



Course Information

Semester & Year: **Spring 2023**

Course ID & Section #: **HIST-20-E4560**

Instructor's name: **Paul Geck**

Day/Time of required meetings: **Tues-Thurs 10:05-11:30am**

Location: **HU 215**

Number of proctored exams: **N.A.**

Course units: **3 units**

Instructor Contact Information

Office location: **LRC - library**

Office hours: **T-Th 2:00-2:30pm**

Phone number: 707.826.4989

Email address: **Paul-Geck@Redwoods.edu**

Catalog Description

History 20 is an overview of world history from prehistory to 1500 CE. 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

No prerequisites or co-requisites for this course. *English 150 is a recommended prerequisite.*

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.

Student Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

Accessibility

College of the Redwoods is 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
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

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

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](#).

Admissions deadlines & enrollment policies - Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Last day to add a class: 01/20/23*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/16/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date (or 20% into class duration): 01/30/23*
- *Presidents Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23-03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/22-05/12/23*
- *Semester ends: 05/12/23*

Grades available for transcript release: approximately 05/29/23

Syllabus - Hist 20: World History to 1500

Room: HU 215

T-Th 10:05-11:25pm

Spring 2023

Sec # E4560

Instructor: Paul J. Geck

Email: Paul-Geck@Redwoods.edu

Phone: 707-826-4989

Office Hours without appointment: Tuesdays and Thursdays: 2:00 - 2:30pm, in LRC (library)

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. 1, Oxford University Press, 2019
(ISBN 978-0-19-084923-8)

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

METHOD OF GRADING

Examinations: Learning & Comprehension [55% of course grade]

60 points – **Midterm**, chapter 1-7, Tuesday March 7th

60 points – **Final Exam**, ch 8-15, Thursday, May 11th at 10:45am-12:45

45 points – **15 Chapter quizzes (online)** from textbook *World in the Making*

Evaluations of Reading & Understanding: [45% of course grade]

36 points – **12 Posts & In-Class Groupwork** on the required readings

60 points – **8 Written Assignments**, short answers on the required readings

24 points – **1 Essay Assignment**, analyze and discuss required readings

15 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 pre-history to first contact with the Americas. The student will be exposed to a variety of world cultures and how a "world history" has developed since humans began agriculture & animal husbandry. 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 world today. Not every country in the world, however, will be studied.

To teach you world history this course uses **required readings, lectures, in-class discussion, groupwork, discussion post, online quizzes, exams, 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 Quizzes** that focus on the textbook *World In the Making* 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 20 – 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 Quizzes: {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 March 7th & Final Exam on May 11th

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. **One** 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. The weekly posts are on the required readings for the assignments.

WEEKLY POSTS & IN-CLASS GROUP-WORK (GW) Discussions (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 must do a Post in discussion section on Canvas. The posts are a way to remind you of the weekly required readings, and a place for me to check if you came prepared, and a place to put a grade for your group-work activity. 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 20: World History to 1500 - Spring 2023

Week	Homework Due	Required Readings	In Class Work	Lecture Topics	Date
1-T	Ch 1 Quiz	Chapter 1 <i>Prehistory to 4,000BCE</i>		Introduction: Prehistory & Society	Jan 17
1-Th	Week 1 Post & Assignment-1	<i>Prehistory and Women</i>	Group-work-1	First settlements Women in prehistory & Mother Goddess	Jan 19
2-T	Ch 2 Quiz	Chapter 2 <i>Birth of the City, 5000-1200BCE</i>		Sumer 3000BCE: Culture & religion Indus Valley: 2600-1900BCE	Jan 24
2-Th	Week 2 Post Assignment-2	<i>First Cities – Mesopotamia & Caral The Code of Hammurabi</i>	Group-work-2	South America: Caral (c. 2,500 BCE) Egypt & Mesopotamia, 1800-1200BCE	Jan 26
3-T	Ch 3 Quiz	Chapter 3 <i>Asia, 5000-500BCE</i>		Vedic India: 1500-500BCE	Jan 31
3-Th	Week 3 Post Extra Credit 1	<i>Rig Veda & Hesiod</i>		Ancient China: 2000-500BCE New Kingdom Egypt	Feb 2
4-T	Ch 4 Quiz	Chapter 4 <i>Mediterranean 1550-330BCE</i>		Assyria Judaism & Zoroastrianism	Feb 7
4-Th	Week 4 Post Assignment-3	<i>Indian & Greek Civilization Plato's Allegory of the Cave</i>	Group-work-3	Persian Empire Greek City States	Feb 9
5-T	Ch 5 Quiz	Chapter 5 Eurasia 500BCE – 500CE		Hinduism & Buddhism & Jainism Mauryan & Gupta Empires	Feb 14
5-Th	Week 5 Post Assignment-4	<i>China's Beliefs on Society</i>	Group-work-4	Han China: 221BCE – 220CE Dao, Confucius, Legalism	Feb 16
6-T	Ch 6 Quiz	Chapter 6 <i>Western Eurasia 500BCE - 500CE</i>		Roman Republic & Empire	Feb 21
6-Th	Week 6 Post Assignment-5	<i>Women in Classical Societies</i>	Group-work-5	Women in the Ancient World Foundations of Christianity	Feb 23
7-T	Ch 7 Quiz	Chapter 7 <i>Africa, Americas & Pacific to 500CE</i>		African & Pacific Islands Civilizations Migration throughout the world	Feb 28
7-Th	Week 7 Post Extra Credit 2	<i>Migrations by Patrick Manning</i>		The Americas: Olmec, Chavin, & Moche Slavery throughout the world	March 2
8-T		Midterm		World ITM chapters 1 to 7 & Lectures weeks 1 to 6	March 7
8-Th	Week 8 Post			Germanic Kingdoms & Empires Manorialism & Feudalism	March 9
		No Class		Spring Break	March 11-19

HIST 20: World History to 1500 - Spring 2023

Week	Homework Due	Required Readings	In Class Work	Lecture Topics	Date
9-T	Ch 8 Quiz	Chapter 8 Christianity & Islam 400-1000CE		Byzantine Empire: Imperial Christianity Christian Western Europe	March 21
9-Th	Week 9 post			Birth of Islam: 600-750CE Islamic Empires: 600-1300CE	March 23
10-T	Ch 9 Quiz	Chapter 9 <i>China, India, Religion 400-1000CE</i>		Asian Pastoralist: Huns & Turks Buddhism: Sui & Tang China & Korea	March 28
10-Th	Week 10 post Assignment-6	<i>India & Southernization</i>	Group-work-6	Hinduism: India & southeast Asia Pacific Islands & Polynesian Expansion	March 30
11-T	Ch 10 Quiz	Chapter 10 The Americas 300-1200CE		Teotihuacan & Maya City States Pueblo Culture in North America	April 4
11-Th	Week 11 post Assignment-7	<i>Mississippian Mound Builder Society</i>	Group-work-7	Mound Builder Societies 600-1200CE	April 6
12-T	Ch 11 Quiz	Chapter 11 Afro-Eurasia Commerce 900-1300CE		World Trade Networks: Eurasian & African & Indian Ocean Trade	April 11
12-Th	Week 12 post Ch 12 Quiz	Chapter 12 Religion & Learning 900-1300CE		Medieval Europe 900-1300 Innovative China 900-1300CE	April 13
13-T	Ch 13 Quiz	Chapter 13 Crusaders & Mongols 1050-1350CE		Medieval Europe & Crusades 1050-1350	April 18
13-Th	Week 13 post	<i>Assignment-9 Essay directions</i>	Group-work E.C.	Rise of the Mongol Empires & China: 1206-1368CE	April 20
14-T	Ch 14 Quiz	Chapter 14 Afro-Eurasia 1300-1450		Ottoman Empire & East African Societies Ming China; 1368-1644	April 25
14-Th	Week 14 post Assignment-8	<i>China's Explorer Zheng He</i>	Group-work-8	The sea voyages of Zheng He Japan: Shogunate & Samurai	April 27
15-T	Ch 15 Quiz	Chapter 15 The Americas: 1430-1530		North America societies 1200-1500CE	May 2
15-Th	Assignment-9 Essay	<i>Assignment-9 Essay directions</i>	Group-work-9	Aztecs & Incas 1200-1500CE	May 4
16-T	No class	<i>No class</i>	No class	No class Tuesday during finals week	May 9
16 Thurs	Final Exam 10:45-12:45	Good luck on your final exams		World ITM Chs 8 to 15 + lectures	May 11

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.
