

Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2018

HIST 310A: ADVANCED STUDIES IN AMERICAN CIVILIZATION

Instructor Information:	
Instructor Name	Dr. Valerie Pennanen
Office Number:	522
Phone Number:	(219) 473-4294
Email:	vpennanen@ccsj.edu
Hours Available:	<ul style="list-style-type: none">• Mondays 8:30 A.M. – 12 noon AND 3:30 – 5 P.M.• Tuesdays 12 noon – 1:30 P.M. AND 3:30 – 5 P.M.• Wednesdays 8:30 A.M. – 12 noon, only.• Thursdays 12 noon – 1:30 P.M. AND 3:30 – 5 P.M. (<u>EXCEPTION: On the first Thursday of each month, my office hours are cancelled to accommodate a department meeting!</u>)• Additional times (including on Fridays) by appointment only.
Instructor Background: 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 primarily in history (all levels and numerous topics) but also in classics, art history, art appreciation, liberal studies, world literature, global perspectives (history and literature courses), and basic writing.	

Course Information:	
Course Time:	Monday and Wednesday 1:45 – 3:15 P.M.
Classroom:	265
Prerequisites:	EWPC 103 – 104 plus one of the following: HIST 115 or HIST 120.
Required Books and Materials:	<ul style="list-style-type: none">• Handouts and other supplementary materials, which I will routinely provide for you and your classmates• Additional reading materials to help you complete the Short

	<p>Analytical Papers (I will loan you these materials free of charge).</p> <ul style="list-style-type: none"> • Materials for taking and storing class notes, AND for storing class handouts. (Please purchase a sturdy 3-ring binder, a staple remover, and a generous supply of notebook paper!) • www.ccsj.blackboard Please check Blackboard at least once per week for any announcements. Also, note that “practice questions” will be posted on Blackboard at least two days prior to each quiz, to help you review the material. IN THE EVENT OF AN UNEXPECTED CLASS CANCELLATION (due to dangerous weather conditions, power outages, instructor illness, etc.), PLEASE BE SURE TO CHECK THE BLACKBOARD SITE, WHERE A REQUIRED ASSIGNMENT IN LIEU OF ATTENDING CLASS WILL BE POSTED!
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Learning Outcomes/ Competencies (Updated 2018)

Students in this course will:

- Know key events and dates in American history, from colonial times to the present.
- Understand and discuss the impact of geography and climate on American history.
- Discuss long-standing issues and problems in United States history.
- Analyze similarities and differences between past and current events in the history of the United States.
- Evaluate primary and secondary sources for American history orally and in clear, concise writing.
- Synthesize information on one or more important topics listed on the syllabus, and present this information at a full-length session of HIST 110 (class leadership requirement).
- 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.

This course partially satisfies the requirement for the Minor in 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 a full-length class session as described above, and advanced reading and writing project (term paper).

Experiential Learning Opportunities:

Leadership of a full-length class session as described above.

Assessments:		
Major Assignments (Summative Assignments):	<ul style="list-style-type: none"> • Written Homework Assignment on the Civil War (for HIST 110A and HIST 310A) • Short Analytical Papers (3) • Teaching / Class Leadership Session—PLEASE NOTE THAT THIS MUST BE HELD ON WEDNESDAY, NOVEMBER 7TH! • Research Paper • Post-Test 	<p>5% of course grade</p> <p>30% of course grade 20% of course grade</p> <p>25% of course grade A grade of “A” on the Post-Test will result in the addition of 3 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.</p>
Assessments (Formative Assignments):	<ul style="list-style-type: none"> • Quizzes (4) 	20% of course grade
Class Participation	See above, Teaching / Class Leadership Session.	

Grading Scale:		
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, August 27	Welcome, introduction, and pre-test(!).	Decide on your research paper topic.
Wednesday, August 29	RESEARCH PAPER TOPIC DUE. Newcomers to North America in the 15- and 1600s, including some of the first contacts—and clashes—between Native North Americans and Europeans.	Study for Quiz # 1.
Wednesday, September 5	QUIZ # 1. The early colonial era, continued.	Begin working on your research paper.
Monday, September 10	The New England Puritan heritage.	Continue working on your research paper.
Wednesday, September 12	The North American colonies on the eve of the Revolutionary War.	Continue working on your research paper.

Monday, September 17	The American Revolution, introductory unit.	Continue working on your research paper.
Wednesday, September 19	The American Revolution, continued—including a closer look at the Declaration of Independence.	Study for Quiz # 2.
Monday, September 24	QUIZ # 2. A brief look at the U.S. Constitution. The U.S. in the post-Revolutionary War era (Presidencies of George Washington, John Adams, and Thomas Jefferson).	Continue working on your research paper.
Wednesday, September 26	“Lewis and Clark: Great Journey West” (film and discussion).	Continue working on your research paper.
Monday, October 1	The War of 1812: causes, pivotal events, and aftermath.	Continue working on your research paper.
Wednesday, October 3	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).	Study for Quiz # 3.
Monday, October 8	QUIZ # 3. “The Trail of Tears” (film and discussion). The story of the Whitman Mission.	Continue working on your research paper.
Wednesday, October 10	The Pre-Civil War era: important events, issues, and personalities.	FINISH YOUR RESEARCH PAPER!!
Monday, October 15	RESEARCH PAPER DUE. A gallery of famous Native Americans—unit to be covered via Gen Ed student presentations.	
Wednesday, October 17	The Civil War.	Do Written Homework Assignment on the Civil War.
Monday, October 22	WRITTEN HOMEWORK ASSIGNMENT ON CIVIL WAR DUE. Overview of the post-Civil War / Reconstruction era.	Begin working on Short Analytical Paper # 1 (re: the impact of geography and climate on the early history of Chicago).
Wednesday, October 24	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.	Continue working on Short Analytical Paper # 1.
Monday, October 29	The stories of Jane Addams and Mother Jones. The Spanish-American War, and the pivotal Presidency of “T.R.” (Theodore Roosevelt) in the early 20 th century.	Finish Short Analytical Paper # 1.
Wednesday, October 31	SHORT ANALYTICAL PAPER # 1 DUE. The U.S. experience in World War I (including the ravages of the 1918 flu pandemic)—unit to be	

	covered via Gen Ed student presentations.	
Monday, November 5	An overview of U.S. life and politics during the “Roaring Twenties.”	
Wednesday, November 7	YOUR TEACHING DAY Overview of the Great Depression.	Study for Quiz # 4.
Monday, November 12	QUIZ # 4. The U.S. in World War II.	Begin working on Short Analytical Paper # 2 (re: the U.S.A. in the 1950s).
Wednesday, November 14	The U.S. in World War II, continued.	Continue working on Short Analytical Paper # 2.
Monday, November 26	An overview of the Cold War.	Finish Short Analytical Paper # 2.
Wednesday, November 28	SHORT ANALYTICAL PAPER # 2 DUE. An overview of U.S. politics and culture from 1945 to 1977.	Begin working on Short Analytical Paper # 3 (on a recurring problem faced by U.S. society from colonial times through today).
Monday, December 3	An overview of U.S. politics and culture from 1977 through the present day.	Finish Short Analytical Paper # 3.
Wednesday, December 5	SHORT ANALYTICAL PAPER # 3 DUE. Informal discussion of your semester’s work (to be scheduled <i>outside of</i> our regular class meeting time).	Begin reviewing on your own for Post-Test.
Monday, December 10	IN-CLASS REVIEW FOR POST-TEST.	Continue reviewing on your own for Post-Test.
Wednesday, December 12	POST-TEST!!!	

Responsibilities	
Attending Class	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. Being absent doesn’t excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. Extensions on written homework and on oral presentations / required discussions 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 issued automatically; you must request them. <u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u>
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:

	<ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes (e.g., end-of-semester surveys). If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.

Student Success Center:	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.
Disability Services:	Disability Services strives to meet the needs of all students by providing 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.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts:	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: http://www.ccsj.edu/alerts/index.html .