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COURSE SYLLABUS

Term: 2016-2 (Spring 2017)

HIST 320HH: Advanced Studies in World Civilizations, taught concurrently with Honors World Civilizations

Instructor Information:	
Instructor Name	Dr. Valerie Pennanen
Office Number:	522
Phone Number:	(219) 473-4294
Email:	vpennanen@ccsj.edu
Hours Available:	<ul style="list-style-type: none"> Mondays, 3:30 – 6 P.M. Tuesdays, 8:30 A.M. – 12 noon and 1 – 5 P.M. Thursdays, 8:30 A.M. – 12 noon and 1 – 5 P.M. Or by appointment
Instructor Background: 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.	

Course Information:	
Course Time:	Monday and Wednesday 10:15 – 11:45 A.M.
Classroom:	265
Prerequisites:	EWPC 103 – 104 plus one of the following: HIST 110 or HIST 115.
Required Books and Materials:	<ul style="list-style-type: none"> Course pack. PRIOR TO OUR NEXT CLASS MEETING, please buy yourself a large, sturdy three-ring binder and insert the course pack into this binder. (Also, please buy a hole-puncher so that you can easily insert future, supplementary handouts into the binder.) PLEASE BRING YOUR COURSE PACK WITH YOU TO EACH AND EVERY SESSION THROUGHOUT THE SEMESTER, AND MAKE A HABIT OF WRITING AMPLE CLASS NOTES IN THE MARGINS, ON THE BACKS OF THE PAGES, AND / OR ON SEPARATE SHEETS OF PAPER!! <i>First Person Singular: A Collection of Autobiographical Accounts and Memoirs from around the World.</i> This unpublished “book” by yours truly will provide the basis for your Short Analytical Paper

	<p>assignments. A copy of the latest (2016) “edition” will be provided to you free of charge at the beginning of the semester.</p> <ul style="list-style-type: none"> • www.ccsj.blackboard Please check Blackboard at least once per week for any announcements. Also, note that “practice questions” will be posted on Blackboard at least two days prior to each quiz, to help you review the material. IN THE EVENT OF AN UNEXPECTED CLASS CANCELLATION (due to dangerous weather conditions, power outages, instructor illness, etc.), PLEASE BE SURE TO CHECK THE BLACKBOARD SITE, WHERE A REQUIRED ASSIGNMENT IN LIEU OF ATTENDING CLASS WILL BE POSTED!
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Learning Outcomes/ Competencies:

Students in this course will:

- Know an overall chronology of world history.
- Know key dates and events in the history of major world civilizations.
- Understand and discuss the impact of geography and climate on history.
- Demonstrate an understanding of early civilizations and their contributions to the foundations of human culture.
- Analyze similar trends across cultures.
- Analyze the impact of conquests, revolution, and social change.
- Explain how the diffusion and interaction of older cultures gives rise to new cultures.
- Synthesize scholarly findings on topics in World history.
- Prepare and lead either one full session or two half-sessions of HIST 120.
- Research and write a 12- to 15-page paper (term paper) on a significant topic, issue, or problem in the history of Asia, Africa, or the Native New World.
- Evaluate primary and secondary sources for World history orally and in clear, concise writing.
- Evaluate differing scholarly opinions on topics in World history.

Course Description:

This course imparts a thorough knowledge of major world civilizations from antiquity to the present. Students will master chronologies and key events, explore cultural legacies, and address interpretive issues and problems, including the impact of geography and climate on the history of major world civilizations. They also will trace the development of worldwide socioeconomic and political trends. Students enrolled in HIST 320 will attend the same lectures and take the same tests as students in HIST 120, but they will be required to complete additional reading and writing projects, including a research paper, and to lead either one full session or two half-sessions of HIST 120. HIST 320 is designed primarily for students who plan to minor in History; however, it may be taken as an elective by other students who meet the pre-requisites.

Learning Strategies:

Tests, reading and writing assignments designed to promote advanced critical thinking in regard to source materials, leadership of one or more class sessions as elsewhere described, and advanced reading and writing project (term paper).

Experiential Learning Opportunities:

Teaching / class leadership session.

Assessments:		
Major Assignments:	<ul style="list-style-type: none"> • Quizzes (4) • Homework Assignments (“Ancient Experiments in Government,” “Great Changes around the Globe,” and “Gallery of Early Modern Rulers”) • Short Analytical Papers (3) • Teaching Session PLUS overall Class Leadership • Term Paper • BONUS POINTS 	<p>20% of grade 15% of grade</p> <p>25% of grade 20% of grade</p> <p>20% of grade <u>A grade of “A” on the Post-Test will result in the addition of 3 extra points to the student’s final course grade. A grade of “B” on the Post-Test will result in the addition of 2 extra points to the student’s final course grade.</u></p>
Class Participation	<p>Advanced Studies students are expected to live up to their title by maintaining excellent attendance, punctuality, attentiveness, and study habits throughout the semester. Any student who fails to maintain these standards will have his / her Teaching Session grade lowered by a full level (for instance, a grade of B- will become a C-).</p>	

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

Course Schedule:		
Class Date	Class Discussion / Activities	Homework
Monday, January 9	Welcome, introduction, and pre-test (!).	Purchase binders for course pack and <i>First Person Singular</i> , and insert each document into its binder. ALSOP, please decide which World

		Civ class session you would like to teach / lead, AND—last but not least!—choose a related topic for your term paper.
Wednesday, January 11	TEACHING DAY CHOICE AND TERM PAPER TOPIC DUE (PLEASE CONFER WITH ME IMMEDIATELY BEFORE OR AFTER CLASS ABOUT BOTH MATTERS!). Highlights of human culture in the Upper Paleolithic period (Old Stone Age).	Begin preliminary research for both your teaching day AND your term paper.
Wednesday, January 18	The birth of civilization in the Neolithic period (New Stone Age).	Carefully read course pack pages 5 – 10 and <i>First Person Singular</i> pages 9 – 11 (Sargon of Akkad), AND write Short Analytical Paper # 1 in response to the four follow-up questions on Sargon.
Monday, January 23	SHORT ANALYTICAL PAPER # 1 DUE. Early kingdoms and empires.	From this point on, please continue to prepare for your teaching day, AND work steadily on researching and writing your term paper!!! (Note that the first draft of your term paper is due on Monday, March 20 th , and the final draft is due the week of finals [i.e. between Monday, April 24 th and Wednesday, April 26 th].
Wednesday, January 25	The development of early writing systems.	Study for Quiz # 1.
Monday, January 30	QUIZ # 1. A look at early law codes.	
Wednesday, February 1	Early law codes, continued. Introduction to ancient religions: polytheism, henotheism, and monotheism.	Study for Quiz # 2.
Monday, February 6	QUIZ # 2. The world's two longest-lived religions —Judaism and Hinduism—and their significance on a global scale.	
Wednesday, February 8	Two great philosophical systems derived from Hinduism: Jainism and Buddhism.	Study for Quiz # 3.
Monday, February 13	QUIZ # 3. Two great philosophical systems that grew out of turmoil in	

	ancient China: Confucianism and Daoism.	
Wednesday, February 15	Accumulated wisdom of human communities, as expressed in “proverbs of the people” (including traditional proverbs from the Yoruba of West Africa). Beginnings of scientific thinking in the ancient Greek world.	Study for Quiz # 4.
Monday, February 20	QUIZ # 4. Early experiments in government: kindness (Ashoka of India) and micromanagement (the First Emperor of China).	Read course pack pages 30 – 32 (Athenian democracy and Roman Republic) and <i>First Person Singular</i> pages 12 – 17 (Socrates).
Wednesday, February 22	Early experiments in government, continued: rule by the people: Athenian democracy, and the Roman Republic.	Do “Ancient Experiments in Government” review assignment, AND read <i>First Person Singular</i> pages 18 – 25 (Augustus) and course pack pages 34 – 36 (Multiculturalism in the Roman world / Triumph of Christianity).
Monday, March 6	“ANCIENT EXPERIMENTS IN GOVERNMENT” REVIEW ASSIGNMENT DUE. An overview of the Roman Empire, and the rise of the Christian faith.	Carefully read course pack pages 36 – 38 (Highlights of European Christian Culture in the Middle Ages) and <i>First Person Singular</i> pages 41 – 51 (Hildegard of Bingen and Joan of Arc).
Wednesday, March 8	Life, art, and thought in medieval Europe.	Write Short Analytical Paper # 2, responding to the follow-up questions for either the Hildegard of Bingen reading OR the Joan of Arc reading, as found in <i>First Person Singular</i> .
Monday, March 13	SHORT ANALYTICAL PAPER # 2 DUE. The rise of Islam, and highlights of Islamic civilization.	Read course pack pages 43 – top of page 47 (Golden Ages around the World: Asia) and <i>First Person Singular</i> pages 38 – 40 (Li Po).
Wednesday, March 15	A survey of “golden age” highlights in pre-colonial Asia. Topics will include India’s Gupta Age and the Han, Tang, and Song Dynasties of China.	Carefully read course pack pages 47 – top of 49 (Golden Ages in pre-colonial Africa), AND finish preparing the first draft of your term paper(!).
Monday, March 20	FIRST DRAFT OF TERM PAPER DUE. A survey of “golden age” highlights in pre-colonial Africa. Topics will include the Swahili civilization, the kingdom of Ghana, the empire of Mali, and the Great Zimbabwe civilization.	Carefully read course pack pages 49 – 53 (Golden Ages in the Pre-Columbian New World [Americas]).
Wednesday, March 22	A survey of “golden age” highlights	

	in the pre-Columbian New World (Americas). Topics will include Maya, Teotihuacano, early Peruvian, Mound-Builder, and Anasazi civilizations.	
Monday, March 27	Great changes in the Old World: the Mongol invasions and their aftermath; the Black Death and its aftermath.	Thoughtfully read course pack pages 57 – 61 (on the European Renaissance / Reformation era and on related developments around the globe).
Wednesday, March 29	Dramatic changes around the globe: the European Renaissance and Reformation and the opening of the colonial age.	Do “Dramatic Changes around the Globe” review assignment, AND carefully read course pack pages 62 – 65 plus <i>First Person Singular</i> pages 65 – 71 (Benjamin Franklin).
Monday, April 3	“DRAMATIC CHANGES AROUND THE GLOBE” REVIEW ASSIGNMENT DUE. World-changing ideas and inventions of the 1700s (Age of Enlightenment and Revolution).	Thoughtfully read course pack pages 78 – 82 (the Industrial Revolution, the Transatlantic slave trade, and the “beginning of the end” of the institution of slavery) and <i>First Person Singular</i> pages 72 – 74 (Olaudah Equiano) and 76 – 83 (Nat Turner and Betty Harris).
Wednesday, April 5	The Industrial Revolution, the Transatlantic slave trade, and the “beginning of the end” of the age-old institution of slavery.	Thoughtfully read course pack pages 66 – 77, in conjunction with “picture handouts” distributed in class (re: early modern kingdoms and empires around the world); AND do the “Gallery of Early Modern Rulers” (written) assignment.
Monday, April 10	“GALLERY OF EARLY MODERN RULERS” ASSIGNMENT DUE. The Silver Trump of Freedom, Part I: Birth of new nations in the 1700s – 1800s.	Carefully read course pack pages 98 – 100 (The Silver Trump of Freedom, Part III: Freedom Fights in the Age of Colonialism), plus <i>First Person Singular</i> pages 115 – 123 (Gandhi).
Wednesday, April 12	The Silver Trump of Freedom, Part III: Freedom fights in the age of colonialism.	Carefully read course pack pages 93 – 100 (The Silver Trump of Freedom, Part II—Advances in Civil Rights from the 1800s through early 1900s) and <i>First Person Singular</i> pages 125 – 130 (Helen Keller). ALSO, write Short Analytical Paper # 3, responding to the follow-up questions for either the Gandhi reading OR the Helen Keller reading, as found in <i>First Person Singular</i> .

Monday, April 17	SHORT ANALYTICAL PAPER # 3 DUE. The silver trump of freedom: advances in civil rights around the world.	Carefully read course pack pages 101 – 112 (the two World Wars plus general overview of the 20 th century) and <i>First Person Singular</i> pages 161 – 166 (Ted Hutchinson, Aleksandr Solzhenitsyn) and 170 – 173 (Elie Wiesel).
Wednesday, April 19	Overview of the 20 th century, including the World Wars.	FINISH WRITING YOUR TERM PAPER!!!! ALSO , review on your own for the Post-Test with the aid of your course pack, class notes, and practice questions which I will post for you online. NOTE: An optional, extra session to help students review for the Post-Test will be provided on request.
EXAM WEEK MEETING; date TBA as soon as it is finalized by the Registrar's Office.	TERM PAPER DUE. <u>ALSO</u> TODAY: POST-TEST.	

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

Responsibilities	
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. 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 more responsibilities to keep up and meet the objectives of this course.</p> <p>History Support Area Attendance Policy: 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</p>

	<p>mind that 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.</p> <p>Punctuality: 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 class discussion grade for the date in question.</p> <p>Thank you for your attention to these important matters.</p>
Turning In Your Work	<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. <u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u></p>
Using Electronic Devices	<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 before the class meets.</p>
Participating in Class	<p>See Assessments, above.</p>
Doing Your Own Work	<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>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Withdrawing from Class	<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>

Resources:

Student Success Center:	<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>
Disability Services:	<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</p>

	Coordinator at 219-473-4349.
CCSJ Alerts:	<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: http://www.ccsj.edu/alerts/index.html.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 TV Channels: 2, 5, 7, 9, 32</p>

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

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.