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**COURSE SYLLABUS**

**Term: 2016-2 (Spring 2017)**

**HIST 310A: Advanced Studies in American Civilization**

<b>Instructor Information:</b>	
<b>Instructor Name</b>	Dr. Valerie Pennanen
<b>Office Number:</b>	522
<b>Phone Number:</b>	(219) 473-4294
<b>Email:</b>	<a href="mailto:vpennanen@ccsj.edu">vpennanen@ccsj.edu</a>
<b>Hours Available:</b>	<ul style="list-style-type: none"> <li>• Mondays, 3:30 – 6 P.M.</li> <li>• Tuesdays, 8:30 A.M. – 12 noon and 1 – 5 P.M.</li> <li>• Thursdays, 8:30 A.M. – 12 noon and 1 – 5 P.M.</li> </ul> Or by appointment
<p><b>Instructor Background:</b> B.A., Classical and Near Eastern Archaeology and Ancient Greek (Bryn Mawr College); M.A. and Ph.D., Classical Art and Archaeology (The University of Michigan); teaching experience in classics, art history, art appreciation, liberal studies, world literature, world civilization, global perspectives (history and literature courses), and basic writing courses.</p>	

<b>Course Information:</b>	
<b>Course Time:</b>	Monday and Wednesday 1:45 – 3:15 P.M.
<b>Classroom:</b>	265
<b>Prerequisites:</b>	EWPC 103 – 104 plus <b>one</b> of the following: HIST 115 or HIST 120.
<b>Required Books and Materials:</b>	<ul style="list-style-type: none"> <li>• <i>First Person Singular: A Collection of Autobiographical Accounts and Memoirs from around the World.</i> This unpublished “book” by yours truly will provide the basis for your Short Analytical paper assignments. A copy of the latest (2016) “edition” will be provided to you free of charge at the beginning of the semester.</li> <li>• Handouts and other supplementary materials, to be distributed on an as-needed basis.</li> <li>• Materials for taking and storing class notes, AND for storing class handouts. (Please purchase a sturdy 3-ring binder, a hole puncher, and a generous supply of notebook paper!)</li> <li>• <a href="http://www.ccsj.blackboard">www.ccsj.blackboard</a> Please check Blackboard at least once per week for any announcements. Also, note that “practice questions”</li> </ul>

	will be posted on Blackboard at least two days prior to each quiz, to help you review the material. <b>IN THE EVENT OF AN UNEXPECTED CLASS CANCELLATION</b> (due to dangerous weather conditions, power outages, instructor illness, etc.), <b>PLEASE BE SURE TO CHECK THE BLACKBOARD SITE, WHERE A REQUIRED ASSIGNMENT IN LIEU OF ATTENDING CLASS WILL BE POSTED!</b>
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**Learning Outcomes/ Competencies:**

Students in this course will:

- Know a detailed chronology of American civilization from colonial times to the present.
- Know key dates and events in American history.
- Understand and discuss the impact of geography and climate on American history.
- Analyze major events, problems, and interpretive issues of American civilization.
- Synthesize scholarly findings on topics in American history.
- Prepare and lead either one full session or two half-sessions of HIST 110.
- Research and write a 12- to 15-page paper (term paper) on a significant topic, issue, or problem in the history of the United States.
- Evaluate primary and secondary sources for American history orally and in clear, concise writing.
- Evaluate differing scholarly opinions on topics in American history.

**Course Description:**

This course imparts a thorough knowledge of American civilization from colonial times to the present. Students will master chronologies and key events in American history, address interpretive issues and problems, including the impact of geography and climate, and trace important political, social, cultural, and economic developments in the history of the United States. Students enrolled in HIST 310 will attend the same lectures and take the same tests as students in HIST 110, but they will be required to complete additional reading and writing projects, including a research paper, and to lead either one full session or two half-sessions of HIST 110. HIST 310 is designed primarily for students who plan to minor in History; however, it may be taken as an elective by other students who meet the pre-requisites.

**Learning Strategies:**

Quizzes, reading and writing assignments designed to promote advanced critical thinking in regard to source materials, leadership of one or more class sessions as elsewhere described, and advanced reading and writing project (term paper).

**Experiential Learning Opportunities:**

Leadership of one or more class sessions.

**Assessments:**

<b>Major Assignments:</b>	<ul style="list-style-type: none"> <li>• Quizzes (9)</li> <li>• Short Analytical Papers (3)</li> <li>• Teaching Session(s)</li> <li>• Term Paper</li> <li>• Post-Test</li> </ul>	<p>45% of grade  15% of grade  20% of grade  20 % of grade  A grade of "A" on the Post-Test will result in the addition of 3</p>
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		extra points to the student's final course grade. A grade of "B" on the Post-Test will result in the addition of 2 extra points to the student's final course grade.
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<b>Grading Scale</b>		
100 – 93: A	92 – 90: A-	
89 – 87: B+	86 – 83: B	82 – 80: B-
79 – 77: C+	76 – 73: C	72 – 70: C-
69 – 67: D+	66 – 63: D	62 – 60: D-
59 and below	F	

Course Schedule:		
Class Date	Class Discussion / Activities	Homework
Monday, January 9	Welcome, introduction, and Pre-Test (!).	Decide on your term paper topic and teaching topic(s).
Wednesday, January 11	<b>TERM PAPER TOPIC AND TEACHING TOPIC(S) DUE.</b> Newcomers to North America in the 15- and 1600s, including some of the first contacts—and clashes—between Native North Americans and Europeans.	
Wednesday, January 18	The early colonial era, continued.	Study for Quiz # 1.
Monday, January 23	<b>QUIZ # 1.</b> The New England Puritan heritage.	Read <i>First Person Singular</i> pages 59 – 63 (Anne Bradstreet).
Wednesday, January 25	The Puritan heritage, continued. The North American colonies on the eve of the Revolutionary War.	Study for Quiz # 2, AND begin working on Short Analytical Paper # 1 (responding to <b>follow-up questions A, B, D, and E</b> on the Bradstreet reading).
Monday, January 30	<b>QUIZ # 2.</b> The American Revolution.	Finish Short Analytical Paper # 1.
Wednesday, February 1	<b>SHORT ANALYTICAL PAPER # 1 DUE.</b> The American Revolution, continued.	Study for Quiz # 3.
Monday, February 6	<b>QUIZ # 3.</b> The U.S. in the post-Revolutionary War period: the Presidencies of George Washington, John Adams, and Thomas Jefferson.	

Wednesday, February 8	“Lewis and Clark: Great Journey West” (film and discussion). President James Madison and the War of 1812.	Study for Quiz # 4.
Monday, February 13	<b>QUIZ # 4.</b> U.S. leadership, policies, and territorial growth from 1817 to 1849 (broad survey; topics will include the annexation of Florida, and the Mexican-American War).	
Wednesday, February 15	“The Trail of Tears” (film and discussion). Urban growth and advances in transportation as reflected in Charles Dickens’s <i>American Notes</i> (1842).	Study for Quiz # 5.
Monday, February 20	<b>QUIZ # 5.</b> The Pre-Civil War era: key events, issues, and personalities (including Presidents).	Read <i>First Person Singular</i> pages 94 – 99 (Elizabeth Keckley), AND begin working on Short Analytical Paper # 2 (responding to <b>follow-up questions A, B, and C</b> on the Keckley reading).
Wednesday, February 22	The Pre-Civil War era, continued.	Finish Short Analytical Paper # 2, AND begin working on your term paper!
Monday, March 6	<b>SHORT ANALYTICAL PAPER # 2 DUE.</b> The American Civil War.	Continue working on your term paper.
Wednesday, March 8	The American Civil War, continued.	Study for Quiz # 6.
Monday, March 13	<b>QUIZ # 6.</b> Overview of the post-Civil War / Reconstruction era.	Read <i>First Person Singular</i> pages 100 – 104 (Clarence Day).
Wednesday, March 15	An overview of cultural changes (including the impact of new inventions) and political leadership in the U.S. from Reconstruction times through the late 1800s.	Study for Quiz # 7, AND begin working on Short Analytical Paper # 3 (responding to <b>follow-up questions A, B, C, and D</b> on the Clarence Day reading).
Monday, March 20	<b>QUIZ # 7.</b> From the Spanish-American War through U.S. involvement in World War I.	Finish Short Analytical Paper # 3..
Wednesday, March 22	<b>SHORT ANALYTICAL PAPER # 3 DUE.</b> “Influenza 1918” (film and discussion).	Study for Quiz # 8.
Monday, March 27	<b>QUIZ # 8.</b> An overview of U.S. life and politics during the “Roaring Twenties.”	Continue working on your term paper.
Wednesday, March 29	The “Roaring Twenties,” continued; and the U.S. during the Great Depression.	Study for Quiz # 9.
Monday, April 3	<b>QUIZ # 9.</b> The U.S. during World War II.	Continue working on your term paper.
Wednesday, April 5	Civil rights issues highlighted by	Continue working on your term

	World War II; AND, an overview of the Cold War. IN-CLASS ESSAY # 1 (Gen Ed students only).	paper.
Monday, April 10	A gallery of famous Native Americans—unit to be covered via Gen Ed students’ oral presentations, first round, and wrapped up with IN-CLASS ESSAY # 2 (Gen Ed students only).	Continue working on your term paper.
Wednesday, April 12	A gallery of famous immigrants—unit to be covered via Gen Ed students’ oral presentations, first round, and wrapped up with IN-CLASS ESSAY # 3 (Gen Ed students only).	Continue working on your term paper.
Monday, April 17	An overview of U.S. politics and culture from the Cold War era through the present day.	Continue working on your term paper, AND ALSO start reviewing on your own for the Post-Test.
Wednesday, April 19	U.S. politics and culture since the Cold War era, continued. In-class review for Post-Test (insofar as our time permits).	Finish your term paper, AND finish reviewing on your own for the Post-Test.
EXAM WEEK MEETING; date TBA as soon as it is finalized by the Registrar’s Office.	<b>TERM PAPER DUE!</b> <b>AND:</b> <b>POST-TEST!</b>	

**I reserve the right to change this schedule to meet the needs of the class.**

<b>Responsibilities</b>	
<b>Attending Class</b>	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn’t excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p><b>History Support Area Attendance Policy:</b> In the event that you must miss class due to an <u>official, CCSJ-related commitment</u> (for instance, an athletic event in which you are playing), you are expected to provide at least 48 hours’ advance notification via e-mail to your History instructor(s). If a <u>sudden, serious circumstance</u> (personal illness or family emergency) prevents you from attending class, you should make it</p>

	<p>a high priority to notify your History instructor(s) as soon as possible. You may make up work for a session that you missed due to legitimate reasons, <u>provided that you abide by your instructor's rules governing extensions</u> (please see below, Turning In Your Work). Please keep in mind that <u>frequent absences from class will NOT be tolerated, and absences due to trivial reasons will NOT be excused.</u> <u>A student who misses more than 9 hours of class time, total, will receive a grade of FW on his or her transcript.</u></p> <p><b>Punctuality:</b> Please make it a top priority to arrive on time to class each week. Repeatedly coming in late (especially if you are more than 5 or 10 minutes tardy) is disruptive, and it will result in a 10- to 20- per cent (depending on how severe the problem is) lowering of your class discussion grade for the date in question.</p> <p>Thank you for your attention to these important matters.</p>
<b>Turning In Your Work</b>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>Extensions on written homework and oral presentations will be granted ONLY in case of illness, family emergency, or unavoidable conflicts due to other commitments you have for CCSJ. Please remember that extensions are not granted automatically; you must request them. <b><u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u></b></p>
<b>Using Electronic Devices</b>	<p>Please turn off all cell phones, pagers, etc. for the full duration of each class. If there is an important reason why you must have your phone or pager turned on (e.g. illness at home, work situation), please speak to me about it <b>before</b> the class meets.</p>
<b>Participating in Class</b>	<p>See Assessments, above.</p>
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Withdrawing from Class</b>	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

<b>Resources:</b>	
<b>Student Success Center:</b>	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
<b>Disability Services:</b>	<p>Disability Services strives to meet the needs of all students by providing</p>

	academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>CCSJ Alerts:</b>	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at:  <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a>.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p><b>Internet:</b> <a href="http://www.ccsj.edu">http://www.ccsj.edu</a>  <b>Radio:</b> WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78  <b>TV Channels:</b> 2, 5, 7, 9, 32</p>

## Emergency Procedures

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### FIRE

#### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.

4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

**IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

**HAZARDOUS MATERIAL SPILL/RELEASE**

**EMERGENCY ACTION**

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

**TORNADO**

**EMERGENCY ACTION**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

**SHELTER IN PLACE**

**EMERGENCY ACTION**

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

**BOMB THREATS**

**EMERGENCY ACTION**

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

## TERRORISM AND ACTIVE SHOOTER SITUATIONS

### EMERGENCY ACTION

1. Call 911 and report intruder.

### RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.