

Course Information



US History to 1877 (HU)

HIST 2700-001

Fall 2025

Course Section Information

Days: Tuesday & Thursday

Time: 10am till 11:20am

Campus: Redwood

Classroom: AAB 121

Course Description

Examines the first half of the American experience, from the Pre-Columbian period through Post-Civil War Reconstruction. Surveys social, political, economic and cultural developments throughout this extensive period, and provides a focus on the challenges that diverse groups faced as they struggled for an inclusive place in American society. It is recommended students complete ENGL 1010 prior to taking this course.

Semester: All

Textbooks, Readings, and Course Materials

Title: American Yawp

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

Course Student Learning Outcomes

- Identify the central social, political, economic, diplomatic events, themes, trends, processes, issues, and actors in early America and be able to place them in correct chronological sequence.
- Identify the major historiographical themes and arguments found in historical sources.
- Demonstrate knowledge of how the course fits into the General Education program.
- Through the study of various texts (primary documents, textbook, monographs) students have the opportunity to acquire the basic knowledge necessary to understand and evaluate events from the past. Assessments like weekly reading quizzes, book discussions, writing book reviews, and essays give students the opportunity to demonstrate their knowledge and understanding of key historical events, the importance of context for those facts, how to analyze and make meaning of that information through doing the assessments, receiving feedback, and being involved in class lectures.
- Present in writing a reasonable and analytical, evidence-based historical argument.
- Students in this course are required to engage in class discussions, read primary and secondary sources and write intensively. When instructors lecture, it is for the purpose of stimulating questions and discussion. Class discussions will be used to help students learn to listen carefully, give feedback, ask questions, and challenge the conclusions of others in a thoughtful and respectful manner. In other words, students will not sit back and passively soak up information. The writing assignments reflect a variety of forms that stimulate, reinforce and expand skilled, appropriate communication. Furthermore, the basis of the course is to teach students how to construct an historical narrative that is clear and persuasive. On a regular basis, students are given the opportunity to practice this in low-stakes assignments.
- Make vertical and horizontal links between events and themes in U.S History.

- Apply knowledge of early U.S history to contemporary themes and other fields of knowledge.
- Analyze a variety of primary sources for their credibility, position and perspective, and contextualize them with precision and detail.
- Recognize the interpretive nature of history and the ongoing and provisional nature of historical knowledge.
- Examine the role that race, gender, ethnicity, religion and international forces/events played in early American History.
- Perhaps the strongest component of this course is its emphasis on critical thinking. As students gather, interrogate, and contextualize a variety of primary sources for their credibility, position and perspective - and then search for corroboration - they will, at the same time, need to be constantly mindful of their current place in history, and how historical narrative is always a product of the present as well as the past. That will require them to critically reflect upon their own thinking in ways that even the questions we ask about the past are influenced by our present dispositions, experiences, and biases. Furthermore, students will think critically as they formulate reasoned arguments that require synthesis and a logic to their organization. Finally, because History is constructed from fragments that must be interpreted, imagination and creativity come into play.
- Be able to engage a diversity of viewpoints in a civil and constructive fashion.
- The discipline of history requires students to learn how to construct arguments based upon documentary evidence rather than experience or opinion. As a consequence, students will learn to engage the historical arguments and the evidence, rather than the individuals making them. It is neither an easy thing to learn, nor an intuitive way to respond to the differences of others, but it is an important element in learning to work in professional contexts. This course will give students a great deal of practice in this area. Not only will they study the constructive ways scholars have both disagreed and collaborated, they will have a great deal of opportunity to practice it in large and small group discussions as they work together to make sense of sources, interpretations of history, and lecture material. Throughout the course, they will have opportunity to engage a diversity of viewpoints and do so in a civil and constructive fashion.
- Distinguish between primary and secondary source materials.

- Find appropriate source material in the library, online or in the community and provide appropriate and thorough attribution.
- Post a threshold "signature assignment" and reflection on an electronic portfolio.
- This course requires students to do research. They will learn what credible historical sources are, where to find them in a library and online, and how to use them. They will need to submit assignments on Canvas. They will need to upload a signature assignment and reflection on their General Education e-Portfolio.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Debating History Discussion 11 (Chapter 11) The Economics of The Cotton Industry and Slavery In Antebellum America	Assignment	40
	Debating History Discussion 12 (Chapter 12) Manifest Destiny and The Slavery Question	Assignment	40
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
9/1/25	Chapter 1 Quiz	Quiz	12.5
9/1/25	Chapter 2 Quiz	Quiz	13

Due Date	Assignment Name	Assignment Type	Points
9/2/25	Debating History Discussion 1 (Chapter 1) Native Americans & European Contact	Assignment	40
9/8/25	Chapter 3 Quiz	Quiz	13.5
9/9/25	Debating History Discussion 2 (Chapter 2) Most Significant Reason For Migration To America	Assignment	40
9/11/25	How To Write a Historical Essay Quiz	Quiz	6
9/15/25	Chapter 4 Quiz	Quiz	13
9/16/25	Debating History Discussion 3 (Chapter 3) Slavery In Colonial America	Assignment	40
9/22/25	Chapter 5 Quiz	Quiz	14.5
9/23/25	Debating History Discussion 4 (Chapter 4) The Seven Pillars of Freedom	Assignment	40
9/29/25	Chapter 6 Quiz	Quiz	12.5
9/30/25	Debating History Discussion 5 (Chapter 5) Defining Independence	Assignment	40
10/6/25	Chapter 7 Quiz	Quiz	13.5

Due Date	Assignment Name	Assignment Type	Points
10/7/25	Debating History Discussion 6 (Chapter 6) George Washington's Farewell Address & Its Relevance Today	Assignment	40
10/13/25	Chapter 8 Quiz	Quiz	12.5
10/14/25	Debating History Discussion 7 (Chapter 7) The War of 1812: A "Second War For Independence"?	Assignment	40
10/20/25	Chapter 9 Quiz	Quiz	13
10/21/25	Debating History Discussion 8 (Chapter 8) The Market Revolution: Comparing The Northern and Southern Economies In Antebellum America	Assignment	40
10/27/25	Chapter 10 Quiz	Quiz	13
10/28/25	Debating History Discussion 9 (Chapter 9) Indian Removal: Traditionalists vs. The Treaty Party	Assignment	40
11/3/25	Chapter 11 Quiz	Quiz	12.5

Due Date	Assignment Name	Assignment Type	Points
11/4/25	Debating History Discussion 10 (Chapter 10) Women and The Quest For Equal Rights	Assignment	40
11/10/25	Chapter 12 Quiz	Quiz	11
11/17/25	Chapter 13 Quiz	Quiz	12.5
11/24/25	Chapter 14 Quiz	Quiz	12.5
11/25/25	Debating History Discussion 13 (Chapter 11, 12 & 13) The Politics of Slavery	Assignment	40
12/2/25	Debating History Discussion 14 (Chapter 14) What Led To The Defeat of The Confederacy	Assignment	40
12/8/25	Chapter 15 Quiz	Quiz	12.5
12/11/25	Debating History Discussion 15 (Chapter 15) The Civil Rights Amendments and The American South	Assignment	40
12/18/25	General Education Signature Assignment & Reflection	Assignment	65

Coursework & Assignment Descriptions

Note to the instructor: Consider adopting this template (or a similar format) for transparent assignment descriptions in the "Assignment Descriptions" section following.

[Name of Assignment or Assignment Category]

Points:

Due Date: [Post the date or week of the semester or refer students to the "Assignment Schedule" section of this syllabus.]

Description: [Brief description of the purpose of the assignment, any skills students will develop, and how the assignment leads students to accomplishing the course's learning outcomes.]

[Describe to students the steps or process involved for them to satisfactorily complete the assignment.]

Grading Criteria: [Briefly list the criteria that students will be graded on and the value each criterion contributes to the total grade of the assignment.]

Grading Scale

COURSE GRADING SCALE

1215-1142 A

1141-1094 A-

1093-1057 B+

1056-1008 B

1007-972 B-

971-936 C+

935-887 C

886-851 C-

850-814 D+

813-765 D

764-729 D-

728-0 E

Engagement Plan

Example language:

- I will respond to email within 12-24 hrs. I will offer feedback on major assignments within one week of an assignment being submitted. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.
- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- 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.

General Education Information

HU; SS

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.

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.

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.

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 and political 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.

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.

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:

[SLCC Student Academic Calendar](#)

US History to 1877 (HU)

HIST - 2700 001