



HIST 1302.01W: History of the United States Since Reconstruction (Since 1865)



Course Syllabus: Fall 2025

INSTRUCTOR INFORMATION

Instructor: Dr. E. Mark Moreno (Dr. M)
Office Location: Ferguson SS Room 118
Office Hours: Wednesday 1-4 p.m.; Tuesday and Thursday, 8-9 a.m.
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Preferred Form of Communication: Email
Communication Response Time: Within 24 hours

COURSE INFORMATION

Course Description

HIST 1302: 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.
Prerequisites: **ENG 1301** or concurrent enrollment or **ENG 1302** or concurrent enrollment.

From the instructor: This course covers Reconstruction through the late 20th 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,

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in the wake of 20th 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 19th through late 20th 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.

Materials – Textbooks, Readings, Supplementary Readings

Required Texts:

Franz, Kathleen et al., *Major Problems in American Popular Culture*, 1st Ed.
(Cengage Learning, 2012) ISBN 9780618474813

Eric Foner, *Give Me Liberty! An American History*, *Seagull* 7th Edition, Vol. 2
(W.W. Norton, 2019) ISBN 9781324041481

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

Student Learning Outcomes

As a Core Curriculum requirement, this class focuses on four common Student Learning Outcomes:

1. **Critical Thinking** - Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. **Oral/Visual Communication** - Students will communicate in a manner appropriate to audience and occasion with an evident message and organizational structure.
3. **Personal Responsibility** - Students will understand and practice academic honesty.
4. **Social Responsibility** - Students will demonstrate an understanding of societal and/or civic issues.

Student Learning Outcomes will be assessed by the Student Responsibility Quiz and a Primary Source Analysis assignment.

COURSE REQUIREMENTS

Instructional Methods and Assessment

Late assignments can be turned in *only* the week that they are due, and five points will automatically be deducted from them. Online lectures and video presentations will relate to class readings. Class time is meant for both lecture and discussion, so participation is important whether class involves online discussion interaction (Malcolm X) or video presentations.

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Assignments, Student Responsibilities, Expectations, and Tips for Success

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 an 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 be specific to History 1302 for the Fall 2025 semester.

Primary Source Analysis Assignments: This assignment asks students to analyze information, communicate clearly and effectively, and show awareness of social and civil issues or problems. Using the selected primary source document, students should write 1-2 paragraphs that: (1) identify the author/creator and context of the document (including when and where it was created); (2) consider the purpose of the document, including the author’s goals in its creation and its intended audience; and (3) evaluate the document, analyzing why this document is important to help understand the historical period or the events it describes (its significance), and how the document contributes to our historical understanding of the period (historical causes and effect). The written analysis should be presented using full and complete sentences and proper grammar and punctuation.

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 and in-class) = 30 points

Short Assignment video presentations (2) = 30 points total

Adobe Presentations = 20 points

*Also extra credit assignments

Total = 450 points possible (minus the lowest Short Assignment paper grades)

Exams: Online exams are assigned in this class. Students will answer two out of three questions in standard essay form. There are no makeup exams for class; they may be taken prior to the

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scheduled date. **Short Assignments:** Students will analyze primary sources (explained in class). For Primary Source assignments, students write 2-3 pages responding to questions based on documents in *Major Problems in American Popular Culture* and using the Primary Source assignments instructions provided at that time. 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 are two discussions on *The Autobiography of Malcolm* worth of total of 30 points (equivalent to one writing assignment). **Type all Primary Source/Short Assignments in 12-point Times New Roman, single space with headings (explained in class).** In addition, students will make at least one 5-minute Adobe-based video presentation, and two 5-minute (or less) video presentation on a Short Assignment of their choice. Students are also assigned a brief Academic Honesty Quiz.

COURSE OUTLINE / CALENDAR

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 Malcolm 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**

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- 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
- Student Academic Honesty Quiz

Week 15

Final Exam

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool

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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@etamu.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 ETAMU 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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

[instructor should insert any specific course policies]

Interaction with Instructor Statement

[To be determined by the faculty member teaching the course]

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.

Statement on Student Grievances

Students who have questions or concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@etamu.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

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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.etamu.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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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

AI Use Policy

East Texas A&M University acknowledges that there may be 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 instructor's 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.

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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

Velma K. Waters Library Rm 162

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

Email: studentdisabilityservices@etamu.edu

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

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

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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.etamu.edu/counsel

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<http://telusproduction.com/app/5108.html>