| **PROFESSOR:**       | **PHONE NUMBER:**       |
| --- | --- |
| **OFFICE LOCATION:**       | **E-MAIL:**       |
| **OFFICE HOURS:**       | **SEMESTER:**       |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**AMH 2091 AFRICAN AMERICAN HISTORY (I) (3 CREDITS)**

This course is a survey of the African-American experience from its African origins to the twenty-first century. Emphasis will be placed on African-American social, cultural, and political developments and the role African American men and women played in the struggle for freedom, identity, and civil rights in United States history and the African Diaspora.

(I) International or diversity focus

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.
* Africa and the Making of the African Diaspora
* Origins and Expansion of Slavery in North America and the Atlantic World
* Early African American Cultural and Community Formation in Slavery and Freedom
* The Struggle for Freedom from the American Revolution to the Civil War
* African American Political, Social, and Cultural Developments in the post-Civil War Era
* African American Strategies of Resistance from Reconstruction to the Great Migration
* The “New Negro” and the struggle for freedom and democracy in the Great Depression and World War II
* The Cold War and the Civil Rights Movement after World War II
* Black Power and New Directions in the 1960s and 1970s
* Political, Cultural, and Economic Change and Transformation in the Late Twentieth Century
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Think critically about questions to yield meaning and value.**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Students will analyze historical evidence, primary sources, and generate arguments and conclusions about major problems and debates in African-American history.

**B.** **Other Course Objectives/Standards**

* Students will demonstrate knowledge of the Slave Trade and understanding of the origins and development of slavery in North America and the Atlantic World.
* Students will analyze African-American cultural and community formation in early America and the strategies utilized in the struggle for freedom from the American Revolution to the Civil War.
* Students will demonstrate knowledge of Africa-American social, political, economic developments after the Civil War and analyze the different strategies utilized in the struggle for civil rights up to the Great Migration.
* Students will demonstrate knowledge of the origins of the civil rights movement and analyze its evolution in the Cold War era.
* Students will describe the origins of the Black Power Movement and new directions in the struggle for civil rights and identity from the 1960s to the twenty-first century.
* Students will be able to identify and analyze the historical context of current issues and challenges in the ongoing struggle for freedom, civil rights, and democracy in the twenty-first century.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)