COURSE TITLE: African-American History I  
COURSE NUMBER: AMH 2091

COURSE DESCRIPTION (with prerequisites):
An introductory course designed to acquaint students with, and stimulate interest in, the culture and history of the African-American. Emphasis is on the origins, struggles, fears, aspirations, and achievements of African-Americans. No prerequisite, but either AMH 2010-2020 or SYG 1000-1010 is recommended. This course has been designated as an international/diversity course. 3 semester hours credit.

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EFFECTIVE ACADEMIC YEAR:
2017-18

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

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.
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. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at 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 2091 is a General Education core course in Social Sciences (SS)

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

SS-2 Use appropriate social, historical, and psychological methods to analyze contemporary issues in public policy.
SS-3 Identify behavioral, historical, social, political, and economic issues from the global perspective.

SS-4 Describe the social, behavioral, historical, political, and economic sciences as inter-related disciplines.

SS-5 Explore and explain the personal, social, and historical implications of technology.

SS-6 Identify ways to promote understanding of differences and commonalities within diverse cultures.

### LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
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<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR AMH 2091</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
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<tr>
<td>• Analyze the origins of mankind as it evolved into West Africa’s unique heritage and assess the facets of its culture that have influenced the lives of African-Americans.</td>
<td>SS-1, SS-2, SS-5,</td>
<td>UT, SD, F, W</td>
<td>Written reports. Copy of exams. Copy of quizzes.</td>
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<tr>
<td>• Describe the humiliation and terrifying experience of the Middle Passage and the effect of slavery on American History.</td>
<td>SS-2, SS-4, SS-5, SS-6</td>
<td>UT, SD, W</td>
<td></td>
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<tr>
<td>• Develop an appreciation for the role of class and gender in the shaping of America.</td>
<td>SS-2, SS-3, SS-4, SS-5.</td>
<td>UT, F, SD, W, SA</td>
<td></td>
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<tr>
<td>• Explain why the Civil War was perceived as a “total war” and evaluate its results.</td>
<td>SS-1, SS-2, SS-4, SS-5</td>
<td>UT, SD, W, DE, Proj.</td>
<td></td>
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</tbody>
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**Assessment Codes**

| T = Tests | RPT = Report/Presentation | Proj. = Projects |
| Pre/Post = Pre- and Post-Tests | SP = Skills Performance | Exp. = Experiments |
| OT = Objective Tests | SD = Skills Demonstration | Cap. Proj. = Capstone Project |
| UT = Unit Tests | W = Writing Assignments | Cap. Course = Capstone |
| Q = Quizzes | E = Essays | Course |
| F = Final Examination | DE = Documented Essays | Practicum |
| CF = Cumulative Final | RP = Research papers | Intern. = Internship |
| EX = Departmental Exam | J = Jury | H = Homework |
| SE = Nat'l or State Standardized Exam | R = Recital | PS = Problem Solving |
| | | DB = Discussion Board |
| | | | BO = Behavioral Observation |
| | | | Clin. = Clinicals |
| | | | CS = Case Study |
| | | | CP = Case Plan |
| | | | Port. = Portfolio |
| | | | Obs. = Teacher Observation |
| | | | Sk. Check = Skills Check-off |
| | | | Curriculum Frameworks |
| | | | JP = Judged |
| | | | Performance/Exhibition |
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Read all assigned materials.
2. Attend and participate in class discussions.
3. Complete study guides and notes from class discussions and lectures.
4. All courses taught under the auspices of the Social and Behavioral Sciences will include an oral component, oral presentations and or classroom discussions.

5. Chapters are as follow:
   1. Africa…ca. 600 BCE-ca. 1600 CE
   2. Middle Passage…1450-1809
   3. Black People in Colonial North America…1526-1763
   4. Rising Expectations: African Americans and the Struggle for Independence…1763-1783
   5. African Americans in the New Nation…1783-1820
   6. Life in the Cotton Kingdom…1793-1861
   7. Free Black People in Antebellum America…1820-1861
   8. Opposition to Slavery…1730-1833
   9. Let Your Motto Be Resistance…1833-1850
  10. "And Black People were at the Heart of it"…1846-1861
  11. Liberation: African Americans and the Civil War…1861-1865
  12. The Meaning of Freedom: The Promise of Reconstruction…1865-1868
  13. The Meaning of Freedom: The Failure of Reconstruction…1868-1877
  14. White Supremacy Triumphant: African Americans in the Late Nineteenth Century…1877-1895
  15. African Americans Challenge White Supremacy…1877-1918
  17. African Americans and the 1920s…1915-1928
  18. Black Protest, the Great Depression, and the New Deal…1929-1941
  19. Meanings of Freedom: Culture and Society in the 1930s, 1940s, and 1950s…1930-1950

ASSIGNMENT AND/OR COURSE OUTLINE

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