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Calumet College

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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, Spring 2020**

### **HIST 110A: AMERICAN CIVILIZATION**

<b>Instructor Information:</b>	
<b>Instructor Name</b>	Dr. Valerie Pennanen
<b>Office Number:</b>	525
<b>Phone Number:</b>	(219) 473-4294
<b>Email:</b>	<a href="mailto:vpennanen@ccsj.edu">vpennanen@ccsj.edu</a>
<b>Hours Available:</b>	<ul style="list-style-type: none"><li>• Mondays: 10 A.M. – 12 noon</li><li>• Tuesdays: 8 – 10 A.M. 12 noon – 1:30 P.M. 3:30 – 5 P.M.</li><li>• Wednesdays: 10 A.M. – 12 noon</li><li>• Thursdays: 8 – 10 A.M. 12 noon – 1:30 P.M.</li><li>• Fridays: 8:30 A.M. – 12 noon</li><li>• <u>Additional weekday hours by appointment</u></li><li>• Saturdays by appointment</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 primarily in history (all levels and numerous topics) but also in classics, art history, art appreciation, liberal studies, world literature, global perspectives (history and literature courses), and basic writing.	

<b>Course Information:</b>	
<b>Course Time:</b>	Monday and Wednesday 1:45 – 3:15 P.M.
<b>Classroom:</b>	To be announced
<b>Prerequisites:</b>	None
<b>Required Books and Materials:</b>	<p>1) <u>Notebook and note-taking supplies.</u> PRIOR TO OUR NEXT CLASS MEETING, please <b>get yourself a sturdy three-ring binder, fill it with loose-leaf paper, and, if possible, also invest in a staple remover</b> so you can easily insert class handouts (of which you'll receive many!) into the binder. <b>PLEASE BRING YOUR NOTEBOOK WITH YOU TO EACH AND EVERY SESSION THROUGHOUT THE SEMESTER!!</b></p> <p>2) <u>Your own class notes</u> (VERY IMPORTANT!). Please be aware that it is absolutely crucial to take notes at every single class meeting. You may find it helpful to write at least some of your notes directly onto the handouts, but always make sure to have a supply of blank notebook paper handy, too! IF YOU MISS A CLASS, IT IS YOUR RESPONSIBILITY TO OBTAIN RELEVANT NOTES FROM A CLASSMATE WITHIN ONE WEEK.</p> <p>3) <a href="http://www.ccsj.edu/blackboard">www.ccsj.edu/blackboard</a> 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. <b>IN THE EVENT OF AN UNEXPECTED CLASS CANCELLATION</b> (due to dangerous weather conditions, power outages, instructor illness, etc.), <b>PLEASE BE SURE TO CHECK THE BLACKBOARD SITE, WHERE A <u>REQUIRED</u> ASSIGNMENT IN LIEU OF ATTENDING CLASS WILL BE POSTED!</b></p>
<p><b>Learning Outcomes/ Competencies:</b>  <u>Upon completion of the American Civilization course, students will:</u></p> <ul style="list-style-type: none"> <li>• Know key events and dates in American history, from colonial times to the present.</li> <li>• Know the basic geography of the United States and understand how, when, and why this nation grew as it did.</li> <li>• Discuss long-standing issues and problems in United States history.</li> <li>• Report (individually or as part of a group) on careers and contributions of noteworthy persons in United States history.</li> <li>• Analyze similarities and differences between past and current events in the history of the United States.</li> </ul> <p><u>This course reinforces the following General Education Skills objectives:</u>  Objective # 1: Students will read analytically, synthetically, and critically in a variety of genres.  Objective # 2: Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.  Objective # 6: 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>	
<p><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</p>	

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.

**Learning Strategies:**

Lectures, class discussions (planned and spontaneous), and writing assignments tied to primary source readings and (if applicable) to other, multimedia sources.

**Experiential Learning Opportunities:**

Group project.

<b>Assessments:</b>		
<b>Major Assignments (Summative Assignments):</b>	<ul style="list-style-type: none"> <li>• Written Homework Assignments (2)</li> <li>• Group Project</li> <li>• Post-Test</li> </ul>	<p>20% of course grade</p> <p>10% of course grade</p> <p>15% of course grade</p>
<b>Assessments (Formative Assignments):</b>	<ul style="list-style-type: none"> <li>• Quizzes (8)</li> <li>• In-Class Essays (3)</li> </ul>	<p>40% of course grade</p> <p>15% of course grade</p>
<b>Class Participation:</b>	<p>Three bonus points will be added to each student's final course average, PROVIDED that the student does <u>all</u> of the following:</p> <ul style="list-style-type: none"> <li>• <b>Attends class regularly</b> (NOTE: Please see below, "Turning in Your Work," regarding excused absences—which should nonetheless be rare).</li> <li>• Routinely arrives <b>on time</b>.</li> <li>• Routinely stays for the <b>full duration</b> of the class, without exiting and re-entering the room at any point when class is in session.</li> <li>• Is <b>consistently attentive</b> (which means ABSOLUTELY no texting, sleeping, or talking out of turn) <b>and consistently respectful</b> to everyone else in the room.</li> <li>• <b>Asks relevant questions and / or contributes valuable insights to class discussion AT LEAST ONCE A WEEK.</b></li> </ul>	
<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	

## Course Schedule:

Class Date	Class Discussion / Activities	Homework
Monday, January 13	Welcome, introduction, short writing exercise, and pre-test.	
Wednesday, January 15	Newcomers to North America in the 15- and 1600s, including some of the first contacts—and clashes—between Native North Americans and Europeans (overview). <b>IN-CLASS ESSAY # 1.</b>	
Monday, January 20	<b>MARTIN LUTHER KING DAY; NO CLASS.</b>	
Wednesday, January 22	Early newcomers to North America, continued: the stories of Roanoke and Jamestown.	Study for Quiz # 1.
Monday, January 27	<b>QUIZ # 1.</b> The New England Puritans and their legacy.	
Wednesday, January 29	The growth of colonial cities, with special focus on Boston, New Amsterdam (which later became New York), and Philadelphia.	Study for Quiz # 2.
Monday, February 3	<b>QUIZ # 2.</b> The North American colonies on the eve of revolution.	
Wednesday, February 5	The American Revolution (overview).	Study for Quiz # 3.
Monday, February 10	<b>QUIZ # 3.</b> A closer look at the Declaration of Independence.	
Wednesday, February 12	Highlights from the U.S. Constitution. A very brief look at the careers of our earliest Presidents.	Study for Quiz # 4.
Monday, February 17	<b>QUIZ # 4.</b> The Louisiana Purchase, and the Lewis and Clark Expedition.	
Wednesday, February 19	The War of 1812.	Study for Quiz # 5.
Monday, February 24	<b>QUIZ # 5.</b> U.S. leadership, policies, and territorial growth from 1817 to 1849, Part I (topics will include the Seminole Wars and the Trail of Tears).	
Wednesday, February 26	U.S. leadership, policies, and territorial growth from 1817 to 1849, Part II (topics will include the early growth of Chicago, the tragic story of the Whitman Mission, and the Mexican-American War). <b>IN-CLASS ESSAY # 2.</b>	

Monday, March 2	<b>SPRING BREAK; NO CLASS.</b>	
Wednesday, March 4	<b>SPRING BREAK; NO CLASS.</b>	
Monday, March 9	The Pre-Civil War era: key events and personalities.	
Wednesday, March 11	The Civil War, Part I.	Study for Quiz # 6.
Monday, March 16	<b>QUIZ # 6.</b> The Civil War, Part II.	
Wednesday, March 18	Overview of the post-Civil War / Reconstruction era.	Study for Quiz # 7, AND read and annotate the handout re: "The U.S. from Reconstruction Times through World War I."
Monday, March 23	<b>QUIZ # 7</b> , followed by work on <b>GROUP PROJECT</b> . Through this project, the class will become more knowledgeable about cultural changes (including the impact of new inventions); civil and human rights issues (including issues relating to immigrants' rights and Native American rights); and political leadership in the U.S. from Reconstruction times through the eve of World War I.	
Wednesday, March 25	Conclusion of <b>GROUP PROJECT</b> , followed by <b>IN-CLASS ESSAY # 3</b> .	.
Monday, March 30	The U.S. experience in World War I.	
Wednesday, April 1	The U.S. in the "Roaring Twenties."	Study for Quiz # 8.
Monday, April 6	<b>QUIZ # 8.</b> Introduction to the Great Depression.	
Wednesday, April 8	The U.S. in the Great Depression, continued.	Carefully read assigned materials, watch assigned videos (if applicable), and do Written Homework Assignment # 1.
Monday, April 13	<b>WRITTEN HOMEWORK ASSIGNMENT # 1 DUE.</b> The U.S. in World War II.	
Wednesday, April 15	The Cold War.	Carefully read assigned materials, watch assigned videos (if applicable), and do Written Homework Assignment # 2.
Monday, April 20	<b>WRITTEN HOMEWORK ASSIGNMENT # 2 DUE.</b> An overview of U.S. politics and culture from 1945 through 1977.	Begin reviewing on your own for the Post-Test.
Wednesday, April 22	An overview of U.S. politics and culture from 1977 through 2009.	Continue reviewing on your own for Post-Test.
Monday, April 27	<b>IN-CLASS REVIEW FOR POST-TEST.</b>	Continue reviewing on your own for Post-Test.
Wednesday, April 29	<b>POST-TEST!!!</b>	

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

<b>Responsibilities</b>	
<b>Attending Class</b>	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.
<b>Turning In Your Work</b>	<p>You cannot succeed in this class if you do not turn in all your work when due.</p> <p>Extensions on written homework and on oral presentations / required discussions 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 issued automatically; you must request them. <b><u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u></b></p>
<b>Meeting Standards for Classroom Behavior</b>	<ul style="list-style-type: none"> <li>• <b>Use all the class time.</b> Come to class on time and stay in class until the end. Coming late, leaving early, and getting up during class disrupts the class and disrespects others.</li> <li>• <b>Come prepared.</b> Bring your texts, be prepared to take notes, and be able to demonstrate that you have completed the assignments for the day through your participation in class.</li> <li>• <b>Respect others.</b> Listen when your classmates and the instructor are speaking. Think about their contributions. Respond appropriately.</li> <li>• <b>Use electronic devices only for class purposes.</b> Engage with your classmates and the instructor without technological distractions.</li> <li>• <b>During class time, students may quietly drink beverages and / or eat light snacks provided this does not interfere with their own or anyone else's work, AND assuming they do not leave a mess behind. At the end of (NOT during!) class time, please discard all food wrappers, paper cups etc. in the wastebasket, and carry out aluminum cans and plastic bottles to the nearest recycling bin.</b></li> </ul>
<b>CCSJ Student Honor Code</b>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<b>Doing Your Own Work</b>	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

	<p>be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Sharing Your Class Experience</b>	<p>Your voice matters! At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
<b>Withdrawing from Class</b>	<p>After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

<b>Resources</b>	
<b>CCSJ Book Rental Program</b>	<p>The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more 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></p>
<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>Student Assistance Program</b>	<p>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>.</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,</p>

	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> .
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