**COURSE TITLE:** American History Since 1865  
**COURSE NUMBER:** AMH 2020

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**COURSE DESCRIPTION (with prerequisites):**  
A survey course on the development of the United States from the Reconstruction period to the present. AMH 2010 is not a prerequisite, but is recommended. 3 semester hours credit.

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**NAME(S) OF INSTRUCTORS:**  
Richard Ivey, M.S.  
Adjunct Instructor  
iveyrichard@chipola.edu  
850-718-3224

Mary McClendon, MAT  
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Robert Ivey, M.S.  
Instructor  
Office: C-101  
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Levester Ramsey, Jr., M.S.  
Adjunct Instructor  
ramseyl@chipola.edu  
850-718-2319

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**EFFECTIVE ACADEMIC YEAR:**  
2017-18

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**REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:**  

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**GRADING POLICY:**  
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:  
**A** – 90 – 100  
**B** – 80 – 89  
**C** – 70 – 79  
**D** – 60 – 69  
**F** – 59 or less  
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

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**ATTENDANCE AND WITHDRAWAL POLICIES:**  
Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor
First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran’s status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. Online catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.
TECHNOLOGY RESOURCES:
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:
The Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:
Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
AMH 2020 is a General Education core course in Area 1, Social Sciences (SS)

SS-1 Identify theories and research that behavioral scientists use to explain or investigate behaviors and social trends.

SS-2 Use appropriate social, historical or psychological methods to analyze contemporary issues in public policy.

SS-3 Identify behavioral, historical, social, political or economic issues from the global perspective.

SS-4 Describe the social, behavioral, historical, political or economic sciences as interrelated disciplines.

SS-5 Explain personal, social or historical implications of technology.

SS-6 Identify ways to promote understanding of differences and commonalities within diverse culture.
LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR AMH 2020

- Analyze the presidential and congressional plans for reconstruction and evaluate the effectiveness of the plans in solving the problems of reconstruction.
- Assess the problems of immigrants and migrants when relocating the developing urban society following the war.
- Evaluate the growth of the West and specifically explain the effects of the westward movement on Indians, farmers, and immigrants.
- Evaluate the role of America in world domination and the effects of its foreign policy of expansionism.
- Describe the cultural and economic changes during the twenties and the thirties and assess their effect on contemporary America.
- Evaluate America’s role in the two world wars and analyze and assess the outcomes on contemporary issues.

**Assessment Codes**

<table>
<thead>
<tr>
<th>MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:</th>
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<tbody>
<tr>
<td>1. Read all assigned materials.</td>
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<td>2. Attend and participate in class discussions.</td>
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<td>3. Complete study guides and notes from class discussions and lectures.</td>
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<td>4. All courses taught under the auspices of the Social and Behavioral Sciences will include an oral component, oral presentations and or classroom discussions.</td>
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<td>5. Chapters are as follow:</td>
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<tr>
<td>Chapter 17 – Business and Labor in the Industrial Era, 1860-1900</td>
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<tr>
<td>Chapter 18 – The New South and the New West, 1865-1900</td>
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<tr>
<td>Chapter 19 – Political Stalemate and Rural Revolt, 1865-1900</td>
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Chapter 20 – Seizing an American Empire, 1865-1913
Chapter 21 – The Progressive Era, 1890-1920
Chapter 22 – America and the Great War, 1914-1920
Chapter 23 – A Clash of Cultures, 1920-1929
Chapter 24 – The Reactionary Twenties
Chapter 25 – The Great Depression, 1929-1939
Chapter 26 – The Second World War, 1933-1945
Chapter 27 – The Cold War and the Fair Deal, 1945-1952
Chapter 28 – Cold War America, 1950-1959
Chapter 29 – A New Frontier and a Great Society, 1960-1968
Chapter 30 – Rebellion and Reaction, 1960s and 1970s
Chapter 31 – Conservative Revival, 1977-1990
Chapter 32 – Twenty-First Century America, 1993-Present

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.