

Course Information



American History (AI)

HIST 1700-008

Fall 2025

Course Section Information

Days: Tuesday & Thursday

Time: 10:00 am to 11:20 am

Campus: South Main

Classroom: SCM 3-150

Course Description

From the Pre-Columbian period to nearly the present, this course examines the social, political and economic development of American institutions through the historical lens. It is recommended students complete ENGL 1010 prior to taking this course.

Semester: All

Course Prerequisites/Co-requisites

None

Textbooks, Readings, and Course Materials

Title: American Civilization, A Brief History

Link: <https://slcc.instructure.com/courses/1194196/files/183358550/download?wrap=1>

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

American History (AI)

HIST - 1700 008

Course Student Learning Outcomes

- Demonstrate a basic knowledge and understanding of the political, social and economic history of the United States.
- Demonstrate an understanding of the nature of the discipline of History and the methods historians employ.
- Engage a diversity of social, political and economic viewpoints about the history of the United States in a civil and constructive fashion.
- Apply historical knowledge and analysis of the historical development of American institutions to the present in order to contribute to contemporary social dialogue.

Academic Integrity

Plagiarism:

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else you must give that person credit through proper citations.

The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in the failure of that assignment. A second offense may result in

course failure. For more information, see
http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

HAPS AI Statement/Policy:

The use of Artificial Intelligence programs can have a place in certain disciplines and scenarios in college courses. However, in the fields of History, Anthropology, and Political Science the use of AI to initiate, write, or edit your assignments is prohibited unless permission is expressly given by the instructor. Part of the reason for a higher education degree is for you to learn how to learn by expanding your knowledge base and your ability to express your ideas through writing and other medium. Thus, programs such as Chat GPT, IBM Watson, Otter, Grammarly and all other AI programs similar to the above are not acceptable for this course. Their use constitutes cheating and plagiarism. The consequences of their use will result in the failure of the assignment.

Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social, political, religious, and historical issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

How to Succeed in the Course

Regular attendance is recommended as is allotting sufficient time to study prior to exams.

General Education Information

AI

This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

Engagement Plan

- My contact information is Henri.Miller@slcc.edu . You can also email me via canvas. I'm also available before or after class.
- Students must expect to participate in discussion of course material.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that

may not be present in your textbook.

- Lastly, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	G.E. Signature Assignment: Paper I	Assignment	75
	Introduce Yourself	Discussion	0
	Paper 2	Assignment	75
	Participation & Reflective Writing	Assignment	10
	Test One	Assignment	156
	Test Three	Assignment	178
	Test Two	Assignment	170

Coursework & Assignment Descriptions

Students will be graded on three tests, two papers, and participation. Tests are primarily comprised of essay questions and also include some fill in the blank and multiple choice questions. Students will receive more information about the details of the tests ahead of time. Of the two writing assignments, one will be based on creating a thesis by interpreting and utilizing primary documents. The topic can be chosen by the student in consultation with the professor. The other writing assignment will focus on secondary sources to illustrate a period or character of American history chosen by the student. In both writing assignments it is expected that the student will create a convincing thesis of their choosing. Participation, in terms of attendance, contribution to discussion and coming to class prepared, is expected. Reflective writings for the readings are to be turned in at the end of every other week. Except for emergency situations, no late work will be accepted. Grades will be based along the following scale:

Point breakdown:

Test I: 156 pts

Test II: 170 pts

Test III: 178 pts

Paper I: 75 pts

Paper II: 75 pts

Participation and reflection: 10 pts

Total Possible: 664

Grading Scale

100-93% A 92-90% A-

89-87% B+ 87-83% B 82-80% B-

79-77% C+ 77-73% C 72-70% C-

69-67% D+ 67-63% D 62-60% D-

59% and below E

Transfer, Certification, Licensure, and Employment Information

This course can transfer to other institutions.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Additional Class Policies

Student Learning Outcomes:

Substantive Knowledge:

Students will be able to demonstrate an understanding of what the discipline of history is and what methods historians employ.

Students will be able to demonstrate knowledge of the chronology of major issues, events, themes that played a role in the creation of the American Republic and the development and evolution of U.S. institutions.

Students will be able to describe large thematic historical concepts.

Students will be able to demonstrate an understanding that history is contested territory rather than a set of agreed upon facts.

Students will be able to distinguish between primary and secondary materials and be able to describe the assets and liabilities of each.

Communication:

Students will be able to speak and write clearly about historical themes.

Students will be able to construct a narrative around an evidence-based argument.

Students will be able to demonstrate orally and in writing that the ethics and practice of history mean recognizing and building on the work of others and providing appropriate and thorough attribution.

Critical Thinking:

Students will be able to evaluate a variety of historical sources for their credibility, position and perspective.

Students will be able to contextualize materials from the past with appropriate precision and detail.

Students will be able to draw connections between events, periods, and themes.

Students will be able to explore the dynamics of change and continuity.

Students will be able to generate a historical argument that is reasoned and based on historical evidence.

Students will be able to generate relevant open-ended questions about the past.

Students will be able to identify the changing definition of American liberty and citizenship.

Students will be able to evaluate the roles of conflict and consensus in the development of American institutions.

Students will be able to explore multiple historical and theoretical viewpoints.

Students will be able to place American History within a wider global context.

Civically Engaged:

Students will be able to engage a diversity of viewpoints in a civil and constructive fashion.

Students will be able to apply historical knowledge and analysis to contribute to contemporary social dialogue.

Computer Literacy:

Students will be able to have the skill to post a signature assignment and reflection on an electronic portfolio.

Students will be able to use credible sources in their work and cite them properly.