

HIST 1302:
History of the United States
after 1865

Spring 2022

LAURA HOOTON, Ph.D.



ANGELO STATE UNIVERSITY

College of Arts and Humanities

Department *of* History

Course Delivery

This is an in-person course offering, meeting at the following dates/times:

Section 120

Room: Academic Building 225

Time/Date : MWF 8-8:50

Course documents and announcements will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#).

Instructor

Professor Laura Hooton

Office: Academic Building #210C

Phone: (325) 942-2120

Email: lhooton@angelo.edu

Student Hours

W & TR 1-3 or by appointment

Course Overview

This course covers the main themes and topics of United States history since 1865. We will study the main political, economic, social, and cultural developments and changes from the beginning of Reconstruction through 2004. This course will give you a basic chronology of U.S. history, as well as dive deeper into the nuance behind the continuities and changes that occurred. We will pay special attention to the first-person accounts of a wide range of people across the country to better build empathy and understand the importance of individual actions and choice to larger historical trends.

Course Themes and Objectives

This course is built around 6 THEMES:

- Identity, citizenship, and rights
- The relationship between liberty and order and their evolving interpretations
- Debates about the role and purpose of the government and its institutions (including its impact on everyday life)
- Changing dynamics of American society
- Causes and consequences of economic development over time
- American expansion and America's evolving relationship with the rest of the world

Each lesson will revolve around at least one of these themes, and they will be pivotal components to exams. More importantly, using these themes will help you organize your understanding of the course material.

These themes build on the Texas Higher Education Coordinating Board Exemplary Educational Objectives for the SOCIAL AND BEHAVIORAL SCIENCES (History 1301, 1302):

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

- 1) To examine historical processes across a range of time periods and cultures
- 2) To analyze the effects of social, political, economic, and global forces on this nation
- 3) To understand the evolution and current role of the U.S. in the world
- 4) To identify and understand differences and commonalities within diverse cultures

This class will also teach you a variety of skills that build on these objectives. You will learn to think critically, read deeply, and write clearly and purposefully. You will learn to analyze evidence, especially primary sources, and use the evidence and context to draw useful conclusions. In writing and orally you will learn to make an argument and support it, as well as evaluating and analyzing others' arguments. We will approach history with empathy, learning to look at a situation from multiple viewpoints.

Expectations

Act with honesty, integrity, and kindness. Ask questions of yourself, your classmates, and your instructor. All students are expected to give courtesy and respect to other speakers and opinions. All points of view are welcome provided they are not deliberately discriminatory or insensitive. You may disagree with information presented in class, by readings, your instructor, or by other students. You should form your own opinions and understanding based on the material. Healthy debate is welcome in the classroom, as long as you are also respectful of others.

Please note that we will be discussing some difficult historical subjects this quarter. I value your presence and participation in this class - but your self-care is paramount. If there is ever a time you feel the topic we are discussing is detrimental to your emotional health, please take care of yourself. I will try to warn you if we will be seeing or discussing graphic material in class. If you need walk outside for a breather, that is OK. If you would like to privately discuss with me anything that we talk about in class, please stop by my office (210C) or set up a meeting. If any of our discussions trigger mental health issues for you, please take advantage of the services

here at ASU. There is nothing wrong or bad about course material challenging you and making you think critically. Sometimes it will make you uncomfortable. But it should never make you feel unsafe or compromise your ability to live a healthy life. If you have any questions, please don't hesitate to talk with me.

Required Texts and materials

Eric Foner, *Give Me Liberty, Volume 2* (Seagull 6th Edition), ISBN: 978-0-393- 42874-2

Eric Foner, *Voices of Freedom: A Documentary History, Volume 2* (6th Edition), ISBN: 978-0-393-69692-9

Important Note for *Give Me Liberty (GML)*: students must have access to the InQuizitive online system. Hard copy GML books have a code inside the book to access this system. Access can be purchased with the online copy of the book, or separately at:

<https://digital.wwnorton.com/givemeliberty6seagullv2>

Students must bring GML and *Voices of Freedom* (VOF) to every class. Print or digital versions of the books are welcome. *GML* must be the Seagull 6th Edition – students may purchase the full book with both volumes, but it must be the correct edition, as others are out of date and will not have the correct quizzes.

Technology

Computers and tablets are allowed in class, for use for course material only. Cell phone use is not allowed in class, and smart watches can only be used as a watch. Any students using phones or smart watches in class will be kicked out of class for the day.

Grading System

Course grades will be dependent upon completing course requirements.

The following grading scale is in use for this course:

A = 90.00-100 points

B = 80.00-89.99 points

C = 70.00-79.99 points

D = 60.00-69.99 points

F = 0-59.99 points (Grades are not rounded up)

Evaluation and Grades

Assignment Breakdown (course points total 1000)

Requirement	Due Date	Points	% of Grade
Weekly Quizzes (13 total)	Fridays @ midnight	10 pts/quiz Total: 130 pts	13
Weekly Participation & Activities		170	17
Primary Source Analysis #1	2/11	100	10
Midterm Exam	3/11	200	20
Primary Source Analysis #2	4/8	100	10
Final Exam Essay	TBD	300	30

Assignment/Activity Descriptions

Weekly Quizzes

Every week you will complete the InQuizitive quiz for the assigned chapter. Each quiz is worth 10 points and is due Friday at midnight. At the end of the semester your LOWEST quiz score will be dropped.

To register for the quizzes, go to the *GML* website and register. After registering, you can view all quizzes on the left hand page of the Blackboard page in the Resources section under "Inquisitive Assignments". See Blackboard for additional instructions from Prof. Hooton for the system.

The *GML* quizzes are meant to help your comprehension of the material, not to test your memorization skills. There is a minimum number of questions on each quiz, but you can continue taking the quiz to improve your score. After the minimum number of questions, you can leave the quiz at any time, and you may retake it as many times as you want before the due date and time. See extra instructions from Prof. Hooton for details.

Weekly Participation and Activities

This class includes a significant amount of in-class discussion, both as a large class and in smaller groups. Each lesson will include discussion of some primary source documents, from *Voices of*

Freedom or provided by Prof. Hooton. Students must complete all assigned readings prior to the first lesson of the week and be prepared to discuss the material.

Discussions are a two-way street, and active listening skills is as important as talking. Participation grades are based on active listening as part of a dynamic conversation. Students whose participation shows a deep understanding of material, thoughtful reflection, and attention to the existing conversation are fully fulfilling the intent of the discussion. We will also have some class activities outside of our usual discussions – such as debates and role-playing scenarios. 17% of your course grade is based on your participation. In discussions and activities, quality is more important than quantity.

Primary Source Analysis Assignments

You will complete two primary source analysis assignments. For each assignment you will have a choice from four documents from *Voices of Freedom* (we will not be discussing these eight documents in class). Prof. Hooton will provide a separate document on Blackboard with specific information about the assignment.

Midterm

You will have one midterm, which you will take on your own time using Respondus Lockdown Browser. The midterm will consist two sections: one section has questions, and the other is an essay. For the essay you will receive a choice of two questions. Both essay questions will draw on course themes. More information will be provided on Blackboard.

Final Exam

You will have one final exam. This will be a take home exam, provided by Prof. Hooton at the end of the semester, including essays covering the entire course. This will be due on Blackboard during the week of finals. More information will be provided on Blackboard.

General Policies related to this course

All students are required to follow the policies and procedures presented in the following documents:

Angelo State University Student Handbook located on the ASU website: [Angelo State University's Student Handbook](#)

Important University Dates

Student Responsibility & Attendance

As regular attendance is necessary to achieve student learning outcomes it is the policy of the History Department that missing more than 20 percent of the course (6 absences in a 75 minute TTR course, 9 absences in a 50-minute MWF course) will result in a reduction of one full letter

grade when calculating the final course grade. Every three absences after the limit will result in the reduction of another letter grade.

In the case of illness, emergency, or other unavoidable circumstances, please email me as soon as possible, and I can excuse your absence. *If issues arise that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact me immediately.* In case of an illness requiring an absence from class for more than one week, you must notify your academic dean and/or the Executive Director of Student Affairs before I will allow for significant make-ups. Angelo State University Operating Policy 10.04, Academic Regulations Concerning Student Performance provides complete information regarding class attendance and reporting student illness and emergencies.

If you are quarantining due to COVID-19 and would like to attend class virtually, please email Prof. Hooton to set it up. Note that emails sent less than two hours before start of class may not be seen in time to set up a digital class space. For more information on whether you should complete a wellness check, as well as current COVID-19 updates and resources, visit <https://www.angelo.edu/covid-19/>.

Above all else: **If you feel sick, stay home.** Send Prof. Hooton an email, and meet during Student Hours or talk to a classmate about what you missed.

Communication

Email: The best way to find me is via email or student hours. When emailing, please follow appropriate etiquette. Include your full name and section/class. Please allow 24 hours for a response. For helpful email etiquette and tips, visit [The Owl at Purdue's Email Etiquette Guide](#)

Student Hours: Student hours are time I set aside to help students with anything they need – but you can also email me to set up time outside student hours! During student hours, feel free to stop by just to say hello, ask a quick question, or check in. I am available to help with reading and study strategies, writing skills, or content. I am also available to meet over Zoom, Microsoft Teams, etc. during normal business hours, especially for students in COVID quarantine.

Blackboard: Prof. Hooton will email all necessary materials through the Blackboard announcement system, but they will also be uploaded as individual documents on the digital classroom site.

Lesson Slides: Lesson slides will be uploaded on Blackboard no later than the night before class. You may use these to facilitate note taking. Due to the fluid nature of discussion sections, slides may be used in a different order, and some may not be used at all

Assignment Submission

All assignments **MUST** be submitted through the Assignments link in the Blackboard course site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at lhooton@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.**

This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

All assignments must be typed, double spaced, 12-point font, Times New Roman, with 1-inch margins. Your full name and class information must appear on the first page; your name and the page number must appear on every page. Assignments must include citations (footnotes in Chicago style – Prof. Hooton will provide instructions on Blackboard). Failure to include proper citations will result in an automatic F and referral (see plagiarism and academic honesty policy below). All assignments that do not follow this structure will be marked down.

Late Work or Missed Assignments Policy

Late assignments will receive a 5% deduction per 24 hours late unless otherwise arranged with Prof. Hooton. Late assignments can be emailed to Prof. Hooton to provide time of turn in, but must also have a hard copy turned in. InQuisitive Quizzes will not be accepted after the due date unless otherwise approved by Prof. Hooton.

All requests for **makeup exams** must be made before the exam unless in cases of an emergency. In case of an emergency, contact Prof. Hooton ASAP to schedule your makeup. All makeup exams not scheduled within two class days will receive a zero.

History Department Statement on Plagiarism & Academic Honesty

Plagiarism is a serious topic covered in ASU's Academic Integrity policy in the [Student Handbook](#). Plagiarism is utilizing someone else's writings, ideas, or works without providing due credit or proper citation. Plagiarism is literary theft. Quotation marks and, if instructed by me or in the assignment criteria, footnote/endnote citations should be utilized in order to note the source of a work or idea. If you are unsure about a citation, contact me with your question or visit [this helpful website](#) to avoid common plagiarism pitfalls. *There is no excuse for plagiarism.* It is your responsibility to plan your semester and time effectively to avoid putting yourself in a situation where you might turn to plagiarism. A digital plagiarism detection program (e.g. SafeAssign or Turn-it-in) will be used to check your work. Be intentional about submitting original work, complete with proper citations.

Academic misconduct is not limited to plagiarism. Academic dishonesty might also include copying somebody else's work, submitting somebody else's work as your own, failing to cite sources, or signing another student into class. Although discussing your work with classmates may be helpful, you must also be aware of "unauthorized collaboration" as a form of academic misconduct.

The History Department's policy is that violations of the academic honor code will result in a 0 on an assignment for the first offense and a 0 in the entire class for subsequent offenses. In-class forms of plagiarism, such as signing in for another student, will be considered on a case by case basis, and I reserve the right to fail violators from this course on their first violation in egregious cases of misconduct. All academic integrity violations will be referred to the Executive Director of Student Affairs, who may impose additional sanctions if warranted as outlined in the [Code of Student Conduct](#). Once a student has been notified of an academic integrity allegation, the student may not drop the course until the academic integrity processes are complete. If a student drops or withdraws, the student will be reinstated to the course.

Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dr. Dallas A. Swafford

Director of Student Disability Services
Houston Harte University Center, Room 112
325-942-2047
dallas.swafford@angelo.edu

You are encouraged to make requests within the first week of the semester. Requests can take time to process, and faculty members are not allowed to provide accommodation without approval from the Office of Student Life.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller J.D.

Special Assistant to the President and Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022

michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above. For more information about Title IX in general you may visit www.angelo.edu/title-ix.

Undocumented Students

I strive to uphold the educational rights of undocumented students. I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations as I equally do for students with disability accommodations.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the [Multicultural and Student Activities Programs](#) center (multicultural@angelo.edu; 325-942-2729). The Multicultural and Student Activities Program Center has a food pantry and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Academic Advising

Angelo State University encourages you to attend an advising session to ensure that you are taking courses that will allow you to progress toward graduation. Visit ASU's [Undergraduate Academic Advising website](#) for more information.

In addition, ASU's Students with a Goal (SWAG) promotes lifelong student success by providing innovative resources to ASU students. SWAG is committed to helping students picture, plan, prepare, and pursue their academic goals to become successful students and professionals. Visit the [SWAG website](#) for more information.

Academic Tutoring

Angelo State University provides free tutoring, writing support, and supplemental instruction to all ASU students. The ASU Tutor Center is located in the Library 3rd floor Room 328, 325-486-6369. Students are seen on a walk-in basis, no appointments are necessary. If you cannot make it into the Tutoring Center, you can schedule an online tutoring session. The Writing Center is staffed by specially selected and trained graduate assistants and peer tutors who offer one-on-one conferences about writing and reading. The Writing Center serves all ASU undergraduate and graduate students. They work with students from any discipline, at any skill level, and on any stage of the writing or reading process. The Writing Center tutors also provide feedback on scholarship, job, or graduate school applications.

Visit ASU's [Academic Tutoring website](#) and the [Writing Center website](#) for more information.

First Generation Programs

ASU's First Generation Rams program helps students who will be the first in their family to graduate from college. The purpose of the program is to help them make a smooth transition from high school to college life as well as get adjusted to Angelo State University and San Angelo.

The program helps track students' academic progress and addresses any needs that arise so

they stay on the path to graduation. They promote campus involvement and encourage participation at campus events and activities. Students have the opportunity to be paired with a mentor and have one-on-one or group meetings with the program coordinator. Student workshops are also held periodically to provide more information on academic success topics.

Visit their [website](#) for more information.

Counseling Services

Counseling Services at Angelo State University provides short-term therapy to ASU students. Whether you are suffering from issues like depression, anxiety, adjustment issues, relationship problems, academic concerns, emergencies or trauma, Counseling Services are here to help. Visit their [website](#) for more information.

Walk-in counseling hours are available at the University Health Clinic, appointments can be made by calling 325-942-2371, or students can contact the 24/7 ASU Crisis Helpline free of charge at 325-486-6345.

Incomplete Grade Policy ([OP 10.11 Grading Procedures](#))

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

Student Absence for Observance of Religious Holy Days

“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19, [Student Absence for Observance of Religious Holy Day](#) for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Recording and Content Policy

Out of respect for your classmates, our learning community, our privacy rights, and intellectual freedom, recording of any kind in class is only permitted with email permission from Prof. Hooton.

All course content is Prof. Hooton’s intellectual property; students are prohibited from distributing lesson slides, course notes, or any other course material without Prof. Hooton’s

permission. Violation of these rules will result in removal from class and the student being turned into the Academic Integrity Board. Continued enrollment in class will count as acceptance of these terms.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Schedule of Lessons

GML = Give Me Liberty

VOF = Voices of Freedom

Week and Title	Dates	Reading	Assignments Due/Scheduling
Week 1 Intro to HIST 1302 “What is Freedom?”: Reconstruction, 1865-1877	1/17-1/21	GML Ch. 15 p.563-578 (to “The Making of Radical Reconstruction”)	1/17 – Holiday
			Read Syllabus and Course Documents (Blackboard)
		VOF Preface and Ch. 15 p.xiii-13 (Documents 96-99)	Sign up for InQuizitive (Blackboard)
			Take Beginning of semester survey (Blackboard)
			Extra Credit: InQuizitive How-To Quiz
Week 2 Reconstruction Cont’d	1/24-1/28	Finish GML Ch. 15 p.578-602	InQuizitive Ch 15
		Finish VOF Ch. 15 p.14-27	
		Begin GML Ch.16	

Week and Title	Dates	Reading	Assignments Due/Scheduling
Week 3 America's Gilded Age, 1870-1890	1/31-2/4	GML Ch. 16	InQuizitive Ch 16
		VOF Ch. 16	
Week 4 Freedom's Boundaries, At Home and Abroad, 1890-1900	2/7-2/11	GML Ch. 17	InQuizitive Ch 17
		VOF Ch. 17	Primary Source Analysis #1 due 2/11
Week 5 The Progressive Era, 1900-1916	2/14-2/18	GML Ch. 18	InQuizitive Ch 18
		VOF Ch. 18	Extra Credit – attend Dr. Hooton's Lecture
Week 6 Safe for Democracy: The United States and WWI, 1916-1920	2/21-2/25	GML Ch. 19	InQuizitive Ch 19
		VOF Ch. 19	
Week 7 From Business Culture to Great Depression: The Twenties, 1920-1932	2/28-3/4	Debate materials	InQuizitive Ch 20
		GML Ch. 20	2/28 – Eugenics Debate in class
		VOF Ch. 20	
Week 8 The New Deal, 1932-1940	3/7-3/11	GML Ch. 21	InQuizitive Ch 21
			Review Day 3/7 – class optional
		VOF Ch. 21	Midterm (Blackboard – covers through Ch. 20) Due 3/11
			Extra Credit – attend Dr. Powers' Lecture

Week and Title	Dates	Reading	Assignments Due/Scheduling
SPRING BREAK	3/14-3/18	None	No Class – enjoy break!
Week 9 Fighting For the Four Freedoms: WWII, 1941-1945	3/21-3/25	GML Ch. 22 p.861-884 (to “An American Dilemma”) VOF Ch. 22 p. 187-198 (Documents 150-154)	
Week 10 WWII Cont’d	3/28-4/1	Finish GML Ch. 22 p.884-905 VOF Ch. 22 p.199-207	InQuizitive Ch 22 Primary Source Analysis #2 Draft Due in Class 4/1 (Peer Review Day)
Week 11 The United States and the Cold War, 1945-1953	4/4-4/8	GML Ch. 23 VOF Ch. 23	InQuizitive Ch 23 Primary Source Analysis #2 due 4/8
Week 12 The Affluent Society, 1953-1960	4/11-4/15	GML Ch. 24 VOF Ch. 24	InQuizitive Ch 24 Extra Credit – attend Dr. Cesario’s Lecture
Week 13 The Sixties, 1960-1968	4/18-4/22	GML Ch. 25 VOF Ch. 25	InQuizitive Ch 25
Week 14 The Conservative Turn, 1969-1988	4/25-4/29	GML Ch. 26 VOF Ch. 26	InQuizitive Ch 26
Week 15 From Triumph to Tragedy, 1989-2004	5/2-5/6	GML Ch. 27 VOF Ch. 27	InQuizitive Ch 27
Finals Week	5/9-5/13	None	Turn in exam (TBD)

**Check Blackboard for up-to-date information on assignments and changes to the schedule.
All lesson slides will be uploaded no later than midnight the night before class.**