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. The course will use a conventional periodization framework and focus on the home front of the Second World War, a pivotal period in the state’s history. This will allow me to underscore an underlying argument in the course—Texas history traverses regional and national borders. My references to world events, national politics, the South, and Mexico will serve the same purpose. The De la Teja/Marks/Tyler text and the Campbell essays provide a synthesis of Texas history while the Zamora text provided closer examinations of four central themes—the Second World War, hemispheric relations, labor, and politics at mid-century.

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

The course is cross-listed with Mexican American Studies (MAS 374, 36070) and Urban Studies (353-2, 37660). 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 posted 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%), 4 chapter reports (20%), 2 film reports (20%), a process report (5%), and a research paper (25%). Your final grade will be
computed cumulatively. I will discuss the requirements more fully in class. Assignment scores will be posted on Blackboard.

Mid-Term Examination. This examination will be administered on March 8. It will include one essay question and at least two identification questions. I will post a review guide on March 1 and set aside the class meeting on March 6 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 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 post a review guide on April 26 and we will review for the examination on May 1. The review guide will provide sample questions and the examination will only include questions that appear in the guide.

Chapter Reports. You will be expected to submit brief reports on 4 of the 9 assigned chapters. The reports should only include two-sentence responses for each of the following: Note one of the issues or points that the author is explaining or arguing. Explain how he does this. How effective are his explanations or arguments? Each report will be worth 5 points and will be due on the class meeting after the chapter is assigned. The report for De la Teja’s Chapter 11, for instance, should be submitted on January 21, at the end of the class period. The assigned chapters include: De la Teja—Chapters 11, 12 (pp. 358-80), 12 (381-390), 13; Zamora—Chapters 2, 4, 5, 6; Campbell—Chapter 16. Note that De la Teja, Chapter 12 is assigned in two parts and that you can select each part as the equivalent of a chapter.

Film Reports. Prepare two-page reports on each of the two assigned films: *The Life and Times of Rosie the Riveter* and *When I Rise*. 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 showing of each of the films. The first film report is due on March 1 and the second one on April 12.

Process Report. This 1.5-page narrative should provide a statement on the persons you will interview for the family biography project, a preliminary biographical profile of your subject, and two tentative research questions that your study will address. The report should be submitted on March 20.

Research Paper. You will be expected to write a 10-page biography of a grandparent or great grandparent with at least two interviews and two research questions. The final paper is due on May 3.

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 without an excuse after
the three unexcused absences. Provide me the excuses electronically. Also, you are expected to be on time for class and to remain in the classroom for the duration of the class. 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. Teaching assistants will be checking and posting your attendance record.

Grading

I will use the following grading scale:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100</td>
<td>C</td>
<td>73-76</td>
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<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
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<td>B</td>
<td>83-86</td>
<td>D</td>
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<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<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

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 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 following class meeting.

Introduction

1-17 Course Introduction
Purpose, texts, requirements, course schedule, and expectations in the course

1-19  The Biography Project  
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. I will also use the recent case of the “Texas textbook controversy” to demonstrate how contentious historical interpretations can be and how “privileged” interpretations can influence the social science content of our public school curriculum.

The Early 1900s

1-26  Background to the Twentieth Century, 1836-1900  
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. I will also point to the significant expansion of the historical literature since the 1970s to show how a new general consensus has formed.

1-31  Early Twentieth Century, 1900-1930  
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 as key features of the emerging urban setting. I will also focus on the new labor history to demonstrate how Texas historians have re-shaped history.
Submit Chapter Report

2-2  Mexico and the Texas Working Class  
I will use the concepts of transnationalism to demonstrate how relations with Mexico have shaped state history. Texas history, in other words, does not end at its borders. The wars (civil wars and world wars), national socio-economic trends, and southern politics, for instance, have made this point obvious. Mexico’s influence in the 20th century is less apparent in some quarters.

2-7  The Working Class Value of Mutuality  
I will lecture on mutuality to explain social causes (ex., labor and progressivism) that various communities generated in the early 1900s. This emphasis on history “from the bottom up” reflects recent (since the 1970s) historiographical trends in labor, women, and minority group histories.
Assignment: De la Teja, Chapter 12, pp. 358-80

The Depression Years

2-9 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.
Submit Chapter Report

2-14 The Great Depression II
Submit Chapter Report
Assignment: De la Teja, Chapter 12, pp. 380-90

The WWII Homefront

2-16 World War II and Recovery from the Depression
I will be primarily concerned with describing the general home front experiences in Texas. I will discuss the expansion of the economy, recovery experiences, and the government’s role in ameliorating and reinforcing social inequalities.
Submit Chapter Report
Assignment: Zamora, Chapter 2

2-21 The Good Neighbor Policy, Mexico, and Texas
I will discuss how Mexico influenced the State Department to promote the Good Neighbor Policy at home and improved ethnic relations in places like Texas.
Submit Chapter Report
Assignment: Zamora, Chapter 4

2-23 Fighting for Mexican Rights as a Hemispheric Issue
Submit Chapter Report
Assignment: Zamora, Chapter 5
My purpose will be to demonstrate how Mexico’s interventions and developing international norms on discrimination elevated the issue in Texas to hemispheric levels.

2-28 Film: The Life and Times of Rosie the Riveter
Submit Chapter Report

3-1 Discussion of Film
Submit Film Report
I will post a review guide that we will use to review for the examination
3-6 Review for Mid-Term Examination

3-8 Mid-Term Examination

Spring Break

3-20 The FEPC in Texas; Statist, Segregationist, and Minority Perspectives
Submit Process Report

3-22 The Dallas News Incident
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
Assignment: Zamora, Chapter 6

3-27 The FEPC and Oil in Texas
Inequality, southern segregationist thinking, and the fight for equal rights were evident
in wartime industries like the oil refineries.
Submit Chapter Report

3-29 I will be attending a conference and will make an alternative assignment.

The Post-War Years

3-27 Politics in the 1940s
I will make use of George Green’s study of Texas politics (The Establishment in Texas
Politics) to discuss the conflict between conservatives and liberals.

4-3 Politics in the 1950s
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).
Assignment: de la Teja, Chapter 13

4-5 The Establishment Still Rules
Important liberal challenges by labor, civil rights causes, and political candidates appear
during the 1950s and 1960s.
Submit Chapter Report
Assignment: de la Teja, Chapter 14

4-10 Film: When I Rise
Submit Chapter Report

4-12 Discussion of Film
Modern Texas

4-17  Modern Texas in the 21st Century, I

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.

Submit Chapter Report

4-19  Challenges in Texas Politics

I will address the many challenges facing Texans in the 21st century, including conservation, social inequality, and taxes.

4-24  Many Texas

I will use a demographic report by Professor Steve Murdoch to talk about Texas and the problem of continuing inequalities.

4-26  General Discussion on Family Biography Project, Its Relevance to Texas History

I will post a review guide that we will use to review for the examination

5-1  Review for Final Examination

5-3  Final Examination

Submit Research Papers