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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, Fall 2020**

### **HIST 110B: AMERICAN CIVILIZATION**

<b>Instructor Information:</b>	
<b>Instructor Name</b>	Dr. Valerie H. Pennanen
<b>Office Number:</b>	525
<b>Phone Number:</b>	Office: (219) 473 – 4294 Cell: (219) 378-8279
<b>Email:</b>	<a href="mailto:vpennanen@ccsj.edu">vpennanen@ccsj.edu</a>
<b>Office Hours (in-person hours— please note that you may either stop by my office in person or contact me by phone during these hours)</b>	<ul style="list-style-type: none"><li>• Mondays 8 – 11:30 A.M.</li><li>• Tuesdays 10:15 A.M. – 1:30 P.M.</li><li>• Wednesdays 8 – 11:30 A.M.</li><li>• Thursdays 10:15 A.M. -1:30 P.M.</li><li>• Additional hours (in person, by phone, or via Zoom) arranged by appointment.</li></ul>

#### **Instructor Background:**



Hello! I am Associate Professor of History and Program Director of History here at Calumet College of St. Joseph. I have been at CCSJ since 1995, and I consider it a great honor to be part of our school's mission. I look forward to getting to know you all (and getting better acquainted with those I already

know) this semester; helping you learn more about history, why it is fascinating, and why it matters; and, more broadly, accompanying you on the path of intellectual and spiritual growth as expressed by the Five Pillars.

My hobbies are dog walking, cookie baking, vegetable gardening (though I don't do that terribly well), reading novels by Charles Dickens, and watching classic Hollywood films and animated cartoons. My research interests include sacred and spiritual themes as reflected in literature, art and popular culture through the ages; and the use of first-person accounts (autobiography and memoir) to illuminate the past and make it exciting for today's readers.

**Welcome to my class, AND, to those of you who are new to the college: Welcome to CCSJ!**

### **Course Information:**

<b>Course Delivery Method:</b>	HYBRID.
<b>Course Time:</b>	Tuesdays and Thursdays 1:45 – 3:15
<b>Classroom:</b>	200
<b>Prerequisites:</b>	None.
<b>Required Books and Materials:</b>	All required readings and links to required videos are on Blackboard. (There is no physical textbook for this class.)

#### **Learning Outcomes/ Competencies:**

Students in this course will:

- Know key events and dates in American history, from colonial times to the present.
- Know the basic geography of the United States and understand how, when, and why this nation grew as it did.
- Discuss long-standing issues and problems in United States history.
- Report on careers and contributions of noteworthy persons in United States history.
- Analyze similarities and differences between past and current events in the history of the United States.

This course introduces and helps students to begin meeting the following History Program objectives:

- Understand the diffusion and interaction of cultures in centuries past, as well as in the present.
- Demonstrate clear, detailed knowledge of American history.
- Apply advanced critical thinking skills in regard to primary and secondary source material (written, oral, and visual).
- Synthesize accounts of the American experience, as lived by individuals of both genders from diverse racial, ethnic, and socio-economic backgrounds.
- Evaluate American history in the larger contexts of Western and global history.

This course meets the following General Education Program objectives:

- Students will read analytically, synthetically, and critically in a variety of genres.
- Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- Students will appreciate, create, and critique the persuasive power of art and media.
- 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.
<b>Learning Strategies:</b> Reading and writing assignments, lectures incorporating student questions and comments on the material, and online discussions.
<b>Experiential Learning Opportunities:</b> Not applicable.

<b>Assessments:</b>		
<b>Major Assignments:</b>	<ul style="list-style-type: none"> <li>Written Homework Assignment</li> <li>Power Point Assignment</li> </ul>	15% of course grade 10% of course grade
<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Quizzes (7)</li> <li>Post-Test</li> </ul>	35% of course grade 15% of course grade
<b>Class Participation:</b>	<ul style="list-style-type: none"> <li>Online discussions (4) and required e-mails (8) to instructor regarding the course content</li> </ul>	25% of course grade
<b>Total</b>		100%
<b>Grading Scale:</b>		
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	

<b>Course Schedule:</b>		
<b>Class Date</b>	<b>Class Discussion / Activities</b>	<b>Homework</b>
<b>WEEK ONE:</b> Tuesday, August 25 <sup>th</sup> (Virtual learning day)	Welcome to our class! I look forward to working with all of you throughout the semester. Please take the <b>PRE-TEST</b> this afternoon, and then read the syllabus.	<ul style="list-style-type: none"> <li>Watch “Hernando de Soto in America.”</li> <li>Read “Newcomers to North America in the 15- and 1600s.”</li> <li><b>Send me an e-mail (no later than 5 P.M. Wednesday, please!) with contents as follows:</b></li> </ul>

		<ul style="list-style-type: none"> <li>a) <b>FIRST</b>, briefly introduce yourself;</li> <li>b) <b>SECOND</b>, tell me what you would most like to learn about, or hope to understand better, through our study of U.S. history this fall;</li> <li>c) <b>THIRD</b>, feel free to raise any questions relating to the syllabus, AND / OR share your comments and questions re: the assignment you've just completed.</li> </ul>
<p><b>WEEK ONE, continued:</b> Thursday, August 27<sup>th</sup> (Face-to-face learning day)</p>	<ul style="list-style-type: none"> <li>• Responses to student questions and comments (as submitted via e-mail).</li> <li>• Illustrated lecture on the following topics: <ul style="list-style-type: none"> <li>➤ “The Twice-Lost Colony of Roanoke.”</li> <li>➤ Jamestown Colony (founded 1607).”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read “Two Remarkable Stories from Colonial New Amsterdam / New York.”</li> <li>• Study for Quiz # 1.</li> </ul>
<p><b>WEEK TWO:</b> Tuesday, September 1<sup>st</sup> (Virtual learning day)</p>	<ul style="list-style-type: none"> <li>• Take <b>QUIZ # 1.</b></li> <li>• Read “Excerpts from the Writing of William Bradford.”</li> </ul>	<ul style="list-style-type: none"> <li>• Read “Reflecting on the Puritan Heritage.”</li> <li>• Read “The Courage of Anne Hutchinson.”</li> <li>• <b>Send me an e-mail (no later than 5 P.M. Wednesday, please!) containing your comments and / or questions about the Mayflower Compact, the Anne Hutchinson story, and / or the Puritan legacy.</b></li> </ul>
<p><b>WEEK TWO, continued:</b> Thursday, September 3<sup>rd</sup> (Face-to-face learning day)</p>	<ul style="list-style-type: none"> <li>• Responses to student questions and comments on the Pilgrims and Puritans (as submitted via e-mail).</li> <li>• Brief discussion of the Religious Society of Friends (Quakers).</li> </ul>	<ul style="list-style-type: none"> <li>• Watch “Philadelphia: The Great Experiment: In Penn’s Shadow (1680 – 1720).”</li> <li>• Study for Quiz # 2.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussion / analysis of the first anti-slavery document in North America: Francis Daniel Pastorius's <i>Germantown Petition</i>.</li> </ul>	
<b>WEEK THREE:</b> Tuesday, September 8 <sup>th</sup> (Virtual learning day)	<ul style="list-style-type: none"> <li>• Take <b>QUIZ # 2</b>.</li> <li>• Read "North American Colonies on the Eve of Revolution."</li> </ul>	<ul style="list-style-type: none"> <li>• Watch "Franklin's Discoveries."</li> <li>• Watch "5 Amazing Inventions by Benjamin Franklin."</li> <li>• Watch "Friends [i.e., Quakers] in History—John Woolman."</li> <li>• <b>Send me an e-mail (no later than 5 P.M. Wednesday, please!) containing your comments and / or questions about the mid- to late colonial period in North America.</b></li> </ul>
<b>WEEK THREE, continued:</b> Thursday, September 10 <sup>th</sup> (Face-to-face learning day)	<ul style="list-style-type: none"> <li>• Responses to student questions and comments on the mid- to late colonial period (as submitted via e-mail).</li> <li>• Discussion of John Peter Zenger and the right to free speech and expression.</li> <li>• Discussion of Phillis Wheatley and her significance in U.S. history.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch "Early Colonial Drinking."</li> <li>• Study for Quiz # 3.</li> </ul>
<b>WEEK FOUR:</b> Tuesday, September 15 <sup>th</sup> (Virtual learning day)	<ul style="list-style-type: none"> <li>• Take <b>QUIZ # 3</b>.</li> <li>• Read "American Revolution."</li> </ul>	<ul style="list-style-type: none"> <li>• Watch "Crispus Attucks, First Martyr of the American Revolution."</li> <li>• Watch "Battles of Lexington and Concord."</li> <li>• Watch "Liberty—Battle of Trenton."</li> <li>• <b>Send me an e-mail (no later than 5 P.M. Wednesday, please!) containing your comments and / or questions about the American Revolution.</b></li> </ul>
<b>WEEK FOUR, continued:</b> Thursday, September 17 <sup>th</sup> (Face-to-face learning day)	<ul style="list-style-type: none"> <li>• Responses to student questions and comments on the American Revolution (as submitted via e-mail).</li> </ul>	Study for Quiz # 4.

	<ul style="list-style-type: none"> <li>• Discussion of the Declaration of Independence.</li> </ul>	
<b>WEEK FIVE:</b> Tuesday, September 22 <sup>nd</sup> (Virtual learning day)	<ul style="list-style-type: none"> <li>• Take <b>QUIZ # 4.</b></li> <li>• Watch “Entangled Lives: Slavery at George Washington’s Mount Vernon.”</li> </ul>	Watch “The United States Constitution and the Bill of Rights.”
<b>WEEK FIVE, continued:</b> Thursday, September 24 <sup>th</sup> (Face-to-face learning day)	<ul style="list-style-type: none"> <li>• Discussion of the Preamble and Bill of Rights from the U.S. Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>• Read “The Nation’s First Four Presidents.”</li> <li>• Do Written Homework Assignment.</li> </ul>
<b>WEEK SIX:</b> Tuesday, September 29 <sup>th</sup> (Virtual learning day)	<ul style="list-style-type: none"> <li>• <b>WRITTEN HOMEWORK ASSIGNMENT DUE</b> (via electronic drop-box or e-mail), no later than <u>5 P.M. Tuesday</u>.</li> <li>• Watch “Lewis and Clark: Great Journey West.”</li> <li>• Read “Lewis and Clark Expedition—a few additional notes.”</li> </ul>	<b>Send me an e-mail (no later than 5 P.M. Wednesday, please!) containing your comments and / or questions about the Lewis and Clark expedition.</b>
<b>WEEK SIX, continued:</b> Thursday, October 1 <sup>st</sup> (Face-to-face learning day)	<ul style="list-style-type: none"> <li>• Responses to student questions and comments on Lewis and Clark (as submitted via e-mail).</li> <li>• Overview of the War of 1812.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch “The Burning of Washington, D.C. during the War of 1812.”</li> <li>• Watch “1812 War—the Battle of Baltimore.”</li> <li>• Study for Quiz # 5.</li> </ul>
<b>WEEK SEVEN:</b> Tuesday, October 6 <sup>th</sup> (Virtual learning day)	<ul style="list-style-type: none"> <li>• Take <b>QUIZ # 5.</b></li> <li>• Read “U.S. Territorial Policies and Growth, 1817 – 1849.”</li> <li>• Skim “Presidents Monroe through Van Buren.”</li> <li>• Skim “Presidents William Henry Harrison, John Tyler, and James K. Polk.”</li> </ul>	<ul style="list-style-type: none"> <li>• Watch “Trail of Tears National Historic Trail.”</li> <li>• Watch “Osceola Resists Indian Removal Act.”</li> <li>• Watch “Black History: John Horse and the Black Seminoles.”</li> <li>• <b>Send me an e-mail (no later than 5 P.M. Wednesday, please!) containing your comments and / or questions re: the various topics in this unit.</b></li> </ul>
<b>WEEK SEVEN, continued:</b> Thursday, October 8 <sup>th</sup> (Face-to-face learning day)	<ul style="list-style-type: none"> <li>• Responses to student questions and comments on early to mid- 1800s (19<sup>th</sup> century) America (as submitted via e-mail).</li> </ul>	Study for Quiz # 6.

	<ul style="list-style-type: none"> <li>• Discussion of “Key Developments in U.S. Transportation and Urban Life, late 1700s through mid-1800s.”</li> <li>• Viewing of “MetroFocus—The Greatest Grid: The Master Plan of Manhattan.”</li> </ul>	
<p><b>WEEK EIGHT:</b> Tuesday, October 13<sup>th</sup> (Virtual learning day)</p>	<ul style="list-style-type: none"> <li>• Take <b>QUIZ # 6.</b></li> <li>• Watch “Before the Civil War, the Mexican-American War as Prelude.”</li> <li>• Read “Background to the Civil War.”</li> <li>• Skim “Presidents Taylor, Fillmore, Pierce, and Buchanan.”</li> <li>• Read “Frederick Douglass.”</li> </ul>	<ul style="list-style-type: none"> <li>• Watch “What to the Slave is the 4<sup>th</sup> Of July—[excerpts from speech by] Frederick Douglass,” as performed by James Earl Jones.</li> <li>• Watch “Split in Two: The Dred Scott Decision—1857.”</li> <li>• Read “The Civil War.”</li> </ul>
<p><b>WEEK EIGHT, continued:</b> Thursday, October 15<sup>th</sup> – (Face-to-face learning day)</p>	<ul style="list-style-type: none"> <li>• General overview of the Civil War.</li> <li>• Some notes on Lincoln and the slave issue, as reflected in his speeches and in the Emancipation Proclamation.</li> <li>• Viewing of the following short videos: <ul style="list-style-type: none"> <li>➤ “Realities of the Civil War.”</li> <li>➤ “Railroads and Northern Industry in the Civil War.”</li> <li>➤ “Telegraph and the Civil War.”</li> <li>➤ Civil War music: “When Johnny Comes Marching Home Again”</li> <li>➤ Civil War music: “Battle-Cry of Freedom” (a.k.a. “Rally Round the Flag”)</li> <li>➤ Civil War music: “Battle Hymn of the Republic”</li> </ul> </li> </ul>	<p>TAKE PART IN <b>ONLINE DISCUSSION # 1</b> AS FOLLOWS: <u>No later than <b>Friday night</b>, please make your first visit to the “Lincoln and the Civil War” discussion board, and post a thoughtful paragraph there in response to the prompt. <b>Then, during the day on Monday (anytime between 8 A.M. and 5 P.M.),</b> visit this discussion board a second time and engage in <b>LIVELY BUT RESPECTFUL <i>dialogue with at least two classmates</i></b>, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.</u></p>
<p><b>Week NINE:</b> Tuesday, October 20<sup>th</sup> (Virtual learning day)</p>	<ul style="list-style-type: none"> <li>• Watch the following short videos, back-to-back, in the order listed here: <ul style="list-style-type: none"> <li>➤ “Video Tour of Ford’s Theater: Setting the Stage.”</li> <li>➤ “Video Tour of Ford’s Theater: The Conspiracy.”</li> <li>➤ “Video Tour of Ford’s Theater: the Assassination.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read “Jourdan Anderson’s Letter to His Former Master.”</li> <li>• Read “The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments.”</li> <li>• Read “Reconstruction-Era Presidents: Andrew Johnson and Ulysses S. Grant.”</li> </ul>

	<ul style="list-style-type: none"> <li>➤ “Attack on William Seward.”</li> <li>➤ George Azterodt’s Failed Attempt to Assassinate Andrew Johnson.”</li> <li>➤ “Video Tour of Ford’s Theater: Trying the Conspirators.”</li> </ul>	
<p><b>WEEK NINE, continued:</b> Thursday, October 22<sup>nd</sup> (Face-to-face learning day)</p>	<p>Viewing of the PBS documentary film, “Slavery by Another Name.” <i>(STUDENTS, PLEASE NOTE: This film is unavailable for viewing online, due to copyright issues.)</i></p>	<p>TAKE PART IN <b>ONLINE DISCUSSION # 2</b> AS FOLLOWS: <u>No later than <b>Friday night</b></u>, please make your first visit to the “Lincoln’s Death, the Reconstruction Era, and the Collapse of Reconstruction” discussion board, and post a thoughtful paragraph there in response to the prompt. <u>Then, during the day on <b>Monday</b></u> (anytime between 8 A.M. and 5 P.M.), visit this discussion board a second time and engage in <b>LIVELY BUT RESPECTFUL <i>dialogue with at least two classmates</i></b>, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.</p>
<p><b>WEEK TEN:</b> Tuesday, October 27<sup>th</sup> (Virtual learning day)</p>	<ul style="list-style-type: none"> <li>• Read “The U.S.A. from Reconstruction Times through Entry into World War I.”</li> <li>• Skim “Presidents Hayes, Garfield, Arthur, and Cleveland, take one.”</li> <li>• Skim “Presidents Benjamin Harrison and Grover Cleveland, take two.”</li> <li>• Skim “Presidents McKinley, Theodore (Teddy) Roosevelt, and Taft.”</li> </ul>	<ul style="list-style-type: none"> <li>• Watch “Jane Addams: Hull House.”</li> <li>• Watch “Train to Memphis: The Story of Ida B. Wells.”</li> <li>• Watch “<i>United States versus Kim Wong Ark / The Chinese Exclusion Act.</i>”</li> <li>• Watch “Mother Jones and the March of the Mill Children (1903).”</li> </ul>
<p><b>WEEK TEN, continued:</b> Thursday, October 29<sup>th</sup> (Another virtual learning day—please note this change from our usual pattern)</p>	<ul style="list-style-type: none"> <li>• Watch / listen to “Scott Joplin History.”</li> <li>• Read “Irving Berlin (one-page summary).”</li> <li>• Watch / listen to the following Irving Berlin songs: <ul style="list-style-type: none"> <li>➤ “Alexander’s Ragtime Band.”</li> </ul> </li> </ul>	<p>TAKE PART IN <b>ONLINE DISCUSSION # 3</b> AS FOLLOWS: <u>No later than <b>Friday night</b></u>, please make your first visit to the “USA ca. 1900” discussion board, and post a thoughtful paragraph there in response to the prompt. <u>Then,</u></p>



	<ul style="list-style-type: none"> <li>➤ “Oh! How I Hate to Get Up in the Morning.”</li> <li>➤ “Suppertime.”</li> <li>➤ “God Bless America.”</li> <li>➤ “White Christmas.”</li> </ul>	<p>during the day on <b>Monday</b> (anytime between 8 A.M. and 5 P.M.), visit this discussion board a second time and engage in <b>LIVELY BUT RESPECTFUL <i>dialogue with at least two classmates</i></b>, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.</p>
<p><b>WEEK ELEVEN:</b> Tuesday, November 3<sup>rd</sup> (Virtual learning day)</p>	<ul style="list-style-type: none"> <li>• Read “Woodrow Wilson’s War Message to Congress, April 2, 1917.”</li> <li>• Read “The American Experience in World War I: 1917 - 1918.”</li> <li>• Watch “Arizona Heroes of World War I: Mexican-Americans.”</li> <li>• Watch “The Harlem Hellfighters.”</li> <li>• Watch / listen to the following World War I songs: <ul style="list-style-type: none"> <li>➤ “Over There.”</li> <li>➤ “Till We Meet Again.”</li> <li>➤ “Mademoiselle from Armentieres.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read “The U.S.A. in the 1920s (a.k.a. Roaring Twenties).”</li> <li>• Skim “Presidents of the ‘Roaring Twenties’: Harding and Coolidge.”</li> <li>• <b>Send me an e-mail (no later than 5 P.M. Wednesday, please!) containing your comments and / or questions re: World War I and the Roaring Twenties.</b></li> </ul>
<p><b>WEEK ELEVEN, continued:</b> Thursday, November 5<sup>th</sup> (Face-to-face learning day)</p>	<ul style="list-style-type: none"> <li>• Responses to student questions and comments on World War I and the Roaring Twenties (as submitted via e-mail).</li> <li>• Additional, enrichment activities as appropriate.</li> </ul>	<p>Study for Quiz # 7.</p>
<p><b>WEEK TWELVE:</b> Tuesday, November 10<sup>th</sup> (Virtual learning day)</p>	<ul style="list-style-type: none"> <li>• Take <b>QUIZ # 7.</b></li> <li>• Read “The U.S.A. in the Great Depression.”</li> <li>• Watch / listen to “Top Hat—Heaven.”</li> <li>• Watch / listen to “Shirley Temple—Animal Crackers in My Soup.”</li> <li>• Watch Betty Boop cartoon, “When My Ship Comes In.”</li> <li>• Watch “No One Wanted Us: The Tragic Voyage of the <i>S.S. St. Louis</i>.”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Send me an e-mail (no later than 5 P.M. Wednesday, please!) containing your comments and / or questions re: the Great Depression.</b></li> <li>• Begin working on Power Point assignment.</li> </ul>
<p><b>WEEK TWELVE, continued:</b> Thursday, November 12<sup>th</sup> (Face-to-face learning day)</p>	<ul style="list-style-type: none"> <li>• Responses to student questions and comments on the Great Depression (as submitted via e-mail).</li> <li>• Overview of the U.S. experience in World War II.</li> </ul>	<p>Finish Power Point assignment.</p>

<p><b>WEEK THIRTEEN:</b> Tuesday, November 17<sup>th</sup> (Virtual learning day)</p>	<ul style="list-style-type: none"> <li>• <b>POWER POINT ASSIGNMENT DUE</b> (via electronic drop-box or e-mail), no later than <u>5 P.M. Tuesday</u>.</li> <li>• Watch “What Happened to Japanese-Americans during World War II.”</li> <li>• Watch “The Tuskegee Red-Tail Angels.”</li> <li>• Watch “Navajo Code Talker Explains Role in World War II.”</li> <li>• Watch “Honoring the Female Pilots of World War II.”</li> <li>• Watch “Pioneer Hector Garcia.”</li> </ul>	<ul style="list-style-type: none"> <li>• Read “The Cold War.”</li> <li>• Watch “The Nazis Next Door: Eric Lichtblau on How the CIA &amp; FBI Secretly Sheltered Nazi War Criminals.”</li> <li>• Watch “The History of the Cuban Missile Crisis.”</li> <li>• Watch / listen to Tom Lehrer—“So Long, Mom (a Song for World War III)”</li> <li>• <b>Send me an e-mail (no later than 5 P.M. Wednesday, please!) containing your comments and / or questions re: the Cold War.</b></li> </ul>
<p><b>WEEK THIRTEEN, continued:</b> Thursday, November 19<sup>th</sup> (Face-to-face learning day)</p>	<ul style="list-style-type: none"> <li>• Responses to student questions and comments on the Cold War (as submitted via e-mail).</li> <li>• Sharing of highlights from student Power Points.</li> </ul>	
<p>Week of November 23<sup>rd</sup> – 27<sup>th</sup></p>	<p>NO CLASS THIS WEEK— THANKSGIVING BREAK!</p>	<p>HAVE A SAFE AND BLESSED HOLIDAY!</p>
<p><b>WEEK FOURTEEN:</b> Tuesday, December 1<sup>st</sup> (Virtual learning day)</p>	<ul style="list-style-type: none"> <li>• Read “Survey of U.S. Presidents from 1945 to 2009,” pages 1 – 6 (up through and including Gerald Ford).</li> <li>• Watch “<i>Brown v. Board of Education</i>.”</li> <li>• Watch “The Montgomery Bus Boycott.”</li> <li>• Watch “Story of JFK Assassination Told Through Dallas Police Recordings.”</li> <li>• Watch “JFK Assassination: Cronkite Informs a Shocked Nation.”</li> <li>• Watch “Vietnam War: History and Key Dates.”</li> <li>• Watch “The Watergate Scandal: Timeline and Background.”</li> </ul>	<ul style="list-style-type: none"> <li>• Read “Survey of U.S. Presidents from 1945 to 2009,” pages 7 – 12 (up through and including George W. Bush).</li> <li>• Watch “What Was the Iran Hostage Crisis?”</li> <li>• Watch “Ronald Reagan’s One-Liners.”</li> </ul>
<p><b>WEEK FOURTEEN, continued:</b> Thursday, December 3<sup>rd</sup> (Face-to-face learning day)</p>	<p>In-class review for the Post-Test.</p>	<p>TAKE PART IN <b>ONLINE DISCUSSION # 4</b> AS FOLLOWS: <u>No later than <b>Friday night</b></u>, please make your first visit to</p>

		<p>the “Wrapping Up the Course” discussion board, and post a thoughtful paragraph there in response to the prompt. <u>Then, during the day on <b>Monday</b> (anytime between 8 A.M. and 5 P.M.),</u> visit this discussion board a second time and engage in <b>LIVELY BUT RESPECTFUL <i>dialogue with at least two classmates,</i></b> taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.</p> <ul style="list-style-type: none"> <li>• <b>MEANWHILE, ALSO,</b> continue reviewing on your own for the Post-Test.</li> </ul>
<b>WEEK FIFTEEN:</b> Tuesday, December 8 <sup>th</sup> (Virtual learning day)	Continue reviewing on your own for the Post-Test.	Continue reviewing on your own for the Post-Test.
WEEK FIFTEEN, continued: Thursday, December 10 <sup>th</sup> (Virtual day, again)	Take <b>POST-TEST.</b>	<b>HAVE A SAFE AND BLESSED HOLIDAY!</b>

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

<b>Student Responsibilities</b>	
<b>Safety Measures</b>	<p>The safety of our College Family in this unprecedented time is our primary concern. Following guidelines presented by the Centers of Disease Control (CDC), the Indiana Health Department, and best practices among other institutions of higher education, we are requiring the following:</p> <ul style="list-style-type: none"> <li>• Face coverings in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices.</li> <li>• Daily self-monitoring. If you have a temperature of 100.4 or higher, or any symptoms of COVID-19 – fever or chills, a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, or nausea or vomiting – stay home and consult the class policy for staying on track.</li> <li>• Disinfect your personal space using the materials provided when you enter the classroom.</li> <li>• Maintain physical distancing of at least six feet within classrooms and other common spaces.</li> </ul>
<b>Attending Class</b>	<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. 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>

	<p><b>History class attendance policy for HYBRID CLASSES:</b></p> <p>a) On <u>virtual learning days</u>, you will be marked “present” as long as you submit the required work for that day (which may include discussion board participation) DURING OUR REGULARLY SCHEDULED CLASS TIME. (For HIST 110B students, this means active involvement with the class between 1:45 and 3:15 P.M.)</p> <p>b) On <u>face-to-face learning days</u>, you will be marked “present” as long as you are <b>visibly there</b>, either in person or via Zoom. Late arrivals and premature departures from class will both be designated “tardy” in the attendance record.</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 when due. Extensions are granted ONLY in case of illness, family emergency, or unavoidable conflict due to other commitments you have for CCSJ. Please note that extensions are not issued automatically; you must request them.</p> <p><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>Meeting Standards for Classroom Behavior (NOTE: These guidelines apply only to sessions held face-to-face and / or via Zoom—thus, they do not apply to our particular class.)</b></p>	<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>
<p><b>CCSJ Student Honor Code</b></p>	<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>
<p><b>Doing Your Own Work</b></p>	<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>You’ll also find a comprehensive guide to understanding what constitutes plagiarism, “What Is Plagiarism,” on the Specker Library Web page at</p>

	<a href="https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf">https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf</a> This guide comes from Plagiarism.com, and covers many ways in which plagiarism can occur. Be sure to review this important source!
<b>Sharing Your Class Experience</b>	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!
<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 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. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.
<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> .