I. Basic Course Information

A. Course Number and Title: HIST 201 United States History: Beginnings to 1877

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Spring Year: 2015

D. Effective Term: Spring 2016

E. Sponsoring Department: Humanities, Social Science, and Education

F. Semester Credit Hours: 3

G. Weekly Contact Hours: 3  Lecture: 3  Laboratory: 0

H. Prerequisites/Corequisites: Placement into ENGL 111 English Composition I with ENGL 070 English Composition I Workshop, or higher

I. Laboratory Fees: None

J. Name and Telephone Number or E-Mail Address of Department Chair at time of approval: Stephen Kaufman; steve.kaufman@raritanval.edu

II. Catalog Description

Prerequisites/Corequisites: Placement into ENGL 111 English Composition I with ENGL 070 English Composition I Workshop, or higher.

This class surveys American history beginning with its Pre-Columbian origins. It extends to the colonial period and then to the Atlantic World forces that created revolution. The course continues with the tensions inherent in a nation divided by region and vision for the future. It ends with the climax of conflict that was the Civil War, and the Reconstruction in its wake that left unsettled the issue of civil rights.
This course places US history in a global context. In doing so, it examines the complex ways in which the contours of the American experience have been both shaped by global forces and conversely, how the United States has influenced the world. Moreover, the course investigates the expansion and contraction of democracy as part of the longer-term process of global revolutionary movements demanding freedom that began, but was not fully realized, with its own revolution.

III. Statement of Course Need

A. This course provides students with the basic tools for understanding America in the world, and the world in America. In our increasingly globalized environment it is vital to provide historical narratives departing from purely national frameworks. Students will be better equipped to understand their past, present, and future with this more expansive historical perspective.

B. This course generally transfers as a history/humanities general education course.

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; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

A. The First Americans
B. European Colonization of the Americas
C. Indian-European Relations and Conflict
D. Imperial Rivalries
E. Beginnings of English America
F. Migration
G. Colonial America including . . .
   a. Economy
   b. Labor
   c. Politics
   d. Religion
   e. Culture
H. African Slavery
I. Women and Gender
J. American Revolution and Atlantic World Revolutions
K. The Early Republic
L. Market Revolution
M. Jacksonian America
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. Guest speakers
D. Student oral presentations
E. Student collaboration
F. Independent study
VII. Grade Determinants

A. Research paper (IL and ER)
B. Presentations or Oral Reports
C. In-class debates
D. Essays
E. Exams (ER)
F. Journals
G. Response Writings

VIII. Texts and Materials

Suggested primary texts


Suggested supplemental texts:


(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 and to conduct research.

**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.