

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Chinese and History**  
**with effect from Semester B 2017/18**

---

---

**Part I Course Overview**

**Course Title:** American History from a Global Perspective

**Course Code:** CAH2871

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

**Proposed Area:**  Study of Societies, Social and Business Organisations  
*(for GE courses only)*  Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course investigates the social, economic, cultural and political development of the United States of America from the pre-Columbian times to 21<sup>st</sup> century. It explores five major themes: the divergent cultures of the colonial world, the road to revolution and republic, the nature of a growing industrialized society, the rise of the USA as a world superpower and the role of the USA in world affairs.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate fundamental knowledge of relevant historical and documentary sources of USA	20%	✓		
2.	Examine the overall historical development of USA from pre-Columbian times to 21 <sup>st</sup> century	20%	✓		
3.	Analyze the causes, course, and outcome of the major events in the history of USA	20%		✓	
3.	Apply historical theories and research methods in historical study	20%		✓	
4.	Develop college-level reading skills, oral presentation skills and writing skills	20%		✓	
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

**3. Teaching and Learning Activities (TLAs)**  
*(TLAs designed to facilitate students' achievement of the CILOs.)*

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4		
Lecture	<p>In-class learning activities on facts, ideas, themes, theories and research findings are designed to illustrate the key events and themes in American history, discuss advanced knowledge of relevant American historical and documentary sources, and examine the overall historical themes. Interactive in-class activities are included, e.g. five-minute comment and summary.</p> <p>Multimedia resources such as films, videos, TV shows, music, websites etc. will be used in teaching if necessary. This activity will develop a strong sense of curiosity.</p>	✓	✓				
Reading	Book chapters and articles related to the topics.	✓	✓				
Tutorial and Presentation	Group discussions and presentations are required. In tutorials, teachers will assess students' analytical skills and their understanding of assigned readings. Students will be divided into small groups to present an assigned topic. Students and teachers will assess and grade the presentation groups according to their performance. Through presentations and peer assessments, students' analytical skills will be enhanced.			✓	✓		

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: <u>70</u> %								
1. Class participation and performance:  Students should contribute to the discussion both in lectures and tutorials by raising thoughtful questions, analysing relevant issues and materials, and synthesizing across the required readings. Students need to summarise the course contents in lectures and make comments about the discussion in tutorials. Students need to report to the whole class on a small-group discussion.	✓	✓					10%	
2. Final Paper (around 3000 words):  Students are required to write a final paper on a selected topic in academic form. They are also required to generate their own arguments originally, use historical sources properly and apply methods skilfully. There should be a logical flow to the arguments and conclusions should follow clearly from the arguments presented.			✓	✓			30%	
3. Group Presentation  Students need to develop their own points and express their ideas in a creative and fluent manner.	✓		✓	✓			30%	
4. Examination: <u>30</u> % (duration: 2 hours , if applicable)								

\* The weightings should add up to 100%.

100%
------

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation and performance	Students actively participate in discussions, debates and other class activities in tutorials and lectures. They should demonstrate an ability to interpret and criticize both insightfully and innovatively.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, able to simulate class discussion and comment on other points.</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	<p>Some evidence of :</p> <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, able to initiate class discussion and comment on other points.</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	<p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>• Active in-class participation, listening comprehension, able to participate in class discussion and comment on other points.</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Final Paper	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, deliver argument and analyse critically, apply research	<p>Strong evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous</li> </ul>	<p>Some evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization,</li> </ul>	<p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>• Loose organization;</li> <li>• Able to express</li> </ul>	<ul style="list-style-type: none"> <li>• Vague and devoid of content, weak ability to integrate limited resources ;</li> <li>• Loose organization, without distinct primary and secondary levels;</li> <li>• Unsystematic</li> </ul>

	methods skilfully, as well as conclude in a convincing and creative manner.	organization, coherent structure, systematic composition; <ul style="list-style-type: none"> <li>• Creative, and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction.</li> </ul>	coherent structure, systematic composition; <ul style="list-style-type: none"> <li>• Creative and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.</li> </ul>	organization, coherent structure, systematic composition; <ul style="list-style-type: none"> <li>• Creative and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.</li> </ul>	relevant points to the subject matter; <ul style="list-style-type: none"> <li>• References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</li> <li>• Sentence fluency and diction is acceptable.</li> </ul>	ideas which cannot express the subject matter or relevant themes; <ul style="list-style-type: none"> <li>• Summary of references, no personal idea and/or unreasonable comment;</li> <li>• Seriously insufficient/no reference;</li> <li>• Although expression is not clear, part of the idea can be identified; over-use of existing quotations and relevant research.</li> </ul>
3. Group Presentation	This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the	Strong evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive</li> </ul>	Some evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the</li> </ul>	Limited evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive</li> </ul>	<ul style="list-style-type: none"> <li>• Loose organization, but acceptable identified content.</li> <li>• Adequate understanding of the reading and</li> </ul>	<ul style="list-style-type: none"> <li>• Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which</li> </ul>

	<p>assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyse with cogent arguments and creative comments.</p>	<p>knowledge of the subject matter;</p> <ul style="list-style-type: none"> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> </ul>	<p>subject matter;</p> <ul style="list-style-type: none"> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>knowledge of the subject matter;</p> <ul style="list-style-type: none"> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>indication of grasp of the general ideas, limited or irrelevant use of reading materials;</p> <ul style="list-style-type: none"> <li>• Simple and unilateral comments, without clear explanation;</li> <li>• Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.</li> </ul>	<p>cannot express the subject matter or relevant themes;</p> <ul style="list-style-type: none"> <li>• Loose organization, without distinct primary and secondary structure;</li> <li>• Devoid of personal comment and/or unreasonable opinion;</li> <li>• Overly soft voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>
4. Examination	<p>An examination will be given to assess students' knowledge and ability in</p>	<ul style="list-style-type: none"> <li>• Excellent command of knowledge, skills and understanding in</li> </ul>	<ul style="list-style-type: none"> <li>• Good command of knowledge, skills and understanding in lectures of ancient</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate command of knowledge, skills and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Marginal command of knowledge, skills and understanding in</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to show knowledge, skills and understanding in lectures of ancient</li> </ul>

	describing, analysing and reflecting on the subject.	lectures of ancient Chinese history. <ul style="list-style-type: none"> <li>• Deep understanding of concepts and key ideas and connections between them</li> <li>• Innovative ideas with convincing demonstration</li> <li>• Good and organized expression</li> </ul>	Chinese history. <ul style="list-style-type: none"> <li>• Deep understanding of concepts and key ideas and connections between them</li> <li>• Innovative ideas with convincing demonstration</li> <li>• Good and organized expression</li> </ul>	in lectures of ancient Chinese history. <ul style="list-style-type: none"> <li>• Understanding of concepts and key ideas and connections between them</li> <li>• Innovative ideas with less convincing demonstration</li> </ul>	lectures of ancient Chinese history. <ul style="list-style-type: none"> <li>• Fair understanding of concepts and key ideas and connections between them</li> <li>• Ideas without convincing demonstration</li> </ul>	Chinese history. <ul style="list-style-type: none"> <li>• Poor understanding of concepts and key ideas and connections between them</li> <li>• Ideas without convincing demonstration</li> </ul>
--	--	--	--	--	---	---



**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Civil War, British America, American Revolution, political development, labour and capitalism, foreign relations, borderlands, race, immigration, nationality, gender, religion, intellectual history, empire of liberty, Industrialization, Urbanization, state constitutions, Articles of Confederation, the ratification of the Constitution, the Bill of Rights, French Revolution, Lincoln's reconstruction plan.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

Chapters taken from the following books

1.	Brands, H.W. <i>American Dreams: The United States since 1945</i> , New York: Penguin, 2011.
2.	David Goldfield et al, ed., <i>The American Journey: A History of the United States</i> , Combined Volume, Reprint (6th Edition), Upper Saddle River, N.J. : Pearson, 2007.
3.	Eric Foner, <i>Give Me Liberty! An American History</i> , New York: W.W. Norton, 3d Seagull Edition, 2011.
4.	Jones, Jacqueline, Peter H. Wood, et al., <i>Created Equal: A Social and Political History of the United States</i> , New York: Pearson, 2008.

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	H. S. Commager, ed., <i>Documents of American History</i> , Englewood Cliffs, N.J. : Prentice Hall, 1973.
2.	Michael Johnson, <i>Reading the American Past: Selected Historical Document</i> , Boston:Bedford/St. Martin's, 2005.