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**COURSE SYLLABUS**

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

**HIST 115A: Western 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 8:30 – 10 A.M.
<b>Classroom:</b>	265
<b>Prerequisites:</b>	None
<b>Required Books and Materials:</b>	<p>1) <b>Course pack.</b> This important document will be provided to you free of charge on the first day of class. PRIOR TO OUR NEXT CLASS MEETING, please buy yourself a large, sturdy three-ring binder and insert the entire course pack into this binder. (Also, please buy a hole-puncher so that you can easily insert future, supplementary handouts into the binder.) <b>PLEASE BRING YOUR COURSE PACK WITH YOU TO EACH AND EVERY SESSION THROUGHOUT THE SEMESTER!!</b></p> <p>2) <b>Your own class notes (VERY IMPORTANT!).</b> Please be aware that it is absolutely crucial to take notes at every single class meeting. You may find it helpful to write at least some of your notes</p>

	<p>directly into the course pack (i.e. in the margins and on the backs of the pages); and/or, you may prefer to take notes on separate sheets of notebook paper. Use whatever system works best for you. <b>IF YOU MISS A CLASS, IT IS YOUR RESPONSIBILITY TO OBTAIN RELEVANT NOTES FROM A CLASSMATE WITHIN ONE WEEK.</b></p> <p>3) <a href="http://www.ccsj.edu/blackboard">www.ccsj.edu/blackboard</a> Please check Blackboard at least once per week for any announcements. Note also that “practice questions” 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></p>
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**Learning Outcomes/ Competencies:**

Upon completion of the Indiana Statewide Transfer General Education Core, of which this course or its equivalent forms a part, students will have mastered Humanistic and Artistic Ways of Knowing. They will:

- Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
- Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
- Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
- Analyze the concepts and principles of various types of humanistic or artistic expression.
- Create, interpret, or reinterpret artistic and / or humanistic works through performance or criticism.
- Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts. [NOTE: In plain English, this can refer to technology, artistry, and / or ethics.]
- Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

More specifically:

Upon completion of the Western Civilization course, students will:

- Know the chronology of key events and political, social and cultural developments in the Western world, from Greco-Roman times to the present day.
- Know the basic, natural geography of Europe as well as the political geographies of major time periods.
- Discuss long-standing issues and problems in Western history.
- Report on careers and contributions of noteworthy persons in Western history.
- Analyze similarities and differences between past and current events in the history of the Western world.

**Course Description:**

This course surveys Western civilizations from Greco-Roman times to the present. It reviews the basic chronology of Western civilizations while focusing on the major events and problems of Western history including political, social, cultural, and economic developments. The course also emphasizes

geography as it relates to Western history and some interpretive issues regarding major events and problems in Western civilizations.

**Learning Strategies:**

Lectures, class discussions (planned and spontaneous), reading and writing assignments, and oral presentation.

**Experiential Learning Opportunities:**

Oral presentation.

**Assessments:**

<b>Major Assignments:</b>	<ul style="list-style-type: none"> <li>• Quizzes (8)</li> <li>• Five-Paragraph Essay</li> <li>• Take-Home Assignments (2)</li> <li>• In-Class Essays (2)</li> <li>• Oral Presentation</li> <li>• Post-Test</li> </ul>	<p>40% of grade</p> <p>5% of grade</p> <p>20% of grade</p> <p>10% of grade</p> <p>10% of grade</p> <p>15% of grade</p>
<b>Class Participation</b>	<ul style="list-style-type: none"> <li>• BONUS POINTS</li> </ul>	<p><u>Students who satisfy the requirements for "A" in overall class participation (please see separate rubric, to be distributed along with this syllabus) will have 3 points added to their final average for this course.</u></p>

**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:**

<b>Class Date</b>	<b>Class Discussion / Activities</b>	<b>Homework</b>
Monday, January 9	Welcome, introduction, and pre-test (!).	Read course pack pages 2 – 5.
Wednesday, January 11	Highlights of Minoan civilization (a pre-Greek, Bronze Age civilization). Introduction to the Mycenaean (Bronze Age Greek)	

	civilization.	
Wednesday, January 18	Mycenaean (Bronze Age Greek) civilization, continued. <a href="#">Viewing and discussion of PBS film "Secrets of the Dead: The Real Trojan Horse."</a>	Study for Quiz # 1.
Monday, January 23	<b>QUIZ # 1.</b> The Early Greek world, continued: the post-Mycenaean / Homeric Age.	Read course pack pages 11 – 13.
Wednesday, January 25	The Early Greek world, continued: the Archaic period (including the birth of democracy at Athens).	Prepare Five-Paragraph Essay.
Monday, January 30	<b>FIVE-PARAGRAPH ESSAY DUE.</b> The Greco-Persian wars, and the opening of the Greek Classical period.	
Wednesday, February 1	The Greek Classical period, continued.	Study for Quiz # 2.
Monday, February 6	<b>QUIZ # 2.</b> The career of Alexander the Great. The Hellenistic period.	
Wednesday, February 8	Introduction to the ancient Romans.	Study for Quiz # 3.
Monday, February 13	<b>QUIZ # 3.</b> The rise of Rome (monarchy through Republic).	
Wednesday, February 15	Augustus, founder of the Roman Empire.	Study for Quiz # 4.
Monday, February 20	<b>QUIZ # 4.</b> The High Roman Empire.	
Wednesday, February 22	The later Roman Empire, through the reign of Diocletian and the Tetrarchy.	Study for Quiz # 5.
Monday, March 6	<b>QUIZ # 5.</b> The transition from paganism to Christianity, and the further decline of the Western Roman Empire.	
Wednesday, March 8	The death of one empire (Roman) and the birth of a new (Byzantine).	Study for Quiz # 6.
Monday, March 13	<b>QUIZ # 6.</b> The Early Middle Ages.	
Wednesday, March 15	The Early Middle Ages, continued. Introduction to the High Middle Ages.	Study for Quiz # 7.
Monday, March 20	<b>QUIZ # 7.</b> The High Middle Ages, continued.	
Wednesday, March 22	The Late Middle Ages and transition to the Renaissance.	Study for Quiz # 8.
Monday, March 27	<b>QUIZ # 8.</b> Highlights of the Renaissance.	
Wednesday, March 29	The Protestant and Catholic	Do Take-Home Assignment # 1 ("A

	Reformations.	Gallery of Famous Europeans from the Age of Renaissance and Reformations”).
Monday, April 3	<b>TAKE-HOME ASSIGNMENT # 1 DUE.</b> Overview of the Early Modern era.	
Wednesday, April 5	The Enlightenment.	Do Take-Home Assignment # 2 (“A Gallery of Famous Europeans from Early Modern through Enlightenment Times”).
Monday, April 10	<b>TAKE-HOME ASSIGNMENT # 2 DUE.</b> An overview of the 19 <sup>th</sup> century.	
Wednesday, April 12	The 19 <sup>th</sup> century, continued. <b>IN-CLASS ESSAY # 1.</b>	Carefully read course pack pages 80 – 96 (20 <sup>th</sup> century history), AND prepare your Oral Presentation (on preassigned topic relating to World War I).
Monday, April 17	World War I: unit to be covered via <b>ORAL PRESENTATIONS</b> and wrapped up with <b>IN-CLASS ESSAY # 2.</b>	Start reviewing on your own for the Post-Test, utilizing your course pack, class notes, and practice questions which I will post for you online.
Wednesday, April 19	World War II.	Finish reviewing on your own for the Post-Test. <b>NOTE: An optional, extra session to help students review for the Post-Test will be provided on request.</b>
EXAM WEEK MEETING; date TBA as soon as it is finalized by the Registrar’s Office.	<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>	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><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 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. 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. Thank you for your attention to these important matters.</p>
<p><b>Turning In Your Work</b></p>	<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>
<p><b>Using Electronic Devices</b></p>	<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>
<p><b>Participating in Class</b></p>	<p>See Assessments, above.</p>
<p><b>Doing Your Own Work</b></p>	<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>
<p><b>Withdrawing from Class</b></p>	<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>	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.
<b>Disability Services:</b>	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.
<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.