



HIST 1700

Division: Social and Behavioral Science

Department: Social Sciences

Course: HIST 1700

Title: American Civilization

Catalog Description:

A survey history of the American nation from colonial times to the present. Successful completion of this course meets the American Institutions requirement established by the Utah State Legislature.

General Education Requirements: American Institutions

Semesters Offered: Fall, Spring, Summer

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: None

Corequisites: None

Justification:

This course fulfills the requirement for an American Institutions class in Snow College's general education requirements. This course also transfers to all other Utah colleges and universities as meeting the American Institutions requirement.

Student Learning Outcomes:

Upon successful completion of this course, students will know and understand the historical development of the American nation from pre-Columbian times to the present, specifically:

- the great pre-Columbian Indian civilizations of the Americas
- the political, legal, and economic systems of the United States
- the role of religion in the formation of the American colonies and religion's impact upon the subsequent development of the nation
- the contributions of the leading historical figures in American history
- the important events which have shaped the American nation since colonial times
- the significant documents relating to the founding and development of the United States
- the role that racial, ethnic and gender diversity has played in creating a uniquely American civilization.

Content:

The course is divided into four units:

- UNIT ONE

- Pre-Columbian - Colonial Era
 - America Before Columbus
 - Europe Discovers America
 - Settling the Colonies
 - American Society in the Making
 - The Road to Revolution
- UNIT TWO
 - Nationalism Triumphant
 - The War for Independence
 - Forging the Constitution
 - The Federalist Era
 - Jeffersonian Democracy
 - War of 1812 and Aftermath
 - Jacksonian Era
 - Expansion and Slavery
- UNIT THREE
 - Civil War to Industrialization
 - The Fateful Fifties
 - The War to Save the Union
 - Reconstruction
 - The Age of Exploitation
 - American Society in the Gilded Age
 - An Industrial Giant
- UNIT FOUR
 - The American Century
 - From Isolation to Empire
 - The Progressive Era
 - The Great War
 - The Jazz Age
 - The Great Depression and the New Deal
 - World War II
 - The Challenges and Frustrations of Power
 - Society in Flux-the Nation Transformed.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students are expected to read the text and documents related to American history such as the Declaration of Independence, Constitution, etc., as well as material needed to write a research paper. The students will be evaluated on their mastery of the reading materials by means of examinations and their research paper.

2) Write clearly, informatively, and persuasively.

Students are required to submit a research paper on a topic in American history approved by the instructor. Family history is especially encouraged, because it focuses on the use of primary sources as well as as secondary source material. Emphasis is also placed on format and style. Footnotes or endnotes, along with a bibliography are required. Also, all examinations require students to answer an essay question where an

understanding of the information presented in class as well their reading must be demonstrated in a clear, concise manner.

- 4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media. Much of the information presented in class is augmented by visual means, such as wall mounted maps, pictures, graphs, maps, etc., projected on a large screen television, video cassettes and digital video discs. Students are expected to evaluate and interpret information acquired from these sources and demonstrate their mastery of the information on exams. Students may also use the internet to obtain source material for their term paper. However, they may use the internet for a maximum of 1/3 of their sources.
- 5) Apply a cultural and historical awareness to a variety of phenomena. The entire content of this course is aimed at stimulating a cultural and historical awareness of the American nation, from its earliest antecedents among the native Americans, to modern times. Students must demonstrate their knowledge of the peoples, events, individuals, conflicts, movements, ideals and ideas that have created an American civilization. Their ability to do so will be evaluated by examinations and a research paper.
- 8) Apply ethical reasoning to a variety of contexts. American history is fraught with ethical issues beginning with the clash of cultures between the European colonists and the native Americans and the introduction of African slavery. Other ethical dilemmas have dealt with wars, politics, social issues, and religion. Discussions in class focus on these ethical problems and examinations test the students knowledge and understanding of these important issues. Essay questions particularly, require students to apply an ethical reasoning process.

Key Performance Indicators:

- Four unit examinations (80% multiple choice, 20% essay): 90% of final grade.
- Research paper (5-6 pages): 10% of final grade.

Percentages are approximate

Representative Text and/or Supplies:

- Carnes, Mark C. and Garraty, John A., *The American Nation: A History of the United States*, current edition, New York: Pearson Longman.

Optimum Class Size: 45

Maximum Class Size: 45

Signatures:

I hereby submit this course syllabus:

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I hereby find this course consistent with the goals and resources of the Social Sciences Department:

Kerry Hansen, D.A., Professor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)