



**EAST TEXAS A&M**  
UNIVERSITY

## **U.S. History from 1865 (HIST 1302.01W) Spring 2025**

Please, click on or open the following link to access A&M-  
Commerce Covid 19 Information,  
<https://new.tamuc.edu/coronavirus/>



### **INSTRUCTOR INFORMATION**

**Instructor:** E. Mark Moreno (Dr. M)  
Associate Professor, Department of History

**Class meetings:** Web-based class

**Office Hours:** MW 10 a.m. to 12 p.m., Friday 2-3 p.m. or by appointment

**Office Location:** Ferguson SS #118

**Office Phone:** 903-886-5216 (History Dept. Office)

**University Email Address:** mark.moreno@tamuc.edu

**Preferred Form of Communication:** Email

**Communication Response Time:** Within 24 hours

# COURSE INFORMATION

## ***Textbook(s) Required***

Franz, Kathleen et al., *Major Problems in American Popular Culture, 1<sup>st</sup> Ed.* (Cengage Learning, 2012), ISBN 9781457687945

Eric Foner, *Give Me Liberty! An American History, Seagull 6<sup>th</sup> Edition, Vol. 2* (W.W. Norton, 2019), ISBN 978-0-393-41826-2

X, Malcolm, *The Autobiography of Malcolm X* (Various editions, 1978 [1965], or others)

The instructor may post additional materials online.

## ***Course Description***

Course Catalog: *A broad interdisciplinary course in the historical development of the United States and North America from 1865. Note: Assignments will focus on reading, writing, and analysis. Pre/co-requisite Eng. 1301 or 1302.*

**From the instructor:** This course covers Reconstruction through the late 20<sup>th</sup> century. We will cover the meaning of “republicanism” and “liberalism” in historical context, and the growth of the American economy, youth culture, national identity, and ideas of “race.” In the nineteenth century, ideas of national identity still excluded many Americans from that definition. However, in the wake of 20<sup>th</sup> century economic growth and depression, debates over race, immigration, class conflict, and global warfare led to civil rights movements, youth consciousness, and a flowering of popular culture fueled by African Americans among others. This class aims to make sense of the modern American transformation to a more inclusive (not perfect) democratic republic. The class in essence is a study of popular culture, which reflects expectations of Americans at a given time in history, late 19<sup>th</sup> through late 20<sup>th</sup> century. We study aspects of film, music, radio, and TV. All media reflected popular expectations and behaviors at a given time—they were “mirrors.” This helps us analyze major events, movements and people in the modern United States: a very powerful modern state, and perhaps the most complex.

**Student Learning Outcomes:** Critical thinking, communication, social responsibility and personal responsibility

- Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
- In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.
- Students will understand and practice academic honesty.
- Students will demonstrate an understanding of societal and/or civic issues.

## COURSE REQUIREMENTS

### ***Minimal Technical Skills Needed***

Examples include: Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

### ***Instructional Methods***

**Participation and attendance:** Regular attendance is expected, as well as regular questions and comments from students. **Five points will be deducted for every three unexcused absences. Late assignments can be turned in *only* the week that they are due, and five points will automatically be deducted from them.** Other lectures and film/video presentations will relate to class readings. Class time is meant for both lecture and discussion, so participation is important whether class involves interaction or film/video presentations.

The instructor reserves the right to dismiss students from class time, for any reason, and drop students from the class in extreme circumstances. **Use of electronic devices during face-to-face class time is prohibited—all notes should be handwritten unless there is an exemption due to a documented physical disability, provided through Office of Student Disability Resources and Services. The instructor reserved the right to deduct grades points for cellphone or any other device.**

**Plagiarism:** Taking work directly from other sources and presenting it as your own is a serious academic offense and will automatically result in a “0” grade for your paper, and possibly for the class. In addition, students will need to meet with the instructor for explanation and will be subject to disciplinary action by the University. Modern technology has made detection of plagiarism easier than ever before, and faculty members in most cases have adopted a “zero tolerance” policy for such actions. All work produced for this class must come directly from History 1302 students and be specific to History 1302 for the Fall 2020 semester.

### ***Student Responsibilities or Tips for Success in the Course***

Examples include regularly logging into the course website, amount of weekly study and participation time expected, etc.

## GRADING

Final grades in this course are based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

## **Assessments**

Attendance and Participation = 100 points

Exams = 150 points total

Short Assignments = 120 points total

Malcom X Discussion (online) = 30 points

Short Assignment discussions (online) = 20 points total

Adobe Presentations = 30 points (tentative)

TBA, video assignment = 100

\*Also possible extra credit assignments

Total = 545 points possible (minus the lowest Short Assignment paper and discussion grades)

**Exams:** There are two online exams during the semester; write 450 words each in response to two exam prompts (total 900 typed words). There are no makeup exams for class; they may be taken prior to the scheduled date.

**Short Assignments:** Students will analyze primary sources (explained). For Primary Source assignments, students write 2-3 pages responding to questions based on documents in *Major Problems in American Popular Culture*. There is a five-point deduction from any papers turned in past the due date up to a week. For written and discussion-based Short Assignments, lowest grades are dropped from the final score for each. In addition, there is one discussion on *The Autobiography of Malcolm X* worth of total of 30 points (equivalent to one writing assignment with video).

**Type all writing assignments in 12-point Times New Roman, single space with headings (explained in class).** Students will make at least one 5-minute Adobe-based video presentation regarding a historical theme.

**Cell phone use is prohibited while class is in session and will result in deduction of points or dismissal from class for violations of that policy**

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

Dr. Moreno will return emails within 24 hours on working days. On weekends, return messages may take longer. Although there are scheduled office hours on the syllabus, he can make time to meet by appointment. In case of (class-related)

emergencies, please contact Lynda Weatherbee in the History Department at 903-886-5226, and she can telephone Dr. Moreno directly.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>  
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

## [Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **Students with Disabilities-- ADA Statement**

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **AI Use in Courses (Draft)**

**Your instructor, for now, prohibits the use of AI technology for any assignment or exam.**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty  
13.99.99.R0.10 Graduate Student Academic Dishonesty

## **COURSE OUTLINE / CALENDAR (Some items subject to change during the semester)**

Lecture/Discussion Schedule



### Week 1: Introduction

- Reconstruction and the Imagined Black American

Readings: Franz, Chapter 1, “Why Study Popular Culture”; Foner, Chapter 4 (pp. 564-602, including primary sources, “Voices of Freedom”)

### Week 2

- The Gilded Age: Industrialization, Rich Men and Labor

Assignment Readings: Franz et al., Chapter 2, “Popular Culture Expresses and Constructs Race,” Documents 1, 2, or 3, and essay by Robert Toll, “Minstrels and African Americans in the Nineteenth Century”; Class Readings, Foner, Chapter (pp. 603-612 and 629-648)

### Week 3

- **First Short Assignment Due: Online discussions**
- American Empire, the U.S. and the World

Assignment Readings: Franz et al., Chapter 4, “World’s Fairs, Circuses, and Wild West Shows,” Documents 2, 3, 4 or 6, and essays by Rydell and Roes (1), and Davies (2); Foner, Chapter 17, “Becoming a World Power” (677-690)

### Week 4

- **Second Short Assignment Due (total of 45 points each)**
- Populism, Progressivism and Popular Politics (Film, “Prohibition”)

Class readings: Foner, Chapter 17, “The Populist Challenge” (pp. 651-658); Foner, Chapter 18, “The Progressive Era, 1900-1916” (pp. 691-733, including primary sources, “Voices of Freedom”)

### Week 5

- Prohibition, and World War I
- The Movies

### Week 6

- **Midterm Exam**
- Pandemic and the “Red Scare”
- Prohibition, Immigration, and the Roaring ‘20s

Assignment reading, Franz et al., Chapter 6, “Movies, Gender, and the Making of Fans,” Documents 1, 2, 3, 4, or 5, and the essays by Daniel Czitrom (1) and Kathryn Fuller (2); Foner, Chapter 20, “From Business Culture to Great Depression” (pp. 779-817,

including “Voices of Freedom” primary sources); begin reading *The Autobiography of Malcom X*, “Introduction” and Chapter 1, “Nightmare”

Week 7

- Depression and The New Deal
- Film, TBA

Class Readings, Foner, Chapter 21, “The New Deal” (pp. 818-860, including primary sources, “Voices of Freedom”); continue with *Autobiography*, Chapter 2, “Mascot” through Chapter 10, “Satan”

Week 8

- **Malcolm X Discussion**

Week 9

- Post-War Prosperity
- Beginning of the Civil Rights Era

Assignment Readings; Franz et al., Chapter 12, “Youth and Popular Culture During the Cold War, 1952-1960,” Documents 4, 5, 6, or 7, essays by James Gilbert (1) and Susan J. Douglas (2); Foner, Chapter 24, “An Affluent Society” pp. 940-982, including “Voices of Freedom” primary sources; Conclude *Autobiography*, Chapter 15, “Icarus”

Week 10

- **Fourth Short Assignment Due**
- The Civil Rights Era

Week 11

- **Malcolm X Discussion**
- President Johnson, Civil Rights, and the 1960s
- Black Power, the New Left, Chicano Power

Class readings: Foner, Chapter 25, “The Sixties” (pp. 983-1029)

Week 12

- The Election of 1968
- The 1970s and the New Right

Readings: Roark et al., “The United States and the Second World War”; continue with *Autobiography*, Chapter 11, “Saved” Through Chapter 14, “Black Muslims”

Week 13

- **Thanksgiving Half Week**
- **Third Short Assignment Due**

Class readings: Foner, Chapter 26, "The Triumph of Conservatism" (pp. 1030-1059)

Week 14

- Final Exam Review, last lectures

Week 15

**Final Exam**