

0601H212**U.S. History: Since the Civil War****Instructor:** TBA**E-mail:** TBA**Time:** October 20, 2025 - November 21, 2025**Office Hours:** by appointment**Contact Hours:** 60 (50 minutes each)**Credits:** 4**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

Classroom Rules

Asynchronous Online Course: This course is run asynchronously, which means students are not required to participate in live class sessions. There will be opportunities for live engagement, but attendance at these sessions is not required. All of your work will be submitted online through Moodle online platform or associate applications.

Assignment Completion Requirement: Students must complete all assignments in order to receive an overall passing grade for the course.

Lectures: The lectures for this course will be in the form of videos posted on Moodle by the date listed on the schedule below. You are responsible for keeping up with the lectures, which provide necessary context for the readings and help you prepare for discussions, exams, and papers. If you have questions about the lectures, sign up for virtual office hours or submit a question to be answered in the live Q&A session.

Reading Assignments: You are required to complete all readings, available via the textbook or links to online pages.

Online Conduct: Please be sure to identify yourself by name in all online communications except where anonymous responses are solicited. Students are expected to communicate with each other respectfully and professionally whether through virtual communications or in person. Never assume the gender/sexual/ethnic/racial/class/etc. identity of the other students or instructors in the course.

Course Etiquette: Please respect the education of your fellow students. No disruption of education is allowed while class is in session.

Copyright: All lectures, assignments, and course materials are copyrighted and may not be duplicated, posted online, recorded, or distributed without permission from the professor. Students violating this policy will be reported and held legally accountable.

Course Schedule

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

Week 1

Lesson #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.

Lesson #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.

Lesson #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.

Week 2

Lesson #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 administered online at 9-10am (Beijing Time) on Friday****

Week 3

Lesson #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.

Lesson #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.

Lesson #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 due at 9am (Beijing Time) on Friday****

Week 4

Lesson #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.

Lesson #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.

Lesson #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 administered online at 9-10am (Beijing Time) on Friday****

Week 5

Lesson #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.

****Take-Home Final Exam due at 9am (Beijing Time) on Friday****

Grading Policy

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

Paper Assignment	20%
Exam 1 (Online)	25%
Exam 2 (Online)	25%
<u>Final Exam (Take-Home)</u>	<u>30%</u>
Total	100%

Writing Assignment: (20%): You will write one 1000-word essay based on the assigned readings. Your essay should answer the assigned question(s) and then provide specific examples from the reading to support your answer. Your essay is due at the indicated deadline via online submission. It must be typed in 12-point font and double-spaced with one-inch margins. Evaluation will be based on your understanding of the material and your ability to draw on specific examples from the reading to defend your answer.

Midterm Exams: (50%): You will complete two Midterm Exams on Moodle on the times and dates listed in the Course Schedule. The exams will consist of multiple-choice questions. A study guide will be available for review in advance.

Final Exam: (30%): A cumulative take-home final examination will be due on Friday, week 5. Your response will be a clearly argued essay. The format (typed in 12-point font and double-spaced with one-inch margins) should be the same as the Paper Assignment.

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.