

Salt Lake Community College Course Curriculum Outline

CATALOG INFORMATION

Course Abbreviation: HIST **and Number:** 1700

Course Title: American Civilization (AI)

Course Description: This course covers American History from the Pre-Columbian period to the present. It provides an examination of the major social, political, economic events, issues, and themes in the period.

Course Prerequisites: None

Number of credits: 3

Number of instructional contact hours: 3

Number of lecture hours per week: 3 **Number of lab hours per week:** 0
(hours per week or equivalent number per week for a full semester or equivalent)

Type of credit: Transfer

Course Fee (if applicable):

Course will be offered: All

Semester of Implementation: Summer 2007

APPROVALS:

Faculty Submitting Proposal: Gary Topping 12/02/05
School Curriculum Committee: John McCormick March 22, 2007
Technical Review: (advisor's name and date)
Received by Articulation: (Articulation advisor's name and date)
General Education Committee: (Jonathan Stowers 4 April 2007
Other Committees (specify): (chair's name and date)
Curriculum Committee: Curtis Barnett 4/9/07
Accepted by Senate: Curtis Barnett 5/3/07
Final Curriculum Approval: David Richardson 5/21/07

INSTITUTIONAL IMPACT

Rationale for the change or addition of course: Transfer to new course curriculum outline.

Financial impact: What resources will be needed?:

What programs will utilize this course? Will it be General Education, a required course or an elective in those programs?: It fulfills the American Institutions requirement.

SYLLABI INFORMATION

<u>ASLO</u>	<u>Course Objectives/Student Outcomes</u>	<u>Assessments</u>
1.	1. Students will be able to demonstrate a substantive knowledge of the social, political, and economic history of America. They will also be able to identify and address the major historiographical themes and arguments found in the primary and secondary literature.	1, Objective and subjective exams, essays, and research papers will assess the students' knowledge. These assessments will integrate the information found in the lectures, readings, and class discussions.
2.	2. Students will speak and write analytically, comparatively, and persuasively about what it meant (and means) to be an American.	2. Small and large group discussions, oral presentations, research papers, essays, and written exams will demonstrate the students' ability to communicate skillfully and effectively.
4.	3. Students will think critically as they gather, extrapolate, and analyze information from primary sources such as diaries, journals, newspapers, letters, government documents, etc., and then use or apply their findings to connect to previous knowledge, answer questions, solve problems, support or critique arguments, explain ideas, and illuminate themes. Students will be able to identify the major historiographical arguments and weigh the various interpretations against multiple pieces of evidence to ascertain their credibility.	4. Writing assignments will assess the ability of the students to gather and understand information from the sources, process and analyze it, and apply it in a meaningful way. Short answer, identification questions will demonstrate the students' ability to see the key elements in the events, issues, and human experiences and to deduce the historical significance. Essay exams, papers, oral reports and discussions that ask large questions will assess the students' ability to bring all the material together to create something that is more than the sum of its parts. These will test the students' ability to draw conclusions based on empirical data.
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Delivery Format(s): face to face; lecture; web-enhanced; on-line

Instructions on Specific Assignments and Processes:

1. Writing will be a major component of the course in all sections.
2. All sections will involve students in reading, contextualizing, and interpreting primary and secondary sources.
3. All sections will cover the designated time frame involved in this survey course.
4. All sections will involve class discussions

Other:

Online delivery of this course will adhere to all of the same instructions listed above.

ADDITIONAL DESIGNATION(S)

This course requests Service Learning/Study Abroad/General Education designation as:

1. **Communication: History is about communication. The key methodologies employed in this course are writing and discussion. The writing assessments will require students to think about how language works. They will engage in a variety of forms that will stimulate, reinforce, and expand skilled and appropriate communication.**
Discussion will be used to develop interpersonal communication skills: empathetic processing, listening, feedback, reporting, asking questions, responding to others, and challenging the conclusions of classmates and professionals respectfully.
2. **Creativity: History is a dialogue with the past. That presumes that history is interpretive rather than some agreed-upon set of facts. Interpretation is more than analytical; it is creative. Students will often be examining historical documents and exploring all of the ways they speak to us. Students will also be presented with historical problems and issues that they will need to respond to, resolve, and contextualize in creative ways.**
3. **Critical Thinking: Perhaps the strongest component of this course is the emphasis on critical thinking. Students will think critically as they 1) gather, isolate, identify, define and extrapolate data from specific pieces of information to gain knowledge; 2) differentiate and arrange historical data so that it can be processed and applied; 3) engage in inductive reasoning wherein they analyze specific groups, issues, ideas, and events and formulate general concepts relating to American life; 4) engage in deductive reasoning wherein they examine historical concepts and/or historiographical arguments, and relate these to specific moments, groups, ideas, and issues; 5) synthesize all of the information in the form of conclusions and theses.**

- 4. Esthetics:** This course is designed to facilitate the growth of the intrapersonal intelligence. As students examine the lives of real people with their myriad stories of success, failure, tragedy, hope, beauty, despair, etc., they will have the opportunity to cultivate self-knowledge and self-respect. This course, and the study of history in general, allows the student to see one's place in the long stream of time. Furthermore, this course will cultivate an appreciation for the study of history. Instead of the rote memorization of names and dates, it involves a reflection upon, and an appreciation for the past with all of its implications for the future.
- 5. Social Web:** This course emphasizes the pluralistic nature of early American history. It examines closely the ways in which individuals related to specific groups, and how specific groups related to the larger population at specific moments and over time. The course is also constructed to foster a social web in the present. Students will be working closely with each other in an effort to make sense of what we cover. Students will also work with, or make contact with people in the community with whom they may have little in common. Students will be exposed to the concepts of personal and social ethics, responsibility, and the appreciation of multicultural diversity.
- 6. Substance:** This course will add substantial and applicable knowledge. Americans continue to ask many of the same questions they have asked for hundreds of years. The answers that past generations provided have positively and negatively informed the present and, consequently, help to map out the future. Moreover, because this course explores so many facets of American life (social, political, economic, cultural, diplomatic, intellectual, technological, etc.) it interconnects with and is relevant to so many other disciplines and areas of knowledge.