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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 305A: ADVANCED STUDIES IN WESTERN 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>• <u>Saturdays by appointment</u></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 8:30 – 10 A.M.
<b>Classroom:</b>	265
<b>Prerequisites:</b>	HIST 110, HIST 120, or permission of instructor
<b>Required Books and Materials:</b>	<p>1) <b>Course pack.</b> You will receive this important document on the first day of class, during class time. <b>PRIOR TO OUR NEXT CLASS MEETING</b>, please get yourself a sturdy three-ring binder and place the course pack inside it. <b>PLEASE BRING YOUR COURSE PACK WITH YOU TO EACH AND EVERY SESSION THROUGHOUT THE SEMESTER!!</b></p> <p>2) <b>Your own class notes (VERY IMPORTANT!).</b> 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 into the course pack (i.e. in the margins and on the backs of the pages); and/or, you may prefer to take notes on separate sheets of notebook paper. Use whatever system works best for you. <b>IF YOU MISS A CLASS, IT IS YOUR RESPONSIBILITY TO OBTAIN RELEVANT NOTES FROM A CLASSMATE WITHIN ONE WEEK.</b></p> <p>3) <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 assignments. A copy of the latest (2016) “edition” will be posted online for you; you may also obtain hard copies of the three formally assigned readings, on request.</p> <p>4) <a href="http://www.ccsj.edu/blackboard">www.ccsj.edu/blackboard</a> As you do the assigned readings in the course pack this semester, please refer frequently to the <b><u>pictures and maps</u></b> that go with each unit, as found on the Blackboard site. Of course, you should also check Blackboard at least a couple of times per week to see if there are any announcements. Please note, too, that <b><u>“practice questions” will be posted on Blackboard at least two days prior to each quiz</u></b> to help you review the material. Finally, <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>
<b>Learning Outcomes/ Competencies:</b>	
Students in this course will:	
<ul style="list-style-type: none"> <li>• Know a detailed chronology of Western civilization, from Greco-Roman times to the present.</li> <li>• Understand and discuss the impact of geography and climate on Western history.</li> <li>• Demonstrate an understanding of the Western cultural legacy.</li> <li>• Analyze major events, problems, and interpretive issues of Western civilization.</li> <li>• Synthesize scholarly findings on topics in Western history.</li> <li>• Prepare and lead either one full session or two hal-fsessions of HIST 115.</li> </ul>	

<ul style="list-style-type: none"> <li>• Research and write a 12- to 15-page paper (term paper) on a significant topic, issue, or problem in Western history.</li> </ul>
<p><b>Course Description:</b>  This course imparts a thorough knowledge of Western civilizations from Greco-Roman times to the present. Students will master chronologies and key events, address interpretive issues and problems, and trace political, social, cultural, and economic developments in the history of the Western world. They also will explore the impact of geography and climate (including climate change) on the history of the West. Students enrolled in HIST 305 will attend the same lectures and take the same tests as students in HIST 115, 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 115. HIST 305 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.</p>
<p><b>Learning Strategies:</b>  Attendance at lectures, 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).</p>
<p><b>Experiential Learning Opportunities:</b>  Teaching / class leadership session (s).</p>

<b>Assessments:</b>		
<b>Major Assignments (Summative Assignments):</b>	<ul style="list-style-type: none"> <li>• Short Analytical Papers (3)</li> <li>• Teaching Session PLUS overall Class Leadership (see below, Class Participation)</li> <li>• Term Paper (on a topic related to geography and climate change in Western history)</li> <li>• Bonus Points</li> </ul>	<p>25% of course grade  20% of course grade    20% of course grade</p> <p><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>
<b>Assessments (Formative Assignments):</b>	<ul style="list-style-type: none"> <li>• Quizzes (7)</li> </ul>	<p>35% of course grade</p>
<b>Class Participation:</b>	<p>Advanced Studies students are expected to live up to their title by maintaining excellent attendance, punctuality, attentiveness, and study habits throughout the semester. <b>Any student who fails to maintain these standards will have his / her Teaching Session</b></p>	

	<b>grade lowered by a <u>full level</u></b> (for instance, a grade of B- will become a C-).	
<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>
Monday, January 13	Welcome, introduction, short writing exercise, and Pre-Test.	Carefully read and annotate course pack pages 2 – 5, while also referring to relevant images (including maps) as found on Blackboard.
Wednesday, January 15	Highlights of Minoan and Mycenaean (i.e., Greek Bronze Age) civilizations.	Decide which Western Civ class session (or half-sessions) you would like to teach / lead, AND choose a <b>topic</b> for your term paper (remember: the term paper must address a topic <b>related to geography and climate change in Western history</b> ).
Monday, January 20	<b>MARTIN LUTHER KING DAY; NO CLASS.</b>	<b>Study for Quiz # 1, AND e-mail me your teaching and research topics!</b>
Wednesday, January 22	<b>QUIZ # 1.</b> The Trojan War: ancient legends and modern theories.	Carefully read and annotate course pack pages 6 – 11, while also referring to relevant images as found on Blackboard. <b>ALSO, from this point on, please continue to prepare for your teaching day(s), AND work steadily on researching and writing your term paper!!!</b> (Note that the first draft of your term paper is due on Monday, March 16 <sup>th</sup> , and the final VERSION is due on Monday, April 20 <sup>th</sup> .)
Monday, January 27	The Greek world from the post-Mycenaean era through the Homeric Age.	Carefully read and annotate course pack pages 12 – 14, while also referring to relevant images as found on Blackboard.

Wednesday, January 29	The Greek world during the Lyric through Archaic Ages.	Carefully read and annotate course pack pages 15 – 16 (up through section on Socrates), while also referring to relevant images as found on Blackboard. <b>ALSO</b> , read <i>First Person Singular</i> pages 12 – 17 (Socrates).
Monday, February 3	The Classical Greek world.	Carefully read and annotate course pack pages 16 – 22, while also referring to relevant images as found on Blackboard. <b>ALSO</b> , begin writing Short Analytical Paper # 1 based on the four follow-up questions to the Socrates reading.
Wednesday, February 5	The waning of Classical Greece, the career of Alexander the Great, and an overview of the Hellenistic world.	Study for Quiz # 2, <b>AND</b> finish writing Short Analytical Paper # 1.
Monday, February 10	<b>SHORT ANALYTICAL PAPER # 1 DUE; <u>ALSO</u>, QUIZ # 2.</b> An introduction to the ancient Romans.	Carefully read and annotate course pack pages 24 – 27, while also referring to relevant images as found on Blackboard.
Wednesday, February 12	The rise of Rome, from monarchy through Republic.	Study for Quiz # 3.
Monday, February 17	<b>QUIZ # 3.</b> The career of Augustus, “founding father” of the Roman Empire.	Carefully read and annotate course pack pages 28 – 33, while also referring to relevant images as found on Blackboard. <b>ALSO</b> , read <i>First Person Singular</i> pages 18 – 25 (Augustus), and begin writing Short Analytical Paper # 2 based on the three follow-up questions.
Wednesday, February 19	The high Roman Empire. Roman patriotism and piety.	Study for Quiz # 4, <b>AND</b> finish writing Short Analytical Paper # 2.
Monday, February 24	<b>SHORT ANALYTICAL PAPER # 2 DUE; <u>ALSO</u>, QUIZ # 4.</b> The later Roman Empire.	Carefully read and annotate course pack pages 35 – 40, while also referring to relevant images as found on Blackboard.
Wednesday, February 26	The reign of Constantine, and the transition from paganism to Christianity in the later Roman world.	Carefully read and annotate course pack pages 41 – 43, while also referring to relevant images as found on Blackboard.
Monday, March 2	<b>SPRING BREAK; NO CLASS.</b>	
Wednesday, March 4	<b>SPRING BREAK; NO CLASS.</b>	
Monday, March 9	The death of the Western Roman Empire, and the birth of the Byzantine Empire.	
Wednesday, March 11	The Dark Ages.	
Monday, March 16	<b>FIRST DRAFT OF TERM PAPER DUE.</b> The Early Middle Ages.	Carefully read and annotate course pack pages 45 – 46 ( <i>Beowulf</i> excerpt).

Wednesday, March 18	The Early Middle Ages, continued.	Study for Quiz # 5.
Monday, March 23	<b>QUIZ # 5.</b> The High Middle Ages.	Carefully read and annotate course pack pages 49 – 53, while also referring to relevant images as found on Blackboard. <b>ALSO</b> , read <i>First Person Singular</i> pages 41 – 44 (Hildegard of Bingen), and begin writing Short Analytical Paper # 3, based on the three follow-up questions.
Wednesday, March 25	The High Middle Ages, continued.	Carefully read and annotate course pack pages 54 – 61, while also referring to relevant images as found on Blackboard, AND finish writing Short Analytical Paper # 3.
Monday, March 30	<b>SHORT ANALYTICAL PAPER # 3 DUE.</b> From the Late Middle Ages through the Renaissance.	Carefully read and annotate course pack pages 62 – 67, while also referring to relevant images as found on Blackboard.
Wednesday, April 1	The Renaissance, continued. The Protestant and Catholic Reformations.	Study for Quiz # 6.
Monday, April 6	<b>QUIZ # 6.</b> The Late Renaissance (a.k.a. Early Modern) period.	Carefully read and annotate course pack pages 74 – 82, while also referring to relevant images as found on Blackboard.
Wednesday, April 8	The Age of Enlightenment.	Study for Quiz # 7.
Monday, April 13	<b>QUIZ # 7.</b> Introduction to the 19 <sup>th</sup> century (1800s).	Carefully read and annotate course pack pages 83 – 91, while also referring to relevant images as found on Blackboard.
Wednesday, April 15	The 19 <sup>th</sup> century (1800s), continued.	Carefully read and annotate course pack pages 92 – 99, while also referring to relevant images as found on Blackboard.
Monday, April 20	<b>TERM PAPER DUE.</b> The 20 <sup>th</sup> century (1900s) from World War I through the Great Depression.	Carefully read and annotate course pack pages 100 – 116.
Wednesday, April 22	The Nazi era (including the Holocaust), World War II, and aftermath.	Begin 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 be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

	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>
	<b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.
<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 CCSJ 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.
<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> .
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