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**COURSE SYLLABUS**

**Term: 2017-1 (Fall 2017)**

**HIST 496A: Ethnicity in Northwest Indiana**

<b>Instructor Information:</b>	
<b>Instructor Name</b>	Dr. Valerie Pennanen
<b>Office Number:</b>	522
<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>• Mondays 8:30 A.M. – 12 noon AND 3:30 – 6 P.M.</li> <li>• Tuesdays 10:30 A.M. – 12 noon AND 3:30 – 6 P.M.</li> <li>• Wednesdays 8:30 A.M. – 12 noon, only.</li> <li>• Thursdays 10:15 A.M. – 12 noon AND 3:30 – 6 P.M. <b>(EXCEPTION: On the first Thursday of each month, my afternoon office hours are canceled to accommodate a departmental meeting.)</b></li> <li>• Fridays by appointment <b>only</b>.</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 in classics, art history, art appreciation, liberal studies, world literature, world civilization, global perspectives (history and literature courses), and basic writing courses.	

<b>Course Information:</b>	
<b>Course Time:</b>	Arranged (probably Friday mornings).
<b>Classroom:</b>	522 (faculty office).
<b>Prerequisites:</b>	Minor in History.
<b>Required Books and Materials:</b>	Prior to the start of the fall 2017 semester, the student will receive an extensive list of potentially useful print, online, and archival source materials. It will be up to the student to determine which resources (including those she may discover on her own) are most valuable and use them accordingly.
<b>Learning Outcomes/ Competencies:</b>	
The student in this course will:	
<ul style="list-style-type: none"> <li>• Know the general history of immigrant and ethnic populations in Northwest Indiana.</li> <li>• Know detailed histories of the largest immigrant and ethnic populations in Northwest Indiana from ca. 1906 (the date of the founding of Gary, IN) to the present.</li> </ul>	

- Understand experiences of ethnic groups, families, and individuals in Northwest Indiana.
- Interpret these experiences in light of regional and U.S. history.
- Analyze socioeconomic factors and societal attitudes that contribute— positively and negatively—to these experiences.
- Synthesize facts and develop new insights into the rich ethnic history of Northwest Indiana, through careful study of primary and secondary sources.
- Develop a thematic framework and questions for use during personal interviews by students in EWPC 471, Applied Media, who are preparing a documentary film about race and ethnicity in Northwest Indiana.

**Course Description:**

This directed study explores the history of ethnic groups, including people of Eastern European descent, African Americans, and Latinos, in Northwest Indiana. The results of the student’s research—consisting of a wealth of historical information, thematic framework, and interview questions—will assist students in EWPC 471, Applied Media, as they prepare a documentary film for broadcast on WYIN (Lakeshore Public Media, Channel 56).

**Learning Strategies:**

Independent reading, archival research, oral discussions, and writing.

**Experiential Learning Opportunities:**

See above, Learning Outcomes / Competencies and Course Description.

<b>Assessments:</b>		
<b>Major Assignments:</b>	<ul style="list-style-type: none"> <li>• Oral reports, accompanied by “works cited” lists.</li> <li>• Term paper.</li> </ul>	<p>50% of course grade.</p> <p>50% of course grade.</p>

<b>Grading Scale</b>		
100 – 93: A	92 – 90: A-	
89 – 87: B+	86 – 83: B	82 – 80: B-
79 – 77: C+	76 – 73: C	72 – 70: C-
69 – 67: D+	66 – 63: D	62 – 60: D-
59 and below	F	

Course Schedule:		
Class Date	Class Discussion / Activities	Homework (NOTE: Please be sure to take detailed notes and record citations on a week-by-week basis, throughout the semester.)
Week of September 5 <sup>th</sup>	Report orally on the history of immigrant and ethnic populations	Research Eastern European immigrant and ethnic histories of

	in Northwest Indiana (overview).	the NWI Region.
Week of September 11 <sup>th</sup>	Report orally on Eastern European immigrant and ethnic histories of the NWI Region. Identify key themes, devise interview questions, and supply a written "works cited" list for this portion of your research.	Research regional African American history.
Week of September 18 <sup>th</sup>	Report orally on regional African American history. Identify key themes, devise interview questions, and supply a written "works cited" list for this portion of your research.	Research regional Latino history.
Week of September 25 <sup>th</sup>	Report orally on regional Latino history. Identify key themes, devise interview questions, and supply a written "works cited" list for this portion of your research.	Research additional regional ethnic histories.
Week of October 2 <sup>nd</sup>	Report orally on the history of other immigrant and ethnic groups in Northwest Indiana. Identify key themes, devise interview questions, and supply a written "works cited" list for this portion of your research.	Prepare term paper outline and annotated bibliography (first draft).
Week of October 9 <sup>th</sup>	Submit and discuss term paper outline and annotated bibliography (first draft).	Contact students in EWPC 471 (Applied Media class) to learn about the results of the interviews they are conducting, and to exchange ideas and insights with them. (PLEASE NOTE: I expect you to continue these discussions on your own time in the weeks ahead and to incorporate highlights of the interviews in your term paper.)
Week of October 16 <sup>th</sup>	Informal progress report and brainstorming session.	Continue working collaboratively with Applied Media students, and independently on your term paper.
Week of October 23 <sup>rd</sup>	Informal progress report and brainstorming session.	Continue working collaboratively with Applied Media students, and independently on your term paper.
Week of October 30 <sup>th</sup>	No meeting this week (Pennanen out of town); communication by e-mail only.	Continue working collaboratively with Applied Media students, and independently on your term paper.
Week of November 6 <sup>th</sup>	Informal progress report and brainstorming session.	Continue working collaboratively with Applied Media students, and independently on your term paper.
Week of November 13 <sup>th</sup>	Informal progress report and	Finalize your annotated

	brainstorming session.	bibliography, and prepare a semi-final draft of your term paper.
Week of November 20 <sup>th</sup>	No meeting this week (Thanksgiving week).	If necessary, finish preparing the semi-final draft of your term paper. (Please bring <b>two</b> copies of this document, which must include your final annotated bibliography, to our next meeting.)
Week of November 27 <sup>th</sup>	Collaborative discussion of the semi-final draft of your term paper.	Prepare final draft of your term paper.
Week of December 4 <sup>th</sup>	<b>TERM PAPER DUE.</b> Closing discussion—and congratulations!	

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

<b>Responsibilities</b>	
<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. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p><b>History Support Area Attendance Policy:</b> In the event that you must miss class due to an <u>official, CCSJ-related commitment</u> (for instance, an athletic event in which you are playing), you are expected to provide at least 48 hours' advance notification via e-mail to your History instructor(s). If a <u>sudden, serious circumstance</u> (personal illness or family emergency) prevents you from attending class, you should make it a high priority to notify your History instructor(s) as soon as possible. You may make up work for a session that you missed due to legitimate reasons, <u>provided that you abide by your instructor's rules governing extensions</u> (please see below, Turning In Your Work). Please keep in mind that <u>frequent absences from class will NOT be tolerated, and absences due to trivial reasons will NOT be excused. A student who misses more than 9 hours of class time, total, will receive a grade of FW on his or her transcript.</u></p> <p><b>Punctuality:</b> Please make it a top priority to arrive on time to class each week. Repeatedly coming in late (especially if you are more than 5 or 10 minutes tardy) is disruptive, and it will result in a 10- to 20- per cent (depending on how severe the problem is) lowering of your discussion grade for the date in question.</p> <p>Thank you for your attention to these important matters.</p>

<b>Turning In Your Work</b>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>Extensions on written homework and oral presentations will be granted ONLY in case of illness, family emergency, or unavoidable conflicts due to other commitments you have for CCSJ. Please remember that extensions are not granted automatically; you must request them. <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>
<b>Using Electronic Devices</b>	<p>Please turn off all cell phones, pagers, etc. for the full duration of each class. If there is an important reason why you must have your phone or pager turned on (e.g. illness at home, work situation), please speak to me about it <b>before</b> the class meets.</p>
<b>Participating in Class</b>	<p>Collaborative discussions and sharing of information are vital to the success of this class.</p>
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Withdrawing from Class</b>	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

<b>Resources:</b>	
<b>Student Success Center:</b>	<p>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.</p>
<b>Disability Services:</b>	<p>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.</p>
<b>CCSJ Alerts:</b>	<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> <p>In addition, you can check other media for important information, such as school closings:</p>

	<p><b>Internet:</b> <a href="http://www.ccsj.edu">http://www.ccsj.edu</a></p> <p><b>Radio:</b> WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78</p> <p><b>TV Channels:</b> 2, 5, 7, 9, 32</p>
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## Emergency Procedures

### MEDICAL EMERGENCY

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Call 911 and report incident.</li> <li>2. Do not move the patient unless safety dictates.</li> <li>3. Have someone direct emergency personnel to patient.</li> <li>4. If trained: Use pressure to stop bleeding.</li> <li>5. Provide basic life support as needed.</li> </ol>

### FIRE

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Pull alarm (located by EXIT doors).</li> <li>2. Leave the building.</li> <li>3. Call 911 from a safe distance, and give the following information: <ul style="list-style-type: none"> <li>• Location of the fire within the building.</li> <li>• A description of the fire and how it started (if known)</li> </ul> </li> </ol>

### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

#### **IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.

3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

#### HAZARDOUS MATERIAL SPILL/RELEASE

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

#### TORNADO

##### EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

#### SHELTER IN PLACE

##### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

#### BOMB THREATS

##### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

#### TERRORISM AND ACTIVE SHOOTER SITUATIONS

##### EMERGENCY ACTION

1. Call 911 and report intruder.

#### RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.

7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.