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COURSE SYLLABUS

Term: 2016-2 (Spring 2017)

HIST 305A: Advanced Studies in Western 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, 3:30 – 6 P.M. • Tuesdays, 8:30 A.M. – 12 noon and 1 – 5 P.M. • Thursdays, 8:30 A.M. – 12 noon and 1 – 5 P.M. Or by appointment
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 in classics, art history, art appreciation, liberal studies, world literature, world civilization, global perspectives (history and literature courses), and basic writing courses.	

Course Information:	
Course Time:	Monday and Wednesday 8:30 – 10 A.M.
Classroom:	265
Prerequisites:	EWPC 103 – 104 plus one of the following: HIST 110 or HIST 120.
Required Books and Materials:	<ul style="list-style-type: none"> • Course pack. PRIOR TO OUR NEXT CLASS MEETING, please buy yourself a large, sturdy three-ring binder and insert the course pack into this binder. (Also, please buy a hole-puncher so that you can easily insert future, supplementary handouts into the binder.) PLEASE BRING YOUR COURSE PACK WITH YOU TO EACH AND EVERY SESSION THROUGHOUT THE SEMESTER, AND MAKE A HABIT OF WRITING AMPLE CLASS NOTES IN THE MARGINS, ON THE BACKS OF THE PAGES, AND / OR ON SEPARATE SHEETS OF PAPER!! • <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 This unpublished “book” by yours truly will provide the basis for your Short Analytical Paper assignments.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

	<p>provided to you free of charge at the beginning of the semester.</p> <ul style="list-style-type: none"> • 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:

Students in this course will:

- Know a detailed chronology of Western civilization, from Greco-Roman times to the present.
- Understand and discuss the impact of geography and climate on Western history.
- Demonstrate an understanding of the Western cultural legacy.
- Analyze major events, problems, and interpretive issues of Western civilization.
- Synthesize scholarly findings on topics in Western history.
- Prepare and lead either one full session or two half-sessions of HIST 115.
Research and write a 12- to 15-page paper (term paper) on a significant topic, issue, or problem in Western history.

Course Description:

This course imparts a thorough knowledge of Western civilizations from Greco-Roman times to the present. Students will master chronologies and key events, address interpretive issues and problems, and trace political, social, cultural, and economic developments in the history of the Western world. They also will explore the impact of geography and climate (including climate change) on the history of the West. Students enrolled in HIST 305 will attend the same lectures and take the same tests as students in HIST 115, 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 115. HIST 305 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:

Tests, 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:

Teaching / class leadership session.

Assessments:		
Major Assignments:	<ul style="list-style-type: none"> • Quizzes (8) • Short Analytical Papers (4) • Teaching Session PLUS overall Class Leadership • Term Paper • BONUS POINTS 	<p>40% of grade 20% of grade 20% of grade</p> <p>20% of grade <u>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</u></p>

		<u>“B” on the Post-Test will result in the addition of 2 extra points to the student’s final course grade.</u>
Class Participation	Advanced Studies students are expected to live up to their title by maintaining excellent attendance, punctuality, attentiveness, and study habits throughout the semester. Any student who fails to maintain these standards will have his / her Teaching Session grade lowered by a full level (for instance, a grade of B- will become a C-).	

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, January 9	Welcome, introduction, and pre-test (!).	Read course pack pages 2 – 5. ALSO, please decide which Western Civ class session you would like to teach / lead, AND—last but not least!—choose a related topic for your term paper.
Wednesday, January 11	TEACHING DAY CHOICE AND TERM PAPER TOPIC DUE (PLEASE CONFER WITH ME IMMEDIATELY BEFORE OR AFTER CLASS ABOUT BOTH MATTERS!). Highlights of Minoan civilization (a pre-Greek, Bronze Age civilization). Introduction to the Mycenaean (Bronze Age Greek) civilization.	Begin preliminary research for both your teaching day AND your term paper.
Wednesday, January 18	Mycenaean (Bronze Age Greek) civilization, continued. Viewing and discussion of PBS film “Secrets of the Dead: The Real Trojan Horse.”	Study for Quiz # 1.

Monday, January 23	QUIZ # 1. The Early Greek world, continued: the post-Mycenaean / Homeric Age.	Read course pack pages 11 – 13. ALSO, from this point on, please continue to prepare for your teaching day, AND work steadily on researching and writing your term paper!!! (Note that the first draft of your term paper is due on Monday, March 13 th , and the final draft is due on Monday, April 17 th .)
Wednesday, January 25	The Early Greek world, continued: the Archaic period (including the birth of democracy at Athens).	Read <i>First Person Singular</i> pages 12 – 17 (Socrates), AND write Short Analytical Paper # 1 based on the four follow-up questions.
Monday, January 30	SHORT ANALYTICAL PAPER # 1 DUE. 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	QUIZ # 2. The career of Alexander the Great. The Hellenistic period.	
Wednesday, February 8	Introduction to the ancient Romans.	Study for Quiz # 3.
Monday, February 13	QUIZ # 3. The rise of Rome (monarchy through Republic).	
Wednesday, February 15	Augustus, founder of the Roman Empire.	Study for Quiz # 4.
Monday, February 20	QUIZ # 4. The High Roman Empire.	
Wednesday, February 22	The later Roman Empire, through the reign of Diocletian and the Tetrarchy.	Read <i>First Person Singular</i> pages 32 – 37 (St. Augustine), and write Short Analytical Paper # 2 based on the four follow-up questions; ALSO, study for Quiz # 5!
Monday, March 6	SHORT ANALYTICAL PAPER # 2 DUE. <u>Also today:</u> QUIZ # 5! 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, AND finish preparing the first draft of your term paper (!).

Monday, March 13	FIRST DRAFT OF TERM PAPER DUE. Also today: QUIZ # 6! 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	QUIZ # 7. The High Middle Ages, continued.	
Wednesday, March 22	The Late Middle Ages and transition to the Renaissance.	Study for Quiz # 8.
Monday, March 27	QUIZ # 8. Highlights of the Renaissance.	
Wednesday, March 29	The Protestant and Catholic Reformations.	Read <i>First Person Singular</i> pages 55 – 58 (St. Teresa of Avila), AND write Short Analytical Paper # 3 based on the four follow-up questions.
Monday, April 3	SHORT ANALYTICAL PAPER # 3 DUE. Overview of the Early Modern era.	
Wednesday, April 5	The Enlightenment.	Read <i>First Person Singular</i> pages 82 – 83 (Betty Harris), AND write Short Analytical Paper # 4 based on the five follow-up questions.
Monday, April 10	SHORT ANALYTICAL PAPER # 4 DUE. An overview of the 19 th century.	
Wednesday, April 12	The 19 th century, continued.	Carefully read course pack pages 80 – 96 (20 th century history); ALSO, FINISH WRITING YOUR TERM PAPER!!!!
Monday, April 17	TERM PAPER DUE. World War I: unit to be covered via GEN ED STUDENTS' ORAL PRESENTATIONS.	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. NOTE: An optional, extra session to help students review for the Post-Test will be provided on request.
EXAM WEEK MEETING; date TBA as soon as it is finalized by the Registrar's Office.	POST-TEST.	

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

Responsibilities	
Attending Class	<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 more responsibilities to keep up and meet the objectives of this course.</p> <p>History Support Area Attendance Policy: 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>Punctuality: 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>
Turning In Your Work	<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. <u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u></p>
Using Electronic Devices	<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 before the class meets.</p>
Participating in Class	<p>See Assessments, above.</p>
Doing Your Own Work	<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</p>

	<p>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>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Withdrawing from Class	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.

Resources:	
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.
CCSJ Alerts:	<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: http://www.ccsj.edu/alerts/index.html.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 TV Channels: 2, 5, 7, 9, 32</p>

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION
<ol style="list-style-type: none"> 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.