

**History 114 - Comparative History of the Early Americas - FALL 2019**  
**M,W 9:30-10:45 room 551B (0919)-THIS CLASS WILL BECOME AN ONLINE 8 WEEK CLASS THAT**  
**BEGINS OCTOBER 14, 2019**

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**Office Hours:** MW 12:30-2; T,Th 12:30-1:30; and by appointment. I can stay later if you need, just let me know you're coming, or that you'll be calling. You can also call me at my office at those hours. I can help you with anything you need- from understanding course material to preparing for exams, paper and assignments, to mapping out your educational career. You can also e-mail me. I teach 5 different classes so **when you email, please sign your full name and tell me what class you're in.**

### COURSE DESCRIPTION

History 114 is a survey of the Americas from their pre-conquest origins (the vast diversity of America's Native Peoples) to independence and the formation of new nations in the early nineteenth century. It is also an introduction to History as an important discipline. We will explore the social, political, economic and cultural transformations of these regions/nations, paying particular attention to the impact of these transformations on the everyday lives of its diverse peoples. To understand the complexities of the Americas, this course will weave lectures, films, readings and discussions -especially on primary sources- that discuss historical processes and allow diverse sectors of society to speak for themselves. Themes and topics include: Native Societies in the Americas, Conquest and Colonization, the Transatlantic Slave Trade, Commodities and Coerced Labor, Colonial Economies and Societies, the Age of Revolutions and the Creation of New Nations in the Americas.

The course is also an introduction to **History as an important discipline** that can help you develop the analytical, writing, critical thinking, and discourse skills you need to succeed in your major, your career and in the world.



### REQUIRED READING (Readings is essential to your understanding and success here):

The books listed below are **required reading** for this course and are available for purchase and/or rental at the Grossmont College bookstore and **online used book dealers** such as: [amazon.com](http://amazon.com); [abebooks.com](http://abebooks.com); [bookfinder.com](http://bookfinder.com); [chegg.com](http://chegg.com); [alibris.com](http://alibris.com); [half.com](http://half.com); [textbookx.com/](http://textbookx.com/).

- 1) Restall, Matthew, and Kris Lane. *Latin America in Colonial Times*. Cambridge: Cambridge University Press, **2018 (2nd edition)**. ISBN: 9781108403467. We need this book from week one to the end.
- 2) Lepore, Jill. *Encounters in the New World: A History in Documents*. Oxford University Press, 2000. ISBN: 0-10-515491-6. This is a collection of primary sources.
- 3) I will also make available to you some short articles and primary sources on the English and French colonization. These are in electronic format (pdf) in Canvas (all organized by topic).

**I have copies of our books at the library on 3-hour reserve for your use. You cannot pass this class without having access to and READING these books!** (You can also borrow my copy during office hrs)

**Required supplies: 3-prong folder or 3-ring binder to organize our handouts; loose-leaf paper**

**I highly recommend good dictionary or a good dictionary ap! ([dictionary.com](http://dictionary.com) is good)**

**E-MAIL- this is mandatory!** It is **critical** that your **current e-mail address** that you check regularly is in WebAdvisor (it **syncs with Canvas**; I can't change it). I need to be able to contact you through Canvas about your performance in the class. I will also **e-mail** you course updates, some documents and newspaper articles that will bring us up to date on some of the topics we will be discussing.

**\*In Canvas, go to "Account settings," then "Notifications", make sure you click "Notify me right away" for our course "Announcements."**

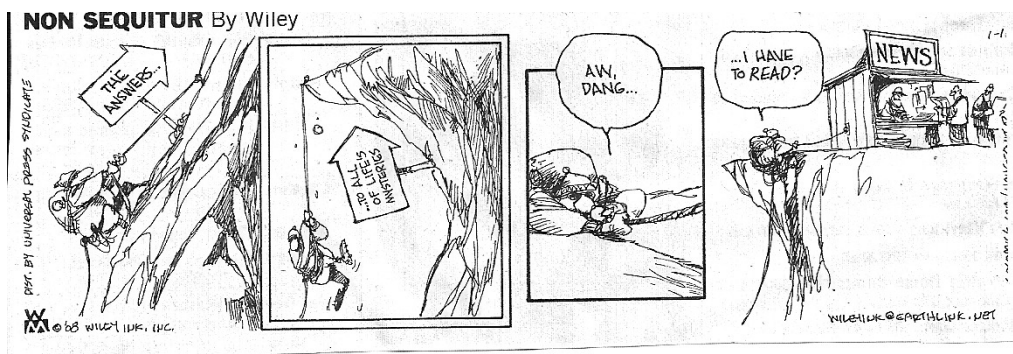
Put my email address: [carlos.contreras@gccd.edu](mailto:carlos.contreras@gccd.edu) on your **"safe senders" list** so my messages won't wind up in your "junk" folder. When you email me, please include your first and last name and the class you're taking.

**CANVAS** -our web management system- will house study guides and other resources related to this course. I will email you from here, and you all can email each other through here too.

**To access our History 114 course follow the link through Grossmont College's page from Online Services, or go directly to <https://gcccd.instructure.com/login/canvas>**

When you enrolled in this class, you were automatically loaded onto Canvas. Your **username** is the same as your WebAdvisor login. Usually, this is: **first name dot last name** in this format: `firstname.lastname` (all lower case). Your **password** is a 6 digit PIN - birth date in this format: `MMDDYY`

**LOG IN PROBLEMS? TECHNICAL ISSUES? CANVAS HELP?** Go to the [GCCCD Online orientation page](#). They have answers to most login problems. If you are still having problems **after you go there**, call Grossmont's tech support at 619-644-7383 or email them at [g-helpdesk@gccd.edu](mailto:g-helpdesk@gccd.edu)



**To keep up with this country and the world I recommend:**

Follow me on **Twitter** @Profcontreras1 to keep up with significant events in this hemisphere.

Newspapers/radio/web/podcast: [National Public Radio](#) (KPBS 89.5 in San Diego), especially "[The World](#)"; [BBC](#); "[PBS News Hour](#)"; and "[Frontline](#)" (for in-depth documentaries)

\*[Los Angeles Times](http://latimes.com) (<http://latimes.com>)

\*[New York Times](http://nytimes.com) (<http://nytimes.com>)

\*[The Economist](http://www.economist.com) (<http://www.economist.com>)

\*[Foreign Policy](http://www.foreignpolicy.com/) (<http://www.foreignpolicy.com/>)

\*[To the Point](#) (KCRW podcast news & analysis)

\*[Latino USA](#) (podcast)

**OUR GOALS:** To develop “**the power to grasp what kind of world we are living in,**” as George Orwell put it. To develop *situational awareness* and to cut through simplistic interpretations that portray complexity as “fake news.” Our lectures and discussions are designed to help you to **think historically**, to **grapple with complexity**, to see **global interactions and connections**, and to see the “**big picture.**” We’ll identify patterns of human activity and add layers of complexity with more details and examples. Otherwise, we run the danger of not seeing the forest for the trees and we’ll be faced with a frustrating exercise in trying to sort through seemingly endless lists of events, names, dates, and places (and that’s boring and not useful at all!). **These skills are essential to all fields!**

**Student Learning Outcomes:** This course combines lectures, readings and discussion. While I will lecture for some at almost every meeting, you are also responsible for participating in our discussions. Our major goals for the semester are to become familiar with the vast sweep of the History of the Early Americas, **to think historically**, to develop a sense of **chronology**, and to use a variety of primary sources in interpreting and analyzing history. We will also to learn to think critically about the interpretations and analyses of other historians (secondary sources).

In particular, you will be able to do the following upon completion of this course:

- 1) Analyze primary and secondary sources and explain how they support a thesis statement.
- 2) Explain relationships between the causes of historical events and their effects.
- 3) Describe a relevant individual involved in an historical event and explain his/her significance in this event.

**Special Accommodations:** Students with disabilities who may need accommodations in this class are encouraged to contact the Accessibility Resource Center (ARC) and notify me early in the semester so that reasonable accommodations may be implemented as soon as possible. You may contact ARC in person in room 110 or by phone at 619-644-7112 (voice) or 619-644-7119 (TTY for deaf).

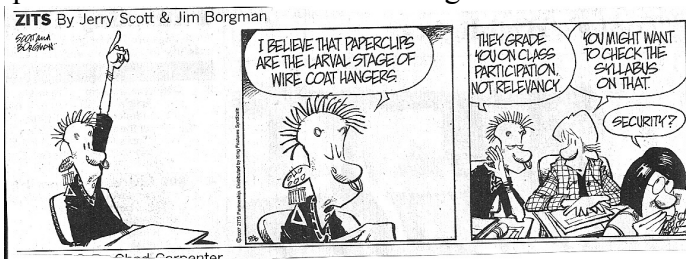
The [counseling center](#) has valuable resources and workshops on topics ranging from effective **note-taking, test-taking, and reading strategies**.

## COURSE REQUIREMENTS AND EXPECTATIONS

**“Knowing is not enough, we must apply. Willing is not enough, we must do.” Bruce Lee**

Your **FINAL COURSE GRADE** will be calculated based on the following **mandatory components** and according to the following percentages. **I DON'T DO “POINTS”**.

**1. CLASS PARTICIPATION / ATTENDANCE (15%)- This is mandatory.** “The ability to ask the right question is half the battle of finding the answer.” -Thomas Watson



**This is where we connect all of our material, develop our critical thinking skills, and learn to think historically.**

In order to fully understand the complexities of all of our material and to see how each of our themes or topics fits into the “larger picture”, we’ll have a series of designated **class discussions** in which we devote class

time to exploring our course themes and **making connections with our readings**. **We always lecture and add insights that you need for your tests during our discussion sections- you're taking notes here too (we never just summarize)**. You will receive credit for your active listening and verbal contributions in our group and class discussions. Discussions are only productive when you have completed the readings, seen the films, and **have your journal responses finished and ready to discuss**. **You will not receive participation credit if you do not come to class prepared or leave**.

Sometimes we'll work in **small groups of four**, sometimes we'll do **“think, pair, share,”** sometimes we'll have a **roundtable discussion**.

This is **historical thinking**- they are also enormously important **“real world”** skills- sifting through complex information to form conclusions; the ability to work well in groups; *and* presentation skills!

You'll also have a few in-class **“quick-writes/reflections”** to check for understanding.

**\*Excessive absences will affect your participation grade.** If you miss Discussion day and have an excused absence, **email me a copy of your journal** we discussed the day you missed (you can scan it) and develop, in writing, two big ideas you would have shared with the class **for participation points**.

## 2. INTERACTIVE JOURNALS (15%)- **“There is no thought without words.”** Ferdinand de Saussure

You will write a series of short thought pieces (some short answer, some short essay) in which you show your understanding of the concepts and themes being explored in the course and how your readings and films relate to them. I will give you the topics and questions - they are all based on our readings, primary sources from our primary source reader, and films. You will then **bring your written responses to class prepared to discuss them with your classmates and the class - this means you need to have them FINISHED BEFORE we begin discussing them**. **Your journal entries will be the basis of our class discussions.**

I'll check that you completed these during class (**journal check**). You will also give each other feedback.

**No need to buy any “journal”:** I will give you the prompts or questions and you will write your responses on my handouts or regular sheets of paper.

**Put your name on them**, write the due date, and **keep them all together in order**. You'll **turn in most on the day we discuss them** (I'll record them and give them back). Those we don't get to collect, you'll **turn in on the day of the final**.

## 3. QUIZZES (10% combined). The **first** is an in-class **map quiz** in which you identify the countries in this hemisphere and their capitals (40 questions). **Bring a scantron:** Datalink: 26760 (the long and narrow form that has room for 100 questions- **with the *letter choices*, not number choices**).

The others are **in-class, closed book quizzes** which cover material from our lectures, readings, discussions and films. I will announce the dates and give you study guides in advance. No make-ups. **All are important!**

**PAPER: PRIMARY SOURCE ANALYSIS (15%)-** A 5 page analysis of **two primary sources** (primary documents). Primary sources are eyewitness or contemporary accounts, written or produced by people at the time. Our Lepore reader (“Encounters in the New World”) is full of primary sources you can choose from. You can also choose primary sources from outside sources (I have some suggestions in our full Paper Guide). In either case, you'll have to clear them with me first. For this paper you'll provide historical context and deep analysis of your primary sources, assessing their strengths and weaknesses as historical documents, and discussing the ways that these documents contribute to our understanding of the history of the region at that time. There is a fuller explanation of this assignment in Canvas under Assignments. We will also **practice**



analyzing primary sources in class. I'm also open to you doing your Primary Source Analysis in other formats (video, poster...), so long as you address all of the issues that the paper addresses- come talk to me about that.

I'm happy to provide you with any help or feedback on all aspects of this paper - from choosing primary sources, to analyzing the documents, to writing your paper- so **please come talk to me!**

The [English Writing Center](#) in the Tech Mall can also help you with all aspects of this paper.

As part of writing your Primary Source Analysis, you'll prepare a **Pre-writing assignment/Topic Commitment**, that you'll present to me **in person during office hours** (you'll explain to me what you're doing). This consists of: the primary sources you'll be analyzing, the secondary source material (text chapters and outside scholarship) you'll use to provide historical context, some preliminary questions that you're asking of the primary sources as you ask questions about them, and a preliminary draft of your thesis (a thesis is something you can prove or show from your primary and secondary sources). This is due well before your paper due date. **See the due date for this "pre-write/topic commitment" as well as the due date for your paper below. I'll clear your primary sources and give you immediate feedback.**

#### 5. MIDTERM EXAM (22.5%)- A two part exam. You need a scantron *and* a bluebook (or blank paper)

**Part I- Multiple Choice.** About 20 questions from your readings, films and primary sources in a multiple choice, true/false, and matching format. **Bring a scantron for this portion, 20% of midterm.** You can use the reverse-side of the scantron you used for your map or in-class quiz.

**Part II- Essay portion: short essays and one longer essay.** This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be expansive. Show complexity. As with everything, we will practice these in class as well.(80% of midterm)

The midterm **covers material from our lectures, films, and readings since day one- it is based on content from every class.** I will give you the study guide well before the exam.

A **blue book is required** for this part. It can be purchased at the bookstore (about 50 cents). You can also make your own "bluebook": **staple 8 blank sheets of paper**, show it to me and write your exam on that.

#### 6. FINAL EXAM (22.5%)- Same format as the midterm. Bring scantron and a bluebook blank paper.

**Part I- Multiple Choice.** About 20 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. **Bring a scantron for this portion.** (20% of final exam)

**Part II- Essay portion: some short essays and one medium essay.** This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be expansive. Show complexity. (80% of midterm) **Covers material from our lectures, films, and readings since the midterm.**

I'll give you **study guides** with **sample questions** before the midterm and final (copies of last semester's are in Canvas, you should go ahead and look at them). I'll also give you sample midterm questions in class. We'll also rehearse several of them during class.

There will be **no make-up exams.** If there's anything going on in your life, any difficulties, or any emergencies, **please talk to me before the exam. I'm here to help in any way that I can.**

\*Canvas running grade is not your "grade so far", we still have to factor in Journals, Participation... I'm happy to let you know where you stand on these. Come by the office and bring your journals to check.

**\*If you need a written progress report from me, please come by office hours** (I have to rush from classroom to classroom and cannot sign them in the classroom). Bring your completed journal entries as well.

**Extra Credit-** I will announce and/or post in Canvas a couple of extra credit opportunities. These detailed analysis (2-3 pages) of a historical film or documentary, where you make deep connections between the film and *our* readings. Other possibilities are: public presentations on a topic related to our course (run them by me first) or museum exhibits (you would do a 2 to 3 page writeup relating those to our course themes). It can add up to 2 full points on your Final Average Grade, depending on the completeness of your analysis. DUE in Canvas, Assignments, in the "Submit Extra Credit Here" slot by the day *after* your final exam at 11:59pm.

**Your grading rubric. This is how your exams, papers are graded. (please come talk to me!)**

A+, A, and A-: Gradations of this scale indicate outstanding achievement. Essays provide a solid argument and are well supported by appropriate examples drawn from readings, lectures, films.

B+, B, and B-: Gradations of this scale indicate a praiseworthy performance, definitely above average. Essays provide a coherent argument supported by some specific examples.

C+, C: Student's basic effort; an average, satisfactory performance. To improve, essays need to be more coherent and better supported by examples. **Please come talk to me- I'm always happy to help!**

D: Need for improvement; student needs to redouble efforts to grasp basic themes of the course.

F: Failing grade.

**To do well in this class, on our exams, *and* in everything else, you need to (I'm always here to help!):**

- **Attend class everyday and be ready to start taking notes at exactly the time class starts. Take copious notes on everything we lecture on in class and on what we discuss. I do not "lecture from the book". Absences will hurt your grade.**
- **READ, keep up with the material, be dutiful about your quizzes, take great care in filling out your journal entries, and meaningfully participate in discussions. Knowledge is something you must grab and make yours (you can't be 'spoon-fed' knowledge, nor does critical thinking come automatically). Critical thinking takes practice- reading, writing and discussion- and work!**
- **Participate meaningfully!** Ask questions, make comments, engage with the readings and with us!
- We're not "getting a GE class out of the way," we're helping you to **think historically, to understand this complex world and build the skills (critical thinking, research, oral and written communication, and teamwork) you'll need to survive and thrive in this complex world!**

**STANDARDS FOR OUR CLASS- these all about courtesy and respect. Read this carefully!**

I strive to keep a **positive learning environment** in our classroom, one where we all respect each other.

**Side conversations, texting and passing notes are RUDE and a DISTRACTION to the class, and therefore have NO place in our classroom. Just as meaningful participation is rewarded, disruptive behavior will be penalized.**

**Any behavior that interrupts our class or distracts others from learning is not tolerated and will be considered a breach of the Student Code of Conduct and be addressed accordingly. This INCLUDES TEXTING IN CLASS!**

**\*WALKING IN AND OUT OF THE CLASSROOM IS RUDE and a distraction to the class- so DON'T!** Let me know before if you need to leave for some reason. And make absolutely sure you've put your cell phones on silent mode and that they're in your backpack. **If you're late, HOLD THE DOOR as you walk in- doors are loud!**

**\*I give out handouts at the beginning of class; if you're late, pick them up from my front table after we finish class (otherwise you'll interrupt our class flow). If absent, pick them up from the office or Canvas.**

**Penalties for interrupting our class, texting in class, or disrupting our class: a one-day suspension for the first time, a two-day suspension for the second time, and being dropped from the class entirely if you do it one more time.**

**Laptops and translation devices are permitted for note-taking purposes only. If you misuse them even once (other homework, checking email, social media), your laptop privileges will be revoked for the remainder of the semester- you will no longer be allowed to bring it at all.**

You learn best when you take your own handwritten notes. See these articles:

- “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers” <http://www.sciencedirect.com/science/article/pii/S0360131512002254?np=y>
- “Media Multitaskers Pay Mental Price, Stanford Study Shows” <http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html>

**Bottom line: Deep thinking is only possible with sustained and uninterrupted thought!**

**ATTENDANCE and PUNCTUALITY.** I take roll at the beginning of class. **BE ON TIME!** Late arrivals disrupt the flow of the class and will constitute a ½ day absence. I reserve the right to drop you from the class after 3 unexcused absences (remember though that it is *your* responsibility to drop the course if you decide you will not finish the course). **Absences will absolutely affect your grade** -our lectures and our films **cover material not found in your readings** and of course, if you’re not there for participation points, your grade is affected that way too.

### **ACADEMIC INTEGRITY-- READ THIS CAREFULLY!!**

**Cheating** and **plagiarism** (using someone else’s ideas, writings, or materials, as your own without acknowledgement or permission) will result in any one of a variety of sanctions. **CLIPPING AND PASTING FROM ONLINE SOURCES AND PASSING THEM OFF AS YOUR OWN IS CHEATING!!** Penalties will range from a **failing grade** on the particular exam, paper, project, or assignment (**all of which may lead to a failing grade in the course**) to, under certain conditions, **suspension or expulsion** from a class, program or the college. **Cheating on a test or paper will result in an automatic 0 for that particular assignment/ paper /test and a referral to the Associate Dean.** If you’re still unsure of what constitutes **plagiarism**, read [this page at the Grossmont library](#).

[For](#) further clarification and information on these issues, ask me or contact the office of the Associate Dean of Student Affairs. **And as with everything, come to my office and ask me- I’m here to help!**

**COURSE OUTLINE** - bring whichever book we’re discussing to class

(Tentative. We may need to spend more time on a given topic, if so, I will always announce in class.

#### Week 1

8/19-8/25

**Introduction; History as an important discipline; How we know what we know?  
Sources, Interpretations and Historical Memory**

**Read:** Lepore, *Encounters in the New World*, preface and intro, pp’s 6-16, and chapter 1 “Mapping the World”, pp’s 17-32

Restall & Lane, *Latin America in Colonial Times*, Preface: “The Colonial Crucible” pp’s xvii-xix

**Handouts/Articles/Film clips in Canvas:**

“[Confederate Statues and ‘Our’ History](#)” by Eric Foner, NYT 8/2017

“[History of Anti-Hispanic Bigotry in the U.S.](#)” WAPO 8/19

[AHA Statement on Confederate Monuments](#) (2017)

\*Film clips: “[Documenting Hate: Charlottesville](#)” (2018; see first 15 minutes)

“[How Youtube Radicalized Brazil](#)” by Max Fisher, NYT, Aug. 11, 2019

\*if you ever miss a handout, ask classmate to get you one; come to my office to get copy, or print it: Canvas

**Homework:** Have in writing for next class, **Journal entry #1: Part A)** Read our introductory readings from Lepore and the articles listed above. Choose **one major theme** from from Lepore's "Mapping the World" **and one major theme from our articles** and tell us all about them. Then tell us **why** you those issues are important to our learning about the study of the Americas (two paragraphs for this part).

**Journal entry #1, Part B):** Read the following quotes and think deeply about the multiple ways they force us to think about what we "know" (or what we think we know) and the ways that we have come to "know what we know" (this is "historical memory"). Choose two quotes that resonate with you (that you like or that you find meaningful) and write **one or two paragraphs** on why they are important for our learning (about 3-4 paragraphs total for both parts). Have this finished and ready to discuss by next class. Hand written, or typed.

- 1) "Until lions have their own historians, the hunter will always be glorified" Ethiopian proverb
- 2) "Our past is only a little less uncertain than our future, and like the future, it is always changing, always revealing and concealing." Daniel Boorstin, Hidden History
- 3) "Our only duty to history is to rewrite it." Oscar Wilde
- 4) "The past is never dead. It's not even past." William Faulkner Requiem for a Nun (Act I, Scene III) (referring to, for example, the legacy of slavery -something from the past- into modern times)
- 5) "Getting History wrong is part of being a nation" Ernest Renan
- 6) "The truth does not change according to our ability to stomach it" Flannery O'Connor
- 7) Benedict Anderson argues that part of being a nation is "organized remembering and deliberate forgetting." What do you think?
- 8) "The truth shall set you free, but first it'll piss you off." Gloria Steinem
- 9) "If you think you think you already have the answer or the truth, it keeps you from learning."  
David Henry Hwang, playwright
- 10) "**Everyone is entitled to their own opinion, but not to their own facts.**" Daniel Patrick Moynihan

**\*On a separate sheet of paper- write your "About me" paragraph.** On the second day of class you're also giving me a brief paragraph about yourself: your educational background (where you've gone to school) and goals, your interests, your work, how you came to take this class, your future goals, and anything else I should know about you so I can help you succeed in this course. **Write your name and your email address** at the bottom. This is so I can know who you are and how I can help you reach your goals. No one else will read this but me. (I'll tell you about me on the first day of class)

**Next Class: Lecture and Discussion History as an important discipline; How we know what we know? Sources, Interpretations and Historical Memory.**

**Class discussion.** Topic: Your Journal #1 Written responses on articles and quotes.

**Give me also your "About me" paragraph (written on a separate paper)**

## Week 2

8/26-9/1

**Native Peoples Before the Great Encounter (and Conquest)**

**Read:** Restall & Lane, Part I, "Before the Great Encounter, up's 1-2 chapter 1 "Native America," pp's 3-18

Lepore, ch.2 "**First Encounters**", pp's 33-58

**Film: "500 Nations: Ancestors"** - take copious notes on films

**Film: "Engineering an Empire: the Maya"**



**Journal #2-** films and readings; Class discussion

Week 3

9/2-9/8

**No School Monday Sept. 2nd, Labor Day Holiday**

**European Backgrounds Before the Great Encounter- Spain and Portugal**

**Read:** Restall & Lane, ch. 2 “Castile and Portugal”, pp’s 21-34

**Film clip:** “[When Muslims Ruled in Europe \(Islamic Spain\)](#)” (take notes)

**Journal Entry # 3** on film and readings- Class discussion

**Map Quiz- location of countries, and the capitals of those countries. Beginning of class of Wednesday. No makeups!**

**Bring Scantron** (Datalink form # 1200 [it also says #26760 under that]- the long narrow scantron with the letter choices, NOT number choices. (blue on one side sometimes green on the other, with room for 50 questions on each side). **Bring #2 pencil** also.

Week 4

9/9-9/15

**The Atlantic World Before the Great Encounter: Atlantic Africa**

**Read:** Restall & Lane, ch. 3 “Atlantic Africa”, pp’s 33-48

**The Long Conquest: The Canaries, Atlantic Africa and the Caribbean**

**Read:** Restall & Lane, ch. 4 “The Iberian Imperial Dawn”, pp’s 55-69

**Film clip: “500 Nations: Clash of Cultures”-** “Desoto in Florida, S. Carolina, Alabama, and Mississippi”- **take copious notes on films**

Journal # \_ on film, primary sources (Lepore, ch. 2) and readings; Class Discussion

Week 5

9/16-9/22

**Native American Empires:**

**Read:** Restall and Lane, ch. 5 “Native American Empires”

Lepore, ch. 3 “Conquest and Resistance”, pp’s 59-86

**Film: “Engineering an Empire: The Aztecs”** - take copious notes on film

**Journal Entry # \_ :** readings, films and primary sources; **Class discussion**

Week 6

9/23/9/29

**Germs, Silver, Sugar, Chocolate and Tobacco: Conquest, the Columbian Exchange and the Reshaping of the Americas**

**Read:** Restall & Lane, ch. 6 “The Chain of Conquest”

**Film: “Guns, Germs and Steel”** - (DVD #1077) take copious notes on film

**Journal #\_** readings and film**Read handouts (articles/primary sources) in Canvas:**

- \*“Conquest in the Personal View” by Gaspar de Marquina (transl., edited by Lockhart)
- \*“The Unsuccessful Conqueror” by Bartolomé García (transl., edited by Lockhart)
- \*“Conquest in the Personal View” by Gaspar de Marquina (transl., edited by Lockhart)
- \* “The Town Council of Huejotzingo to the King, 1560” (transl., edited by Lockhart)
- \*Native Language (Nahuatl) Sources from [The Florentine Codex](#) and Huaman Poma

**Journal Entry #\_** on primary sources and readings; Class discussion

**Wednesday. Content-based In-class QUIZ** (tentative, I will announce the definite date before). Bring **scantron and pencil**.

Week 7

9/30-10/6

**The Conquest and Colonization of Brazil and the “Peripheries”**

**Read:** Restall & Lane, ch. 7 “The Incomplete Conquest”

**Handouts (articles/primary sources) in Canvas:**

- \*Antonio de Montesinos ([1511 Sermon on Mistreatment of Native Peoples in the Caribbean](#))
- “Latin America's 1st Indigenous Saint (Juan Diego) Stirs Anger, Pride” LA Times article
- “Junipero Serra: California's Founding Father” LAT Nov. 2013
- “Time to Acknowledge Genocide of California’s Natives” LAT 2016

**Film:** “*Even the Rain*” film clips (see handout/journal entry)

**Journal #\_** readings, films and primary sources

**Wednesday. Content-based In-class QUIZ** (tentative, I will announce the definite date before). Bring **scantron and pencil**.

Week 8

10/7-10/13

**Film: “*Even the Rain*” concluded; The Spiritual Conquest, Missions, California, New Mexico other “Frontiers”**

Restall & Lane, ch. 8 “Native Communities” and ch. 10 “The Religious Renaissance”  
Lepore 75-85 and 87-103 (especially 96-100)

**Films in Canvas for homework:** “Coronado vs. Zuni Tribe (Peoples)” (2:43)

“Spanish and Pueblo People in New Mexico” (2:30)

“Junipero Serra and the California Missions” (2:00)

"From Villages to Missions: the Great California Indian Migration, 1772-1840" (3:00)

**Discussion Journal #\_** readings, films and primary sources; Class discussionWeek 9

10/14-10/20

**Atlantic Africa, the Plantation System and the Remaking of the Americas**

**Read:** Restall & Lane, ch. 9 “Black Communities”

**Films: take copious notes on these very important films:**

“The Terrible Transformation” (DVD #1840)- in Canvas for homework

“Introduction of Slavery in Colonial America”-in Canvas for homework

**Film: “Black in Latin America: Brazil-A Racial Paradise?”** (will see in class)

**Journal Entry # \_** ; on films, primary sources and readings

**WEDNESDAY: MIDTERM EXAM. Bring Scantron (Datalink form 26760- letter choices, NOT number choices), **Bluebook or stapled blank paper, #2 Pencil and pen!****

Week 10

10/21-10/27 **Africans and the Remaking of the Americas and the Atlantic World**

**Read:** Lepore, ch. 6, pp’s 125-146 and

**Film: “Black in Latin America: Haiti and the Dominican Republic”**

Journal Entry # \_\_ on films, primary sources and readings; Class Discussion

**PAPER ‘PRE-WRITE’/TOPIC COMMITMENT and “elevator pitch” for your Primary Source Analysis due in person during office hours over the next 2 weeks. This is mandatory. Check Canvas announcements for when yours is due.** I have office hours every day, M-Th, see our syllabus):

**Feel free to come by anytime before this date! I’ll approve your sources, recommend others and give you immediate feedback.** As we’ve said since day one, if you have a class during my office hours, I can stay later, or you can come earlier, just let me know beforehand that you’re coming. **I’m here to help!**

**\*Paper is due Sunday, week 15** through Canvas (You need to have given me your ‘pre-write’ for approval; I cannot grade your paper without it)

Week 11

10/28-11-3 **Africans and the Remaking of the Americas and the Atlantic World concluded**

**Read Handouts in Canvas:** “Children of God’s Fire” by Father Antonio Vieira (Primary source)

“Ethnic hierarchy from the Spanish point of view”

“A Day on a Coffee Estate” by Stanley Stein

“Brazil’s link for African Americans in the U.S.” (LA Times)

“The Nuns Who Bought and Sold Human Beings,” (LA Times, 2019)

**Film: “[The Black Atlantic, 1500-1800](#)”-** from series “The African Americans: Many Rivers to Cross.” (DVD #1846). We’ll see in class- take copious notes

**Journal #\_** on films, primary sources and readings; Class Discussion

Week 12

11/4-11/10 **Furs, Rivers, and Black Robes: French and Dutch Colonies in the U.S. Northeast and Canada and Native Responses**

**Read:** Lepore, chapter 4, pp’s 87-106 (primary sources)

**Handouts in Canvas:** “Kateri Tekakwitha: First Native American Saint (in U.S.) 2012 article  
“The Fur Trade of New France” by Denys Delage, pp. 139-145 (in Benjamin’s *Atlantic World*)

“Native Response to Settlement in the East and Southwest in North America”

**Journal Entry #\_\_** on films and documents from Lepore

**Wednesday. Content-based In-class QUIZ** (tentative, I will announce the definite date before). Bring **scantron and pencil**.

Week 13

11/11-11/17 **No School Monday Nov. 11th, Veterans Day**

**Furs, Rivers, and Black Robes: French and Dutch Colonies, Native Responses, and the Reshaping of the America continued**

**Film: “500 Nations: Cauldron of War. Iroquois Democracy and the American Revolution”** - take copious notes on film

**Film: “Black Robe”** - take copious notes on film

**Journal #\_** Group and Class Discussions on films, documents and readings

Week 14

11/18-11/24 **English Colonization and the Native Peoples of the East**

**Read:** Lepore, ch 5, 107-124 and ch. 7, pp’s 147-163 (primary sources)

**Handouts in Canvas:** “The British and the Indians of Eastern North America”

Journal Entry #\_ on documents and film on this topic; Discussion

**Wednesday. Content-based In-class QUIZ** (tentative, I will announce the definite date before). Bring **scantron and pencil**.

Week 15

11/25-12/1 **English Colonization and the Native Peoples of the East**

**Read:** Benjamin’s *The Atlantic World*:

“English Colonization of the Chesapeake” by James Horn, pp. 196-203

**Film: “We Shall Remain: After the Mayflower”** - take copious notes on film

Discuss Journal #\_ film and documents; Class Discussion

**PAPER (Primary Source Analysis-** the final product) **DUE**. You need to have given me your “Pre-write” and your “elevator pitch” for approval/feedback beforehand.

**Due by: Sunday by 11:59pm** in Assignments in Canvas

Week 16

12/2-12/8 **Revolutions, Independence and the Great Transformation: New Constitutions, New Institutions and the Formation of New Nations in the Americas**

**Read:** Restall & Lane, ch. 14 “Late Colonial Life” AND, ch. 15 “Independence”

**Handouts in Canvas:**

“[American Wasn't a Democracy Until Black Americans Made it One](#),” *The 1619 Project*, NY Times, 8/2019

“Haiti, Slavery, and the Age of Democratic Revolution” by Robin Blackburn

\*Primary sources and readings on the U.S. Constitution, the Haitian Constitution and Latin American Constitutions

**Films:** “[Egalite for All: Toussaint Louverture and the Haitian Revolution](#)” (PBS 2009, 55 min's)  
 -“Black in Latin America: Haiti and the Dominican Republic” (the portion on Haiti through the Haitian Revolution, the second half of that film, about 30 min's) (in Canvas)  
 -“The American Revolution: A Global Event” (2:49)

**Journal #\_** on readings and primary sources; Class Discussion

Week 17

12/9-12/15

**Monday is last day of Class. Final Exam Week is Tues. 12/10 - Mon. 12/16**

**Your Final Exam for this class is MONDAY December 16th from 9:25-11:25**

Bring scantron (DataLink #26760), bluebook or stapled blank paper, #2 pencil and pen

**Turn in journal entries that I have not recorded on the day of the final.** Make sure they're in order, with your name on them- paper-clipped (no folders). **Do not turn in the original articles or handouts I gave you. All I want is your answers (on the sheet with questions that I gave you if that is the case) and your analysis.**

You can pick up your journal entries and finals from me anytime the following semester or give me a big self-addressed, stamped envelope and I'll mail them back to you. I can hold them for you for one semester only.

**\*Last Day to Turn in Extra Credit: the day after your Final Exam at 11:59pm in Canvas (Extra Credit Choices are in Canvas; I've also recommended several in class).**

**Final Averages and corresponding Final Grades:** All of our assignments are weighted according to the formula explained in the grades section of this syllabus- I don't do “points.” I then assign the following letter grade.

**The best way to make sure that you pass the class is to do well on every assignment and not skip anything. Skipping an assignment (they turn to 0's) will affect your grade. Please come by my office hours at any point in the semester to check your progress. I'm happy to help!**

**ALL GRADES ARE FINAL!!** Do NOT email me to ask me to "bump up" your grade.

A+ 97.01 - 100

A 93.01 - 97

A- 90 - 93

B+ 87.01 – 89.99

B 83.01 – 87

B- 80 – 83

C+ 77.01 – 79.99

C 70 – 77 (If you're taking the class Pass/No Pass, you need at least a 70%)

D 60 – 69.99

F 59 and below



**ABSENCES DROP YOUR PARTICIPATION GRADE.** I tally your **participation** grade during/after each of our discussion sections and input it to Canvas at the end. For students who consistently attend and participate meaningfully, this boosts most scores. For students who are chronically absent and/or come to class unprepared to discuss our journal entries, this **will drop your grade**. What you see in Canvas is not necessarily your “grade so far”.

**If you have a legitimate absence and we discuss a journal entry, email it to me with some comments on what you would have said in class. I’m happy to let you know where you stand on participation during my office hours. I can help you with anything you need during my office hours- please come by!**