

CAH2871: AMERICAN HISTORY FROM A GLOBAL PERSPECTIVE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

American History from a Global Perspective

Subject Code

CAH - Chinese and History

Course Number

2871

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course investigates the social, economic, cultural and political development of the United States of America from the pre-Columbian times to 21st 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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate fundamental knowledge of relevant historical and documentary sources of USA	20	x		
2	Examine the overall historical development of USA from pre-Columbian times to 21st century	20	x		
3	Analyze the causes, course, and outcome of the major events in the history of USA	20		x	
4	Apply historical theories and research methods in historical study	20		x	
5	Develop college-level reading skills, oral presentation skills and writing skills	20		x	

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Student will engaged in a variety of in-class learning activities related to 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. 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.	1, 2	
2	Reading	Students will critically engaged with book chapters and articles related to the course topics.	1, 2	
3	Group Presentation	Students are engaged with group discussions and presentations, in which teachers will assess students' analytical skills and their understanding of assigned readings and related course issues. Students will be divided into small groups to present an assigned topic. Through presentations and peer assessments, students' analytical skills will be enhanced.	3, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Classroom performance: Students are required to contribute to the scheduled discussions by raising thoughtful questions, analysing relevant issues and materials, and synthesizing across the required readings. Students are required to summarise the course contents in lectures, make comments about the discussion , and report to the whole class on a small-group discussion.	1, 2	10	-	No
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.	3, 5	30	-	No

3	Group Presentation Students are required to develop their own points and express their ideas in a creative and fluent manner.	1, 3, 5	30	-	No
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Continuous Assessment (%)

70

Examination (%)

30

Examination Duration (Hours)

2

Assessment Rubrics (AR)**Assessment Task**

Classroom performance

Criterion

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.

Excellent (A+, A, A-)

Strong evidence of:

- Active in-class participation, positive listening, able to simulate class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Good (B+, B, B-)

Some evidence of :

- Active in-class participation, positive listening, able to initiate class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Fair (C+, C, C-)

Limited evidence of :

- Active in-class participation, listening comprehension, able to participate in class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Marginal (D)

Marginally satisfies the basic requirements of the participation.

Failure (F)

Fail to meet minimum requirements of participation

Assessment Task

Final Paper

Criterion

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 methods skilfully, as well as conclude in a convincing and creative manner.

Excellent (A+, A, A-)

Strong evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative, and insightful ideas
- Able to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- 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.

Good (B+, B, B-)

Some evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative and insightful ideas
- Able to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.

Fair (C+, C, C-)

Limited evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative and insightful ideas
- Able to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.

Marginal (D)

- Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;
- Loose organization;
- Able to express relevant points to the subject matter;
- References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and/or unreasonable comment;
- Seriously insufficient/no reference;
- Although expression is not clear, part of the idea can be identified;
- over- use of existing quotations and relevant research.

Assessment Task

Group Presentation

Criterion

This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the 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.

Excellent (A+, A, A-)

Strong evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management

Good (B+, B, B-)

Some evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Fair (C+, C, C-)

Limited evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal (D)

- Loose organization, but acceptable identified content.
- Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;
- Simple and unilateral comments, without clear explanation;
- Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.

Failure (F)

- Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;
- Loose organization, without distinct primary and secondary structure;
- Devoid of personal comment and/or unreasonable opinion;
- Overly soft voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task

Examination

Criterion

An examination will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject.

Excellent (A+, A, A-)

- Excellent command of knowledge, skills and understanding in lectures of ancient Chinese history.
- Deep understanding of concepts and key ideas and connections between them
- Innovative ideas with convincing demonstration
- Good and organized expression

Good (B+, B, B-)

- Good command of knowledge, skills and understanding in lectures of ancient Chinese history.
- Deep understanding of concepts and key ideas and connections between them
- Innovative ideas with convincing demonstration
- Good and organized expression

Fair (C+, C, C-)

- Adequate command of knowledge, skills and understanding in lectures of ancient Chinese history.
- Understanding of concepts and key ideas and connections between them
- Innovative ideas with less convincing demonstration

Marginal (D)

- Marginal command of knowledge, skills and understanding in lectures of ancient Chinese history.
- Fair understanding of concepts and key ideas and connections between them
- Ideas without convincing demonstration

Failure (F)

- Failure to show knowledge, skills and understanding in lectures of ancient Chinese history.
- Poor understanding of concepts and key ideas and connections between them
- Ideas without convincing demonstration

Part III Other Information

Keyword Syllabus

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.

Reading List**Compulsory Readings**

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

Additional Readings

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