

Course Information

Semester & Year: Fall 2022

Course ID & Section #: HIST-20-E3479

Instructor's name: Paul Geck

Day/Time of required meetings: T-Th 1:15-2:40

Location: HU 217

Number of proctored exams: N.A.

Course units: 3

Instructor Contact Information

Office location: HU 217

Office hours: Tues & Thurs 11:30-12:00pm

Phone number: 707.826.4989

Email address: paul-geck@redwoods.edu

Catalog Description

History 21 is an overview of world history from 1500 CE to the present. The cultures, politics, religions, and economic development of societies and civilizations throughout the world are examined. Particular attention is paid to the effects of colonialism and nationalism on the world stage, and the periodic crises that reshaped the links among societies and within civilizations.

Course Student Learning Outcomes *(from course outline of record)*

1. Analyze and assess the merits of various historical interpretations.
2. Analyze significant historical developments (social, cultural, political, economic, diplomatic, technological/scientific, global context) through the application of the historical concepts of process, context, and/or difference.
3. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

Prerequisites/co-requisites/ recommended preparation

[none for this course. English 150 is a recommended prerequisite.]

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Other CR information

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Syllabus - Hist 21: World History since 1500

Room: HU 217

T-Th 1:15-2:40pm

Fall 2022

Sec # E3479

Instructor: Paul J. Geck

Email: Paul-Geck@Redwoods.edu

Phone: 707-826-4989

Office Hours without appointment: Tuesdays and Thursdays: 11:30am - 12:00, in HU 217

Communications through email is the professor's preferred method of answering questions

Grading Scale 300 points possible

281-300, 94% = A
270-280, 90% = A-

261-269, 87% = B+
251-260, 84% = B
240-250, 80% = B-

231-239, 77% = C+
210-230, 70% = C

180-209, 60% = D

179 & below = Fail

Required Reading:

Smith, Bonnie G. *World in the Making*, vol. 2, Oxford University Press, 2019
(ISBN 978-0-19-084924-5)

Required Readings posted on Canvas - primary sources & secondary sources.

METHOD OF GRADING

Examinations: Learning & Comprehension [57% of course grade]

64 points – **Midterm**, chapter 15-21, October 11th

64 points – **Final Exam**, ch 22-28, Tuesday, December 13th at 1:00pm-3:00

42 points – **14 Chapter worksheets** from textbook *World in the Making*

Evaluations of Reading & Understanding: [43% of course grade]

28 points – **8 In-Class Discussion & Posts** on the required readings

53 points – **6 Written Assignments**, short answers on the required readings

36 points – **2 Essay Assignments**, analyze and discuss required readings

13 points – **Participation & Attendance**, do activities & the sign the roll

COURSE DESCRIPTION:

This is an introductory survey course that traces the themes and events of World History from first contact with the Americas to the present. The student will be exposed to a variety of world cultures and how a "world history" has developed since the start of the twentieth century. Students should leave this class with a basic knowledge of European history, Asian history, African history and the history of the Americas. The hope is to focus upon those aspects of the world that most profoundly affected people in the United States of America today. Not every country in the world, however, will be studied.

To teach you world history this course uses **required readings, lectures, exams, class discussions, worksheets, writing assignments & essays**. Your understanding of the required readings and the lectured material will be assessed in the **exams**. As an incentive keep up with your readings there are **Chapter Worksheets** that focus on Strayer's *Ways of the World* and **Writing Assignments** that focus on readings posted on Canvas. Class discussions and in-class group-work will be based on the writing Assignments and posted Readings. Extra credit is given for good attendance. You should expect to spend *at least* three hours a week doing coursework outside of 3 hours in the classroom.

HIST 21 – STUDENT LEARNING OUTCOMES:

1. Analyze and assess the merits of various historical interpretations.
2. Analyze significant historical developments through the application of the concepts of process, context, and/or difference.
3. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

PREREQUISITES/COREQUISITES: none for this course. *English 150 is a recommended prerequisite.*

CANVAS & ON-LINE INFORMATION:

The student is expected to use a computer in order to access materials via the Canvas website. All homework assignments are posted on Canvas. All lecture material is posted on Canvas for students to review before or after its presentation in class. Study-guides and practice questions are posted on Canvas for students to use in preparation for the exams. The LRC (Learning Resource Center, i.e. the Library) has computers available for all students to use and it is the student's responsibility to make time to use available resources. Email will be used to contact students and for correspondence between students and the professor.

CLASS POLICIES:

Absences due to extracurricular activities do **not** get special consideration. Since you know in advance of your extracurricular scheduling conflicts with this course you must turn in your assignments before the due date. If you know you will be **missing multiple class days** or have other problems that affect your ability to follow class norms, please voicemail me, email me, or talk to me in class to explain.

Late Work Policy: Written assignments submitted after the due date will be reduced by 10% for each day it is late. Make-ups for exams & in-class group-work will only be provided to those with an excusable absence or those who inform me of a legitimate conflict **prior** to the absence.

Academic honesty is required of all members of a learning community. Hence, the college will not tolerate cheating or plagiarism on tests, examinations, papers or other course assignments. Students who engage in such dishonesty may be given failing grades or expelled from the college. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage. The student code of conduct is available on the College of the Redwoods website at: <https://www.redwoods.edu/aboutcr/Consumer-Information>

College of the Redwoods complies with the **Americans with Disabilities Act** in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

I will be attempting to present the lectured information in a manner that you will understand, however in order for you to follow the topics of the lectures, **I expect you to have read the assigned textbook chapters; to be ready to discuss all required readings; to ask me questions; and to answer my questions.** If you have a particular difficulty reading, writing or test taking please let me know so that I might help you improve.

COURSE GOALS and STUDENT LEARNING OBJECTIVES:

A goal of this instructor is for the students to learn how to succeed in an academic environment. It is therefore important that the student learn **critical literacy**: *an understanding and mastery of the basic skills of communication, information management, analysis & the recognition of standards of excellence.* I expect each student, over the semester, to improve their ability to gather, evaluate and communicate information, ideas and personal insights. The homework assignments are a means of practicing how one gathers, assesses and manages information, as well as one's study time. The 5 Assignments provide you an opportunity to prove your understanding of academic writing and primary source materials. The essay Assignments evaluates your ability to understand and communicate in an academic format. The exams are designed to assess a student's basic knowledge of events, institutions, historical personages, and the cultural norms expressed throughout the history of the U. S.

The course schedule and procedures are subject to change in the event of extenuating circumstances

COURSE REQUIREMENTS:

WORKSHEETS, EXAMS, ASSIGNMENTS, IN-CLASS GROUP-WORK, & ATTENDANCE/DISCUSSIONS
Students should expect to spend at least 3 hours a week reading history & doing coursework.

CHAPTER WORKSHEETS: {the due dates can be found in the weekly schedule part of the syllabus.}

Each chapter in the textbook *World in the Making* has a worksheet worth 3 points and will usually have 30 multiple-choice questions created by the textbook publisher. The questions on the worksheets will also be seen on the exams

EXAMINATIONS: Midterm & Final {exam dates can be found in the syllabus weekly schedule}

The 2 Exams contain multiple-choice questions drawn from textbook worksheets, the lectured material, and short answer questions or an essay question or maps.

WRITTEN ASSIGNMENTS (use the Required Reading posted on Canvas and listed in the weekly schedule)

You will analyze the required readings and write up paragraph answers to directed questions. Directions for each assignment are posted on Canvas; they consist of a series of short answer questions which you must answer in complete sentences. Two of the Assignments require you to write an **essay**, with an introduction, body, & conclusion. You have until 11:59pm on the due day to electronically submit assignments through Canvas.

The purpose of the Assignments is to get you thinking about how historians form historical ideas & themes, thus the points earned are based the correctness of your explanations and the attention to detail in your answers. Each *Assignment* should take the student 1 or 2 hours to complete. Some student read must faster than others, some type faster, some revise excessively and some students just write the first things that come to mind; therefore homework time varies widely. Come to class even if you don't finish the Assignments, you can turn in work late.

IN-CLASS GROUP-WORK & Discussion Postings on Canvas (use Required Reading on Canvas)

On the days marked on the syllabus calendar, class time will be used for group-work activities and before coming to class student should do Discussion Postings on Canvas. Group-work usually consists of students gathered into groups of 4 to 6 persons and discussing what is important to learn from the required readings, and then writing out statements that explain what is historically significant in the required readings. The group statements will be presented to the whole class and turned into the professor so that the group can be assessed points. In-class group-work days are listed on the weekly schedule. {Make-ups for group-work is only for excusable absences.}

CLASS PARTICIPATION: Daily attendance is taken with each week of class worth about 1 point.

Extra credit is given for perfect and near perfect attendance.

I will do my best to present the lectured information in a manner that you will understand. It is highly recommended that students visit the instructor during office hours if the student is doing poorly in class, or if the student does not understand the assignments, or if the student wants clarification of their grade and/or the grading method, or if the student want to discuss history, or if the student wants the instructor to quickly learn the student's name. Email is also a good way to communicate with the instructor. ~Geck

HIST 21 World History since 1500 || Fall 2022 T-Th

Class	World chapter	Homework Due	Posted Readings	In Class Work	Lecture Topics
Aug 23	Ch 15	Worksheet ch 15	Ch 15: <i>The Americas 1430-1530</i>		Introduction to World History since 1500 Native American History
Aug 25	Ch 15		China's Explorer Zheng He	Group activity-0	Empires in the Americas: Aztec & Incan Empires
Aug 30	Ch 16	Worksheet ch 16	Ch 16: <i>Rise of Atlantic World 1450-1600</i>		Catholic World & Reconquista Spanish Empire
Sept 1	Ch 16	Assignment-1	<i>Overseas Expansion</i>	Group-work-1	Portuguese Empire Class Discussion – World Explorers
Sept 6	Ch 17	Worksheet ch 17	Ch 17: <i>Western Africa 1450-1800</i>		African History: Societies & Empires
Sept 8	Ch 17	Assignment-2	<i>Atlantic World Encounters</i>	Group-work-2	Class Discussion – New World Slavery Economics of the Slave Trade
Sept 13	Ch 19	<i>Worksheet ch 19</i>	Ch 19: Europe & Mediterranean 1450-1750		Ottoman Empire 1453-1750 Reformation?
Sept 15	Ch 19	Assignment-3	<i>The Scientific Revolution</i>	Group-work-3	Class Discussion – scientific thought Scientific Revolution
Sept 20	Ch 18	<i>Worksheet ch 18</i>	Ch 18: <i>South Asia 1450-1750</i>		Islam, Hinduism, & Buddhism World Religions
Sept 22	Ch 18				Mughal India & Asian trade
Sept 27	Ch 20	Worksheet ch 20	Ch 20: <i>Asia 1450-1750 Russ, Ming to Qing, Japan, Korea</i>		Golden Horde & Russia Ming & Qing China
Sept 29	Ch 20	Assignment-4	<i>Women, Marriage, & Family: China & Europe</i>	Group-work-4	Japan, & Korea Class Discussion – the idea of family
Oct 4	Ch 21	Worksheet ch 21	Ch 21: <i>Colonies in the Americas: 1600-1750</i>		British Empire in the Americas Mercantilism & Economics of Slavery
Oct 6	Ch 21				Spanish Colonies in the Americas Race, Ethnicity, Colonies, & Plantations
Oct 11			Midterm		World ITM chapters 15 - 21 & lectures
Oct 13	<i>1750-present</i>				Political Theory & The Enlightenment American Revolution

HIST 21 World History since 1500 || Fall 2022 T-Th

Class	Strayer chapter	Homework Due	Reilly Readings	In Class Work	Lecture Topics
Oct 18	Ch 22	Worksheet ch 22	Ch 22: <i>Atlantic Revolutions 1750-1830</i>		French Revolution
Oct 20	Ch 22	Assignment-5 Essay	Ch 23: <i>Enlightenment & Revolution</i>	Group-work-5	Essay Discussion – political revolution Political Theory & Nationalism
Oct 25	Ch 23	Worksheet Ch 23	<i>Industry & Life 1750-1900</i>		The Industrial Revolution Capitalism & Industrial Society
Oct 27	Ch 23	<i>Extra Credit 1</i>	<i>Readings on Capitalism</i> A. Smith & K. Marx		Japan & the Meiji restoration 19 th Century Imperialism - Racism
Nov 1	Ch 24	Worksheet ch 24	Ch 24: <i>Nation-states & Empires 1830-1900</i>	Ottoman Empire dying	Modern Imperialism in Africa Spheres of Influence in Asia
Nov 3	Ch 24	Assignment-6	<i>Colonized and Colonizers</i>	Group-work-6	Class Discussion – 19 th century colonies The Spanish / American War
Nov 8	Ch 25	Worksheet ch 25	Ch 25: <i>War & Revolutions 1900-1929</i>		Working Class & Peasant Revolutions Mexican Revolution & Soviet Union
Nov 10	Ch 25	<i>Extra credit 2</i>	<i>World War One: Death & Destruction</i>		World War One the Great Depression
Nov 15	Ch 26	Worksheet ch 26	Ch 26: <i>Global Catastrophe 1929-1945</i>		Nationalism, Authoritarianism, Fascism World War Two
Nov 17	Ch 26	Assignment-7	<i>World War Two: Mass Killing</i>	Group-work-7	Class Discussion – mass killing Holocaust & The Atomic Bomb
Nov 21-26			No Class		Happy Thanksgiving!
Nov 29	Ch 27	Worksheet ch 27	Ch 27: <i>New Nations during Cold War</i>		communism vs. capitalism Communist China & The Cold War
Dec 1	Ch 27	Worksheet ch 28	Ch 28: <i>New Global Age 1989-2020</i>		1989: The End of the Cold War Essay Discussion – 20 th century
Dec 6	Ch 28		<i>Global Warming Climate Change: 1990-present</i>	Group-work-8	End of Empires in Africa & Asia Feminism throughout the World
Dec 8	Ch 28	Assignment-8 Essay	<i>Globalization: The World 1990-present</i>		Religion & Global Modernity Terrorism & Authoritarianism
Dec 13	Tuesday	Final Exam 1:00pm-3:00	Good luck on your final exams	chapters 22 -28	World ITM chs 22 - 28 + lectures
Dec 15	Thursday				

Code of Conduct and Student Discipline

Students at College of the Redwoods assume the responsibility for conducting themselves in a manner compatible with the university's function as an educational institution and in a way which will not impair achievement of the university's educational mission. Inappropriate conduct by students or applicants for admission is subject to discipline as provided in Title 5, California Code of Regulations, § 41301.

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means.

Cheating is defined as obtaining or attempting to obtain, or aiding another in obtaining or attempting to obtain credit for work or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to:

- Copying graded homework assignments from another student.
- Working together on a take-home test or homework when specifically prohibited by the instructor.
- Looking at another student's paper during an examination.
- Looking at text or notes during an examination when specifically prohibited by the instructor.
- Accessing another student's computer and using his/her program as one's own.
- Giving one's work to another to be copied or used in an oral presentation.
- Giving answers to another student during an examination.
- After having taken an exam, informing another person in a later section about questions appearing on that exam.
- Providing a term paper to another student.
- Taking an exam, writing a paper, or creating a computer program or artistic work for another.

Class Attendance & Disruptive Behavior

Students have the right to attend and participate in all classes for which they are officially enrolled. They may be denied only for the purpose of maintaining suitable circumstances for teaching and learning. Any student who has neglected the work of the course or is disruptive to the educational process may be excluded from a course.

Attendance: At College of the Redwoods, regular and punctual class attendance is expected. Each instructor establishes regulations regarding attendance requirements. It is the responsibility of the student to make arrangements regarding class work in those cases where the student's absence is because of participation in intercollegiate athletics, forensics, drama festivals, music tours, and the like.

Disruptive Behavior: Disruptive student behavior in the classroom is defined as behavior which interrupts, obstructs, or inhibits the teaching and learning processes. The faculty member determines what is disruptive and has a duty to terminate it. Disruptive behavior may take many forms: persistent questioning, incoherent comments, verbal attacks, unrecognized speaking out, incessant arguing, intimidating shouting, and inappropriate gestures.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.

- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821