



contours of the American experience have been both shaped by global forces and conversely how the United States has influenced the world. In addition, this course examines social movements and the social, political, cultural, and economic forces that have shaped the United States from the late-nineteenth through the twenty-first centuries.

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

- A. This course provides students with the basic tools for understanding the United States and Americans' connection to the world. It also provides essential knowledge of our collective past and trains students in ways of thinking about the past which can be used to contextualize and understand the society and world we live in today.
- B. This course generally transfers as a history/humanities general education course, dependent on the transfer institution.

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

- A. Free Elective (This applies automatically to all college level credit courses in the College.)
- 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. Reconstruction and its overthrow
- B. Industrialization and the Gilded Age
- C. Labor and Class Conflict
- D. Immigration and Nativism
- E. International Relations in War and Peace
- F. World War I and II
- G. The Cold War
- H. Race, Ethnicity, and Civil Rights
- I. Women and Gender
- J. The Progressive Era
- K. The Great Depression and New Deal
- L. Economics and Business
- M. Cultural Movements
- N. Public Policy
- O. Politics

- P. Globalization
- Q. Civil Liberties and Terrorism

## **VI. A. Course Learning Outcomes:**

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

1. Identify and analyze the dynamics of change over time. (GE-7 \*)
2. Interpret the past in context; contextualize the past on its own terms. (GE-7 \*)
3. Distinguish between primary and secondary materials and assess the usefulness of each in answering a particular historical question. (GE- IL, 7 \*)
4. Formulate a historical argument that is reasoned and based on historical evidence. (GE- 1, 7 \*)
5. Apply historical knowledge and analysis to contribute to contemporary social dialogue. (GE-, ER, 1, 7, \*)

\*Embedded Critical Thinking

## **B. Assessment Instruments**

1. lecture/discussion
2. small group work
3. research paper
4. projects
5. exams
6. presentations
7. discussion questions
8. reading quizzes
9. class participation
10. response papers
11. guest speakers

## **VII. Grade Determinants**

- A. essays
- B. projects
- C. exams
- D. presentations
- E. response writings

Primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. in-class and out-of-class writing
- D. video and audio viewing and analysis

- E. guest speakers
- F. student oral presentations
- G. student collaboration

### **VIII. Texts and Materials**

Suggested primary texts:

A. Eric Foner, Give Me Liberty: An American History, volume 2, seventh edition, WW Norton, 2023.

B. Eric Foner, ed. Voices of Freedom: A Documentary History, volume 2, seventh edition, WW North, 2023.

**(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 may use library databases and resources and other online databases to access sources and to conduct research.

**X. Honors Options: N/A**