



HIST 3003-5013, Survey of Texas History, 3(3-0), spring 2025
Prothro-Yeager College of Humanities and Social Sciences
Prerequisite(s): Six hours of American History

Prof. Daniel S. Kerr, Ph.D. daniel.kerr@msutexas.edu
Office: Prothro-Yeager College of Humanities and Social Sciences, 2nd fl. 0-221
Office Phone: (940) 397-4147 but email is best
Office Hours: MWF 9 a.m. to noon

Graduate Assistant: TBA

Required Texts

- Alice L. Baumgartner, *South to Freedom: Runaway Slaves to Mexico and the Road to the Civil War*, Basic Books, 2020
- Andrés Reséndez, *A Land So Strange: The Epic Journey of Cabeza de Vaca: The Extraordinary Tale of a Shipwrecked Spaniard Who Walked Across America in the Sixteenth Century*. Basic Books, 2007
- James E. Crisp, *Sleuthing the Alamo: Davy Crockett's Last Stand and Other Mysteries of the Texas Revolution*, Oxford University Press, 2005
- Randolph B. Campbell, *Gone to Texas: A History of the Lone Star State*, 3rd ed. Oxford University Press, 2012

Overview

This course examines Texas history from close and far. We track historical narratives across borderlands. The sign we follow are stories of cattle, cotton and oil and stories of resistance, retrieval and revival. We define history and hagiography and question the significance of priority in the discipline. The interdisciplinary perspective draws from environmental history and sociology to present the canon of Texas history from diverse viewpoints. Topics include colonization, revolution, and plantation agriculture, U.S. annexation and statehood, the Civil War and end of slavery, Reconstruction, “Jim Crow” and “Juan Crow,” the large-scale deployment of barbed wire and the development of the range cattle industry, stock farms, oil, and later diversified industries, and the evolution of the state’s civil rights movement.

We focus on specific competencies the state requires of its teachers of Texas history at the high school level: Familiarity with Native Americans in Texas such as the people who hunted and gathered food along the Gulf coast and people who lived on the grasslands of the Plains—hunters and gathers, raiders and traders, and native farmers—Puebloan farmers who came from the west and farmers from Mississippian cultures eastward. We analyze causes and effects of European colonization.

We learn about the big names of Texas history, first in the Spanish and Mexican periods, Álvar Núñez Cabeza de Vaca, José de Escandón, Fray Damián Massanet, Francisco Hidalgo, Alonso Álvarez de Pineda, and Moses Austin, and then names from the Texas Revolution such as George Childress, Juan N. Seguín, Antonio López de Santa Anna, William B. Travis, and James Fannin, alongside canonical events such as the Law of April 6, 1830, the Fredonian Rebellion, the Battle of Gonzales, the Surrender at Goliad, the Battle of the Alamo, and the Battle of San Jacinto.

What happened in the state after Davy died is a subject earmarked for specific focus—so this semester we trace the lives of activists such as Jane McCallum, Lulu Belle Madison White, Manuel C. Gonzales, Oveta Culp



Hobby, and Hector

Progressive and Civil Rights movements, and we follow the political, economic, and cultural effects of World War I, the Great Depression, World War II, the Cold War, and suburbanization, also known as urban sprawl. We end on recent names such as Kay Bailey Hutchison, Barbara Jordan, and Lyndon B. Johnson, and with familiar topics such as offshoring of production, international immigration, and internal migration (e.g. retirees to the “Sun Belt”). With change, comes more change, often unexpected, even dangerous change, so, also, we chronicle environmental degradation that has resulted from societal progress.

Garcia, in the state’s

Major Assignments

Two major exams constitute half the final grade in the class, the midterm and final exam, with multiple-choice, short-answer, and essay components. The rest of the class is weighted between daily grades, 30 percent, and a major book review, 20 percent. I will schedule a make-up exam for students whose absence was excused by the university; regardless of reason, however, I can offer no make-up for daily grades, although to accommodate illness or other surprises I will drop two daily grades. Note: cheating is sufficient cause for failure in the class.

The book review will cover either *South to Freedom* (Baumgartner) or *A Land So Strange* (Reséndez). It should be 800-1000 words and formatted in Chicago Style, with parenthetical, in-text citations that correspond to an appended bibliography. In the review, briefly summarize the book’s main arguments, methods, and sources, and note strengths and weaknesses. The review should show a thorough reading and nuanced understanding of the text, explicitly the orientation to Texas history. Note historical themes from class and relevance to local and wider historical narratives. The book review is meant to help you to assimilate the meaning of a selected academic text on Texas history into an original synthesis that will add to your knowledge of Texas history and perhaps suggest future research questions.

Every week short reading quizzes will gauge your grasp of the secondary textbook, *Gone to Texas*. Quizzes fall under the heading of daily grades, worth 30% of the final grade. Daily grades include group analysis of relevant primary sources (we will find your group during week one). Familiarity with primary sources is important, to get beyond salience, so each week I will bring a primary source to class for analysis. As groups we will annotate the sources (for daily grades) and, over the semester, create an annotated bibliography that will explicate those artifacts of history for what they reveal about the themes and topics in the secondary texts.

In this class, that is, we will imbue history with significance according to the historical significance that already animates it, that we are able to discern. That meaning is our inheritance and it will be our legacy.

Requirements

Major Exams (2)—50%

Daily Grades—30%

Book Review—20%

Academic Misconduct and generative AI

“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.” Academic misconduct—cheating, collusion, plagiarism, 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. Moreover, 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.



Respect fellow students and university tradition by maintaining academic decorum. Turn off ringers on phones. I acknowledge the ubiquity of mobile devices. However, texting distracts the class, including me, so keep it to a minimum.

Accommodations

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. Students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. For more details, please go to [Disability Support Services](#).

Tutoring and Academic Support

TASP offers tutoring assistance. Please contact the TASP, (940) 397-4684, or visit the [TASP homepage](#) for more information.

Moffett Library

[Moffett Library](#) provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, study rooms available for reserve, and research assistance to help students effectively find, evaluate, and use information.

Calendar

Week One

Read

Jan. 20, Mon.—Jan. 24, Fri. *Crisp, A Personal Prologue ("Pride and Prejudice")*

Reséndéz, Chs. Introduction

Baumgartner, Introduction

Week Two

Jan. 27, Mon.—Jan. 31, Fri. *Campbell, Ch. 1—First Texans, Ch. 2—Exploration and Adventure, 1519-1689*

Reséndéz, Chs. 1-3

Baumgartner, Ch. 1

Week Three

Feb. 3, Mon.—Feb. 7, Fri. *Campbell Ch. 3— Spanish Texas, 1690-1779*

Campbell Ch. 4—Spanish Texas in the Age of Revolutions, 1779-1821

Reséndéz Chs. 4-7

Week Four



Feb. 10, Mon.—Feb. 14,
Mexican Texas, 1821-1835

Reséndez Ch. 8-*Epilogue*

Baumgartner, Ch. 2

Crisp, Ch. 1

Week Five (Davy Dies!)

Feb. 17, Mon.—Feb. 21, Fri. Campbell Ch. 6, The Texas Revolution, 1835-1836

Crisp, *Chronology*, Ch. 2, Ch. 3

Baumgartner, Ch. 3

Week Six

Feb. 24, Mon.—Feb. 28, Fri. Campbell Ch. 7, The Republic of Texas, 1836-1846

Baumgartner, Chs. 4-5

Exam 1

Week 7

March 3, Mon.—March 7, Fri. Campbell Ch. 8, Frontier Texas, 1846-1861

Baumgartner, Chs. 6-7

SPRING BREAK WEEK

March 10, Mon.—March 14, Fri. Campbell Ch. 9, Empire State of the South, 1846-1861

Baumgartner, Chs. 8-9

Week 8

March 17, Mon.—March 21, Fri. Campbell Ch. 10, The Civil War, 1861-1865

Baumgartner, Chs. 10-12

Week 9

March 24, Mon.—March 28, Fri. Campbell Ch. 11, Reconstruction, 1865-1876

Crisp, *Afterward*

Baumgartner, *Epilogue*

Week 10

Fri. Campbell Ch. 5—



March 31, Mon.—April 4, Fri.	Alex Hunt and Daniel S. Kerr, “The Quitaque Killings,” <i>Journal of the West</i> 51:2 (spring 2013): 7-15 Daniel Stewart Kerr, Research Notes on Comanchero Trading, from “Quitaque File,” <i>Southwest Collection</i> , Lubbock, Texas, 20 June 2011
Week 11	
April 7, Mon.—April 11, Fri.	Campbell Ch. 12, The Old West, 1877-1900 Richard White, “Animals and Enterprise,” in <i>The Oxford History of the American West</i> (Oxford UP: 1994): 236-73
Week 12	
April 14, Mon.—April 18, Fri.	Campbell Ch. 13, The New South and the Populist Revolt, 1877-1900 Ch. 14, The Progressive Era, 1901-1920
Week 13	
April 21, Mon.—April 25, Fri.	Campbell Ch. 15, The “Prosperity Decade,” 1921-1929 Daniel Stewart Kerr, “‘Texas’: Entertainment and Legacy,” <i>Panhandle Plains Historical Review</i> , 84 (2012-13): 91-106
	Exam 2
Week 14	
April 28, Mon.—May 2, Fri.	Campbell Ch. 17, The Rise of Modern Texas, 1945-1971
Week 15	
May 5, Mon.—May 9, Fri.	Campbell Ch. 18, Modern Texas, 1971-2000
Final Class—Paper Due	
*Tentative	

Supplemental Texts (not ordered)

- J. Brett Cruse, “The Distribution of Protohistoric Sites on the Texas Southern Plains and the Implications for Coronado’s 1541 Route,” *Journal of Texas Archeology and History*, 7 (2023): 111-150
- Gregg Cantrell, *Stephen F. Austin: Empresario of Texas*, 2nd ed. Texas Historical Association, 2016 (first published 1999 by Yale University Press)
- J. Evetts Haley, “Pastores del Palo Duro,” *Southwest Review* 19:3 (April 1934): 279-294
- Arnoldo De León, “Los Tejanos: An Overview of Their History,” in *The Texas Heritage*, Forum Press, 1980, 13344
- Debbie Liles, “Slavery and Cattle in East and West Texas,” *East Texas Historical Journal* 52:2 (Fall 2014): 29-38
- J. Frank Dobie, “A Preface With Some Revised Ideas” and “A Declaration,” *Guide to Life and Literature of the Southwest*, Southern Methodist University Press, 1952,
<https://www.gutenberg.org/files/314/314h/314-h.htm>
- Francis Edward Abernethy, “Dobie, James Frank,” *Handbook of Texas Online*, accessed December 23, 2024,
<https://www.tshaonline.org/handbook/entries/dobie-james-frank>.



- Donald E. Chipman, "Vial, Pedro [Pierre]," Handbook of Texas Online, accessed December 21, 2024, <https://www.tshaonline.org/handbook/entries/vial-pedro-pierre>
- Richard White, "Animals and Enterprise," in *The Oxford History of the American West* (Oxford UP: 1994): 23673
- Alex Hunt and Daniel S. Kerr, "The Quitaque Killings," *Journal of the West* 51:2 (spring 2013): 7-15
- Daniel Stewart Kerr, Research Notes on Comanchero Trading, from "Quitaque File," *Southwest Collection*, Lubbock, Texas, 20 June 2011
- . "'Texas': Entertainment and Legacy," *Panhandle Plains Historical Review*, 84 (2012-13): 91-106
- . "From Grass to Grain: Of Cows, Plows, Politics, and Power," *Journal of the West* 50:2 (spring 2011): 38-50
- Larry Knight, "The Cart War: Defining American in San Antonio in the 1850s," *Southwestern Historical Quarterly* (January 2006): 318-335.
- Joel Zapata, "The Historiography of Ethnic Mexicans in Rural Texas" *Journal of South Texas* 29:2, 84-91
- Todd Smith, "Texas Through 1845: A Survey of the Historical Literature of Recent Decades," *Southwestern Historical Quarterly* (January 2010): 310-41
- John Brainbridge, *The Super-Americans: A Picture of Life in the United States, as Brought Into Focus, Bigger Than Life, in the Land of the Millionaires—Texas*, Double Day and Company, 1961

Weird Note¹

¹ Supplied by me to you under the legal doctrine of [fair use](#). Apart from providing the legal justification for the beneficial infringement of copyright for the purposes of education or journalism, "fair use" is an allusion in this annotation to one of our readings this semester that, also, alludes to the provision. For close readers of endnotes, bonus points will go to the first two students who point out to me via email that reference to the doctrine of fair use in our reading this semester. Hint: the reference is probably the best joke ever!