



Academic Inquiries: Jinan University

E-mail: [oisss@jnu.edu.cn](mailto:oisss@jnu.edu.cn)

Tel: 86-020-85220399

# JINAN UNIVERSITY

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

**Lecturer:** TBA

**Time:** Monday through Friday (June 17, 2019-July 19, 2019)

**Office hours:** 2 hours (according to the teaching schedule)

**Contact Hours:** 60 (50mins each)

**Credits:** 4

**Location:** MBA Center

**Office:** MBA Center 107

**E-mail:** TBA

### Course Description

In 1877, the United States emerged from its Civil War as a fragile republic that desperately needed to heal itself. Its 40 million people, spread over a vast territory of unrealized great potential, made their livings primarily through agriculture and had only a slight influence on world affairs. In thirty-five short years, however, industrialization transformed the nation into an economic powerhouse that aggressively asserted itself into the world's imagination and on to the world stage. Economic success became a magnet for foreign capital, energetic entrepreneurs, and immigrants seeking a better life.

Events of the 20<sup>th</sup> century, most notably World Wars I and II, completed the transformation which saw the United States rise to be the dominant military, economic, and political power of the world. Challenged by Soviet Communism for seventy-five years and challenged more peacefully at present by economic

powerhouses such as China, India, and the European Union, the United States in 2017 can still lay claim to being the most powerful nation in history.

But success did not solve all problems: indeed, success often created new problems or exacerbated old ones. The country has struggled to deal with the social dislocation, crime, and poverty occasioned by the movement from farm to city for all of the last 150 years. Black Americans and other religious, ethnic, and racial minorities do not share fully in the bounty of economic triumph or in the promise of democracy. The South and the North, rural folks and city dwellers, men and women, Republicans and Democrats, all have viewed this great journey from upstart to behemoth through conflicting lenses. Power, itself, is a mixed blessing as Americans in the present generation struggle to define the degree to which their country should assert itself in the nooks and crannies of international crises.

Thus, the years from the Civil War to the present, provide a rich tapestry of American experience which we will examine in this course.

## **Course Objectives**

At the end of this course, students should have: (1) a narrative of the major events that characterized the rise of the United States to its present position; (2) a knowledge of the major debates and changes that have accompanied this transformation; (3) an understanding of how the current issues faced at present by the United States relate to its recent history; and (4) an awareness of how historians think, write and teach. Additionally, we should have fun—the study of history is meant to be enjoyable as well as educational.

## **Required Text**

*The American Promise: A History of the United States, Value Edition, Volume 2, from 1865, 6th Edition.* By James L. Roark, Michael P. Johnson, Patricia Cline Cohen, Sarah Stage, and Susan M. Hartmann. Bedford/St. Martin's, 2015

## **Course Hours**

The course has 25 sessions in total; each class session is 120 minutes in length. The course meets from Monday to Friday.

## Grading Policy

Monday Exams (June 24, July 1, July 8, and July 15) – 70%; Final examination (July 19) – 20%; Essay Assignment (due Friday, July 12) – 10%

Attendance and class participation can affect borderline grades and attendance is expected. Academic integrity is assumed. Attendance is important.

## Examinations

There will be 4 Monday examinations and 1 final exam at the end of the summer session. The examinations cover information from the textbook and lectures. The final covers only material since the previous Monday exam. A typical exam is comprised of multiple choice and identification questions. The course will enforce Jinan University standards of academic integrity.

## Essay assignment

Students will submit a short essay of 3 pages (double-spaced). Assignment instructions for the short paper will be distributed by the second week of class. The textbook is sufficient for any necessary research. The professor and teaching assistant are available for consultation, and will give a rough read and advise revisions for any paper submitted a week before the due date. The essay is due in class on July 13. Late papers will be penalized five points per weekday.

## Special needs

Students with disabilities and/or special needs should consult with the professor early in the semester.

## 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 |

## Class Schedule and Main Topics

Readings will be assigned at the end of each class each day depending on where we are in the narrative and analysis of US History since the Civil War.

### **Week 1: The Aftermath of the Civil War – Weekly Readings: Select parts of Chapter 16, 17, 18 and 19**

June 17 – Introductions and Explanation of Syllabus; America prior to 1865

June 18 – The Civil War; Reconstruction

June 19 – Reconstruction II; The American West

June 20 – The Gilded Age; Industry and The City

June 21 – Films and Discussion

### **Week 2: The Turn of the Century - Weekly Readings: Select parts of Chapter 20, 21, and 22**

June 24 – Review and Exam #1

June 25 – Dissent, Depression and War

June 26 - Theodore Roosevelt and the Progressive Era

June 27 – The USA and World War I, and the Unsettled Peace

June 28 – Films and Discussion

### **Week 3: Challenges at Mid-Century - Weekly Readings: Select parts of Chapter 23 and 24**

July 1 – Review and Exam #2

July 2 – 1920 – 1932, Prelude to The Great Depression

July 3 - The Great Depression

July 4 – FDR, The New Deal and the world in the 1930s

July 5 – Films and Discussion

**Week 4: World War II and its Aftermath - Weekly Readings: Select parts of Chapter 25 and Holocaust Handout**

July 8 – Review and Exam #3

July 9 - World War II in Europe

July 10 – The Holocaust

July 11 – The USA Homefront during WWII: The Cold War

July 12 – Films and Discussion

Essay Assignment due on July 14

**Week 5: Moving up to the Present - Weekly Readings: Select parts of Chapter 26, 27, and 28**

July 15 – Review and Exam #4

July 16 – The USA in the 1950s

July 17 – The USA in the 1960s and early 1970s

July 18 – From Vietnam to Ronald Reagan to the Global World

July 19 – Review and Final Exam

**Academic Honesty**

Jinan University defines academic misconduct as any act by a student that misrepresents the students' own academic work or that compromises the academic work of another scholastic misconduct 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 substantially similar papers, to meet the requirements of more than one course without the approval and consent of the instructors concerned; sabotaging another's work within these general definitions, however, Instructors 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 ranging from lowering of their course grade to awarding a grade of E for the entire course.