History 1302.04E

U.S. History Since 1865

(North) America: Race, Conflict, and Popular Culture

Instructor: Dr. Mark Moreno
Class Meets: MWF 11 a.m.-11:50 a.m., BA 243
Office Location: Ferguson Social Sciences, #118
Office Hours: Tues.-Thurs., 2 p.m.—4:30 p.m.
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Course Description

This course covers Reconstruction through the last decades of the 20th century. In this course, we will cover the meaning of “republicanism” and “liberalism” in historical context, and also 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 20th century economic growth and depression, class conflict, and global warfare came civil rights movements, youth consciousness, and a flowering of popular culture fueled by African Americans. During the 1960s, American young people on college campuses and in the ghettos and barrios of the nation questioned inequality and the hypocrisy of a democratic government “in name” which sought to control the actions of other nations-states, as a result of the Cold War. But during the 1980s, the conservative Reagan Revolution affected Americans who grew up during previous decades of turmoil and uncertainty, and wished for economic security, and restored national pride. During the 1990s and afterward, Americans of all backgrounds sought continued domestic tranquility as well as an economic “piece of the pie.” In that transition from the post-World War II years until now, came new definitions of “freedom” and equality, which we will discuss in class. This class aims to make sense of the American transformation, in many cases through the lens of popular culture. The goal is to understand the complexities of history and of nation-states, and to critically assess major events and people in the modern United States, through exercises that focus on writing and comprehension skills.

Required Texts


Additional Materials will be posted on eCollege

Student Learning Outcomes

By the end of the semester, students should competently meet the following learning outcomes:

1.) Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.

2.) Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.

3.) Students will demonstrate awareness of societal and/or civic issues.

4.) Students will be able to understand their role in their own education.

Learning Outcomes 1, 2, and 3 may be related to one of the Primary Source Assignments
Participation and attendance: Regular attendance is expected, as well as regular questions and comments from students. Ten points will be deducted for every three unexcused absences. 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. Class time is not nap time, and the instructor reserves the right to dismiss disengaged students for the day. Absolutely NO smartphones, laptops, or other electronic devices are to be used during class time—all note-taking should be manual.

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 (or postmodern) 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 1302.04E students, and be specific to History 1302.04E for the Spring 2015 semester.

Exams: Two Blue Book exams – a midterm and a final – will be assigned in this class. Students will answer two out of three questions in standard essay form and in longhand.

Short Assignments: For 150 points, there will a mixture of discussions, and take-home assignments in which students will analyze primary sources. Quizzes will be assigned only as penalty for smartphone use in class. For Primary Source assignments, students will write 2-3 pages responding to questions on documents in Major Problems in American Popular Culture. Ten points will be deducted from any papers turned in past the due date, and papers will not be accepted after one week. For written short assignments, the lowest grade will be dropped from the final score. All assignments are to be typed, in 12-point Times New Roman.

Student Responsibility Sheet: The student responsibility sheet is designed to measure the Student Learning Outcome that assesses students’ role in their education. It will be distributed to students electronically, via email or eCollege, in the first week of the semester. Completed responsibility sheets are due on or before 5 p.m. on Friday, February 13— which is not a scheduled class time. The completed sheets may either be printed and submitted in person to the instructor, or may be emailed to the instructor. Failure to submit these sheets will result in a failing grade for the course regardless of any other work that has been completed for the course. Late responsibility sheets will not be accepted. For further explanation of this requirement, please ask the instructor.

Grading

Attendance and Participation = 100 points
Exams = 200 points total
Short Assignments/Discussions = 150 points total

Total = 450 points possible
Percentages and grades:

- 90-100% = A range
- 80-90% = B range
- 70-80% = C range
- 60-70% = D range
- Below 60% = F

**TECHNOLOGY REQUIREMENTS, ACCESS, and NAVIGATION**

The following information has been provided to assist you in preparing to use technology successfully in this course.

Required:

High-speed Internet access, a word processor, and a printer for some assignments

For eCollege, Windows operating systems (XP or newer) is suggested. Effective browsers are Internet Explorer 6.0, 7.0 or 8.0, Google Chrome (up-to-date), Mac OS X, Safari 2.0 or Firefox 3.0. Online chat discussions on eCollege, which may be required if the instructor cannot be in class, can only function with Internet Explorer.

This course is facilitated online with eCollege, the online system used by Texas A&M University-Commerce. You can get started at [https://tamucommerce.edu/login.aspx](https://tamucommerce.edu/login.aspx). You will need your CWID and password to login 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.

All relevant course materials – including the syllabus – can be found in eCollege.

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor**

Email through the online learning system is the best way to contact the instructor outside of class. Students should expect a response within 24 hours on weekdays.

**Writing and Library Support**

For assistance with writing, students are encouraged to make appointments with the University Writing Center: [http://web.tamu-commerce.edu/http/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx](http://web.tamu-commerce.edu/http/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx)

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 on our course homepage to chat with an eCollege Representative.

**Phone:** Call 1-866-656-5511 (Toll free) to speak with an eCollege Technical Support Representative.

**Email:** Send to helpdesk@online.tamuc.org to request support with from an eCollege Technical Support Representative.

**Help:** Click on the “Help” button on the homepage toolbar for information regarding working with eCollege functions

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**COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

*Electronic Devices:* No electronic gadgets—including smartphones and laptops—are allowed to be in use during class time. Do not engage in prolonged conversations about non-class related subjects, which tend to distract other students and the instructor. It is important to be focused on the subject matter during lectures and film/video presentations.

*Plagiarism:* As stated above, it is easy to detect and provokes the ire of faculty members like almost nothing else, and it is against University policy.

**University Specific Procedures:**

*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**
**Gee Library 132**
**Phone (903) 886-5150 or (903) 886-5835**
**Fax (903) 468-8148**
**StudentDisabilityServices@tamuc.edu**
**Student Disability Resources & Services**

*Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See the “Code of Student Conduct” in **Student Guide Handbook**.)

*Statement of Non-Discrimination:*
A&M-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.

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*This schedule is subject to slight revision during the course of the semester*

Lecture/Discussion Schedule

Week 1: Introduction

- Reconstruction and the Imagined African American

Readings: Franz, Chapter 1, “Why Study Popular Culture”; Roark et al., “Reconstruction”

Week 2

- Rich Men, Big Business, and Small Labor

Readings: Roark et al., “Business and Politics in the Guilded Age,” “The Contested West”; Franz et al., Chapter 2, “Popular Culture Expresses and Constructs Race,” Documents 1, 2, 3, and essays by Robert Toll and Robert Lee

Week 3

- **First Primary Sources Assignment Due**
  - Economic Growth and Social Divisions
  - Mass Audiences and American Empire

Readings: Roark et al., “Dissent, Depression, and War”; Chapter 3, Franz et al., “Nineteenth-Century Audiences,” Documents 5 and 6, both essays

Week 4

- **Second Primary Sources Assignment Due**
  - Discussion
  - Progressivism and Popular Politics
  - American Empire and Popular Culture

Readings: Roark et al., “Progressivism from the Grass Roots to the White House”; Franz et al., all of Chapter 4, “World’s Fairs, Circuses, and Wild West Shows”

Week 5
• The Progressive Front, Prohibition, and World War I
• Going to the Movies


Week 6

• Blue Book Midterm, Open Notebook
• Immigration and a Changing America
• The Great Black Migration

Readings: Roark et al., “From New Era to Great Depression”; Franz et al., All of Chapter 8, “Cars as Popular Culture”; Begin The Autobiography of Malcom X

Week 7

• Discussion on the Autobiography
• The New Deal and Mass Communications
• Film, “The Front Page” (1932)


Week 8

• Primary Sources Assignment Due
• World War II and the Home Front
• The Zoot Suit, Video, “Coal Black”


Week 9

• Primary Sources Assignment Due
• Discussion on the Autobiography
• Post-War Prosperity

Readings: Roark et al., “Cold War Politics in the Truman Years,” “The Politics and Culture of Abundance”; Franz et al., All of Chapter 12, “Youth and Popular Culture During the Cold War Years”; Conclude Autobiography

Week 10
Thanksgiving Week-Class Tuesday

Week 11

- Discussion on the Autobiography
- Cuba and Vietnam
- Civil Rights, Film, “Eyes on the Prize”
  Readings: Roark et al., “Vietnam and the Limits of Power”

Week 12

- **Primary Sources Assignment Due**
- Discussion on Autobiography
- Black Power and Cultural Expressions of Blackness
- The Chicano Movement
- Film, TBA

Readings: Roark et al., “Reform, Rebellion, and Reaction”; Franz et al., All of Chapter 13, “Popular Culture and Globalization”

Week 12

- **Primary Sources Assignment Due**
- America Starts Rightward: The Election of Richard Nixon

Readings: Roark et al., “America Moves to the Right”

Week 13

- Film on the Ali-Frazier Heavyweight Championship Fight, 1970

Readings: Roark et al., “The End of the Cold War and the Challenges of Globalization”

Week 14

- Discussion; Film, TBA

Week 15

**Last Lecture/Exam Review**

Week 16
Final Exam