
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 320A: ADVANCED STUDIES IN WORLD CIVILIZATIONS****Instructor Information:**

Instructor Name	Dr. Valerie H. Pennanen
Office Number:	525
Phone Number:	Office: (219) 473 – 4294 Cell: (219) 378-8279
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:	HYBRID.
Course Time:	Tuesday and Thursday 8:30 – 10 A.M.
Classroom:	300
Prerequisites:	None.
Required Books and Materials	<ul style="list-style-type: none"> • Course pack (posted on Blackboard) • <i>First Person Singular</i> (posted on Blackboard) • Additional required readings (posted on Blackboard) • Videos (links posted on Blackboard)
Learning Outcomes/ Competencies:	
<u>Students in this course will:</u>	
<ul style="list-style-type: none"> • Know a general chronology of world history, including key events and cultural achievements from different parts of the globe. • Understand the basics of world geography and how geographic conditions and events have helped shape history. • Analyze similar trends across cultures. • Compare and contrast past with current events, issues and problems. • Evaluate primary and secondary sources for world history orally and in clear, concise writing. • Synthesize information on one or more important topics listed on the syllabus, and present this information in either two half-length sessions or one full-length session of HIST 120 (class leadership requirement). • 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. 	
This course partially satisfies the requirement for the Minor in History.	
<u>This course introduces and assesses the following History Program objectives:</u>	
<ul style="list-style-type: none"> • Understand the diffusion and interaction of cultures in centuries past, as well as in the present. 	
<u>This course emphasizes and assesses the following History Program objectives:</u>	
<ul style="list-style-type: none"> • Know a general chronology of world history. • Know world geography, including ecosystems, as well as the location of ancient and modern nations. • Apply advanced critical thinking skills in regard to primary and secondary source material (written, oral, and visual). • Analyze similar trends across cultures, past and present. 	

- Evaluate American history in the larger contexts of Western and global 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, class leadership as described above, and advanced reading and writing project (term paper).

Experiential Learning Opportunities: Class leadership as described above.

Assessments:

Major Assignments (Summative Assignments):	<ul style="list-style-type: none"> • Short Analytical Papers (2) • Research Paper • Post-Test 	20% of course grade 20% of course grade <i>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.</i>
Assessments (Formative Assignments):	<ul style="list-style-type: none"> • Tests (4) 	25% of course grade
Class Participation:	<ul style="list-style-type: none"> • Teaching Session • Participation in discussion boards with the Gen Ed (HIST 120A) students 	20% of course grade 15% of course grade
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	Class Discussion / Activities	Homework
Tuesday, August 25 (Virtual learning day)	Welcome to our class, and I look forward to seeing you (and your Gen Ed counterparts) in person this Thursday! In the meantime, please have a look at the syllabus; take the electronic PRE-TEST ; and do the reading homework listed at right. Thank you!	Read / study / reflect on the course pack pages 3 – 11 (remember to examine the pictures and maps just as closely as you read the text).
Thursday, August 27 (Face-to-face learning day)	Highlights of human culture in the Upper Paleolithic period (Old Stone Age). Discussion will incorporate our Gen Ed students' feedback on the material, as submitted via e-mail. If time permits, we will also view part of a film on Lascaux Cave.	Read / study / reflect on the course pack pages 12 – 16; watch video on the Neolithic (New Stone Age) settlement at Catal Huyuk; and e-mail me your term paper topic AND your choice of "teaching day(s)."
Tuesday, September 1 (Virtual learning day)	Take part in the online discussion of civilization in the Neolithic period (New Stone Age).	Read / study the course pack pages 17 – 30, AND read <i>First Person Singular</i> pages 5 – 11.
Thursday, September 3 (Face-to-face learning day)	Highlights of early kingdoms and empires around the world. Discussion will incorporate Gen Ed students' feedback on the material, as submitted via e-mail. Please also contribute some of what you've learned about Sargon of Akkad and his propaganda, from your reading in <i>First Person Singular</i> .	Read / study the course pack pages 32 – 37, AND do some preliminary work on your Research Paper.
Tuesday, September 8 (Virtual learning day)	Take part in the online discussion of early writing systems.	Read / study the course pack pages 38 – 40, and also skim / spot-read the Law Code of Hammurabi.
Thursday, September 10 (Face-to-face learning day)	A sampling of ancient law codes (lecture).	Review and prepare for Test # 1, covering the following topics: the Paleolithic period, the Neolithic period, early writing systems, and examples of ancient laws.
Tuesday, September 15 (Virtual learning day)	Take TEST # 1.	Read / study the course pack pages 41 – 45, AND read <i>First Person Singular</i> pages 12 – 17.
Thursday, September 17 (Face-to-face learning day)	Overview and examples of ancient polytheism and henotheism (lecture).	Read Akhenaten's Great Hymn to the Aten AND read the Jewish Book of Ecclesiastes. ALSO begin writing Short Analytical Paper # 1 (responding to all four of the follow-up questions to the Socrates reading, as found on page 17 of <i>First Person Singular</i>).
Tuesday, September 22 (Virtual learning day)	Take part in the online discussion of monotheism.	Read / study the course pack pages 47 – 57, and continue writing Short Analytical Paper # 1.
Thursday, September 24 (Face-to-face learning day)	Highlights of ancient philosophies. Discussion will incorporate Gen Ed students' feedback on the material, as	Read / study the course pack pages 58 – 67; FINISH Short Analytical Paper # 1; AND watch videos relating to

	submitted via e-mail. Please also contribute some of what you've learned about Socrates, from your reading in <i>First Person Singular</i> .	Solon of Athens, the Roman Republic, King Ashoka of India, and Shi Huangdi of China.
Tuesday, September 29 (Virtual learning day)	SHORT ANALYTICAL PAPER # 1 DUE (via e-mail or electronic drop-box) by 8:30 A.M. today. During this morning's class time, please take part in the online discussion of ancient experiments with government.	Watch video on Octavian / Augustus (the first Roman Emperor); read / study course pack pages 69 – 74; AND read <i>First Person Singular</i> , pages 18 – 30.
Thursday, October 1 (Face-to-face learning day)	Reflections on the Roman Empire, and on the eventual triumph of Christianity in the Western world. Discussion will incorporate Gen Ed students' feedback on the material, as submitted via e-mail. Please also contribute some of what you've learned about Augustus and the ancient Roman world, from your reading in <i>First Person Singular</i> .	Review and prepare for Test # 2, covering the following topics: ancient religions, ancient philosophies, ancient experiments with government, and the remarkable story of the Roman Empire.
Tuesday, October 6 (Virtual learning day)	Take TEST # 2 .	Read / study the course pack pages 74 (bottom) – 83; read <i>First Person Singular</i> pages 32 – 37 and 41 - 51; AND watch the first hour of "Islam: Empire of Faith."
Thursday, October 8 (Another virtual learning day—please note this change from our usual pattern)	Take part in the online discussion of Christianity and Islam. Please contribute some of what you've learned about the Christian conversion experience and about medieval Christian women, from your readings in <i>First Person Singular</i> .	Reading / study the course pack, pages 84 – 90, which contains a survey of "Golden Age" highlights in Asia—namely India's Gupta Age; the Han, Tang, and Song Dynasties of China; and the Kamakura period in Japan. ALSO, read <i>First Person Singular</i> pages 38 – 40, and start reflecting on the follow-up questions re: Li Po's work.
Tuesday, October 13 (Virtual learning day)	During class time today, watch the <i>Sakuntala</i> video, plus the two short videos re: Chinese paper-making and printing. ALSO, begin writing Short Analytical Paper # 2 (responding to all three of the follow-up questions to the Li Po excerpts, as found on page 40 of <i>First Person Singular</i>).	FINISH Short Analytical Paper # 2, AND read / study the course pack pages 91 – 96.
Thursday, October 15	SHORT ANALYTICAL PAPER # 1 DUE (via e-mail or electronic drop-box) by 8:30 A.M. today. This morning's class will be devoted to "Golden Age" highlights in pre-colonial Africa (lecture). Topics will include the Swahili civilization; the kingdom of Ghana; the empire of Mali with its renowned heroic leader,	Read / study the course pack pages 97 – 106, AND watch the videos on classic Mayan civilization, the archaeological site of Teotihuacan (in the Valley of Mexico), and the Nazca Lines (in Peru). Also—if you haven't already done so—please begin actively working on your Research Paper .

	Sundiata; and the Great Zimbabwe civilization.	
Tuesday, October 20 (Virtual learning day)	Take part in the online discussion of “Golden Age” highlights in the pre-Columbian New World (Americas). Topics will include the Maya, Teotihuano, early Peruvian, Mound-Builder, and so-called Anasazi civilizations.	Read / study the course pack pages 107 – 111, AND continue working on your Research Paper.
Thursday, October 22 (Face-to-face learning day)	Great changes in the Old World: From Genghis Khan and the Mongol invasions, through the infamous Black Death (lecture).	Review and prepare for Test # 3, covering the following topics: Highlights of “Golden Ages” around the world (Asian, African, and Native American); Genghis Khan and his legacy; the Black Death.
Tuesday, October 27 (Virtual learning day)	Take TEST # 3.	Read / study all of the following: <ul style="list-style-type: none"> • The course pack pages 112 – 115. • Excerpts from Luther’s 95 <i>Theses</i>. • <i>First Person Singular</i> pages 55 – 58.
Thursday, October 29 (Face-to-face learning day)	The European Renaissance, including the growth of literacy and the Protestant and Catholic Reformations (lecture). Please contribute some of what you’ve learned about Catholic Reformation (a.k.a. Counter-Reformation) piety from your reading in <i>First Person Singular</i> .	Read / study the course pack pages 116 – 121 PLUS Columbus’s 1493 letter to one of his patrons, AND ALSO watch the video on Nzingha.
Tuesday, November 3 (Virtual learning day)	Take part in the online discussion of global problems and crises associated with the European Renaissance. Topics will include Columbus and his problematic legacy, as well as the stories of Nzingha and Felipe Guaman Poma.	Read / study the course pack pages 122 – 134, AND read <i>First Person Singular</i> pages 59 – 71. ALSO, continue working on your Research Paper.
Thursday, November 5 (Face-to-face learning day)	The Enlightenment, including a few of its key events (e.g. the English Civil War) and famous people (including Louis XIV of France and Peter the Great of Russia) (lecture, supplemented by short videos). Please contribute some of what you’ve learned about the Enlightenment Age from your readings in <i>First Person Singular</i> .	Skim the course pack pages 135 – 147; read selected poems by Suleyman; and watch videos on Isfahan and the Taj Mahal. Additionally, continue working on your Research Paper.
Tuesday, November 10 (Virtual learning day)	Use today’s class time to read the course pack pages 148 – 154 (re: the Industrial Revolution and the transatlantic slave trade) AND watch videos on St. Peter Claver, Olaudah	Read / study the following: <ul style="list-style-type: none"> • <i>First Person Singular</i> pages 72 – 74 and 76 – 81. • Course pack pages 155 – 160. ALSO, continue working on your

	Equiano, William Wilberforce, and the development of a female labor force in the early U.S.A.	Research Paper.
Thursday, November 12 (Face-to-face learning day)	Discussion of the Industrial Revolution, the transatlantic slave trade, the fight to end slavery, and the opening pages of <i>The Silver Trump of Freedom, Part I: The birth of new nations in the 18th – 19th centuries</i> (American and French Revolutions). Discussion will incorporate Gen Ed students' feedback on the material, as submitted via e-mail. Please also contribute some of what you've learned about Nat Turner's rebellion, from your reading in <i>First Person Singular</i> .	Watch video on Toussaint Louverture and the Haitian Revolution ("Egalite for All"), and read / study the course pack pages 161 – 167.
Tuesday, November 17 (Virtual learning day)	Take part in the online discussion of the Haitian, Mexican, and Latin American wars of independence (i.e., continuation of the unit on <i>The Silver Trump of Freedom, Part I</i>).	Read / study the following: <ul style="list-style-type: none"> • Course pack pages 168 – 172 • <i>First Person Singular</i> pages 125 - 130 ALSO, continue working on your Research Paper.
Thursday, November 19 (Face-to-face learning day)	<i>The Silver Trump of Freedom, Part II: Civil Rights Advances from the 1800s (19th century) through early 1900s (20th century)</i> (lecture). Please also contribute some of what you've learned about Helen Keller, from your reading in <i>First Person Singular</i> .	Continue working on your Research Paper.
Tuesday, November 24 and Thursday, November 26	NO CLASS THIS WEEK— THANKSGIVING BREAK!	HAVE A SAFE AND BLESSED HOLIDAY!
Tuesday, December 1 (Virtual learning day)	Use today's class time to read / study the course pack pages 173 – 178 AND watch video on "Gandhi: Pilgrim of Peace."	Skim the following: <ul style="list-style-type: none"> • Course pack pages 179 - 194 • <i>First Person Singular</i> pages 161 – 162 and 167 – 178. ALSO, continue working on your Research Paper.
Thursday, December 3 (Face-to-face learning day)	The two World Wars (lecture). Please contribute a few of the insights that you have gleaned, most recently, from reading <i>First Person Singular</i> .	Continue working on your Research Paper.
Tuesday, December 8 (Virtual learning day)	Please devote today's class time to reviewing, on your own, for the Post-Test, with the aid of a "practice questions" document that I will post for you.	<u>Continue reviewing on your own for the Post-Test, AND FINISH your Research Paper.</u>
Thursday, December 10 (Virtual day)	RESEARCH PAPER DUE (via e-mail or electronic drop-box) by 8:30 A.M. today.	HAVE A SAFE AND BLESSED HOLIDAY!

	Take POST-TEST .	
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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 for HYBRID CLASSES:</p> <ol style="list-style-type: none"> a) On <u>virtual learning days</u>, you will be marked "present" as long as you submit the required work for that day (which may include discussion board participation) DURING OUR REGULARLY SCHEDULED CLASS TIME. (For World Civ students, this means active involvement with the class between 8:30 and 10 A.M.) b) On <u>face-to-face learning days</u>, you will be marked "present" as long as you are visibly there, either in person or via Zoom. Late arrivals and premature departures from class will both be designated "tardy" in the attendance record.
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><u>THERE IS A LIMIT OF TWO EXTENSIONS PER STUDENT PER SEMESTER, AND 7 DAYS IS THE MAXIMUM LENGTH FOR AN EXTENSION.</u></p>
Meeting Standards for Classroom Behavior (NOTE:	<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.

<p>These guidelines apply only to sessions held face-to-face and / or via Zoom—thus, they do not apply to our particular class.)</p>	<ul style="list-style-type: none"> • 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.
<p>CCSJ Student Honor Code</p>	<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.
<p>Doing Your Own Work</p>	<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>
<p>Sharing Your Class Experience</p>	<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>
<p>Withdrawing from Class</p>	<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	
<p>CCSJ Book Rental Program</p>	<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</p>

	<p>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.</p>
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. In addition, you can access online tutoring at Tutor.com. See the link within the Blackboard course.</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 Coordinator at 219-473-4349.</p>
Student Assistance Program	<p>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.</p>
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>