**Political Science 597.01E—Graduate Texas
History**
Summer II 2014 Syllabus

Instructor: Dr. Jessica Brannon-Wranosky

Class Meets: MW 1-4:50 PM

In Building/Room: Ferguson Social Sciences SS 124

Office Located In Ferguson Social Sciences (SS) 107
Office Hours: MW Noon-1 PM and by appointment

Email: Jessica.Wranosky@tamuc.edu (Email is the best way to reach me)
Office Phone: (903) 886-5224
Office Fax: (903) 468-3230

Website: located inside "eCollege" inside your "myLeo" account (https://leo.tamuc.edu/login.aspx)
ATTN: THIS IS A PARTIALLY ONLINE CLASS; AS SUCH, EACH STUDENT MUST HAVE DAILY ACCESS TO A COMPUTER WITH WORKING EMAIL, INTERNET, AND A TWITTER ACCOUNT. THERE ARE NO EXCUSES IN SUCH A QUICK GRADUATE SUMMER COURSE FOR NOT HAVING DAILY ONLINE ACCESS FOR COMPLETING WORK IN THE ONLINE ENVIRONMENT.

COURSE INFORMATION

MATERIALS:
REQUIRED TEXTS:

1. REQUIRED—1. *Gone to Texas: A History of the Lone Star State, Second Edition*, by Randolph B. Campbell. Either paperback (ISBN 9780199779406). Oxford University Press.
2. REQUIRED—1. *Peace Came in the Form of a Woman*, by Juliana Barr. Either paperback (ISBN 9780807857908). University of North Carolina Press.
3. *A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing), by Kate L. Turabian. University of Chicago Press.—NOTE: MUST BE 8th Edition or later; earlier versions not acceptable because of lack of content.
4. *The Elements of Style*, Fourth Edition, by William Strunk Jr. and E. B. White (ISBN 0-205-30902-X). Longman Publishers.

Additional Class Materials:

Paper and Writing Implements for taking notes & access to a computer, working email, Twitter Account and Internet. Any additional reading assignments, such as brief articles, videos, or primary documents, will be assigned via the instructor through e-college. Students will be responsible for gaining access to and gathering the required additional primary and secondary sources necessary for the research projects.

Course Description:

This course will survey the history of Texas from early human settlements through the twentieth century. Texas has a diverse and rich history that provides for the examination of human interaction at local and regional levels while still maintaining a broader view of global context. This course is both reading and writing intensive, and within the examination of Texas history, will explore themes in geography, economics, politics, race, ethnicity, gender, citizenship, agriculture, industry, and international affairs.

Student Learning Outcomes:

1) Students will evaluate important works discussing Texas history.

COURSE REQUIREMENTS	
Explanation of Evaluation Criteria:	**Grade Breakdown:**
3 Book Reviews (10% each) 30%	A = 89.5-100
Texas History App Project Assignments	B = 79.5-89.4
and Portfolio OR Alternative Paper50%	C = 69.5-79.4
Online, Class & Twitter	D = 59.5-69.4
** Participation & Responses 20%**	F = 0-59.4
Semester Total 100%	

Required Readings: All of us will read and discuss (via in class discussion and Twitter) the books on the required list. All students are required to read all books, articles, and other readings assigned for the class EXCEPT there is an option to choose between Berkeley and Roth. The assigned books are available for purchase at the campus bookstore, through the Internet, and at many regional book retailers. SINCE THIS IS A SUMMER COURSE, IF YOU DO NOT HAVE THE FIRST FEW BOOKS BY THE START OF THE COURSE, YOU WILL NEED TO OBTAIN THEM THROUGH THE CAMPUS BOOKSTORE. THERE IS NO TIME TO WAIT FOR AN ONLINE DEALER.

TURNITIN.COM: All papers and reviews must be uploaded to the appropriate listing in the course's turnitin.com space. Each student will need to use the specific course identification number and password to register to this class' turnitin shell. This information and directions for use will be provided to students in a separate document.

Book Reviews (each 10% of the final grade): You are required to write three book reviews for the course. The first will be over Barr's book, *Peace Came in the Form of a Woman.* The second and third will be chosen by students from lists provided by the professor. Each review should be typed with 1-inch margins, free of grammatical and spelling errors, provide correct citation where necessary, include discussion of a published academic review of the assigned book, and should be **no less than 900 words & absolutely no more than 1500 words.** You must turn in a hardcopy of each review on the day that it is due AND upload a copy in Microsoft Word format .doc or .docx in the appropriate eCollege dropbox. If a student does not upload the assignment in the correct format by the due date, it is considered late. Furthermore, each weekday a paper is late without a documented excuse I will deduct 10% off its earned grade. I will provide further details regarding this assignment in a separate document in eCollege with a sample book review. Book reviews are graded based

on level of analysis, discussion of book components as useful to historians, evidence of whether the student full read and understood much of the book's content, and format and grammar and spelling requirements. (This includes adhering to the sample book review's appropriate Turabian footnote and parenthetical requirements.)

Twitter Class Participation: Students must sign up for a Twitter account by the second day of the course. Please log on to www.twitter.com to do so.

Students must also sign up to follow Dr. Wranosky's Twitter feed by following @JessicaWranosky on Twitter. Dr. Wranosky will not always use the class's hashtag when tweeting because she sends out other relevant academic information via Twitter, and students should have access to this info as well.

NOTICE THE COURSE HASHTAG IS #HIST550 --Each student must "tweet" (meaning post an original comment of their own) something relevant in connection to the calendar's current book assignment or other current assigned readings (or a connection) each weekday during the course of the semester using the hashtag **#HIST550** at the beginning or end of the tweet. Students may miss up to 2 days of tweets and still receive full credit for this portion of the course. Students must also respond to at least two tweets each weekday during the course of the semester in some manner from those of the professor and fellow students also using the hashtag **#HIST550**. The responding tweets should not respond to a fellow student's tweet that is more than a week old or it will not be current to the class's Twitter conversation. If a student fails to use the hashtag **#HIST550** in a tweet or response for the course, there is no way to follow that post thus no credit is received for the post or response. Please remember to use **#HIST550** in all tweets and responses for this course.

!!!A WORD ABOUT TWITTER—Your tweets and responses need to be professional (as they will be able to be viewed publicly potentially by all Twitter users worldwide. If you already have a Twitter account, I highly suggest you set one up only for academic purposes using your university email and your name only—no cute little nicknames. Do not post anything that you would not want future employers, the president of the university, and me to read on this account—BAD IDEA. The purpose of this portion of the course is to create a live-time discussion over course material and provide students with practice and experience using Twitter in an academic and professional environment. What you had for breakfast and how late you stayed out last night (or what you did, for that matter, while out) is not appropriate academic Twitter material.

IF YOU ARE NEW TO TWITTER: Google questions like "how to set up a Twitter account" and "how to follow someone on Twitter" and "what is a retweet" and "what is a hashtag and how to use it on Twitter" and IMPORTANTLY—"How to delete a Tweet."

Email me if you have any questions. I will look for you on my follower's list by the second class day (June 5) for the first checkmark for this class requirement.

Texas History App Research, accompanying portfolios and bibliographies (50% combined)—we will work through much of these processes together (some in class, some in outside-of-class meetings, and some online).
        Students have a choice of working on the class wide group project of gathering information for programming into a Texas History App or, if individual students choose not to participate and sign the publishing release, to instead produce a 50-source annotated bibliography of 35 pages or more in length.

More information will be provided on the research for the Texas History App, but essentially the project will be working as a group to gather facts about Texas History and Texans, which represent the diverse, multiracial, multiethnic, multigendered view that fully explores the broad and culturally and accurately diverse view Texas History. Students will sign a publishing release allowing for the information they gathered to be programmed

into a Texas History App that will be widely available and free. In exchange, as in any legitimate scholarly publishing opportunity, students and all participant researchers in this project will be listed in connection with the app as "contributing authors" and be able to list the role on their vita. This will not be a profit-producing scholarly project, thus there will be not financial remuneration or compensation paid to contributing authors. The remuneration will be the norm for academic publications—a author listing.

!!Class "Attendance" and Participation: This is a blended-learning course, meaning that student participation will happen in both in-person and online interactions (via online forums and via Twitter). Both in-person and online involvement is crucial to your success in this course. Developmental activities occur every day this class meets and absences will adversely affect your grade. Habitual absences and tardiness are unacceptable. Additionally, participation in the class is a large part of this portion of the grade. Each student must be involved in online discussions in order to receive credit for class participation. Simply being physically present is not enough.

!!Student Conduct and Tone (Online and In Person): Students are required to respect their instructor and fellow students without exception. This includes using respectful tones and word choices and not over dominating class conversations either online or in person. Students will get two warnings from the instructor regarding disrespectful or inappropriate behavior. On the third infraction, a student may be required to undergo disciplinary action, which may include removal from the course.

Class Calendar and Dates: While it is highly unlikely that the dates for the reading and assignments would change, I reserve the right to do so if the need presents itself. Any such changes will be announced in the announcements section on the course website homepage and/or in class. The reading and writing assignments are due at the *by the start of class on the date listed in the course calendar* and considered late thereafter—please feel free to read ahead as much as possible to keep up with the fast pace of a summer grad class. The class calendar will be made available online in the eCollege course.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.
- Internet access/connection – high speed recommended (not dial-up)
- Internet browser software (Internet Explorer and Mozilla Firefox work best)
- Word Processor (MS Word)

Additionally, the following hardware and software are necessary to use eCollege:
Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Emailing the professor's university email address (Jessica.Wranosky@tamuc.edu) is the very best way to reach Dr. Wranosky. In every email, please make sure to provide your full name at the end, which course you are enrolled in, and a description of what your request or question is.

Dr. Wranosky will communicate with students through the email address they have on file in MyLeo (make sure yours is up to date and working throughout the semester), eCollege announcements, and the "Professor's Forum" discussion forum in the class. Please check these areas daily and before attending class. If an emergency arises, Dr. Wranosky will post the announcement for the class in all three of these locations.

In all forms of class communication including all online forums, students are expected and required to maintain a respectful tone and use semiformal to formal language.

eCollege Student Technical Support
Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.
Chat Support: Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
Help: Click on the *'Help'* button on the toolbar for information regarding working with eCollege

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Academic Integrity: It is expected that university students demonstrate a high level of maturity, self-direction and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity and the capacity for self-direction in personal behavior.

Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possessions of examinations or examination materials, forgery, the participation in hindering classmates' learning environment or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) If any type of academic dishonesty is discovered in this class, you will receive a zero for the assignment, have the possibility of receiving a zero for the course, and the Dean of Students may become involved.

"The Code of Student Conduct" located in *Texas A&M University-Commerce Student Guidebook* covers those issues listed above. I make all efforts to follow all guidelines and regulations and expect students to do the same. If you are not familiar with the "The Code of Student Conduct*,"* it is highly suggested that you review all of its material. If you have any questions, please contact the appropriate office or me.

Additional Course Resources: Additional resource links are available on the course website.

University Specific Procedures:

Federal ADA compliance: Those students with special needs (recognized and documented by Texas A&M University-Commerce) should notify me immediately so I can discuss the availability of appropriate instructional aids or accommodations. These conversations will be confidential. If you do have special needs, you must register with the Office of Student Disability Resources and Services here at TAMU-Commerce.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

ADDITIONAL HELPFUL RESOURCES FOR STUDENTS

Parking: If you have parking issues (including not being able to find a parking space) there are a number of general and student lots available on campus, but if you need further help please contact the TAMU-Commerce Bursar's Office to obtain information on getting a parking permit. Therefore, parking issues should not cause tardiness or absence.

Illness: If you have health related issues (including needing a physician's attention and documentation for missed class/assignments) the TAMU-Commerce Student Health Services Center is located in Henderson Hall. By paying student fees, you have the right to see a physician free of charge or for a nominal fee. Student Health Services is located in Henderson Hall, behind University Police and across from Prairie Crossing, on the corner of Lee St. and Monroe St. Their phone number is (903) 886-5853.

Have a good semester, and please feel free and empowered to approach me with any questions.

CLASS READINGS AND ASSIGNMENTS DUE DATE SCHEDULE

	Class Activity	Reading Assignments	Due Dates
IN CLASS DAY 1	Class Introductions and Beginning Training		
IN CLASS DAY 2	READINGS DISCUSSION; App Workshop or Alternative Research Project Work	First 1/3 of Campbell; First 1/3 of Barr	All classes will occur in the Classroom, Library, Archives each day, but we will meet at the classroom first everyday
IN CLASS DAY 3	READINGS DISCUSSION; App Workshop or Alternative Research Project Work	Second 1/3 of Campbell; Second 1/3 of Barr	
IN CLASS DAY 4	READINGS DISCUSSION; App Workshop or Alternative Research Project Work	Third 1/3 of Campbell; Third 1/3 of Barr	Barr Review Due
IN CLASS DAY 5	READINGS DISCUSSION; App Workshop or Alternative Research Project Work	First Half of second book (chosen from list)	
IN CLASS DAY 6	READINGS DISCUSSION; App Workshop or Alternative Research Project Work	Second Half of second book (chosen from list)	Second Book Review Due
IN CLASS DAY 7	READINGS DISCUSSION; App Workshop or Alternative Research Project Work	First Half of third book (chosen from list)	
IN CLASS DAY 8	READINGS DISCUSSION; App Workshop or Alternative Research Project Work	First Half of third book (chosen from list)	Second Book Review Due
IN CLASS DAY 9	READINGS DISCUSSION; App Workshop or Alternative Research Project Work		
IN CLASS DAY 10	READINGS DISCUSSION; App Workshop or Alternative Research Project Work		Final App Portfolios and Information Due OR Final Alternative Project Due