

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

- N. Antebellum Slavery, Sectional Politics, and Abolitionism
- O. The Civil War
- P. Reconstruction

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

- A. Eric Foner, *Give Me Liberty: An American History*, volume 1, fourth edition, WW Norton, 2014.
- B. Eric Foner, ed. *Voices of Freedom: A Documentary History*, volume 1, fourth edition, WW North, 2014.

Suggested supplemental texts:

- C. Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*, 2014.
- D. Thomas Bender, *A National among Nations: America's Place in World History*, 2006.
- E. Alan Taylor, *American Colonies*, 2001.
- F. Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*, 1998.
- G. Robin Blackburn, *The American Crucible: Slavery, Emancipation, and Human Rights*, 2011.
- H. Edward Countryman, *The American Revolution*, 2002.
- I. Carol Berkin, *Revolutionary Mothers: Women in the Struggle for American Independence*, 2005.
- J. Saul Cornell, *The Other Founders: Anti-Federalism and the Dissenting Tradition in America, 1788-1828*, 1999.

- K. Joyce Appleby, *Capitalism and the New Social Order: The Republican Vision of the 1790s*, 1984.
- L. Jeanne Boydston, *Home and Work: Houswork, Wages, and the Ideology of Work in the Early Republic*, 1990.
- M. Sean Wilentz, *The Rise of American Democracy: Jefferson to Lincoln*, 2005.
- N. Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism*, 2014.
- O. Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*, 1999.
- P. Paul Goodman, *Of One Blood: Abolitionists and the Origins of Racial Equality*, 1998.
- Q. Bruce Levine, *Half Slave and Half Free: The Roots of the Civil War*, 1992.
- R. James Oakes, *Freedom National: The Destruction of Slavery in the United States, 1861-1865*, 2013.
- S. Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877*, 1988.

(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.