



the relationship of the past to the present, to reflect on the nature of change and causation, and to evaluate historical interpretations based on reading in primary and secondary sources.

### **III. Statement of Course Need**

- A. This course provides students with the basic tools for understanding the development of the world in which they live, enabling them as citizens of the world to make the judgements that will shape the world of the future. It will also train them to think critically about sources of information and interpretations of the past.
- B. 1. This course generally transfers as a Humanities, Historical Perspective, and Global and Cultural Awareness general education course.  
  
2. This course generally transfers as a liberal arts program elective.

### **IV. Place of Course in College Curriculum**

- A. Free Elective
- B. This course serves as a General Education course in Humanities/History.
- C. This course meets a program requirement for numerous programs.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

### **V. Outline of Course Content**

- A. Global Exploration: China and Europe
- B. The Atlantic World: Europe, Africa, and the Americas
- C. Religion and Science
- D. Enlightenment and Revolution
- E. Capitalism and Industrialization
- F. Colonialism and the Rise of Europe
- G. World War and Mass Murder
- H. Cold War and the Third World
- I. Global Warming and Sustainability
- J. Current Globalization

### **VI. General Education and Course Learning Outcomes**

#### **A. General Education Learning Outcomes:**

**At the completion of the course, students will be able to:**

1. Identify and analyze the dynamics of change over time. (GE-NJ 7 \*)
2. Evaluate a variety of historical sources for their credibility, position, and perspective. (GE-NJ IL, 7 \*)
3. Interpret the past in context; contextualize the past on its own terms. (GE-7 \*)
4. Distinguish between primary and secondary materials and assess the usefulness of each in answering a particular historical question. (GE-NJ IL, 7 \*)
5. Identify, summarize, and analyze other scholars' historical arguments. (GE-NJ 1, 7 \*)
6. Generate a historical argument that is reasoned and based on historical evidence. (GE-NJ 1, 7 \*)
7. Apply historical knowledge and analysis to contribute to contemporary social dialogue. (GE-NJ, ER, 1, 7, \*)

\*Embedded Critical Thinking

**B. Course Learning Outcomes:**

See above.

**C. Assessment Instruments**

- A. Lecture/discussion
- B. Small-group work
- C. Student collaboration
- D. Student notes

**VII. Grade Determinants**

- A. Class Discussions
- B. Essay Exams
- C. Journals
- D. Response Writings

**VIII. Texts and Materials**

Suggested primary texts:

Kevin Reilly, *The West and the World: A History of Civilization: 1400 to the Present*, (Markus Weiner Publishers, 2004);

And/or

Kevin Reilly, *The Human Journey: A Concise Introduction to World History 2<sup>nd</sup> edition*, (Rowman & Littlefield, 2019).

Or

Robert Strayer, *Ways of the World: A Global History*, various editions, (Macmillan);

Jerry Bentley et. al., *Traditions and Encounters*, various editions (McGraw-Hill)

#### Suggested Source Collections:

Kevin Reilly, *Worlds of History: A Comparative Reader: Volume II, Since 1400*, Kevin Reilly, 7<sup>th</sup> edition (Macmillan, 2020).

Or

Alfred J, Andrea, *The Human Record: Sources of Global History*, Volume I: Since 1500, 8th Edition (Cengage, Wadsworth, 2015)

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

### **IX. Resources**

Students will use library databases and resources and other online databases to access sources.

### **X. Honors Options**

Definition: Prerequisites: Minimum GPA of 3.5 or permission of the instructor. (According to the Honors Council, an Honors course is one that enriches and challenges students beyond a course's regular scope and curriculum. An Honors course will offer a sophisticated use of research, introduce intellectually stimulating readings and critical perspectives, promote a higher level of critical discussion and written work, and encourage independent study projects, at the option of the instructor.)

The following states how the Honors Option of this course conforms to this definition:

- A. General Education and Course Learning Outcomes: In addition to those learning outcomes listed above, honors students will be able to do the following:
  - a. develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.

b. Write effective narrative that describes and analyzes the past for its use in the present.

B. Honors Option Content: Advanced reading in historical scholarship; research project and paper.

C. Assessment Instruments for Honors Option Work: Guided research.

D. Grade Determinants for Honors Option Work: Research paper and/or presentation.