

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, Spring 2019

### HIST 110B: AMERICAN CIVILIZATION

#### Instructor Information:

<b>Instructor Name</b>	Dr. Valerie Pennanen
<b>Office Number:</b>	525
<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>• Monday afternoons, 3:30 – 5</li><li>• Tuesday mornings, 8 - 10 and Tuesday afternoons, 12 – 1:30 AND 3:30 – 5</li><li>• Wednesday afternoons by appointment (I typically am available to meet with students on the FIRST and FOURTH Wednesday afternoons of each month, from 3:30 – 5)</li><li>• Thursday mornings, 8 – 10 and Thursday afternoons, 12 – 1:30 AND 3:30 - 5 (<b>EXCEPTION: On the first Thursday of each month, my afternoon office hours are cancelled to accommodate a departmental meeting.</b>)</li><li>• Friday mornings, 8:30 – 11:30</li><li>• Friday afternoons by appointment</li><li>• Saturdays by appointment</li></ul>
<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 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.	

<b>Course Information:</b>	
<b>Course Time:</b>	Tuesday and Thursday 1:45 – 3:15 P.M.
<b>Classroom:</b>	265
<b>Prerequisites:</b>	None
<b>Required Books and Materials:</b>	<p>1) <b>Notebook and note-taking supplies.</b> <u>PRIOR TO OUR NEXT CLASS MEETING</u>, please <b>buy yourself a large, sturdy three-ring binder, fill it with loose-leaf paper, and also buy a staple remover so you can easily insert class handouts (of which you'll receive many!) into the binder.</b> <b>PLEASE BRING YOUR NOTEBOOK 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 directly onto the handouts, but always make sure to have a supply of blank notebook paper handy, too! <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. Also, note 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 <u>REQUIRED</u> ASSIGNMENT IN LIEU OF ATTENDING CLASS WILL BE POSTED!</b></p>
<b>Learning Outcomes/ Competencies:</b>	
<u>Upon completion of the American Civilization course, students will:</u>	
<ul style="list-style-type: none"> <li>• Know key events and dates in American history, from colonial times to the present.</li> <li>• Know the basic geography of the United States and understand how, when, and why this nation grew as it did.</li> <li>• Discuss long-standing issues and problems in United States history.</li> <li>• Report on careers and contributions of noteworthy persons in United States history.</li> <li>• Analyze similarities and differences between past and current events in the history of the United States.</li> </ul>	
<u>This course reinforces the following General Education Skills objectives:</u>	
Objective # 1: Students will read analytically, synthetically, and critically in a variety of genres.	
Objective # 2: Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.	
Objective # 3: Students will be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.	
Objective # 6: Students will be able to apply ethical standards that reflect critical thought and responsible action to social issues, and to analyze their own core beliefs and the origin of these beliefs.	
<b>Course Description:</b>	
This course surveys American civilizations from colonial times to the present. It reviews the basic chronology of American civilizations while focusing on the major events and problems of American history, including political, social, cultural, and economic developments. The course also emphasizes	

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

**Learning Strategies:**

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

**Experiential Learning Opportunities:**

Oral presentation.

<b>Assessments:</b>		
<b>Major Assignments (Summative Assignments):</b>	<ul style="list-style-type: none"> <li>• Five-Paragraph Essay</li> <li>• Post-Test</li> </ul>	10% of course grade 15% of course grade
<b>Assessments (Formative Assignments):</b>	<ul style="list-style-type: none"> <li>• Quizzes (7)</li> <li>• In-Class Essays (short, informal, on-the-spot essays) (5)</li> <li>• Oral presentation</li> </ul>	35 % of course grade 30 % of course grade 10% of course grade
<b>Class Participation</b>	Students who earn an “A” in class participation (please see separate rubric) will each receive <b>three extra points</b> , added to their final class average.	

**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>
Tuesday, January 15	Welcome, introduction, and pre-test(!).	Obtain required supplies for the class.
Thursday, January 17	Newcomers to North America in the 15- and 1600s, including some of the first contacts—and clashes—between Native North Americans and Europeans. <b>IN-CLASS ESSAY # 1.</b>	“Touch base” with me re: your preferred date and topic for oral presentation. (IMPORTANT: DATES WHEN STUDENT PRESENTATIONS MAY BE GIVEN ARE MARKED WITH A BLUE ASTERISK

		(*) ON THIS COURSE SCHEDULE.)
Tuesday, January 22	The early colonial era, continued.	
Thursday, January 24	The New England Puritan heritage. *	Study for Quiz # 1.
Tuesday, January 29	<b>QUIZ # 1.</b> The North American colonies on the eve of the Revolutionary War.	
Thursday, January 31	The American Revolution, introductory unit.	Study for Quiz # 2.
Tuesday, February 5	<b>QUIZ # 2.</b> The American Revolution, continued.	
Thursday, February 7	Two great American documents: the Declaration of Independence, and the U.S. Constitution. <b>IN-CLASS ESSAY # 2.</b>	
Tuesday, February 12	The U.S. in the post-Revolutionary War era (Presidencies of George Washington, John Adams, and Thomas Jefferson). "Lewis and Clark: Great Journey West" (film).	
Thursday, February 14	The War of 1812: causes, pivotal events, and aftermath. *	Study for Quiz # 3.
Tuesday, February 19	<b>QUIZ # 3.</b> Beginning of unit on U.S. leadership, policies, and territorial growth from 1817 to 1849 (broad survey).	
Thursday, February 21	Continuation of unit on U.S. leadership, policies, and territorial growth from 1817 to 1849. Viewing and discussion of "The Trail of Tears" (film).	Do Five-Paragraph Essay.
Tuesday, February 26	<b>FIVE-PARAGRAPH ESSAY DUE.</b> The Pre-Civil War era: important events, issues, and personalities. *	
Thursday, February 28	The Civil War. *	Study for Quiz # 4.
Tuesday, March 12	<b>QUIZ # 4.</b> The Civil War, continued.	
Thursday, March 14	Overview of the post-Civil War / Reconstruction era. <b>IN-CLASS ESSAY # 3.</b>	
Tuesday, March 19	The U.S. from Reconstruction times through the late 1800s. *	
Thursday, March 21	The U.S. from the late 1800s through the eve of World War I. *	Study for Quiz # 5.
Tuesday, March 26	<b>QUIZ # 5.</b> The U.S. experience in World War I.	
Thursday, March 28	The 1918 flu pandemic in the U.S.	Study for Quiz # 6.
Tuesday, April 2	<b>QUIZ # 6.</b> An introduction to "Roaring Twenties" America.	
Thursday, April 4	The "Roaring Twenties," continued. <b>IN-CLASS ESSAY # 4.</b> *	
Tuesday, April 9	The U.S. during the Great Depression. *	
Thursday, April 11	The Great Depression, continued. <b>IN-CLASS ESSAY # 5.</b>	

Tuesday, April 16	The U.S. experience in World War II. *	
Thursday, April 18	The Cold War (lesson on Blackboard).	Study for Quiz # 7.
Tuesday, April 23	<b>QUIZ # 7.</b> An overview of U.S. politics and culture from 1945 to 1977. *	Begin reviewing on your own for the Post-Test.
Thursday, April 25	An overview of U.S. politics and culture from 1977 to 2009. *	Continue reviewing on your own for Post-Test.
Tuesday, April 30	<b>IN-CLASS REVIEW FOR POST-TEST.</b>	Continue reviewing on your own for Post-Test.
Thursday, May 2	<b>POST-TEST!!!</b>	

<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. 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.
<b>Turning In Your Work</b>	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 <b>ONLY</b> 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. <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>
<b>CCSJ Student Honor Code</b>	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"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<b>Using Electronic Devices</b>	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.

<b>Participating in Class</b>	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.
<b>Doing Your Own Work</b>	<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 <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Sharing Your Class Experience</b>	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> 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!
<b>Withdrawing from Class</b>	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.

<b>Resources</b>	
<b>CCSJ Book Rental Program</b>	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 <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a> . <b>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.</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>Student Assistance Program</b>	Through a partnership with <b>Crown Counseling</b> , 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

	<p>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, <b>contact Kerry Knowles SAP Counselor</b>, at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a>.</p>
<p><b>CCSJ Alerts:</b></p>	<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>