Course Description

This reading and lecture course surveys change and continuity in the history of Texas within the context of U.S. history, southern history, and Mexico-U.S. relations. The primary purpose of the course is to understand the incorporation of Texas into the national socio-economy from the state’s early “colonized” status to its “modern” position. Although the course will use a conventional periodization framework, we will “pause” and focus on the home front of the Second World War, a pivotal period in the state’s development. This will allow me to underscore an underlying theme in the course—Texas history traverses borders. My references to world events, national politics, the South, and Mexico will serve the same purpose.

I also wish to distinguish between history as experience and history as a subject of study that is provisional and contentious. History, in other words, is more than an account of special sets of experiences. It is also a developing field of study with by different interpretations. The family history project assignment (see below) will provide you a hands-on opportunity to appreciate this process of historical production.

Three semester hours of Texas history may be substituted for half of the American history requirement. Course materials, including a copy of my resume, this syllabus, lecture notes, bibliographies, and notes on interviewing techniques, will be available on Blackboard (http://courses.utexas.edu), UT’s course management site. Call the ITS help desk (475-9400) if you have problems accessing the site.

Course Requirements

Your course grade will be based on two examinations (30%), 3 chapter reports (15%), 2 film reports (20%), a process report (5%), and a research paper (30%). Your final grade will be computed cumulatively. I will discuss the requirements more fully in class.

Mid-Term Examination. This examination will be administered on February 28. It will include one essay question and at least two identification questions. I will provide a review
guide on 2-23 and set aside the class meeting on 2-25 for a discussion based on the guide. The review guide will provide sample questions. The examination will only include questions drawn from the guide.

**Final Examination.** The final examination will also include identification and essay questions on the material covered in the course since the mid-term examination. I will announce the date and place for the final once the Registrar’s office provides this information. I will provide a review guide on 5-2 and we will review for the examination on 5-4. Again, the review guide will provide sample questions and the examination will only include questions drawn from the guide.

**Chapter Reports.** You will be expected to submit brief reports on 3 of the 9 assigned chapters. The reports should include two-sentence responses for each of the following questions: What is the issue or point that the author is explaining or arguing? How does he go about doing this? How effective is his explanation or argument? Each report will be worth 5 points and will be due on the meeting after the chapter is assigned. The report for De la Teja’s Chapter 11, for instance, should be submitted on January 28, at the end of the class period. The assigned chapters include: De la Teja—Chapters 11, 12, 13; Zamora—Chapters 2, 3, 5, 6; Campbell—Chapter 16. Note that De la Teja, Chapter 12 is assigned in two parts (pp. 358-80 and 380-90) and that you can select each part as the equivalent of a chapter.

**Film Reports.** Prepare two-page reports on 2 of the 3 assigned films. You can earn as many as 10 points for each of them. The reports should address the following: the overall purpose of the film, the supportive arguments and techniques that the film maker uses, and the relevance of the film to the course content. The film reports will be due on the class meeting after the complete showing of each of the films. The report for Border Bandits, for instance, is due on February 14.

**Process Report.** This 1.5-page narrative should provide a statement on the persons you will interview, the tentative themes that you will address, and the general preliminary questions that you plan to ask in your interviews. The report should be submitted on March 21.

**Research Paper.** You will be expected to write a 10-page history of your family based on at least two interviews and two overarching themes (for example, immigration, work experiences, identity, gender roles) spanning three generations or more. The final paper is due on April 25.

**Attendance.** More than three unexcused absences will result in a five-point deduction on the final grade, and one more point deduction for every class missed after the three unexcused absences. Also, you are expected to be on time for class and to remain in the classroom for the duration of the class. Teaching assistants will be checking attendance and I will reward students who attend regularly (with an allowance of two unexcused absence) with one or two points if this can help you reach a higher letter grade for the course.
Grading

I will use the following grading scale:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<td>59 and Below</td>
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Readings


Emilio Zamora, Claiming Rights and Righting Wrongs in Texas, Mexican Workers and Job Politics during WWII (College Station: Texas A&M University Press, 2009). A copy of the book is available on a two-hour reserve basis at the Perry-Castañeda Library.

Films

Border Bandits
The Life and Times of Rosie the Riveter
When I Rise

Schedule

I will initiate the classes with general remarks or lectures based on outlined notes that I will have posted on Blackboard prior to each class meeting. These remarks or lectures are noted as topics in the schedule. The reading assignments correspond to the remarks or lectures scheduled for the next class meeting. The topic “Summary Discussion” and the “Review for Examination” will allow us to take stock of the material that we will have read and discussed.

Introduction

1-19 Course Introduction
Purpose, texts, requirements, course schedule, and expectations in the course
1-21 The Family History Paper
The major writing assignment in the course requires special attention. I will post helpful research and writing suggestions in Blackboard and devote this class period to a discussion of the assignment. I will devote more attention to the assignment at different points during the semester.

1-24  *Texas History*

Our focus today will be the overall theme of the course, that is, to describe and explain the history of the incorporation of Texas into the national socio-economy

**First Section**

1-26  Background to the Twentieth Century, 1836-1900, I
Assignment: De la Teja, “Preface” and Chapter 11
My purpose is to introduce the twentieth century with a survey of Texas history during the last half of the twentieth century. I will address the early phase of incorporation with an emphasis on the wars, the cotton culture, industrialization, demography, social relations, and early reform.

1-28  Background to the Twentieth Century, 1836-1900, II
Submit Chapter Report

1-31  Early Twentieth Century, 1900-1930, I
I will provide a general survey of Texas history during the early 1900s. Our focus will be on social reform, the advent of farming, and labor organizing as a feature of the emerging urban setting.

2-2  Early Twentieth Century, 1900-1930, II
I will examine Mexico’s influence on Texas history, especially the role of exiled politics in building interracial unity and advancing the cause of international labor.

2-4  Early Twentieth Century, 1900-1930, III
I will lecture on mutuality as a working class cultural value that explains many of the social causes (ex., labor and progressivism) that various communities generated in the early 1900s.

2-7  Summary Discussion
This will be the first in a series of scheduled discussions to take stock of the previous reading assignments and lectures and also to answer questions regarding the Family History Paper

2-9  Film: *Border Bandits*
The length of the films required that we use the next class to finish viewing the film.

2-11  Continuation of film

2-14  Discussion of film
Submit Film Report
Assignment: De la Teja, Chapter 12, pp. 358-80

2-16  The Great Depression I
I will offer general observations on the economic crisis, the federal government’s efforts at relief, recovery and reform, and the political issues that an activist state generated in Texas.

2-18  The Great Depression II
Assignment: De la Teja, Chapter 12, pp. 380-90
Part of the class will be devoted to a class discussion on the Chapter 12 from De la Teja’s book

2-21  World War II
Assignment: Zamora, Chapter 2
I will be primarily concerned with describing the general home front experiences in Texas

2-23  Wartime Recovery
Submit Chapter Report
I will discuss the expansion of the economy, recovery experiences, and the government’s role in ameliorating and reinforcing social inequalities.
I will post a review guide that we will use to review for the examination

2-25  Review for Examination
We will review for the examination with the guide posted on 2-23. The examination will only include questions taken from this guide.

2-28  Mid-Term Examination

3-2  Film: The Life and Times of Rosie the Riveter [I will be attending TSHA meeting]
3-4  Continuation of the film
3-7  Discussion of Film
Submit Film Report

3-9   The Good Neighbor Policy, Mexico, and Texas, I
Assignment: Zamora, Chapter 3
I will discuss how Mexico influenced the State Department to promote improved ethnic relations in places like Texas.

3-11  The Good Neighbor Policy, Mexico, and Texas, II
Submit Chapter Report
The second part of my lecture will examine the Good Neighbor Policy in Texas

3-14/3-18 Spring Break

3-21  The Dallas News Incident
Submit Process Report
Assignment: Zamora, Chapter 5
Using the case by the FEPC against the Dallas News, I will address the issue of discrimination against Mexicans as a wedge issue in Texas politics

3-23  The FEPC and Workers in Texas
Submit Chapter Report
The FEPC encouraged interracial unity and triggered the opposition of states’ rights advocates like Coke Stevenson.

3-25  Discussion: Family History Paper
Assignment: Zamora Chapter 6

3-28  The FEPC and Oil in Texas
Submit Chapter Report
Inequality and the fight for equal rights were evident in wartime industries like the oil refineries.

3-30  Summary Discussion
Politics in the 1940s
I will make use of George Green’s study of Texas politics George Green (*The Establishment in Texas Politics*) to discuss the conflict between conservatives and liberals.

Politics in the 1950s
Assignment: de la Teja, Chapter 13
This will be a continuation of the previous discussion on politics that will make use of works by V. O. Key (*Southern Politics in State and Nation*), Chandler Davidson (*Race and Class in Texas Politics*), and David Montejano (*Anglos and Mexicans in the Making of Texas*).

Summary Review
Submit Chapter Report

Film: *When I Rise*
Continuation of Film
Discussion of Film
Submit Film Report

*The Establishment Still Rules, I*
Important liberal challenges by labor, civil rights causes, and political candidates appear during the 1950s and 1960s.

*The Establishment Still Rules, II*
Assignment: Campbell, Chapter 16
Despite important challenges, conservatives manage to retain control of Texas politics.

Modern Texas in the 21st Century, I
Submit Chapter Report
The discussion will center on Campbell’s Chapter 16, especially his observations on the modernization of Texas, or its incorporation into the national socio-economy.

Modern Texas in the 21st Century, II
Continuation of Discussion

Family History Reports I
Submit Family History Paper
The reports will focus on findings that reflect larger trends in Texas history. Some attention will also be given to methodological issues that emerged during the interviews and the interpretation of the oral narratives.

Family History Reports II

Family History Reports III

Many Texas
I will comment on the recent debate on the public school curriculum and the contents of the Texas History Museum to argue that numerous, often contentious, interpretations define what we know as Texas history.

Summary Review
I will post a review guide for the examination on this date.

Review for Examination