 **ST. PETERSBURG COLLEGE**

**COURSE SYLLABUS**

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**AMH 1091-African American History**

**3 Credit Hours**

**INSTRUCTOR INFORMATION:**

Name: James E. Jackson, III, M.A.

Email: [jackson.jamese@spcollege.edu](mailto:jackson.jamese@spcollege.edu) or MyCourses

**ACADEMIC DEPARTMENT:**

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| Dean: Joseph Smiley, Ed.D.  Office Location: Tarpon Springs, PS 105  Office Number: 727-712-5783 | Academic Chair: Douglas Rivero, Ph.D.  Office Location: Seminole, UP 337-A  Office Number: 727-394-6948 |

**COURSE INFORMATION:**

**A. Course Description**: This course examines the development of the Black presence in America. The concern will be to study the economic, social, and psychological factors that led to slavery, the practical consequences of slavery on Black and White social groups, the events and individuals who contributed to the elimination of slavery, the struggle for citizenship and self-worth, the artistic contributions, the social justice movement of the 1970s, and the current social condition defining the Black experience in America. This course partially satisfies the writing requirements outlined in the General Education Requirements.

**B. Learning Outcomes and Objectives**:

1. **Discuss the role of violence during slavery as a method of resistance during Nat Turner’s revolt.**
2. **Interpret how the Amistad affair expressed world, national, and regional political views during the 1830s.**
3. **Analyze the role of racial identity during the Harlem Renaissance.**
4. **Explain the African American experience while serving in the military during World War II.**
5. **Assess the significance of the Day Civil Rights movement within the context of U.S. History.**
6. **Explain how the Civil Rights movement evolved into a more militant ideology.**
7. **Compare the traditional Civil Rights movement to the Black Power movement.**
8. **Identify specific historians who relate to an explicit topic within African American history.**
9. **Conduct research using primary materials and form conclusions.**

**C. COURSE DELIVERY:** This course delivered via distance learning will enable students to complete academic work in an express manner, completely online. Additionally, this course requires students to read daily. Online assignments are due on time except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation for or to the Faculty Member.

**D. REQUIRED TEXTBOOK:**

Franklin, J.H. & Higginbotham, E.B. (2010). *From Slavery to Freedom: A History of African Americans* (9th Ed.). McGraw-Hill.

**E. IMPORTANT DATES:**

**Course Dates:** December 11, 2023 – January 5, 2024

**Last Day to Drop with a Refund:** December 15, 2023

**Last Day to Withdraw with Grade of "W":** December 28, 2023

**Final grades due in PS by 2 p.m.:**  January 5, 2024

**F. DISCIPLINE-SPECIFIC INFORMATION:**

**Please familiarize yourself with the college-wide Student Rights and Responsibilities:** <https://go.spcollege.edu/studentrights/> **and the Syllabus Addendum:** <https://go.spcollege.edu/Addendum/>.

**G. STUDENT SURVEY OF INSTRUCTION:**

The student survey of instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement. The SSI is completed through the class MyCourses page and found on the Table of Contents. Your instructor will remind the class at that point in the semester when the SSI is open and ready to complete. This assignment will be worth 10 points.

**H. GRADING:**

**1. Coursework**

All coursework will be established within the course. Course assignments will require students to work with and apply course material to Discussion and Forum posts. In particular, the Forums allow students to think critically and offer historical analysis on an essential question concerning the weekly chapter readings and the Discussions with your peers are paramount at the collegiate level. We gain knowledge from readings and other sources, but that knowledge is assisted and strengthened when we consider other people's opinions and knowledge as well. Further, announcements and emails within MyCourses will be made to support student efforts in the timely and successful completion of all assignments.

**2. Assessments**

Tests and/or Quizzes will be given throughout the course. The format can include but not be limited to, fill-in-the-blank, matching, multiple choice, true/false, short answer, and essay.

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| **Points/Percent** | **Grade** |
| 90 – 100 | A |
| 80 – 89 | B |
| 70 - 79 | C |
| 60 – 69 | D |
| 59 and below | F |

**3. Mid-Session Proposal:** You may write your paper on a person, event, or theme within the timeframe of this course. You should attempt to associate the subject of your paper with one or more of the themes and issues that are addressed during this course of study. Be creative, choose a topic that you find interesting but has not been done numerous times before, and narrow your search: instead of a paper on the Civil Rights Movement, choose a specific theme or aspect of the movement or its ideology. Do not give me a regurgitation of facts. Identify and stress your historical question: this is your paper’s “So what” factor. Move beyond a grand encyclopedia entry and seek the larger importance of your subject matter.

The first task will be picking a suitable topic. Please keep in mind that an appropriate topic is important because it gets you interested in your paper but for most of the class, the larger problem is a refinement of the proposed topic. Next, begin to refine your questions. Try and pick a historical question that opens a new dialog or opens up other historians’ findings on your topic. The question (your thesis) should not be too broad, nor should it be too specific because you only have a limited amount of time to complete this paper (during this session). Finally, pick a question or thesis that explores the historical aspects of your topic. Think of your topic as a complete study (or a book): please pick one of the chapters that would appear in that book. Narrow your question again. Pick a region, specific event, or sub-theme that will help you reach the time and amount restrictions for our class.

Please submit a summary (or abstract) of your paper including historical questions (dilemmas) and possible sources for approval by SUNDAY 12/24/23 by 11:59 PM (the earlier the better by running your ideas by me via email). This abstract should be AT LEAST 150 words along with at least 3 sources that will support your topic.

**4. Final Paper:** Based on your approved Mid-Session Proposal, each student will submit a research paper based on some aspect of African American history. The research paper should be a MINIMUM OF 500 WORDS (2 pages, 12-point font, Times New Roman, and double-spaced not including your bibliography/works cited page. You will be required to have at least 3 sources recorded on your bibliography/works cited page as well. Your final papers are DUE WEDNESDAY 1/3/24 by 11:59 PM.

**5. Late Work, Make-up Assessments, and Assignments**: It is your responsibility to be present for all assessments and to turn in all assignments by their due date. Make-up assessments will be allowed at the discretion of the instructor. Late assignments will receive and letter grade reduction daily.

**I.COURSE POLICIES**

**1. Netiquette:**  Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

* Technology Limitations: While you should feel free to explore the full range of creative composition in your formal papers, keep e-mail layouts simple. The Brightspace classroom may not fully support MIME or HTML-encoded messages, which means that boldface, italics, underlining, and a variety of color-coding or other visual effects will not translate into your e-mail messages.
* Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ),

**2. Academic Honesty:** As reflected in SPC’s Honor Code, honesty and integrity are core values that should guide your conduct and decisions as members of the SPC community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade on an assignment or in the course or expulsion from the college. You are expected to familiarize yourself with and follow the college’s Honor Code (see <http://www.spcollege.edu/webcentral/catalog/current/stu_affairs_honesty.htm>).

**3. MyCourses:** MyCourses is a webpage (<https://mycourse.spcollege.edu>) that will be used as a medium for obtaining course documents and assignments as well as a forum for communicating with your classmates. If you want to attend a MyCourses training to become more familiar with the software system, click on the link for the college-wide schedule: <http://www.spcollege.edu/ecampus/events/>

**L. STUDENTS’ EXPECTATIONS AND INSTRUCTOR’S EXPECTATIONS:**

This section is to remind you that your private information will be protected in this course. Grades will only be discussed in a one-on-one setting or through the MyCourses email system. All assignments will be graded within one week of submission. You can monitor your grades in the “reports” section of MyCourses.

It is also important to respect the rights and privacy of everyone and to show respect in all forums this course operates in. I encourage class participation and sharing; however, I only encourage you to share information that you feel comfortable sharing with everyone present. Please use discretion when sharing private information. If there is something you feel you need to discuss or any concerns that you need to address but do not feel comfortable doing so during class, please see me during office hours or make an appointment to meet with me on another day and time.

**Course Outlook**

**(Please note that all parts of this syllabus are tentative, and the instructor reserves the right to make changes to the syllabus if needed.)**

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| **Week** | **Topic(s)** | **Learning Objective(s)** | **Reading(s)** | **Assignment(s)** |
| **1** | 1. Introductions; navigating the course site and becoming accustomed to the course platform. 2. Roots (African and American) 3. Establishing Roots Nation-Building | 1. Discuss how historians have analyzed violence as a form of resistance during slavery and the impact of Turner’s Revolt. Specifically, note how this has changed through the years. What is meant by “a troublesome property?” (See Course Objective, 1-4) 2. State how and why the Amistad “mutiny” occurred and interpret the general political debate on the issue of slavery in the era. (See Course Objective, 1-3) | 1. Read the syllabus 2. Read Chapters 1-5. | Module 1   1. Post your introduction, syllabus scavenger hunt, discussion, and forum responses by THURSDAY. Respond to at least three other students by SUNDAY of Week 1. 2. Complete Module 1 and Quiz 1 |
| **2** | 1. Culture and Communities 2. Strife, Supremacy, and Strains 3. Struggle, Solutions, and Survival | 1. Relate the course of the Amistad trial and its effect on public opinion and compare the reaction of other countries regarding the incident. (See Course Objective, 1-3) 2. Comprehend the importance of the image of Cinque after the trial ended and view the sectional reactions to the Amistad incident. (See Course Objective, 1-2) 3. Compare Harlem as a neighborhood to the rest of New York, and state how Harlem created a separate urban identity. (See Course Objective, 1-2) 4. Analyze the reasons why and why not African Americans wanted to fight in WWII and grasp the experience of African Americans in WWII. (See Course Objective, 1-3 5. Compare Harlem as a neighborhood to the rest of New York, and state how Harlem created a separate urban identity. (See Course Objective, 1-2) 6. Analyze the reasons why and why not African Americans wanted to fight in WWII and grasp the experience of African Americans in WWII. (See Course Objective, 1-3 | 1. Read Chapters 6-14 | Module 2   1. Post your second discussion and forum responses by THURSDAY. Respond to at least three other students by SUNDAY of Week 2. 2. Complete Module 2 and Quiz 2   Mid-Session Assignment:  Paper Proposal due by SUNDAY by 11:59 PM |
| **3** | 1. Democracy, Demands, and Arts 2. Development, Deals, and Dilemma 3. Patriotism, Progress, and Problems 4. Rage and Revolution 5. The Black Divide 6. (African) American 7. Present and Future | 1. List the reasons why the civil rights movement started in the ‘50s and grasp the importance of early civil rights victories to the general movement. (See Course Objective, 1-5) 2. Analyze and discuss the southern justification of violence during the civil rights movement, and state how northerners affected southern opinion of the movement. (See Course Objective, 1-4) 3. List the reasons that the movement changed in the late ‘60s and study the origins of the Black Panther movement within the larger movement. (See Course Objective, 1-3) 4. Discuss the ideological differences between Malcolm X and the traditional Civil Rights movement. (See Course Objective, 1-3) 5. Compare Harlem as a neighborhood to the rest of New York, and state how Harlem created a separate urban identity. (See Course Objective, 1-2) 6. Analyze the reasons why and why not African Americans wanted to fight in WWII and grasp the experience of African Americans in WWII. (See Course Objective, 1-3) | 1. Read Chapters 15-23 | Module 3   1. Post your third discussion and forum responses by THURSDAY. Respond to at least three other students by SUNDAY of Week 3. 2. Complete Module 3 and Quiz 3 |
| **4** | Final Week | The student will:  Put the final touches on your final assignment. | No Reading. | Module 4  Final Research Paper Due:  Submit your Final Paper by Jan. 3, 2024. |