Syllabus
HIST 2301.70 Texas History Survey
Fall 2015

Contact Information and Office Hours
Instructor: Dr. J. Stuntz
Email: jstuntz@wtamu.edu but please use Course Messages for all correspondence
Online Office Hours: MTWTh 9:00 am-11:30 am and by appointment. Dr. Stuntz will check email and notifications during these hours. Messages sent after this time will be answered the next business day. This means if you send an email after 4:00 Thursday, you will have an answer by Monday morning. Emails sent after 11:30 am Tuesday will be answered by Wednesday morning.

Texts and Other Materials

Course Description
This course is designed to acquaint student with Texas history. Students will read two chapters, one in The History of Texas (HoT) and one in The Human Tradition in Texas, (HTT) each week. They will take a multiple choice quiz on each chapter to show their comprehension of the facts. They will discuss the material to show their critical thinking. There will be a comprehensive final essay exam. Students must participate in each chapter's material to earn points. This means logging in at least four days a week during the course.

Course Requirements and Evaluation
Methods of Assessment:
Syllabus quiz = 30
Discussion from each of the fourteen chapters (HoT and HTT) at 50 points each = 700
Discussion on chapter 15 in HTT = 30 points
Multiple choice quizzes for each chapter at 10 points each = 140
Final Exam = 100
Extra Credit is available for up to five points for each chapter.
There is a possible total of 1000 points. Students who earn 90-100 percent will make an A, 80- 89 percent a B, 70-79 percent a C, 60-69 percent a D, and less than 60 percent an F.
Grading Policy:

A (90-100 percent) Greatly Exceeds Standards
- All minimum requirements of assignment met and exceeded
- All criteria of the assignment are met and exceeded
- Writing shows analytical skill as well as factual knowledge
- Few or no technical errors (grammar, punctuation, spelling)
- Clear writing style

B (80-89 percent) Exceeds Standards
- Minimum requirements of assignment met
- The topic is presented with details and specific examples
- The paper shows a good command of facts
- The writing is easy to read, ideas are clear and easy to follow
- Five or fewer technical errors
- Good writing style

C (70-79 percent) Meets Standards: this is the average grade
- Paper meets most requirements of assignment
- Topic is unclear, no purpose to writing
- No or few specific examples used or used incorrectly
- Some factual errors
- More than five technical errors
- Poor writing style

D (60-69 percent) Does Not Meet All Standards
- Paper lacks several requirement of assignment
- No reference to topic or reference so unclear as to be meaningless
- Writing very general, no examples given as evidence
- No thought apparent
- Poor organization, several technical errors
- Repeated factual errors
- Writing difficult to understand

F (Below 60 percent) Not College Level Work
- Paper does not meet requirements
- Superficial, general references
- Many technical errors
- Many factual errors
- Poor writing style

Instructions

Quizzes

You will have ten minutes to answer ten multiple choice questions. You may retake the quiz as many times as you want until the due date which will be 11:59 pm the Monday of each week. Your highest grade will count.

Discussions

You must make your initial post by 11:59 pm on the date in the schedule – the Thursday of each week – then have your three responses on three different days by
11:59 pm on the date in the schedule – Tuesdays of each week – in order to earn ANY discussion points.

Your initial post is all of your answers to the questions posted on the chapter page. Use your own words at all time. Never quote from the book. Write at least three or four sentences and explain why you answered as you did. Use specific examples to support your argument. Look at the rubric to see how to earn the most points. A full paragraph for each question, with a strong logical argument supported by specific evidence and good critical thinking will earn the most points. Short, vague answers that have no argument or evidence will not earn enough points to pass.

In the responses, look at how your classmates answered the questions. Explore any differences. Ask why they had that interpretation, what did they see differently than you did. Have a real conversation about the information and what conclusions you can draw from it.

Use good writing skills at all times to earn the most points. Proofread so you avoid typos and unclear writing.

**Final Exam**

Look at the questions early in the semester. Each week, write that chapter’s part of the answers. At the end of the semester, edit your entries to make a smooth, cohesive argument. Use specific examples to create a logical argument. Just repeating facts is not enough to pass. You must show that you understand and can use the information. Use your own words at all times.

**Schedule and Due Dates**

Each week, read the chapter on Wednesday and Thursday and make the initial discussion post by 11:59 PM Thursday. Start taking the quiz and keep taking it until you are happy with your score, until 11:59 pm Monday. Check your discussion boards each day and add to the conversation on at least three different days before 11:59 pm Tuesday.

Mon. Aug. 24 – First Class Day – log in and look around, read Welcome and Syllabus
Thurs. Aug. 27 – Initial post for ch. 1 and syllabus assignment due before 11:59 pm
Mon. Aug. 31 – Quiz 1 due before 11:59 pm
Tues. Sept. 1 – All ch. 1 responses due before 11:59 pm

Thurs. Sept. 3 – Initial post for ch. 2 due before 11:59 pm
Mon. Sept. 7 – Quiz 2 due before 11:59 pm
Tues. Sept. 8 – All ch. 2 responses due before 11:59 pm

Thurs. Sept. 10 – Initial post for ch. 3 due before 11:59 pm
Mon. Sept. 14 – Quiz 3 due before 11:59 pm
Tues. Sept. 15 – All ch. 3 responses due before 11:59 pm

Thurs. Sept. 17 – Initial post for ch. 4 due before 11:59 pm
Mon. Sept. 21 – Quiz 4 due before 11:59 pm
Tues. Sept. 22 – All ch. 4 responses due before 11:59 pm

Thurs. Sept. 24 – Initial post for ch. 5 due before 11:59 pm
Mon. Sept. 28 – Quiz 5 due before 11:59 pm
Tues. Sept. 29 – All ch. 5 responses due before 11:59 pm
Objectives/Student Learning Outcomes

Chapter One Learning Outcomes
Upon completion of studying this chapter, you will be able to:

- comprehend the New World setting and Old World historical factors that shaped the era of Spanish exploration and settlement,
- appreciate the indigenous presence and the cultural exchanges taking place,
- understand the Europeanization process, including colonizing baggage and institutionalization,
- comprehend the significance of incorporation.

Chapter Two Learning Outcomes
Upon completion of studying this chapter, you will be able to:

- identify the different frontier institutions and their impact on Texas culture and society,
- reflect on the implications of Indian accommodation and resistance in the Far Northern Frontera,
- appreciate the relationship between Bourbon reforms and the independence movement,
- cite the key components of Spain’s legacy in the colonial era.

**Chapter Three Learning Outcomes**

Upon completion of studying this chapter, you will be able to:

- cite key reasons for the Texas Revolution,
- comprehend the political and economic factors for growing Tejano and Anglo resentment against the tyranny of Santa Anna’s governance,
- appreciate multiculturalism in early Texas,
- anticipate the implications of the major migration of Anglo Americans into Texas.

**Chapter Four Learning Outcomes**

Upon completion of studying this chapter, you will be able to:

- understand the political and social process of creating a nation,
- think about the social, economic, and diplomatic challenges facing Texas,
- be able to chronicle events leading to the War with Mexico,
- anticipate the implications of the Treaty of Guadalupe Hidalgo.

**Chapter Five Learning Outcomes**

Upon completion of studying this chapter, you will be able to:

- think about the implications for Texas throughout the 1830s, 1840s, and 1850s as southerners migrated insignificant numbers,
- understand the political process encompassing the slavery issue that brought vast economic and social changes to the South,
- discuss the role that Texas played in the Civil War.

**Chapter Six Learning Outcomes**

Upon completion of studying this chapter, you will be able to:

- understand the Reconstruction process that Texas and other southern states experienced,
- comprehend the political changes that Reconstruction wrought in Texas,
- cite key differences in political philosophies between the Republican and Democratic parties,
- recognize the implications of Emancipation and Reconstruction on the lives of a newly-freed people,
- understand the factors contributing to the violence and lawlessness that gripped Texas during Reconstruction through the 1890s.
Chapter Seven Learning Outcomes
Upon completion of studying this chapter, you will be able to:
• comprehend the significance of the transition that Texas experienced in the post-Civil War years,
• appreciate the multiethnic and multicultural changes in that transition from frontier to modernity,
• appreciate the changes and challenges created by the expansion of railroads and the growth of industries.

Chapter Eight Learning Outcomes
Upon completion of studying this chapter, you will be able to:
• comprehend the factors that led to agrarian discontent,
• describe the social and political condition of women and various ethnic groups,
• think about the implications of labor organization,
• understand the differences in political philosophies of the late 1800s.

Chapter Nine Learning Outcomes
Upon completion of studying this chapter, you will be able to:
• comprehend the economic and cultural impact of immigration on the state,
• understand the origins of progressive reform,
• be able to cite specific reforms that impacted the state and nation,
• appreciate the political and economic ramifications of progressive reform,
• anticipate the social implications of progressive reform on women and minorities.

Chapter Ten Learning Outcomes
Upon completion of studying this chapter, you will be able to:
• comprehend the causes of the Great Depression and their impact on the state,
• understand the ideological "sacred cows" that impeded federal government aid,
• discuss the impact of the New Deal on modern Texas—its architecture, economy and culture.

Chapter Eleven Learning Outcomes
Upon completion of studying this chapter, you will be able to:
• appreciate the impact that Texans have had on the national level,
• appreciate the role that Texas played in World War II,
• understand how and why World War II dramatically changed the state,
• cite key reasons for the rise of the civil rights movements,
• comprehend the impact of the war in social and cultural dimensions.

Chapter Twelve Learning Outcomes
Upon completion of studying this chapter, you will be able to:
• appreciate the significance of the Johnson-Connally era in state/national politics,
• comprehend the factors contributing to Texas becoming a two-party state in the
• discuss innovations in Texas leisure activities—both athletic and artistic.

**Chapter Thirteen Learning Outcomes**

Upon completion of studying this chapter, you will be able to:

• appreciate how each of the last four decades of the twentieth century impacted the state,
• comprehend the economic and cultural impact of immigration on the state,
• cite the key political reason for Texas’ difficulties regarding challenging issues,
• anticipate the implications of immigration on Texas as a border state and future social, cultural, and economic difficulties.

**Chapter Fourteen Learning Outcomes**

Upon completion of studying this chapter, you will be able to:

• be able to discuss recent changes to the Texas economy and population,
• discuss the changes to Texas cities,
• describe the issues confronting the Republican party,
• understand the current issues and future challenges facing Texas.

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**Program Learning Outcomes and other Learning Outcomes are in Appendix 2**

**Policies and Responsibilities**

It is the student’s responsibility to have a reliable internet connection.

It is the student’s responsibility to know when WTClass is being taken down for upgrades and to get all work turned in before that time.

It is the student’s responsibility to read the instructions and looks at the rubrics to find out how to earn points. It is the student’s responsibility to look at graded rubrics and read comments to learn how to improve their score.

Late work will be accepted with documentation of a medical emergency or university travel excuse showing the student has been away from the internet competing for the entire time of that lesson. Late work resulting from ignoring the warnings about WTClass being taken down will not be accepted. Late work resulting from loss of internet connection will not be accepted.

All discussions will be conducted in a civil and academic manner. Personal attacks will result in a failing grade for the class. All people will be treated with respect during this class.

Any form of cheating, whether by copying from the book, from another student, or from the internet, will result in failing the class.
This Class is a Buff Allies Safe Zone Class: All students will be treated with respect both in and out of this class. Discrimination against any student based on race, color, religion, sex, gender, sexual orientation, gender identity, national origin, disability, age, or veteran status is not tolerated. To find other allies, visit wtamu.edu/BuffAllies.

Additionally, harassment of any kind is NOT acceptable. Title IX makes clear that violence and harassment based on sex, gender, sexual orientation, and gender identity are Civil Rights offenses subject to the same kinds of accountability and same kinds of support applied to offenses against other protected categories noted above. If you or someone you know has been harassed or assaulted, you can find appropriate resources here:

- WTAMU Title IX Compliance Officer Becky Lopez – KRC147 – 806.651.3199
- WTAMU Counseling Services – CC116 – 806.651.2340
- WTAMU Police Department – 806.651.2300 or dial 911
- 24-Hour Crisis Hotline – 800.273.8255 or 804.359.6699 or 800.692.4039
- https://www.notalone.gov

Academic Integrity

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the Code of Student Life¹.

Any form of cheating, whether by copying from the book, from another student, or from the internet, will result in failing the class.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in

unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University’s Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

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**ADA Statement**

West Texas A&M University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with Student Disability Services\(^2\) (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106; phone (806) 651-2335.

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**Evacuation Statement**

If you receive notice to evacuate the building, please evacuate promptly but in an orderly manner. Evacuation routes are posted in various locations indicating all exits, outside assemble area, location of fire extinguishers, fire alarm pull stations and emergency telephone numbers (651-5000 or 911). In the event an evacuation is necessary: evacuate immediately do not use elevators; take all personal belongings with you; report to outside assembly area and wait for further information; students needing assistance in the evacuation process should bring this to the attention of the instructor at the beginning of the semester.

(Why we have to have this in an online class is unknown. Just please be safe wherever you are.)

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**Copyright Statement**

Copyright 2015 Jean Stuntz as to this syllabus and all instructional material; materials may not be reproduced without [instructor’s name] written consent. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of Jean Stuntz.

**Tips for Doing Well in this Course**

Plan when you are going to do the reading and writing for this course and stick to your schedule. Allow at least two hours to read each chapter in HoT and one hour for each chapter in HTT. Allow at least an hour for each chapter to write out the answers to your questions. Plan on logging in to the course frequently to read what others have written and write your responses. This will take another hour or two for each chapter. This is at least ten hours a week. Most students will take more time than this to earn a high grade.

\(^2\) [http://www.wtamu.edu/student-support/disability-services.aspx](http://www.wtamu.edu/student-support/disability-services.aspx)
Know when you have to turn in your work and get it done before the deadline. Initial posts must be done before noon and all responses must be done before 11:59 pm the next day. Watch for when the WTClass servers are being taken down and get your work done before that time.

Do more than the minimum. You must write at least a few sentences for each answer in order to earn any points. To earn a higher number of points, give more information and more explanation for your reasoning. You are required to give at least three responses to each any discussion points. Do more than this to earn more points. Enter into a real discussion with your classmates.

Start on the final exam early. The questions are available for you to write as you go through each chapter.

Ask questions when you do not understand something. Use the AskDrStuntz board or Course messages.

Do not go on vacation and forget to do your work in the course.

Have fun! Get to know your teammates and help each other succeed.
Appendix 1 – Thinking and Writing Skills

Critical Thinking Skills:

To help you understand the levels of critical thinking you will be using in this class, here is one version of Bloom’s taxonomy showing the levels of thinking, from low to high.

- **Remembering**: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding**: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying**: Carrying out or using a procedure through executing, or implementing.
- **Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating**: Making judgments based on criteria and standards through checking and critiquing.
- **Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. (Anderson & Krathwohl, 2001, pp. 67-68)

For example:

**Remember**: Describe where Goldilocks lived.

**Understand**: Summarize what the Goldilocks story was about.

**Apply**: Construct a theory as to why Goldilocks went into the house.

**Analyze**: Differentiate between how Goldilocks reacted and how you would react in each story event.

**Evaluate**: Assess whether or not you think this really happened to Goldilocks.


In this class you are assumed to be able to remember what you read. You be asked to understand the information so you can apply it, analyze it, evaluate it, and create your own writings from it. Just moving information around does not earn many points.
Formal Language Register:

Use formal language at all times in this class. Your book is written in the formal language register, for example.

Language Registers

There are five language registers or styles. Each level has an appropriate use that is determined by differing situations. It would certainly be inappropriate to use language and vocabulary reserve for a boyfriend or girlfriend when speaking in the classroom. Thus the appropriate language register depends upon the audience (who), the topic (what), purpose (why) and location (where).

You must control the use of language registers in order to enjoy success in every aspect and situation you encounter.

1. Static Register
This style of communications RARELY or NEVER changes. It is “frozen” in time and content. e.g. the Pledge of Allegiance, the Lord’s Prayer, the Preamble to the US Constitution, the Alma Mater, a bibliographic reference, laws.

2. Formal Register
This language is used in formal settings and is one-way in nature. This use of language usually follows a commonly accepted format. It is usually impersonal and formal. A common format for this register are speeches. e.g. sermons, rhetorical statements and questions, speeches, pronouncements made by judges, announcements.

3. Consultative Register
This is a standard form of communications. Users engage in a mutually accepted structure of communications. It is formal and societal expectations accompany the users of this speech. It is professional discourse. e.g. when strangers meet, communications between a superior and a subordinate, doctor & patient, lawyer & client, lawyer & judge, teacher & student, counselor & client,

4. Casual Register
This is informal language used by peers and friends. Slang, vulgarities and colloquialisms are normal. This is “group” language. One must be member to engage in this register. e.g. buddies, teammates, chats and emails, and blogs, and letters to friends.

5. Intimate Register
This communications is private. It is reserved for close family members or intimate people. e.g. husband & wife, boyfriend & girlfriend, siblings, parent & children.

Appendix 2 – Learning Objectives and Outcomes

WTAMU GENERAL LEARNING OUTCOMES & LEARNING OBJECTIVES

Communication

Learning Outcome: Upon completion of their degree program, students will be able to express ideas clearly and coherently orally, in writing, and electronically to a diverse range of audiences and interact with others in large and small group settings.

Objectives: The students will:

- Use multiple formats and technologies to communicate ideas effectively in large and small group settings.
- Apply fundamental writing strategies such as invention, drafting, revising, and editing to the development of effective academic/professional written communication.
- Deliver effective oral presentations in a variety of settings
- Demonstrate the ability to incorporate multiple informational resources in projects and/or papers with appropriate citations.

Critical Thinking

Learning Outcome: Upon completion of their degree program, students will be able to demonstrate critical thinking, including the ability to explain issues; find, analyze, and select appropriate evidence; and construct a cogent argument that articulates conclusions and their consequences.

Objectives: The student will:

- Interpret, analyze, and evaluate statements, graphics, articles, and/or questions by:
  - discriminating among different degrees of credibility, accuracy, and reliability of inferences drawn from data
  - recognizing assumptions in sources
- Construct well-supported, clearly articulated, and sustained arguments
- Demonstrate an ability to justify conclusions based on evidence

Discipline Specific Knowledge

Learning Outcome: Upon graduation, students will demonstrate mastery of the depth of knowledge required for their respective degrees.
Objectives: The student will:

- Perform satisfactorily on licensure or certification exams necessary for professional status within their chosen careers, where applicable.
- Demonstrate skills required for success in their discipline.
- Identify and propose solutions to challenges or problems within their field.
- Identify, analyze, apply and evaluate disciplinary theories and concepts.

**Ethical Decision Making and Social Responsibility**

Learning Outcome: Upon completion of their degree program, students will be able to demonstrate an understanding of and use ethical reasoning for responsible personal and professional decision-making in a culturally and ethnically diverse world.

Objectives: The students will:

- Articulate multiple cultural perspectives in local, national and global communities
- Identify and analyze social and ethical challenges, including possible resolutions

**Globalization and Cultural Diversity**

Learning Outcome: Upon completion of their degree program, students will be able to analyze the impact of multiple factors on the interconnectedness of diverse peoples in the global environment.

Objectives: The students will:

- Utilize multidisciplinary perspectives to evaluate initiatives that have been employed to address global issues
- Describe the nature of global interdependence and its impacts.
- Articulate an understanding of cultural differences from diverse perspectives in specific disciplines

**Integration of Broad Knowledge** (Undergraduate)

Learning Outcome: Upon completion of their degree program, students will be able to synthesize knowledge from general and specialized studies.

Objectives: The students will:

- Demonstrate mastery of the general education core curriculum
- Apply broad knowledge to academic disciplines, and professional or technical fields.
Learning Outcomes for Core Classes

HIST 1301 Core Learning Objectives

● Students will demonstrate an understanding of course materials and will analyze and evaluate information as it relates to pre-Civil War US history.
   o Exams will consist of objective questions, short answer IDs, and essay questions that will require analytical and evaluatory skills.
● Students will demonstrate the ability to synthesize information to create arguments and inquiry with respect to recent American history topics.
   o Students will be required to draw upon primary and secondary source materials to construct argumentative essays for exams and quizzes and will participate in class discussions designed to effectuate that purpose.
● Students will demonstrate the ability to communicate effectively about recent American history topics in written forms.
   o Students will take numerous essay quizzes and exams. Additionally they will also write short papers based upon source analysis or museum exhibit presentations.
● Students will demonstrate the ability to communicate effectively about recent American history topics in oral and visual forms.
   o Students will be required to participate in class discussions and to present an analysis of primary sources to their peers.
● Students will demonstrate a knowledge of cultural interactions, show an understanding of civic responsibility, and articulate how modern Americans have engaged and continue to engage regional, national, and global communities.
   o Early American history is filled with cultural collisions and interactions between different groups of people at the regional, national or international levels. Essay questions will be designed to emphasize these connections.
● Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making as they relate to early American history topics.
   o The study of events such as the framing of the Constitution and the debate over slavery will require students to assess the ethics and decision-making of the people engaged in these early American history debates.

HIST 1302 Core Learning Objectives

● Students will demonstrate an understanding of course materials and will analyze and evaluate information as it relates to post Civil War US history.
   o Exams will consist of objective questions, short answer IDs, and essay questions that will require analytical and evaluatory skills.
● Students will demonstrate the ability to synthesize information to create arguments and inquiry with respect to recent American history topics.
Students will be required to draw upon primary and secondary source materials to construct argumentative essays for exams and quizzes and will participate in class discussions designed to effectuate that purpose.

- Students will demonstrate the ability to communicate effectively about recent American history topics in written forms.
  - Students will take numerous essay quizzes and exams. Additionally they will also write short papers based upon source analysis or museum exhibit presentations.
- Students will demonstrate the ability to communicate effectively about recent American history topics in oral and visual forms.
  - Students will be required to participate in class discussions and to present an analysis of primary sources to their peers.
- Students will demonstrate a knowledge of cultural interactions, show an understanding of civic responsibility, and articulate how modern Americans have engaged and continue to engage regional, national, and global communities.
  - Post-Civil War American history is filled with cultural collisions and interactions between different groups of people at the regional, national or international levels. Essay questions will be designed to emphasize these connections.
- Students will demonstrate the ability to connect choices, actions, and consequences to ethical decision-making as they relate to recent American history topics.
  - Debates over 20th century imperialism and civil rights will require students to assess the ethics and decision-making of the people engaged in these recent American history debates.
WTAMU History Department Learning Objectives

After completing the required courses in the History program, students will demonstrate:

- An understanding of the connections between the past and the present and an ability to locate both self and others in time and space by surveying the histories of American and non-American cultures in the ancient and modern worlds.
- An understanding of and the ability to apply the fundamentals of historical writing and citation.
- Critical thinking about historical issues by analyzing primary and secondary texts, synthesizing and analyzing the arguments in multiple texts, and by developing their own arguments about historical texts.
- An understanding of historiography (the history of history), different historiographical schools, and of philosophical and ethical issues relating to the historical profession by analyzing data on these subjects and writing one or more historiographical essays.
- The ability to conduct research using both primary and secondary sources by composing and presenting grammatically correct, well-argued research papers on historical topics.

Texas A&M System Learning Outcomes

- Decision-making and social responsibility: Use of ethical reasoning
- Globalization and diversity: Understand global sensitivities
- Specific knowledge: Demonstrate subject matter expertise
- Communication: Clear expression of ideas to diverse audiences
- Integration: Ability to synthesize knowledge from their studies
- Problem Solving: Utilize qualitative & quantitative reasoning
- Critical Thinking: interrogate issues & articulate conclusions