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**Calumet College**

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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.*

*We are committed to the Five Pillars of a CCSJ Education: The CCSJ graduate will be Open to Growth, Intellectually Competent, Religious, Loving, and Committed to Doing Justice. This class, as outlined below, will help you to achieve those goals.*

## **COURSE SYLLABUS, Spring 2020**

### **HIST 496A: TOPICS IN HISTORY: HISTORY OF CHILDHOOD AND OLD AGE**

<b>Instructor Information:</b>	
<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>Office Hours:</b>	
<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 10:15 – 11:45 A.M.
<b>Classroom:</b>	TBA
<b>Prerequisites:</b>	HIST 110, HIST 115, or HIST 120 OR permission of the instructor
<b>Required Books and Materials:</b>	<ol style="list-style-type: none"><li>1) Peter N. Stearns, <i>Childhood in World History</i> (3<sup>rd</sup> edition, 2016) (to be obtained via the CCSJ book rental program)</li><li>2) Pat Thane, ed., <i>A History of Old Age</i> (2005) (each student will borrow a copy of this book directly from the instructor)</li><li>3) <a href="http://www.ccsj.edu/blackboard">www.ccsj.edu/blackboard</a> Please check Blackboard at least once per week for any announcements pertaining to this classes. Please also note that on Holy Thursday, April 9<sup>th</sup>, this class (like all other CCSJ</li></ol>

	classes held that same day) will be conducted “virtually” through Blackboard. <b>IN THE EVENT OF AN <u>UNEXPECTED CLASS CANCELLATION</u></b> (due to dangerous weather conditions, power outages, instructor illness, etc.), <b>PLEASE BE SURE TO CHECK THE BLACKBOARD SITE, WHERE A <u>REQUIRED ASSIGNMENT IN LIEU OF ATTENDING CLASS</u> WILL BE POSTED!</b>
<b>Learning Outcomes/ Competencies:</b> <u>Students in this course will:</u>	
<ul style="list-style-type: none"> <li>• Know basic chronologies and key developments in global social history.</li> <li>• Understand the impact of socioeconomic patterns and religious developments upon the lives of children and the elderly.</li> <li>• Report, orally and in writing, on recently published literature concerning childhood and old age.</li> <li>• Investigate the treatment of children and the elderly in contemporary Western culture.</li> <li>• Analyze similarities and differences between past and present attitudes toward children and the elderly in Western culture.</li> <li>• Analyze similarities and differences between treatment of children and the elderly in Western and non-Western cultures.</li> <li>• Evaluate present and future challenges facing children, the elderly, and those who care for them.</li> </ul>	
<b>Course Description:</b> This course surveys the history of childhood and old age in world societies, from antiquity through the present day.	
<b>Learning Strategies:</b> Reading assignments, required discussions of readings and of supplementary material (including films) presented in class, and oral and written reports.	
<b>Experiential Learning Opportunities:</b> Throughout the semester, each student will keep a journal recording his or her personal observations of the daily lives of children and older persons—including the pleasures they enjoy, the challenges they face, the treatment they receive from others, and the societal attitudes and expectations that these treatments reflect.	

<b>Assessments:</b>		
<b>Major Assignments (Summative Assignments):</b>	<ul style="list-style-type: none"> <li>• Book reviews, written (2)</li> <li>• Journal, evaluated at semester’s end</li> <li>• End-of-semester oral presentation</li> </ul>	40% of course grade 20% of course grade 20% of course grade
<b>Assessments (Formative Assignments):</b>	<ul style="list-style-type: none"> <li>• Discussions of assigned readings, plus thoughtful responses to supplementary material as presented in class (IMPORTANT NOTE: Each student is <b>required</b> to submit a sheet of written notes and questions on a weekly basis, to facilitate class discussion and help ensure a solid learning experience for all.)</li> </ul>	20% of course grade
<b>Class Participation</b>	See above.	

**Grading Scale:**

100% – 92%: A	91% – 90%: A-	
89% – 88%: B+	87% – 82%: B	81% – 80%: B-
79% – 78%: C+	77% – 72%: C	71% – 70%: C-
69% – 68%: D+	67% – 62%: D	61% – 60%: D-
59% and below:	F	

**Course Schedule:**

<b>Class Date</b>	<b>Class Discussion / Activities</b>	<b>Homework</b>
Tuesday, January 14 <sup>th</sup>	Welcome and introduction. Selection of books for review.	Read Stearns, pages 17 – 27 (“Childhood in Agricultural Societies”), jotting down key insights and questions as they occur to you; ALSO, start journaling, AND begin reading your book for Review # 1.
Thursday, January 16 <sup>th</sup>	Discussion of childhood in hunting-and-gathering and early agricultural societies.	Read Stearns, pages 29 – 44 (“Childhood in the Classical Civilizations”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND continue reading your book for Review # 1.
Tuesday, January 21 <sup>st</sup>	Discussion of childhood in the classical civilizations.	Read Stearns, pages 46 – 56 (“Childhood in Postclassical World History: The Impact of Religious Change,” jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND continue reading your book for Review # 1.
Thursday, January 23 <sup>rd</sup>	Discussion of childhood in postclassical world history.	Read Stearns, pages 57 – 70 (“Contacts and Contrasts in the Postclassical World”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND continue reading your book for Review # 1.
Tuesday, January 28 <sup>th</sup>	Discussion of childhood in postclassical world history, continued.	Read Stearns, pages 72 – 93 (“Forces of Change and the Modern Model of Childhood” plus “Alongside the Modern Model: The Pressures of Colonialism”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND <b>finish reading</b> your book for Review # 1.

Thursday, January 30 <sup>th</sup>	Discussion of childhood in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries.	Read Stearns, pages 95 – 103 and 105 – 115 (“Japan Adapts the New Model” and “Childhood and Communist Revolutions”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND start <b>writing</b> your Book Review # 1.
Tuesday, February 4 <sup>th</sup>	Discussion of childhood in the 20 <sup>th</sup> century.	Read Stearns, pages 117 – 134 (“Childhood in the Affluent Societies, Twentieth and Twenty-First Centuries”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND continue writing Book Review # 1.
Thursday, February 6 <sup>th</sup>	Discussion of recent and contemporary childhoods in affluent societies.	Read Stearns, pages 136 – 152 (“Children in the Developing World” and “The Dislocations of the Twentieth and Twenty-First Centuries: Children Face War and Violence”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND continue writing Book Review # 1.
Tuesday, February 11 <sup>th</sup>	Discussion of children in the developing world, and children who must face war and violence.	Read Stearns pages 153 – 182 (“Globalization and Childhoods,” “The Dilemma of Children’s Happiness,” and “Conclusion: Childhoods from Past toward Future”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND continue writing Book Review # 1.
Thursday, February 13 <sup>th</sup>	Discussion of globalization and childhood, the dilemma of children’s happiness, and the future of childhood.	Continue journaling, and <b>finish</b> Book Review # 1.
Tuesday, February 18 <sup>th</sup>	<b>BOOK REVIEW # 1 DUE.</b> Screening of a feature film relating to childhood.	Continue journaling, AND begin reading your book for Review # 2.
Thursday, February 20 <sup>th</sup>	Follow-up discussion of the feature film, AND discussion of books read by the class for Book Review # 1.	Read Thane, pages 9 – 29 (“The Age of Old Age”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND continue reading your book for Review # 2.
Tuesday, February 25 <sup>th</sup>	Discussion of “old age” as defined by various societies, past and present.	Read Thane, pages 31 – 69 (“The Ancient Greek and Roman Worlds”), jotting down key insights and questions as they occur to you;

		ALSO, continue journaling, AND continue reading your book for Review # 2.
Thursday, February 27 <sup>th</sup>	Discussion of old age as experienced in the classical civilizations.	Continue journaling, AND continue reading your book for Review # 2.
Tuesday, March 3 <sup>rd</sup>	<b>SPRING BREAK; NO CLASS.</b>	
Thursday, March 5 <sup>th</sup>	<b>SPRING BREAK; NO CLASS.</b>	
Tuesday, March 10 <sup>th</sup>	Old age as experienced in the classical civilizations, continued.	Continue journaling, AND continue reading your book for Review # 2.
Thursday, March 12 <sup>th</sup>	Introduction to the unit on old age as experienced in medieval through Renaissance times.	Read Thane, pages 71 – 111 (“The Middle Ages and Renaissance”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND continue reading your book for Review # 2.
Tuesday, March 17 <sup>th</sup>	Discussion of old age as experienced in medieval through Renaissance times, continued.	Read Thane, pages 113 – 173 (“The 17 <sup>th</sup> Century”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND <b>finish reading</b> your book for Review # 2.
Thursday, March 19 <sup>th</sup>	Discussion of old age as experienced in the 17 <sup>th</sup> century (1600s).	Read Thane, pages 175 – 209 (“The 18 <sup>th</sup> Century”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND <b>start writing</b> your Book Review # 2.
Tuesday, March 24 <sup>th</sup>	Discussion of old age as experienced in the 18 <sup>th</sup> century (1700s).	Read Thane, pages 211 – 261 (“The 19 <sup>th</sup> Century”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND continue writing Book Review # 2.
Thursday, March 26 <sup>th</sup>	Discussion of old age as experienced in the 19 <sup>th</sup> century (1800s).	Read Thane, pages 263 – 300 (“The 20 <sup>th</sup> Century”), jotting down key insights and questions as they occur to you; ALSO, continue journaling, AND continue writing Book Review # 2.
Tuesday, March 31 <sup>st</sup>	Discussion of old age as experienced in the 20 <sup>th</sup> century (1900s).	Continue journaling, AND continue writing Book Review # 2.
Thursday, April 2 <sup>nd</sup>	Discussion of old age as experienced in the 20 <sup>th</sup> century, continued.	Continue journaling, AND <b>finish</b> writing Book Review # 2.
Tuesday, April 7 <sup>th</sup>	<b>BOOK REVIEW # 2 DUE.</b> Discussion of books read by the class for Book Review # 2.	Continue journaling, AND begin working on your End-of-Semester Presentation.

Thursday, April 9 <sup>th</sup> — VIRTUAL CLASS DAY	Childhood and old age: how are they comparable, and how are they different? (ELECTRONIC DISCUSSION BOARD WILL BE UTILIZED FOR THIS SESSION; AS ALWAYS, FULL CLASS PARTICIPATION IS REQUIRED.)	Continue journaling, AND continue working on your End-of-Semester Presentation.
Tuesday, April 14 <sup>th</sup>	Screening of a feature film relating to old age.	Continue journaling, AND continue working on your End-of-Semester Presentation.
Thursday, April 16 <sup>th</sup>	Follow-up discussion of the feature film.	<b>Write closing reflections in your journal</b> , AND continue working on your End-of-Semester Presentation.
Tuesday, April 21 <sup>st</sup>	<b>JOURNALS DUE.</b> Discussion of the journals' content.	Continue working on your End-of-Semester Presentation.
Thursday, April 23 <sup>rd</sup>	Discussion of the journals' content, continued.	<b>Finish</b> preparing your End-of-Semester Presentation.
Tuesday, April 28 <sup>th</sup>	<b>END-OF-SEMESTER PRESENTATIONS.</b>	
Thursday, April 30 <sup>th</sup>	Final summing up; evaluation of the class from a social justice perspective.	

**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. 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>Meeting Standards for Classroom Behavior</b>	<ul style="list-style-type: none"> <li>• <b>Use all the class time.</b> Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.</li> <li>• <b>Come prepared.</b> Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.</li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Use electronic devices only for class purposes.</b> Engage with your classmates and the instructor without technological distractions.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>During class time, students may quietly drink beverages and / or eat light snacks <i>provided this does not interfere with their own or anyone else's work, AND assuming they do not leave a mess behind.</i> At the end of (NOT during!) class time, please discard all food wrappers, paper cups etc. in the wastebasket, and carry out aluminum cans and plastic bottles to the nearest recycling bin.</b></li> </ul>
<b>CCSJ Student Honor Code</b>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>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:</p> <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>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>	<p>Your voice matters! 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!</p>
<b>Withdrawing from Class</b>	<p>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.</p>

<b>Resources</b>	
<b>CCSJ Book Rental Program</b>	<p>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</p>

	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 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> .
<b>CCSJ Alerts:</b>	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> .