertaining to this course. I will not respond to messages sent from personal e-mail accounts.

Course Description

This course offers a survey of Texas History from its Indigenous Roots through the 20th Century. Major topics will include Native polities and societies, Spanish exploration and colonization, Anglo-American migration and settlement, the Texas Revolution and Republic, the U.S.-Mexico War and Statehood, Civil War and Reconstruction, the Cattleman's Frontier, the Oil Boom, the Long Civil Rights Movement in Texas, and Modern Texas Political Realignment. Reading assignments, class lectures, and course assignments will emphasize the state's rich heritage, and the ways in which this history has been approached by Texas historians and through historical and public memory. Lectures and readings will analyze historical events from multiple perspectives. The course will examine the development of Texas in the context of continental, hemispheric, and global historical developments.

Course Learning Objectives

1. Students will demonstrate an understanding of the basic narrative of Texas history from the pre-Colombian period through the twentieth century.
2. Students will develop an understanding of historical events and historical processes in Texas History, and they will understand those events and processes in relation to the development of human societies, cultures, and political authority/organization.
3. Students will be introduced to the ways in which myth and memory have shaped our understanding of the state's history. Often more important than the historical record itself, the images that inform the

cultural identity of Texas reflect the way its inhabitants have chosen to see themselves and Texas history.

4. Students will demonstrate an ability to conduct historical research, derive evidence-based conclusions through analysis of primary and secondary sources, and to think critically about historical sources and interpretations.
5. Students will demonstrate the ability to produce writing that exhibits clarity, precision, and understanding of course content.
6. Students will demonstrate an ability to present information orally that illustrates their comprehension of historical sources and historical analysis.
7. Students will develop an understanding of how Texas History is conveyed through the Texas Essential Knowledge and Skills Standards which guides curriculum design in Texas. Students who desire to do so will practice designing lessons and units around these TEKS

Assigned Readings

Haynes, Sam. *Unsettled Land: From Revolution to Statehood*. (Basic Books, 2022). ISBN-9781541645400. Cost ~ \$35.00 via MSU Bookstore. ~\$9.00-\$35.00 via outside retailer.

Johnson, Benjamin. *Texas: An American History*. (Yale University Press, 2025). ISBN-9780300292190. Cost ~ \$35.00 via MSU Bookstore. ~\$9.00-\$35.00 via outside retailer.

-or-

Campbell, Randolph. *Gone to Texas: A History of the Lone Star State*. 3rd Edition. (Oxford University Press, 2017). ISBN – 978019067546. Cost ~ \$40-\$75.00 via MSU Bookstore or various outside retailers.

Other readings assigned by the professor (such as articles/book chapters/primary sources) will be provided to students via D2L.

*Perspectives presented in assigned readings should be regarded as the authors' own personal perspectives and not as perspectives officially endorsed by the university. Not all content will be taught or covered in class.

Instructional Methods

This course will rely on student-led learning. Students will complete assigned primary or secondary readings before or during class and must be prepared to discuss these readings in detail during our class sessions. Students will be expected to engage in-depth with this material and our class meetings will act as a colloquium in which students engage with both the assigned readings and one another to enhance their own knowledge and understanding. Students will have freedom to pursue their own specific interests within the course framework as they will have freedom to personalize their written assignments toward their own interests. Students will be responsible for taking ownership of their own academic journey with the instructor acting as a guide to help students develop academic skills along the way. The instructor is here to help students navigate this journey that seeks to engage their own ambition and interests. Students are expected to complete the assigned readings and review materials before class. Their success depends on prior preparation and review of assigned materials.

Study Hours and Tutoring Assistance

Students should be aware of existing university support services to help them succeed in their academic journey. Please visit the following link to view tutoring and health services provided by the

university. These services exist to help ensure student success. Please visit the following links for more information. [Student Health, Wellness, and Safety](#). [Tutoring and Academic Support Services](#).; [Supplemental Instruction](#). [TRiO Student Support Services](#).

Academic Misconduct Policy & Procedures

“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.” Academic Dishonesty/Misconduct -Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given), etc.,- will not be tolerated and will receive an F. For example, “cutting and pasting” from any internet source or poorly paraphrasing (i.e. changing a few words with the synonym function) without citing that source is plagiarism. Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct Student Handbook](#)

Generative AI Policy

This course only allows for limited use of Generative AI in course assignments. Generating text via AI and citing it as your own is academic misconduct, and the instructor reserves the right to give that assignment an F. ***If your assignment/paper/quiz/or exam is flagged for completion via generative AI, you will earn an F.**

When can you use Generative AI in this course?

- The use of Generative AI is allowed in this course for the following: brainstorming your ideas, checking your grammar, as a study aide to help prepare for quizzes and exams.

When must you avoid Generative AI in this course?

- The use of Generative AI is not permitted for the following: Writing a draft of an assignment, writing entire sentences, paragraphs, or papers to complete course assignments.

Why should you limit your use of Generative AI?

- Learning how to analyze information, how to think critically, how to communicate with others, how to discuss and engage with big ideas, and how to work with others is something that we do not want machines or AI to do for us. AI can be a supplemental tool, but your education and professional career depends on your ability to develop a broad skill set independent of reliance on AI functionalities. In particular, this course is designed to help you improve your critical reading comprehension and analytical skills, your written communication skills, and your ability to form arguments supported by historical evidence. Reliance on generative AI to complete course assignments will limit the growth and development of these skills which you will need for your academic and professional careers. Do not utilize generative AI as a crutch or as a substitute for developing your expertise.

Grading

Assignments	Points	Percentage
Attendance and Participation	150	19%
Article/Book Discussion Guides x 14	150	19%
Primary Source Analysis Assignments x 14	150	19%
Unit Essays x 2	200	25%
Final Project (Unit/Lesson Plans or Research Poster Presentation)	150	19%
Total Points	800	100%

Table 2: Total points for final grade.

Grade	Points
A	> 720
B	640-719
C	560-639
D	480-559
F	< 479

Description of Assignments

Attendance and Participation

This course utilizes a Socratic colloquium with discussion as the foundation for intellectual engagement and development. Your success in this course depends on your preparation and review of materials before class. Discussions will form the foundation of this class, and your grade will depend on your active participation in class discussions and activities. Students who do not offer frequent and

meaningful contributions to class discussions will not receive credit for attending/participating in the course. Students should offer meaningful contributions in each class. Attendance and participation will count for a total of 150 points in the course. (19% of your total grade). Note: Students will be expected to meet individually with the professor at least twice to discuss their final projects. If a student does not meet this requirement, the student's attendance/participation grade will be deducted by 5% for each missed meeting.

Article Discussion Guides

Students are expected to read one of the assigned articles for each weekly module. Students will complete 14 discussion guides over the course of the semester. These guides will form the foundation of class discussion and provide students with an avenue for deeper understanding and critical analysis. Guides will be available on Canvas. Students must submit discussion guides on Canvas prior to the beginning of class. These guides will account for a total of 150 points (19% of the total course grade).

Primary Source Analysis Assignments

Students will complete 14 primary source analysis guides/in-class activities during the course of the semester. Students will complete these guides either before or during class sessions as noted by the professor. Students must submit guides through D2L prior to class if instructed to do so. If guides are completed in-class, students will keep their guides for later reference when writing unit papers. These guides will account for 150 points (19% of the total course grade).

Unit Essays

Students will complete two unit essays during the semester. These papers should be formatted in Times New Roman, 12-point font, and double-spaced with 1" margins. Unit papers will evaluate prompts specific to each unit. Specific instructions and a grading rubric will be provided by the professor and available on D2L for reference at any point during the semester. Unit papers must be submitted via D2L. These unit papers should utilize at least 6 of assigned secondary readings and three primary sources evaluated in class to identify three themes related to Texas History as covered during the units. The first unit will cover Texas History from prehistory to circa 1821. The second unit will cover Texas History from 1821 to the late-twentieth century. Unit papers should have a word-count between 1000-1250 words. Each unit paper will be worth 100 points for a total of 200 points (25%) of the total course grade.

Final Project

Students will complete one major individual project over the course of the semester. In lieu of a final exam, students will present their projects during the last week of the semester and during the scheduled final exam session. (Thursday, May 14th 10:30am to 12:30pm). Students will have the option of completing either one of two project options. The final project will count for a total of 150 points which will be awarded based on three benchmarks that are due over the course of the semester. Benchmark 1 - 25 points; Benchmark 2 - 50 points; Benchmark 3 - 75 points. More details will be provided via the Final Projects Instructions and Rubric provided via D2L.

Option A: TEKS Unit Plan and Lesson Plans - Students will choose a grade-level specific TEKS Standard and design a Unit Plan and two individual Lesson Plans within said unit. The Unit Plan must identify the TEKS Standard, its intended grade level, and design a 10 day unit plan that includes drafted content, activities, and assessments. Students should design the unit plan and lesson plans

around the intended Learning Standard. The two lesson plans should design two days of content instruction (comprehensive unit assessments should not be chosen for the lesson plan detailed within the project). The lesson plan should identify at least two learning objectives, must outline the implementation of multiple instructional strategies, and an active (flipped) activity in which students engage historical sources/materials. Students should create an annotated bibliography with at least six secondary sources and three primary sources for their unit plan. This annotated bibliography will demonstrate student comprehension and understanding of relevant historical sources. Two of the primary sources should be incorporated into the lesson plans. More detailed instructions, templates, and a rubric will be provided via D2L.

Option B: Research Poster Project that demonstrates historical research on any Texas History topic. The posters will demonstrate research using both primary and secondary sources, and present their argument in a 36x48-inch academic poster. The poster will be showcased in a class poster session modeled after professional history conferences. Students must create an annotated bibliography with at least 6 secondary resources and 3 primary resources (if you are planning to present your posters at a historical organization/association's meeting, please plan to include additional sources to further reinforce your findings and arguments). Posters should include the following criteria/sections: Title, Guiding Question(s), Thesis Statement, Abstract/Summary, Bibliography, and Visuals with captions.

Benchmark 1 – Due Sunday, March 22 by 11:59pm. For both project options, students should submit an annotated bibliography for their projects. The annotated bibliography should include at least six secondary sources and 3 primary sources. The annotated bibliography should include a properly formatting Chicago-style citation and a four sentence summary of the source. These sources will form the foundation of the Major project. Benchmark 1 is worth 25 points.

Benchmark 2 – Due Sunday, April 19 by 11:59pm. For both projects, students should submit a rough draft of their project. This draft should include an outline and draft of the unit plan and individual lessons or a draft of the research poster. Benchmark 2 should demonstrate significant progress on the major project. Benchmark 2 is worth a total of 50 points.

Benchmark 3 – Due Monday, May 11 by 11:59pm. For both project options, students should submit final drafts of their major projects by Monday, May by 11:59pm. Students will provide brief presentations of their projects during our final exam session on Thursday, May 14th at 10:30am. Benchmark 3 and the final presentation will account for a total of 75 points.

Extra Credit

The professor may choose to offer extra credit assignments during the semester. If the opportunity arises, the professor will provide clear instructions for the extra credit opportunity. Extra credit assignments may not be offered every semester.

Late Work

Students will be allowed to submit late work for writing assignments; however, for each 24-hour period that the assignment is late, the student will be assessed an automatic 10% penalty from the total points available.

Make Up Work/Tests

Students will only be allowed to take make-up exams if they provide proper documentation for their absence on test day. If a student anticipates missing class on an exam day, please inform the professor

so that the exam may be taken in advance of the anticipated absence. Students who miss class due to a university approved absence will be allowed to make up exams and assignments.

Important Dates

Last day for term schedule changes: January 20, 2026. Check date on [Academic Calendar](#).

Deadline to file for graduation: February 16, 2026. Check date on [Academic Calendar](#).

Last Day to drop with a grade of “W:” April 29, 2026. [Academic Calendar](#). The majority of assignments will be completed by this point, so you should be able to make an informed decision by this date. It is the student’s responsibility to meet with their academic advisor prior to withdrawing from a class.

Refer to: [Drops, Withdrawals & Void](#)

Last Day of Regular Instruction: Thursday, May 7, 2026.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. I will use D2L to post grades, Lecture PowerPoints, Key Terms Lists, Assignments, and Rubrics. Students will submit written assignments through D2L. All other assignments and assessments will be completed during class and submitted in-person. If you experience difficulties with D2L, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend each class in a punctual manner. Students should contribute to class discussions by offering their fact-based thoughts on topics and readings being analyzed by the class. Students need to provide informed contributions to the class discussions that reflect insights related to topical discussions and assigned readings. The course activities and discussions are designed to help students better understand course material. These discussions will help you develop deeper understanding of the content covered in class.

You will not be able to pass this class if you do not attend class. It is in your best interest to attend class.

Technology Requirements and Expectations

This course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!*** There are many places to access your class! Our online classroom can be accessed from any computer in the world which is connected to the internet. Contact your professor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations, however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, chats, and interactions with other students. Students must display respect and courtesy toward their peers and the professor. If a student displays inappropriate or offensive behavior during class, they will be immediately dismissed from the class. The student will not be permitted to attend class until they meet with the professor and discuss the situation. Once an acceptable solution is agreed to, the student will be allowed to attend class again. If I deem any online messaging to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the [Midwestern State University Student Handbook](#) for more information and relevant policies.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University Catalog. Students must follow the proper appeals process. [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

The following course schedule is the anticipated schedule for the duration of the semester. The schedule is subject to change at the discretion of the professor. Any changes will be communicated to students via email and D2L announcements.

Course Schedule

Week or Module	Tuesday	Thursday
<p>Week 1: 1/20 & 1/22</p> <p>Topic: Syllabus Review / The Shape of Texas / The State of Texas History</p>	<p>Topic: Syllabus Review and Discussion of Current Trends in Texas History</p> <p>Assigned Reading: Buenger, "Texas as Southern." / Ely, "Texas Where the West Begins."</p> <p>Assignments Due: FM 1 (In-Class), DG 1 (1/21)</p>	<p>Topic: The Shape and Ecology of Texas / Cultural Heritage of Texas</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 1-3. Choice of Article in Module 2.</p> <p>Assignments Due: DG 2 (1/28)</p>
<p>Week 2: 1/27 – 1/29</p> <p>Topic: Native Texas and European Encounters</p>	<p>Topic: Cabeza de Vaca / Europe Encounters Native Texas</p> <p>Assigned Reading: Finish Article from Module 2</p> <p>Assignments Due: FM 2, PSA 1 (In-Class), DG 2 (1/28)</p>	<p>Topic: Spanish Entradas</p> <p>Assigned Reading: Choice of Article in Module 3.</p> <p>Assignments Due: Choose Option for Major Project</p>
<p>Week 3: 2/3 – 2/5</p> <p>Topic: Spanish Colonization and Native Polities and Societies</p>	<p>Topic: Colonization and Native Societies</p> <p>Assigned Reading: Finish Article from Module 3</p> <p>Assignments Due: PSA 2, DG 3 (2/4)</p>	<p>Topic: The Mission System, Settler Communities, and Native Realignments</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 4. Choice of Article in Module 4.</p> <p>Assignments Due: Choose Preliminary Topic for Major Project</p>

Week or Module	Tuesday	Thursday
<p>Week 4: 2/10 – 2/12</p> <p>Topic: Spanish Colonization and Native Polities and Societies</p>	<p>Topic: Euro-American and Native Exchange Networks</p> <p>Assigned Reading: Finish Reading Article from Module 4.</p> <p>Assignments Due: PSA 3, DG 4 (2/11)</p>	<p>Topic: The Bourbon Reforms and Native-Spanish Relations</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 5. Choice of Article in Module 5.</p> <p>Assignments Due: Compile Sources for Annotated Bibliography (Benchmark 1 – due 3/22)</p>
<p>Week 5: 2/17 – 2/19</p> <p>Topic: Texas as Place of Convergence and the Texas Revolution of 1812</p>	<p>Topic: Migrations and Commercial Exchange Networks</p> <p>Assigned Reading: Finish Article from Module 5.</p> <p>Assignments Due: PSA 4, DG 5 (2/18)</p>	<p>Topic: Migrations, Intrigue, and Revolution</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 6. Haynes, <i>Unsettled Land</i>, Intro., Ch. 1-5. Choice of Article in Module 6.</p> <p>Assignments Due: Begin Organizing Unit 1 Essay</p>
<p>Week 6: 2/24 – 2/26</p> <p>Topic: Mexican Texas and the Texas Revolution</p>	<p>Topic: The Era of Filibustering</p> <p>Assigned Reading: Haynes, <i>Unsettled Land</i>, Ch. 6-9. Finish Article from Module 6. Weber, “Refighting the Alamo.” Haynes, “American Revolution on the Texas Revolution.”</p> <p>Assignments Due: FM 5, PSA 5, DG 6 (2/25)</p>	<p>Topic: Mexican Texas and Migration</p> <p>Assigned Reading: Haynes, <i>Unsettled Land</i>, Ch. 10-14 and Article from Module 9. (Due week after Spring Break).</p> <p>Assignments Due: Begin Work on Unit 1 Essay (3/6)</p>

Week or Module	Tuesday	Thursday
<p>Week 7: 3/3 – 3/5</p> <p>Topic: Midterms Week! No Synchronous Classes</p>	<p>Topic: No Synchronous Class Meeting – Complete Midterm Essay</p> <p>Assigned Reading: N/A</p> <p>Assignments Due: Midterm Essay is due by Friday (3/6) by 11:59pm.</p>	<p>Topic: No Synchronous Class Meeting – Complete Midterm Essay</p> <p>Assigned Reading: Haynes, <i>Unsettled Land</i>, 15-19. Choice of Article in Module 9. Due following Spring Break.</p> <p>Assignments Due: Unit Essay is due by Friday (3/6) by 11:59pm.</p>
<p>Week 8: 3/10 – 3/12</p> <p>*Spring Break!</p>	<p>Topic: Spring Break</p> <p>Assignments Due: N/A</p>	<p>Topic: Spring Break</p> <p>Assignments Due: N/A</p>
<p>Week 9: 3/17 – 3/19</p> <p>Topic: The Texas Revolution and Republic</p>	<p>Topic: Mexican Texas and the Texas</p> <p>Assigned Reading: Haynes, <i>Unsettled Land</i>, Ch. 20-21. Finish reading article from Module 9.</p> <p>Assignments Due: PSA 6, DG 7 (3/18)</p>	<p>Topic: The Texas Revolution and Republic</p> <p>Assigned Reading: Haynes, <i>Unsettled Land</i>, Ch. 22-23. Johnson, <i>Texas</i>, Ch. 7-8. Choice of Article in Module 10.</p> <p>Assignments Due: Benchmark 1 is due Sunday (3/22) by 11:59pm.</p>
<p>Week 10: 3/24 – 3/26</p> <p>Topic: The Texas Republic and The US Mexico War</p>	<p>Topic: The Republic</p> <p>Assigned Reading: Haynes, <i>Unsettled Land</i>, Ch. 24-25. Finish reading article from Module 10.</p> <p>Assignments Due: PSA 7, DG 8 (3/25)</p>	<p>Topic: The Republic</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 9-10. Choice of Article in Module 11.</p> <p>Assignments Due: Begin Drafting Major Project.</p>

Week or Module	Tuesday	Thursday
<p>Week 11: 3/31 – 4/2</p> <p>Topic: The US Mexico War, Texas Statehood, and the Civil War</p>	<p>Topic: The U.S.-Mexico War</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 11. Finishing Reading Article from Module 11.</p> <p>Assignments Due: PSA 8, DG 9 (4/1)</p>	<p>Topic: Texas Statehood and the Civil War</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 11. Choice of Article in Module 12.</p> <p>Assignments Due: Continue draft of Major Project. Benchmark 2 – due Sunday (4/19) by 11:59pm.</p>
<p>Week 12: 4/7 – 4/9</p> <p>Topic: Reconstruction in Texas</p>	<p>Topic: Reconstruction in Texas</p> <p>Assigned Reading: Finish Reading Article from Module 12. Review Digital Humanities site.</p> <p>Assignments Due: PSA 9, DG 10 (4/8)</p>	<p>Topic: Reconstruction in Texas</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 12-15. Choice of Article in Module 13.</p> <p>Assignments Due: Continue Drafting Major Project – Due Sunday (4/19) by 11:59pm.</p>
<p>Week 13: 4/14 – 4/16</p> <p>Topic: Populism in Texas</p>	<p>Topic: The Grangers and Populists in Texas</p> <p>Assigned Reading: Finish reading Article in Module 13.</p> <p>Assignments Due: PSA 10, DG 11 (4/15)</p>	<p>Topic: No Synchronous Class – Final Project Workshop – Finish Draft of Major Project.</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 16-20. Choice of Article in Module 14.</p> <p>Assignments Due: Benchmark 2 – Draft of Major Project due Sunday (4/19) by 11:59pm.</p>
<p>Week 14: 4/21 – 4/23</p> <p>Topic: Cattle and Oil: The Boom Industries of the 19th and 20th Centuries</p>	<p>Topic: The Industries that Transformed Texas in the Gilded and Progressive Eras</p> <p>Assigned Reading: Finish reading Article in Module 14.</p> <p>Assignments Due: PSA 11, DG 12 (4/22)</p>	<p>Topic: The Oil Boom and Shifting State Politics</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 21-23. Choice of Article in Module 15.</p> <p>Assignments Due: Work on Benchmark 3 for Final Project – Due Monday (5/11) by 11:59pm.</p>

Week or Module	Tuesday	Thursday
<p>Week 15: 4/28 – 4/30</p> <p>Topic: The Long Civil Rights Movement</p>	<p>Topic: Labor and the Civil Rights Movement in the 1930s and 1940s</p> <p>Assigned Reading: Finish Article from Module 15.</p> <p>Assignments Due: PSA 12, DG 13 (4/29)</p>	<p>Topic: The Long Civil Rights Movement in Texas</p> <p>Assigned Reading: Johnson, <i>Texas</i>, Ch. 24-Epilogue. Choice of Article in Module 16.</p> <p>Assignments Due: Begin draft of Unit 2 Essay. Benchmark 3 – Final Draft of Final Project – Due Monday (5/11) by 11:59pm. Organize Unit 2 Essay</p>
<p>Week 16: 5/5 – 5/7</p> <p>Topic: Urbanization of Texas and the Conservative Turn</p>	<p>Topic: The Election of John Tower in 1961 and the Conservative Turn</p> <p>Assigned Reading: N/A</p> <p>Assignments Due: PSA 13, DG 14 (5/4). Finish Draft of Unit Essay (5/8) by 11:59pm. Final Project Draft – Monday (5/11) by 11:59pm.</p>	<p>Topic: Second Essay Workshop</p> <p>Assigned Reading: N/A</p> <p>Assignments Due: Unit Essay due Friday, May 8th by 11:59pm. Draft of Final Project due Monday (5/11) by 11:59pm.</p>
<p>Finals Week: 5/9 – 5/14</p>	<p>Assignments Due: Final Project due Monday (5/11) by 11:59pm. Final Project Presentations on Thursday, May 14 at 10:30am.</p>	<p>Assignments Due: Final Projects Presentation on Thursday, May 14 at 10:30am.</p>