暨南大學
JINAN UNIVERSITY

0601H212

U.S. History: Since the Civil War

Instructor: TBA

Time: December 14, 2026 - January 15, 2027

Office Hours: By appointment

Contact Hours: 60 (50 minutes each)

Credits: 4

Email: TBA

Course Description

This class traces the story of United States history from the post-Civil War era to the recent past. It probes political, diplomatic, economic, social, and cultural developments of the past century and a half. During this time American life was transformed from primarily agricultural to industrial to technological. In its investigation of the industrial and post-industrial eras, the course gives special attention to the assertion of American economic and military power abroad and the roles of immigrants, minority races, and women in the social transformations of the times.

Required Textbook(s)

Reading materials will be provided by the instructor.

Prerequisites

No prerequisites

Course Goals

Upon completion of this course, students will be able to

1. Apply core historical methodologies, including critically evaluating primary and secondary sources within their proper context.
2. Analyze the evolving struggles for freedom, equality, and citizenship in U.S. history from Reconstruction to the present, with attention to race, class, and gender.
3. Evaluate the major economic transformations of industrialization, depression, and globalization, and their profound social and political consequences.
4. Explain the causes, domestic impacts, and contested meanings of U.S. foreign engagements, including imperialism, world wars, and the Cold War.
5. Synthesize how reform movements and conservative backlashes have dynamically shaped American political culture, government power, and national identity.

Course Outline

Please note that the outline is meant to give an overview of the major concepts in this course. Changes may occur as needed to aid in the student`s development.

Module 1: The Historian's Craft: In this lesson, we survey historical methodology and theory. Particular emphasis will be placed on distinguishing between primary and secondary sources as well as how to read both types of documents. We will also learn how historians avoid anachronism and seek to study the past on its own terms. Learning how to ask historical questions and read documents in context are central goals of this lesson.

Module 2: Reconstruction, 1865-1877: This lesson explores the moment shortly after the American Civil War where it looked like the United States government might recognize equality among all citizens. That did not happen, however, as soon new systems were put in place to ensure white-male hegemony. We will also examine how African Americans used Reconstruction as an opportunity to create their own institutions and concepts of freedom.

Module 3: The Gilded Age, 1877-1900: This lesson examines the many responses to

the mechanized production and the growth of industrial capitalism. Rural farmers, workers, and immigrant experiences will be highlighted. We will also look at the effects that U.S. imperialism had on both Americans and those the US sought to control.

- **Quiz 1 (Modules 2 & 3)**

Module 4: The Progressive Era, 1900-1914: In this lesson, we continue to focus on the intensification of industrialization and the growth of the federal government. Rather than simply protect property, however, during the Progressive era, many voices emerged critical of the concept of "limited government." As a result, local, state, and federal governments became more active in promoting the welfare of citizens. Powerful inequalities still remained in the nascent welfare-state, however.

- **Exam 1 (Modules 2 – 4)**

Module 5: The United States in World War I, 1914-1920: We will explore the causes of World War I as well as the United States reluctant and belated entry into the war. We will pay particular attention to the ways in which the US government worked to create a sense of urgency and shared identity while making its case for entry into the war.

Module 6: A New Era?, 1920-1929: We will discuss the years between World War I and the Great Depression. We will examine the conservative backlash against Progressivism but also how many Americans used post-war prosperity to cultivate art and a shared identity.

- **Quiz 2 (Modules 5 & 6)**

Module 7: The Great Depression and the New Deal, 1929-1940: In this lesson, we will examine the causes of the rapid economic growth the United States in the 1920s as well as the major decline known as the Great Depression. While causes of economic booms and busts are important, we will also look at how the economy affected Americans lives and how Americans responded to economic growth and travails.

- **Paper Assignment**

Module 8: The United States in World War II, 1939-1946: This lesson will discuss the various causes of World War II as well as the US's role in the war.

Module 9: The Cold War, 1946-1960: This lesson will examine the development of anti-communism in the years after the War. Particular attention will be paid to how Americans experiences of both the war years and the post-war era differed based on race, class, and gender.

- **Quiz 3 (Modules 8 – 9)**

Module 10: The Long Sixties, 1955-1979: In this lesson, we will survey the growth of American consumer-orientated economy and culture as well as the rise of the Civil Rights Movement and the Counterculture Movement. We will emphasize the many and varied, multiple, and conflicting challenges to American "conservatism."

- **Exam 2 (Modules 5 – 10)**

Module 11:The New Right, War, and Economic Crisis 1979-Present: This lessons explores the conservative backlash to the counter-culture movements and to the New Deal. We will focus on the rise of the New Right, the Iraq War, and the economic crisis of 2008-2009. Particular emphasis will be paid to the role that race played in creating conservative identity.

- **Final Exam (Modules 1 – 11)**

Grading Policy

Your final grade in this course is based upon performance on quizzes, examinations and paper assignments.

3 Quizzes	15%
Paper Assignment	20%
Exam 1	20%
Exam 2	20%
Final Exam	25%
Total	**100%**

Grading Scale

The instructor will use the grading system as applied by JNU:

Definition	Letter Grade	Score
Excellent	A	90~100
Good	B	80~89
Satisfactory	C	70~79
Poor	D	60~69
Failed	E	Below 60

Academic Integrity

As members of the Jinan University academic community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e., misrepresenting as one's own work any work done by another; submitting the same paper, or a substantially similar paper, to meet the requirements of more than one course without the approval and consent of the instructors concerned; or sabotaging other students' work within these general definitions. Instructors, however, determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties that range from the lowering of their course grade to awarding a grade of E for the entire course.