
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.

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 120A: WORLD CIVILIZATIONS**

Instructor Information:	
Instructor Name	Dr. Valerie H. Pennanen
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Email:	vpennanen@ccsj.edu
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)	<ul style="list-style-type: none">• Mondays 8 – 11:30 A.M.• Tuesdays 10:15 A.M. – 1:30 P.M.• Wednesdays 8 – 11:30 A.M.• Thursdays 10:15 A.M. -1:30 P.M.• Additional hours (in person, by phone, or via Zoom) arranged by appointment.

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:

Course Delivery Method:	HYBRID.
Course Time:	Tuesday and Thursday 8:30 – 10 A.M.
Classroom:	300
Prerequisites:	None.
Required Books and Materials	<ul style="list-style-type: none"> • Course pack (posted on Blackboard) • Additional required readings (posted on Blackboard) • Videos (links posted on Blackboard)

Learning Outcomes/ Competencies:

Students in this course will:

- Know a general chronology of world history, including key events and cultural achievements from different parts of the globe.
- Understand the basics of world geography and how geographic conditions and events have helped shape history.
- Know and discuss specific examples of cultural diffusion and interaction.
- Analyze similar trends across cultures.
- Compare and contrast past with current events, issues and problems.

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

- Know a general chronology of world history.
- Know world geography, including ecosystems, as well as the location of ancient and modern nations.
- Understand the diffusion and interaction of cultures in centuries past, as well as in the present.
- Apply advanced critical thinking skills in regard to primary and secondary source material (written, oral, and visual).
- Analyze similar trends across cultures, past and present.
- 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.

<ul style="list-style-type: none"> 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.
<p>Course Description: This course develops a basic understanding of the history of major world cultures. It imparts a general chronology of world history and an overview of world geography. It also examines important themes and trends that affect more than one world civilization. The course provides a crucial overview of cultures and meetings between cultures that accelerating movement toward an ever more integrated globe requires.</p>
<p>Learning Strategies: Reading and writing assignments, lectures incorporating student questions and comments on the material, and online discussions.</p>
<p>Experiential Learning Opportunities: Not applicable.</p>

Assessments:		
Major Assignments:	<ul style="list-style-type: none"> Written Homework Assignments (2) 	20% of course grade
Assessments:	<ul style="list-style-type: none"> Tests (4) Post-Test 	40% of course grade 15% of course grade
Class Participation:	<ul style="list-style-type: none"> Online discussions (8) plus required e-mails to instructor regarding the course material (6) 	25% of course grade
Total		100%
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:		
Class Date	Class Discussion / Activities	Homework
Tuesday, August 25 (Virtual learning day)	Welcome to our class, and I look forward to meeting you all in person this Thursday! In the meantime—once you’ve read the syllabus and e-mailed me with any questions about it—please take the electronic PRE-TEST , and also, do the homework listed at right.	Read / study the course pack pages 3 – 10 (remember to examine the pictures and maps just as closely as you read the text), and e-mail me (no later than 5 P.M. Wednesday, please!) responding to the “thought questions” and concepts introduced on page 11.
Thursday, August 27 (Face-to-face learning day)	Highlights of human culture in the Upper Paleolithic period (Old Stone	Read / study the course pack pages 12 – 16; consider how you would

	Age). Discussion will incorporate students' feedback on the material, as submitted via e-mail. If time permits, we will also view part of a film on Lascaux Cave.	respond to the "thought questions" and concepts introduced on page 16; AND, watch video on the Neolithic (New Stone Age) settlement at Catal Huyuk.
Tuesday, September 1 (Virtual learning day)	Take part in the online discussion of civilization in the Neolithic period (New Stone Age).	Read / study the course pack pages 17 – 30, and e-mail me (no later than 5 P.M. Wednesday, please!) responding to the "thought questions" on page 31.
Thursday, September 3 (Face-to-face learning day)	Highlights of early kingdoms and empires around the world. Discussion will incorporate students' feedback on the material, as submitted via e-mail.	Read / study the course pack pages 32 – 37, and consider how you would respond to the "thought questions" on page 37.
Tuesday, September 8 (Virtual learning day)	Take part in the online discussion of early writing systems.	Read / study the course pack pages 38 – 40, and also skim / spot-read the Law Code of Hammurabi.
Thursday, September 10 (Face-to-face learning day)	A sampling of ancient law codes (lecture).	Review and prepare for Test # 1, covering the following topics: the Paleolithic period, the Neolithic period, early writing systems, and examples of ancient laws.
Tuesday, September 15 (Virtual learning day)	Take TEST # 1.	Read / study the course pack pages 41 – 45.
Thursday, September 17 (Face-to-face learning day)	Overview and examples of ancient polytheism and henotheism (lecture).	Read Akhenaten's Great Hymn to the Aten AND read the Jewish Book of Ecclesiastes; also, consider how you would respond to the "thought questions" found on page 46 of the course pack.
Tuesday, September 22 (Virtual learning day)	Take part in the online discussion of monotheism.	Read / study the course pack pages 47 – 57, and e-mail me (no later than 5 P.M. Wednesday, please!) responding to at least three of the "thought questions" found throughout this section.
Thursday, September 24 (Face-to-face learning day)	Highlights of ancient philosophies. Discussion will incorporate students' feedback on the material, as submitted via e-mail.	Read / study the course pack pages 58 – 67, AND watch videos relating to Solon of Athens, the Roman Republic, King Ashoka of India, and Shi Huangdi of China.
Tuesday, September 29 (Virtual learning day)	Take part in the online discussion of ancient experiments with government.	Watch video on Octavian / Augustus (the first Roman Emperor); read / study course pack pages 69 – 74; AND, send me an e-mail (no later than 5 P.M. Wednesday, please!) listing—in your own words—the <u>four most interesting things you've learned so far about the Roman Empire and / or about the early Church.</u>

Thursday, October 1 (Face-to-face learning day)	Reflections on the Roman Empire, and on the eventual triumph of Christianity in the Western world. Discussion will incorporate students' feedback on the material, as submitted via e-mail.	Review and prepare for Test # 2, covering the following topics: ancient religions, ancient philosophies, ancient experiments with government, and the remarkable story of the Roman Empire.
Tuesday, October 6 (Virtual learning day)	Take TEST # 2 .	Read / study the course pack pages 74 (bottom) – 83, AND watch the first hour of "Islam: Empire of Faith."
Thursday, October 8 (Another virtual learning day—please note this change from our usual pattern)	Take part in the online discussion of Christianity and Islam.	Do Written Homework Assignment # 1.
Tuesday, October 13 (Virtual learning day)	WRITTEN HOMEWORK ASSIGNMENT # 1 DUE (via e-mail or electronic drop-box) by 8:30 A.M. today. Please begin today's class time by reading / studying the course pack, pages 84 – 90 (remember to examine the visuals just as closely as you read the text), which contains a survey of "Golden Age" highlights in Asia—namely India's Gupta Age; the Han, Tang, and Song Dynasties of China; and the Kamakura period in Japan. After you've done this reading, please watch the <i>Sakuntala</i> video, and also watch the two short videos re: Chinese paper-making and printing.	Read / study the course pack pages 91 – 96.
Thursday, October 15 (Face-to-face learning day)	"Golden Age" highlights in pre-colonial Africa (lecture). Topics will include the Swahili civilization; the kingdom of Ghana; the empire of Mali with its renowned heroic leader, Sundiata; and the Great Zimbabwe civilization.	Read / study the course pack pages 97 – 106, AND watch the videos on classic Mayan civilization, the archaeological site of Teotihuacan (in the Valley of Mexico), and the Nazca Lines (in Peru).
Tuesday, October 20 (Virtual learning day)	Take part in the online discussion of "Golden Age" highlights in the pre-Columbian New World (Americas). Topics will include the Maya, Teotihuacan, early Peruvian, Mound-Builder, and so-called Anasazi civilizations.	Read / study the course pack pages 107 – 111.
Thursday, October 22 (Face-to-face learning day)	Great changes in the Old World: From Genghis Khan and the Mongol invasions, through the infamous Black Death (lecture).	Review and prepare for Test # 3, covering the following topics: Highlights of "Golden Ages" around the world (Asian, African, and Native American); Genghis Khan and his legacy; the Black Death.
Tuesday, October 27 (Virtual learning day)	Take TEST # 3 .	Read / study the course pack pages 112 – 115, PLUS excerpts from Luther's <i>95 Theses</i> .

Thursday, October 29 (Face-to-face learning day)	The European Renaissance, including the growth of literacy and the Protestant and Catholic Reformations (lecture).	Read / study the course pack pages 116 – 121, PLUS Columbus’s 1493 letter to one of his patrons, AND ALSO watch the video on Nzingha.
Tuesday, November 3 (Virtual learning day)	Take part in the online discussion of global problems and crises associated with the European Renaissance. Topics will include Columbus and his problematic legacy, as well as the stories of Nzingha and Felipe Guaman Poma.	Read / study the course pack pages 122 – 134, and e-mail me (no later than 5 P.M. Wednesday, please!) responding to the “thought questions” on page 128.
Thursday, November 5 (Face-to-face learning day)	The Enlightenment, including a few of its key events (e.g. the English Civil War) and famous people (including Louis XIV of France and Peter the Great of Russia) (lecture, supplemented by short videos).	Read / study the course pack pages 135 – 147; read selected poems by Suleyman; AND watch videos on Isfahan and the Taj Mahal.
Tuesday, November 10 (Virtual learning day)	Use today’s class time to read the course pack pages 148 – 154 (re: the Industrial Revolution and the transatlantic slave trade) AND watch videos on St. Peter Claver, Olaudah Equiano, William Wilberforce, and the development of a female labor force in the early U.S.A.	Read / study the course pack pages 155 – 160, and send me an e-mail (no later than 5 P.M. Wednesday, please!) listing—in your own words—the <u>four most interesting things you’ve learned in the past week.</u>
Thursday, November 12 (Face-to-face learning day)	Discussion of the Industrial Revolution, the transatlantic slave trade, the fight to end slavery, and the opening pages of The Silver Trump of Freedom, Part I: The birth of New Nations in the 18 th – 19 th Centuries (American and French Revolutions). Discussion will incorporate students’ feedback on the material, as submitted via e-mail.	Watch video on Toussaint Louverture and the Haitian Revolution (“Egalite for All”), and read / study the course pack pages 161 -167.
Tuesday, November 17 (Virtual learning day)	Take part in the online discussion of the Haitian, Mexican, and Latin American wars of independence (i.e., continuation of the unit on The Silver Trump of Freedom, Part I).	Read / study the course pack pages 168 – 172.
Thursday, November 19 (Face-to-face learning day)	The Silver Trump of Freedom, Part II: Civil Rights Advances from the 1800s (19 th century) through early 1900s (20 th century) (lecture).	
Tuesday, November 24 and Thursday, November 26	NO CLASS THIS WEEK—THANKSGIVING BREAK!	HAVE A SAFE AND BLESSED HOLIDAY!
Tuesday, December 1 (Virtual learning day)	Use today’s class time to read /study the course pack pages 173 – 178 AND watch video on “Gandhi: Pilgrim of Peace.”	Read / study the course pack pages 179 – 194.
Thursday, December 3 (Face-to-face learning day)	The two World Wars (lecture).	Do Written Homework Assignment # 2. (NOTE: This assignment is designed to help you start reviewing

		for the Post-Test, while also deepening your appreciation for some of the topics we've covered recently.)
Tuesday, December 8 (Virtual learning day)	WRITTEN HOMEWORK ASSIGNMENT # 2 DUE (via e-mail or electronic drop-box) by 8:30 A.M. today. Please devote today's class time to reviewing, on your own, for the Post-Test, with the aid of a "practice questions" document that I will post for you.	Continue reviewing on your own for the Post-Test.
Thursday, December 10 (Virtual day)	Take POST-TEST.	HAVE A SAFE AND BLESSED HOLIDAY!

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

Student Responsibilities	
Safety Measures	<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"> • Face coverings in all indoor public spaces, including classrooms, the library, the Tutoring Center, and faculty offices. • 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. • Disinfect your personal space using the materials provided when you enter the classroom. • Maintain physical distancing of at least six feet within classrooms and other common spaces.
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. 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 class attendance policy for HYBRID CLASSES:</p> <ol style="list-style-type: none"> 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 World Civ students, this means active involvement with the class between 8:30 and 10 A.M.) b) On <u>face-to-face learning days</u>, you will be marked "present" as long as you are visibly there, either in person or via Zoom. Late arrivals and premature departures from class will both be designated "tardy" in the attendance record.

Turning In Your Work	<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. <u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u></p>
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.)	<ul style="list-style-type: none"> • Use all the class time. 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. • Come prepared. 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. • Respect others. Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately. • Use electronic devices only for class purposes. Engage with your classmates and the instructor without technological distractions.
CCSJ Student Honor Code	<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"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Doing Your Own Work	<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 http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</p> <p>You'll also find a comprehensive guide to understanding what constitutes plagiarism, "What Is Plagiarism," on the Specker Library Web page at https://www.ccsj.edu/library/What%20is%20Plagiarism.pdf This guide comes from Plagiarism.com, and covers many ways in which plagiarism can occur. Be sure to review this important source!</p>
Sharing Your Class Experience	<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>

Withdrawing from Class	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.
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Resources	
CCSJ Book Rental Program	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 http://www.ccsj.edu/bookstore . 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.
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. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.
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.
Student Assistance Program	Through a partnership with Crown Counseling , 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, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts	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 .