
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 1100: AMERICAN CIVILIZATION

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:	ONLINE.
Course Time:	Students will "attend" class regularly throughout the week. Please adhere to all specific instructions found in the Course Schedule (below).
Classroom:	Not applicable.
Prerequisites:	None.
Required Books and Materials:	All required readings and links to required videos are on Blackboard. (There is no physical textbook for this class.)

Learning Outcomes/ Competencies:

Students in this course will:

- Know key events and dates in American history, from colonial times to the present.
- Know the basic geography of the United States and understand how, when, and why this nation grew as it did.
- Discuss long-standing issues and problems in United States history.
- Report on careers and contributions of noteworthy persons in United States history.
- Analyze similarities and differences between past and current events in the history of the United States.

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

- Understand the diffusion and interaction of cultures in centuries past, as well as in the present.
- Demonstrate clear, detailed knowledge of American history.
- Apply advanced critical thinking skills in regard to primary and secondary source material (written, oral, and visual).
- Synthesize accounts of the American experience, as lived by individuals of both genders from diverse racial, ethnic, and socio-economic backgrounds.
- 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 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 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.</p>
<p>Learning Strategies: Reading and writing assignments and online discussions.</p>
<p>Experiential Learning Opportunities: Not applicable.</p>

Assessments:		
Major Assignments:	<ul style="list-style-type: none"> Written Homework Assignment Power Point Assignment 	10% of course grade 10% of course grade
Assessments:	<ul style="list-style-type: none"> Quizzes (9) Post-Test 	45% of course grade 15% of course grade
Class Participation:	<ul style="list-style-type: none"> Required online discussions (11) 	20% 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	Independent Tasks and Homework
Week # 1, FIRST HALF (Monday, August 24 th – Tuesday, August 25 th)	Once again, welcome to our class! I look forward to working with you all throughout the semester. Please do the following tasks in the order listed. <ul style="list-style-type: none"> Read the syllabus, and contact me promptly via e-mail if you have any questions about it. Take the PRE-TEST. Watch “Hernando de Soto in America.” Read “”Newcomers to North America in the 15- and 1600s.”
Week # 1, SECOND HALF (Wednesday, August 26 th – Friday, August 28 th)	Please do the following in the order listed. <ul style="list-style-type: none"> Read “The Twice-Lost Colony of Roanoke.” Read “Jamestown Colony (founded 1607).” Read “Two Remarkable Stories from Colonial New Amsterdam / New York.” TAKE PART IN ONLINE DISCUSSION # 1 AS FOLLOWS: <u>No later than Wednesday night</u>, please make

	<p>your first visit to the Week One discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week One discussion board a second time and engage in LIVELY BUT RESPECTFUL <i>dialogue with at least two classmates</i>, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.</p>
<p>Week # 2, FIRST HALF (Monday, August 31st – Tuesday, September 1st)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Take QUIZ # 1. • Read “Excerpts from the Writings of William Bradford.” • Read “Reflecting on the Puritan Heritage.” • Read “The Courage of Anne Hutchinson.” • Look at “Early English Cities in the Future U.S.A.”
<p>Week # 2, SECOND HALF (Wednesday, September 2nd – Friday, September 4th)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Watch “Philadelphia: The Great Experiment: In Penn’s Shadow (1680 – 1720).” • Watch / read “Protest against Slavery—Francis Daniel Pastorius.” • TAKE PART IN ONLINE DISCUSSION # 2 AS FOLLOWS: <u>No later than Wednesday night</u>, please make your first visit to the Week Two discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week Two discussion board a second time and engage in LIVELY BUT RESPECTFUL <i>dialogue with at least two classmates</i>, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.
<p>Week # 3, FIRST HALF (Tuesday, September 8th)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Take QUIZ # 2. • Read “North American Colonies on the Eve of Revolution.” • Read “John Peter Zenger.” • Read “Phillis Wheatley.”
<p>Week # 3, SECOND HALF (Wednesday, September 9th – Friday, September 11th)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Watch “Franklin’s Discoveries.” • Watch “5 Amazing Inventions by Benjamin Franklin.” • Watch “Friends [i.e., Quakers] in History—John Woolman.” • TAKE PART IN ONLINE DISCUSSION # 3 AS FOLLOWS: <u>No later than Wednesday night</u>, please make your first visit to the Week Three discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week Three discussion board a second time and engage in LIVELY BUT RESPECTFUL <i>dialogue with at least two classmates</i>, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.
<p>Week # 4, FIRST HALF (Monday, September 14th - Tuesday, September 15th)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Take QUIZ # 3. • Watch “Early Colonial Drinking.” • Read “American Revolution.” • Watch “Crispus Attucks, First Martyr of the American Revolution.” • Watch “Battles of Lexington and Concord.”

	<ul style="list-style-type: none"> • Watch “Liberty—Battle of Trenton.”
Week # 4, SECOND HALF (Wednesday, September 16 th – Friday, September 18 th)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Read the Declaration of Independence, reflecting carefully on the parts I’ve highlighted. <u>Please let me know via e-mail if you have any questions about this document.</u> • TAKE PART IN ONLINE DISCUSSION # 4 AS FOLLOWS: No later than <u>Wednesday night</u>, please make your first visit to the Week Four discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week Four discussion board a second time and engage in LIVELY BUT RESPECTFUL dialogue with at least two classmates, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.
Week # 5, FIRST HALF (Monday, September 21 st – Tuesday, September 22 nd)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Take QUIZ # 4. • Watch “The United States Constitution and Bill of Rights.” • Watch “Entangled Lives: Slavery at George Washington’s Mount Vernon.”
Week # 5, SECOND HALF (Wednesday, September 23 rd – Friday, September 25 th)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Read the Preamble and Bill of Rights from the U.S. Constitution. • TAKE PART IN ONLINE DISCUSSION # 5 AS FOLLOWS: No later than Wednesday night, please make your first visit to the Week Five discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week Five discussion board a second time and engage in LIVELY BUT RESPECTFUL dialogue with at least two classmates, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.
Week # 6, FIRST HALF (Monday, September 28 th – Tuesday, September 29 th)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Take QUIZ # 5. • Read “The Nation’s First Four Presidents.” • Watch “Lewis and Clark: Great Journey West.” • Read “Lewis and Clark Expedition—a few additional notes.” • Read “The War of 1812.”
Week # 6, SECOND HALF (Wednesday, September 30 th – Friday, October 2 nd)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Watch “The Burning of Washington, D.C. during the War of 1812.” • Watch “1812 War—the Battle of Baltimore.” • TAKE PART IN ONLINE DISCUSSION # 6 AS FOLLOWS: No later than Wednesday night, please make your first visit to the Week Six discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week Six discussion board a second time and engage in LIVELY BUT RESPECTFUL dialogue with at least two classmates, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.
Week # 7, FIRST HALF (Monday, October 5 th – Tuesday, October 6 th)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Take QUIZ # 6.

	<ul style="list-style-type: none"> • Read “U.S. Territorial Policies and Growth, 1817 – 1849.” • Read “Presidents Monroe through Van Buren.” • Watch “Trail of Tears National Historic Trail.” • Watch “Osceola Resists Indian Removal Act.” • Watch “Black History: John Horse and the Black Seminoles.”
<p>Week # 7, SECOND HALF (Wednesday, October 7th – Friday, October 9th)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Read “Key Developments in U.S. Transportation and Urban Life, late 1700s through mid-1800s.” • Watch “MetroFocus—The Greatest Grid: The Master Plan of Manhattan.” • Skim “Presidents William Henry Harrison, John Tyler, and James K. Polk.” • Watch “Before the Civil War, the Mexican-American War as Prelude.” • TAKE PART IN ONLINE DISCUSSION # 7 AS FOLLOWS: No later than Wednesday night, please make your first visit to the Week Seven discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week Seven discussion board a second time and engage in LIVELY BUT RESPECTFUL <i>dialogue with at least two classmates</i>, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.
<p>Week # 8, FIRST HALF (Monday, October 12th – Tuesday, October 13th)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Take QUIZ # 7. • Read “Background to the Civil War.” • Skim “Presidents Taylor, Fillmore, Pierce, and Buchanan.” • Read “Frederick Douglass.” • Watch “What to the Slave is the 4th Of July—[excerpts from speech by] Frederick Douglass,” as performed by James Earl Jones. • Watch “Split in Two: The Dred Scott Decision—1857.”
<p>Week # 8, SECOND HALF (Wednesday, October 14th – Friday, October 16th)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Skim “The Civil War.” • Watch the following short videos, back-to-back, in the order listed here: <ul style="list-style-type: none"> ➤ “Realities of the Civil War.” ➤ “Railroads and Northern Industry in the Civil War.” ➤ “Telegraph and the Civil War.” ➤ “When Johnny Comes Marching Home Again.” ➤ “Battle-Cry of Freedom” (a.k.a. “Rally Round the Flag”). ➤ “Battle Hymn of the Republic.” • Look at document containing three of Lincoln’s speeches, focusing especially on what he says about slavery. • TAKE PART IN ONLINE DISCUSSION # 8 AS FOLLOWS: <u>No later than Wednesday night</u>, please make your first visit to the week Eight discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week Eight discussion board a second time and engage in LIVELY BUT RESPECTFUL

	<p><i>dialogue with at least two classmates</i>, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.</p>
<p>Week # 9, FIRST HALF (Monday, October 19th – Tuesday, October 20th)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Take QUIZ # 8. • Watch the following short videos, back-to-back, in the order listed here: <ul style="list-style-type: none"> ➤ “Video Tour of Ford’s Theater: Setting the Stage.” ➤ “Video Tour of Ford’s Theater: The Conspiracy.” ➤ “Video Tour of Ford’s Theater: the Assassination.” ➤ “Attack on William Seward.” ➤ George Azterodt’s Failed Attempt to Assassinate Andrew Johnson.” ➤ “Video Tour of Ford’s Theater: Trying the Conspirators.” • Begin working on Power Point assignment.
<p>Week # 9, SECOND HALF (Wednesday, October 21st – Friday, October 23rd)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Read “Jourdan Anderson’s Letter to His Former Master.” • Read “The 13th, 14th, and 15th Amendments.” • Watch “Did the Thirteenth Amendment Really End Slavery?” • Read “Reconstruction-Era Presidents: Andrew Johnson and Ulysses S. Grant.” • Finish Power Point assignment. <u>Also, please respond briefly to my e-mail query regarding your progress, so that I can give you full credit for “attending” class this week.</u>
<p>Week # 10, FIRST HALF (Monday, October 26th – Tuesday, October 27th)</p>	<ul style="list-style-type: none"> • POWER POINT ASSIGNMENT DUE (via electronic drop-box or e-mail), no later than <u>5 P.M. Tuesday</u>. <p>Also during the first part of this week, please do the following in the order listed.</p> <ul style="list-style-type: none"> • Read “The U.S.A. from Reconstruction Times through Entry into World War I.” • Skim “Presidents Hayes, Garfield, Arthur, and Cleveland, take one.” • Skim “Presidents Benjamin Harrison and Grover Cleveland, take two.” • Skim “Presidents McKinley, Theodore (Teddy) Roosevelt, and Taft.” • Watch “Jane Addams: Hull House.” • Watch “Train to Memphis: The Story of Ida B. Wells.” • Watch “<i>United States versus Kim Wong Ark</i> / The Chinese Exclusion Act.” • Watch “Mother Jones and the March of the Mill Children (1903).”
<p>Week # 10, SECOND HALF (Wednesday, October 28th – Friday, October 30th)</p>	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Watch / listen to “Scott Joplin History.” • Read “Irving Berlin (one-page summary).” • Watch / listen to the following Irving Berlin songs: <ul style="list-style-type: none"> ➤ “Alexander’s Ragtime Band.” ➤ “Oh! How I Hate to Get Up in the Morning.” ➤ “Supertime.” ➤ “God Bless America.”

	<ul style="list-style-type: none"> ➤ “White Christmas.” • Choose, and carefully explore, three or four of the Power Points submitted by your classmates. • Do Written Homework Assignment. <u>Also, please respond briefly to my e-mail query regarding your progress, so that I can give you full credit for “attending” class this week.</u>
Week # 11, FIRST HALF (Monday, November 2 nd – Tuesday, November 3 rd)	<ul style="list-style-type: none"> • WRITTEN HOMEWORK ASSIGNMENT DUE (via electronic drop-box or e-mail), no later than <u>5 P.M. Tuesday</u>. Also during the first part of this week, please do the following in the order listed. <ul style="list-style-type: none"> • Read “Woodrow Wilson’s War Message to Congress, April 2, 1917.” • Read “The American Experience in World War I: 1917 - 1918.” • Watch “Arizona Heroes of World War I: Mexican Americans.” • Watch “The Harlem Hellfighters.” • Watch / listen to the following musical selections (a sampling of popular music from the World War I era): <ul style="list-style-type: none"> ➤ “Over There.” ➤ “Till We Meet Again.” ➤ Mademoiselle from Armentieres.”
Week # 11, SECOND HALF (Wednesday, November 4 th – Friday, November 6 th)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Read “The U.S.A. in the 1920s (a.k.a. Roaring Twenties).” • Skim “Presidents of the ‘Roaring Twenties’: Harding and Coolidge.” • Read Zora Neale Hurston, “How It Feels to Be Colored Me.” • Watch / listen to “Louis Armstrong and His Hot Five—Fireworks (1928).” • TAKE PART IN ONLINE DISCUSSION # 9 AS FOLLOWS: No later than Wednesday night, please make your first visit to the Week Eleven discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week Eleven discussion board a second time and engage in LIVELY BUT RESPECTFUL dialogue with at least two classmates, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.
Week # 12, FIRST HALF (Monday, November 9 th – Tuesday, November 10 th)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Take QUIZ # 9. • Read “The U.S.A. in the Great Depression.” • Watch / listen to “Top Hat—Heaven.” • Watch / listen to “Shirley Temple—Animal Crackers in My Soup.” • Watch Betty Boop cartoon, “When My Ship Comes In.” • Watch “No One Wanted Us: The Tragic Voyage of the <i>S.S. St. Louis</i>.”
Week # 12, SECOND HALF (Wednesday, November 11 th – Friday, November 13 th)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Watch “Top 10 Things You Didn’t Know about the Attack on Pearl Harbor.” • Read “The U.S. Experience in World War II.” • Watch “Scrap Happy Daffy.”

	<ul style="list-style-type: none"> • Watch / listen to “Der Fuehrer’s Face.” • TAKE PART IN ONLINE DISCUSSION # 10 AS FOLLOWS: <u>No later than Wednesday night</u>, please make your first visit to the Week Twelve discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week Twelve discussion board a second time and engage in LIVELY BUT RESPECTFUL <i>dialogue with at least two classmates</i>, taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.
Week # 13, FIRST HALF (Monday, November 16 th -Tuesday, November 17 th)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Watch “What Happened to Japanese-Americans during World War II.” • Watch “Ben Kuroki.” • Watch “The Tuskegee Red-Tail Angels.” • Watch “Navajo Code Talker Explains Role in World War II.” • Watch “Honoring the Female Pilots of World War II.” • Watch “Pioneer Hector Garcia.” • Read “The Cold War.”
Week # 13, SECOND HALF (Wednesday, November 18 th – Friday, November 20 th)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Watch “The Nazis Next Door: Eric Lichtblau on How the CIA & FBI Secretly Sheltered Nazi War Criminals.” • Watch “The History of the Cuban Missile Crisis.” • Watch / listen to Tom Lehrer—“So Long, Mom (a Song for World War III)” <p>Also, <u>please respond briefly to my e-mail queries regarding your progress, so that I can give you full credit for “attending” class this week.</u></p>
Week of November 23 rd – 27 th	NO CLASS THIS WEEK—THANKSGIVING BREAK! HAVE A SAFE AND BLESSED HOLIDAY!
Week # 14, FIRST HALF (Monday, November 30 th – Tuesday, December 1 st)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Read “Survey of U.S. Presidents from 1945 to 2009,” pages 1 – 6 (up through and including Gerald Ford). • Watch “<i>Brown v. Board of Education</i>.” • Watch “The Montgomery Bus Boycott.” • Watch “Story of JFK Assassination Told Through Dallas Police Recordings.” • Watch “JFK Assassination: Cronkite Informs a Shocked Nation.” • Watch “Vietnam War: History and Key Dates.” • Watch “The Watergate Scandal: Timeline and Background.”
Week # 14, SECOND HALF (Wednesday, December 2 nd – Friday, December 4 th)	<p>Please do the following in the order listed.</p> <ul style="list-style-type: none"> • Read “Survey of U.S. Presidents from 1945 to 2009,” pages 7 – 12 (up through and including George W. Bush). • Watch “What Was the Iran Hostage Crisis?” • Watch “Ronald Reagan’s One-Liners.” • TAKE PART IN ONLINE DISCUSSION # 11 AS FOLLOWS: No later than Wednesday night, please make your first visit to the Week Fourteen discussion board, and post a thoughtful paragraph there in response to the prompt. <u>On Thursday or Friday</u>, visit the Week Fourteen discussion board a second time and engage in LIVELY BUT

	RESPECTFUL <i>dialogue with at least two classmates</i> , taking note of their responses to the initial prompt, and comparing / contrasting their views with your own.
Week # 15, FIRST HALF (Monday, December 7 th – Tuesday, December 8 th)	Review for the Post-Test, with the aid of a “practice questions” document that I will post for you. <u>Also, please respond briefly to my e-mail query regarding your progress, so that I can give you full credit for “attending” class in the first part of this week.</u>
Week # 15, SECOND HALF (Wednesday, December 9 th – Friday, December 11 th)	Take POST-TEST. AND THEN... 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: Credit for attending this online class depends on your actively participating in class work (including quizzes, electronic discussions, homework assignments, and e-mail exchanges with me) per the Course Schedule as given above. A minimum of two significant contributions to our class per week is required for full weekly attendance credit. (However, please note that you must visit each discussion board TWICE in order to earn full credit there.)</p>
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.</p> <p>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER</p>

	<u>SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u>
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	<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 Course Catalog.</p>

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 .