

# 0601H212

## U.S. History: Since the Civil War

**Instructor:** TBA

**E-mail:** TBA

**Time:** December 16, 2024 - January 17, 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

**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.

- Online Lectures 15.1-15.4: **Reconstruction x4**

**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.

- Online Lectures 16.1-16.7: **Industrialization and Urbanization x 7**

## **Week 2**

**Lesson #4: American Imperialism, 1890-1900:** This lesson looks at the effects that American notions of Manifest Destiny and U.S. imperial conquests had on both Americans and those the US sought to control.

- Online Lectures 17.1-17.4: **Conquest and Expansion x 4**

**Lesson #5: 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.

- Online Lectures 18.1-18.4: **Progressive Movement x 4**

**Lesson #6: 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.

- Online Lectures 19.1-19.5: **World War I x 5**

**\*\*Exam 1 due at 10am (BJT) on Friday\*\***

### **Week 3**

**Lesson #7: 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 and American technological breakthroughs to cultivate art and new shared identities.

- Online Lectures 20.1-20.4: **Economic Transformations x 4**

**Lesson #8: 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.

- Online Lectures 21.1-21.4: **The New Deal x 4**

**Lesson #9: 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.

- Online Lectures: 22.1-22.4: **World War II x 4**

**\*\*Writing Assignment due at 9am (BJT) on Friday\*\***

**Week 4**

**Lesson #10: The Cold War, 1946-1960:** This lesson will examine the development of anti-communism and the proxy wars the United States supported in the years after the Second World 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.

- Online Lectures 23.1-23.4: **The Cold War x 4**

**Lesson #11: The Long Sixties, 1955-1979:** In this lesson, we will first study the American notions of political liberalism and its applications before we survey the growth of American consumer-orientated economy and culture as well as the rise of the Civil Rights Movement and the Counterculture Movement.

- Online Lectures 24.1-24.3: **The Great Age of American Prosperity x 3**
- Online Lectures 25.1-25.5: **The Sixties x 5**

**\*\*Exam 2 due at 10am (BJT) on Friday\*\***

**Week 5**

**Lesson #12: Liberal versus Conservative, 1969-Present:** This lesson explores the battle between liberals and conservatives over the future directions of American growth. We will focus on the changing profile of who is an American and the impact of this transformation of society and politics.

- Online Lectures 26.1-26.4: **Reagan America x 4**
- Online Lectures 27.1-27.4: **Changing Global Political Realities x 4**
- Online Lectures 28.1-28.4: **Culture Wars and Political Battles x 4**

**\*\*Final Exam due at 9am (BJT) on Friday\*\***

## Grading Policy

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

Writing Assignment	20%
Exam 1 (Online)	25%
Exam 2 (Online)	25%
<u>Final Exam (Online)</u>	<u>30%</u>
<b>Total</b>	<b>100%</b>

**Writing Assignment:** (20%): Each chapter of Foner, Give Me Liberty contains excerpts from primary source documents. These document excerpts give a sense of how the debate in the United States over various national issues progressed over time. You will write one 1000-word essay based upon an essay prompt that will require you to select at least one primary source excerpt from three different chapters. The prompt will invite you to identify how the debate on a given issue evolved. Your essay should answer the question(s) stated in the prompt 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 support your response to the prompt.

**Midterm Exams:** (50%): You will complete two Midterm Exams on Moodle on the times and dates listed in the Course Schedule. Each of the exams will consist of 25 multiple choice questions will be based on materials covered in the textbook. A study guide will be available for review in advance.

**Final Exam:** (30%): You will complete a Final Examination on Moodle on the time and date listed on the Course Schedule. The exam will consist of 60 multiple choice questions based upon materials covered in the textbook. A study guide will be available for review in advance.

## Grading Scale

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

<b>Definition</b>	<b>Letter Grade</b>	<b>Score</b>
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.