

History 565: History of Early Texas and the U.S.-Mexican War

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Catalog description: Through selected readings, students in this course study the social, economic and political history of Mexican Texas, The Texas Republic and the U.S.-Mexican War.

Required Text:

- Paul, D. Lack, The Texas Revolutionary Experience (College Station, TX: Texas A&M University Press, 1999). ISBN-10: 0890967210
- Pedro Santoni, Mexicans at Arms: Puro Federalists and the Politics of War, 1845-1848 (Texas: Texas Christian University Press; 1st edition, October 1, 1996). ISBN-10: 0-87565-158-5
- Ernesto Chávez, ed., The U.S. War with Mexico: A Brief History with Documents (Boston, MA: Bedford/St. Martin's, 2008). ISBN-10: 0312249217

Students who successfully complete this course will be able to

1. write a research essay and several chapter or document critiques
2. analyze and evaluate History of Early Texas and the U.S.-Mexican War
3. present a primary historical document to the class, explaining the significance of the document and placing it in historical context.

Requirements:

1. Attend class (see Attendance Policy) and participate in discussions (S/U).
2. Write two book critiques (100 points each).
3. Research and write a research essay on a selected topic (300 points).
4. Make two oral presentations on primary documents (50 points each).
5. Meet individually with the instructor to discuss the selection of a research topic and the progress of the student's research and writing. These meetings are called tutorials (S/U).

Grades:

- **Research Essay** (8-12 pages): 300 points
- **Two chapter critiques:** 200 points (100 points each)
- **Two chapter presentations:** 50 points (25 points each)
- **Two oral presentations on primary documents:** 50 points (25 points each)
- **Satisfactory/Unsatisfactory:** The instructor will assess certain basic requirements of the course—such as participating in class discussions, symposiums and tutorials—on a satisfactory/unsatisfactory basis. Failure to fulfill these requirements may result in the lowering of the course grade one full letter grade.
- **TOTAL: 600 POINTS**
- A = 537-600 (90-100%), B = 477- 536 (80-89%), C = 417-476 (70-79%), D = 357-416 (60-69%), F = 0-356 (0-59%)

Research Essay: Students are required to write a research essay of roughly eight to twelve pages in length. A research essay must comprise research, but unlike a regular research paper, students may base much of their research on secondary sources. However, students need to find an original argument or angle on their chosen topic. Historical essays should not just be a compilation of others' research. By [date to be determined], students must have a research topic and three sources approved by the instructor. **The essays are due by [date to be determined] and students are required to submit them via *turnitin.com*.**

To access Turnitin.com students will need both the Web site's class ID and password:

- **class ID: 4025787**
- **enrollment password: earlytexas**

Chapter Critiques: Students are required to write a critique of an assigned chapter from both Paul Lack's The Texas Revolutionary Experience and Pedro Santoni, Mexicans at Arms: Puro Federalists and the Politics of War, 1845-1848. The instructor will assign the chapters during the first class session. The instructor will evaluate the critiques on the quality of the writing and the soundness of the interpretation. Generally, the goal will be to identify the author's purpose; to discuss the content, style, and scholarship; and to evaluate the overall quality of the book. Each student will have the opportunity to earn one to five bonus points on both critiques by re-writing them following conferences with the instructor.

Oral Presentations: Each student will be assigned two primary readings and two chapters during the first class session. On the day that the student's assigned reading is scheduled to be discussed, the student is required to present a 10-minute oral report on the reading. **Students must also submit a typed outline of the presentation and a list of discussion questions.** No PowerPoint presentations will be allowed, except in the case where visual material is needed. Presenters should try to avoid reading verbatim from their notes as much as possible. Instead, the presentation should be in the form of a short lecture highlighting the content and historical significance of the primary reading. **No late presentations will be allowed.** Late presentations tend to throw the course off schedule. Keep the presentation date and your schedule in mind when choosing a presentation and planning your semester. Presentations of chapters should include both a summary and an analytical critique.

The presentation of primary documents should include the following:

- ✓ **Place the document in historical context**
- ✓ **List the document's main points**
- ✓ **Explain the document's historical significance**

- **Historical Context:** Placing the document in historical context involves answering some of the following questions:
 - Who is the author?
 - What is the author's position in society?
 - What are his or her viewpoints concerning the major issues of the time?
 - What can be said about the author's time? In other words, what are the major issues and events concerning the author and affecting society at the time the document is being conceived and penned?
 - For whom was the document written? In other words, who is the intended audience?
- **Main Points:** Students should ask the following question to understand the document's main points:
 - Why was the document written? In other words, what points did the author most want to convey?
 - YOU ONLY HAVE 10 MINUTES, SO PLEASE LIMIT YOUR MAIN POINTS.
 - **ONE EXCELLENT STRATEGY IS TO LIMIT YOUR MAIN POINTS TO 5.**
- **Historical Significance:** Students should address the following questions when determining and evaluating the document's historical significance:
 - What impact did the document have on the author's society?
 - What impact did it have on later generations?

- What groups in particular did the document impact?
- Was the impact important, and if so, why?

Attendance Policy: Regular class attendance during this five-week intensive semester is especially important and is expected. **The instructor will request that the Office of Admissions drop from the class any student who has more than two unexcused absences.** Unexcused absences may result in lowering the course grade one-letter grade for each instance. If you must miss class, try to borrow notes from a reliable classmate.

Dropping a Course: At the end of the semester, students who have not dropped the course must receive a grade. In effect, faculty members are required to fail students who 1) have not completed the course work and 2) have not dropped the course. Dropping the course prior to the deadline is the student's responsibility.

A&M-Texarkana catalogue regarding dropping a course: Students who wish to drop a course (s) but remain enrolled in at least one course are required to contact the Office of Admissions to complete the official drop slip. No grade will be assigned if the course is dropped officially before the end of the first twelve days of a regular semester or before the end of the fourth day of a summer session. Between these specified dates and the "last day to drop or withdraw" as listed in the semester calendar, the instructor will assign a grade based on the student's status in the course on the official drop date. A grade of DP (dropped passing) or DF (dropped failing) will be designated on the student's transcript. When a grade of DF is assigned, an F will be calculated in the student's grade point average.

Administrative Drop: An instructor may request that the Office of Admissions drop from class any student who has missed enough class time to prevent successful completion of the course. Upon such a request, the Admissions Office will notify the student that the drop request was made and will be executed within seven days if the request is not rescinded by the instructor prior to that date. The student who receives this letter should contact the instructor immediately.

Academic honesty: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog. Students can avoid plagiarism by citing their sources properly. If there is any uncertainty in how to document a source, the student should ask the instructor or reference Watkins and Dillingham's *Practical English Handbook*, or a variety of reference websites addressing how to cite sources. Some helpful websites are as follows:

<http://www.wisc.edu/writing/Handbook/DocChicago.html>

<http://www.bedfordstmartins.com/online/cite7.html>

<http://www.mrs.umn.edu/library/citing.php>

<http://www.lib.ohio-state.edu/quides/chicagoqd.html>

http://www.lib.duke.edu/libguide/cite/works_cited.htm

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Offices by contacting Carl Greig, Aikin Room 219A or by calling 903.223.3062.

Perri's office hours, Summer II, 2009: Mondays, 2:00-5:00; Tuesdays 2:00-4:00; Wednesdays, 2:00-5:00; Thursdays 2:00-4:00. Other times can be arranged. To arrange an appointment, see me in class, or reach me by telephone or e-mail.

Course Outline:

Texas under Mexico (1821-1836)

July 14:

- Introduction
- Assignment of documents and chapters
- Overview

July 19:

1. Read Introduction by Ernest Chávez in The U.S. War with Mexico: A Brief History with Documents.
2. Paul, D. Lack, The Texas Revolutionary Experience ,
 1. *Background to the Revolution.*
 2. *The Coming of the Revolution: 1835*
3. Documents Found in The U.S. War with Mexico: A Brief History with Documents, edited by Ernest Chávez:
 - Agustín de Iturbide, *Plan de Iguala*, February 24, 1821
 - Mexican Constitutional Congress, *Mexican Constitution*, 1824
 - Mexican Government, *National Colonization Law*, August 18, 1824
 - Legislature of Coahuila-Texas, *Coahuila-Texas State Colonization Law*, March 24, 1825
 - Manuel Mier y Terán, *Letters to War Department*, November 29, 1829

The Texas Revolution and the Rise of the Republic of Texas

July 21:

1. Paul, D. Lack, The Texas Revolutionary Experience
 3. *The Consultation: October-November, 1835*
 4. *Into Anarchy: November, 1835 to February, 1836*
 5. *The Convention: March, 1836*
2. Documents Found in The U.S. War with Mexico: A Brief History with Documents, edited by Ernest Chávez:
 - Benjamin Lundy, Conditions for African Americans in Mexican Texas, 1833
 - Texas Consultation of Representatives, *Texas Declaration of Independence*, March 2, 1836

July 26:

1. Paul, D. Lack, The Texas Revolutionary Experience
 6. *The Interim Government: March-September, 1836*
 7. *The Texas Army of the People: Organization and Make-up*
 8. *The Texas Army: A Force for Revolution*
 9. *The Tories: Opponents of Revolution and Independence*
2. Documents Found in The U.S. War with Mexico: A Brief History with Documents, edited by Ernest Chávez:
 - Antonio López de Santa Anna, *Message to the Inhabitants of Texas*, March 7, 1836
 - Eulalia Yorba, *Another Story of the Alamo: The Battle Described by an Alleged Eyewitness*, April 1896

U.S. War with Mexico

July 28:

2. Paul, D. Lack, The Texas Revolutionary Experience
 10. *Los Tejanos: Mexican Texans in Revolution and War*
 11. *The Anglo Texans in Revolution and War*

12. *The Black Texans and Slavery in Revolution and War*

13. *Conclusion*

2. Documents Found in The U.S. War with Mexico: A Brief History with Documents, edited by Ernest Chávez:
- John L. O’Sullivan, *Annexation*, July-August 1845
 - U.S. Congress, *Naturalization Act*, March 26, 1790
 - U.S. Congress, *Indian Removal Act*, May 28, 1830
 - United States and Kingdom of Spain, *Treaty of San Lorenzo*, October 27, 1795

August 2:

1. Pedro Santoni, Mexicans at Arms: Puro Federalists and the Politics of War, 1845-1848, chapters 1-7.
- I. *The Seeds of Dissension*
 - II. *“Great Evils Will Befall The Nation”*
2. Documents Found in The U.S. War with Mexico: A Brief History with Documents, edited by Ernest Chávez:
- United States and France, *Louisiana Purchase Treaty*, April 30, 1803
 - El Mosquito Mexicano, *Article Criticizing U.S. Interests in Texas*, June 14, 1836
 - Daniel Webster, *The Admission of Texas*, December 22, 1845
 - John Slidell, *Diplomatic Dispatches to James Buchanan*, July 1846

U.S. War with Mexico

August 4:

1. Pedro Santoni, Mexicans at Arms: Puro Federalists and the Politics of War, 1845-1848, chapters 1-7.
- III. *A Call to Arms*
 - IV. *The Republican Challenge*
2. Documents Found in The U.S. War with Mexico: A Brief History with Documents, edited by Ernest Chávez:
- General Pedro de Ampudia and General Zachary Taylor, *Dispatches*, April 12, 1846
 - General Zachary Taylor, *Dispatch to Adjutant General of the Army*, April 26, 1846
 - President James K. Polk, *War Message to Congress*,
 - Hugh White, *Statement Against the Two-Million-Dollar Bill*, August 8, 1846
 - David Wilmot, *Wilmot Proviso*, August 8, 1846
 - Frederick Douglass, *The War With Mexico*, January 21, 1848
 - New York Herald, *Editorial in Support of the War with Mexico*, February 20, 1847
 - Walt Whitman, *War With Mexico*, May 11, 1846
 - Theodore Parker, *A Sermon of the Mexican War*, June 1846
 - Henry David Thoreau, *On Civil Disobedience*, 1848

August 9:

1. Pedro Santoni, Mexicans at Arms: Puro Federalists and the Politics of War, 1845-1848, chapters 1-7.
- V. *“A Most Fearful State of Anarchy”*
 - VI. *A Question of Survival*
2. Documents Found in The U.S. War with Mexico: A Brief History with Documents, edited by Ernest Chávez:
- Women of Exeter, *England, and Philadelphia, Women’s Peace Petition*, June 1846
 - Susan Shelby Magoffin, *Comments on Mexican Women*, 1846
 - American Officer, *The Virtues of Mexican Women*, September 1846

- Henry William Herbert, *Pierre the Partisan: A Tale of the Mexican Marches*, 1848
- Our Jonathan, *Song of the Volunteers*, 1846
- John Greenleaf Whittier, *The Angels of Buena Vista*, 1847
- James Russell Lowell, *The Biglow Papers*, 1846
- George Wilkins Kendall, *The Mexican Joan of Arc*, January 12, 1847
- Samuel E. Chamberlain, *My Confession*, 1855
- Ramón Alcaraz, *Description of the Battle of Buena Vista*, 1850

August 11:

1. Pedro Santoni, Mexicans at Arms: Puro Federalists and the Politics of War, 1845-1848, chapters 1-7.
VII. *An Unsuccessful Comeback*
2. Documents Found in The U.S. War with Mexico: A Brief History with Documents, edited by Ernest Chávez:
 - Citizens of New Mexico, *Report to the President of Mexico*, September 26, 1846
 - Ralph W. Kirkham, *Description of the City of Puebla*, June 28, 1847
 - Gideon Johnson Pillow, *Letter to Mary Hamilton Pillow*, September 28, 1847
 - American Star, *Comment on Interactions Between Mexicans and Americans*, November 6, 1847
 - Ramón Alcaraz, *Observations on the American Occupation of Mexico City*, 1850
 - John C. Calhoun, *Speech on the War with Mexico*, January 4, 1848

August 16:

2. Pedro Santoni, Mexicans at Arms: Puro Federalists and the Politics of War, 1845-1848, chapters 1-7.
VIII. *"There Has not Been...A National Spirit"*
2. Documents Found in The U.S. War with Mexico: A Brief History with Documents, edited by Ernest Chávez:
 - United States and Mexico, *Treaty of Guadalupe Hidalgo*, February 1848
 - President Manuel de la Peña y Peña, *An Address in Support of the Treaty of Guadalupe Hidalgo*, May 7, 1848
 - Manuel Crescencio Rejón, *Observations on the Treaty of Guadalupe Hidalgo*, April 17, 1848
 - Nathan Clifford, *The Protocol of Querétaro*, 1848
 - U.S. Congress, *California Land Act*, March 3, 1851
 - California Landowners, *Petition to the Honorable Senate and House of Representatives of the United States of America*, February 11, 1859
 - Juan N. Seguín, *A Foreigner in My Native Land*, 1858
 - Francisco Ramírez, *Californian Hospitality*, September 18, 1855
 - Los Angeles Star, *An Interview with Noted Bandit Tiburcio Vásquez*, May 16, 1874
 - Journal of Commerce and Commercial Bulletin, *This is Our Manifest Destiny*, November 24, 1897

Bibliography:

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