

History 114 Online- Course Syllabus Comparative History of the Early Americas - Spring 2016

Dr. Carlos Alberto Contreras

E-mail: carlos.contreras@gcccd.edu

Web page: <http://www.grossmont.edu/carlos.contreras/>

Office: 70-218 (2nd floor Tech Mall)

Phone: (619) 644-7758

Twitter: @Profcontreras1

Office Hours: M,W 8:45-10:45; T,Th 11:00- 11:45; 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 e-mail me anytime and I can answer your questions that way too. 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 general survey of the Americas from their pre-conquest origins to their independence in the early nineteenth century. We will explore the social, political, and economic transformations of these nations, paying particular attention to the impact of such transformations on the everyday lives of its diverse peoples. To begin to understand the complexities of these regions, this course will interweave lectures on a number of topics with readings, especially primary sources, that discuss historical processes and allow diverse sectors of society to "speak for themselves." Sample topics include: Native Peoples, Conquest and Colonization, the Transatlantic Slave Trade, Colonial Economies and Societies, and the Age of Revolutions in Comparative Context.



This online class will be conducted **entirely in BLACKBOARD** -our web management system. Because all of our communication will be in writing, you **must** be comfortable **expressing your thoughts in writing** in a clear and articulate manner. Having passed **English 110** or its equivalent is **highly recommended**.

ACCESSING THE COURSE AND TECHNICAL ISSUES: To access our History 115 online course follow the link through Grossmont College's page from Online Services, or go directly to <http://gcccd.blackboard.com/>

LOG IN PROBLEMS? TECHNICAL ISSUES? BLACKBOARD HELP? Go to the GCCCD Online orientation page located at: <http://www.gcccd.net/online>, 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@gcccd.edu

E-MAIL- this is mandatory! It is **critical** that your **current e-mail address** that you check regularly is in WebAdvisor (it syncs with Blackboard; I can't change it). I need to be able to contact you

about your performance in the class. I will **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. All of these handouts/articles are required reading as well.

Put my email address: carlos.contreras@gcccd.edu on your “safe senders” list so that my messages to you do not wind up in your “junk” folder. When you email me, please include your first and last name and the class you’re taking.

BROWSER: Blackboard works best with Google Chrome or Firefox. Blackboard does NOT work well with Explorer- do not use Explorer. Please make sure you use Google Chrome or Firefox.

ANNOUNCEMENTS: I post and email all announcements about our course material, our quizzes and assignments. You must check the announcements page in Blackboard on a regular basis and check your email on a regular basis!

REQUIRED READING

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: abebooks.com; amazon.com; bookfinder.com; chegg.com; alibris.com; half.com; buy.com; dealoz.com; textbookx.com/.

1) Kicza, John. *Resilient Cultures: America’s Native Peoples Confront European Colonization, 1500-1800*. Pearson, 2013. We’re using the **2nd edition, not the first**. ISBN: 0-205-69358-X (Can also buy it used, see sites above; Can also buy e-version of book at <http://www.coursesmart.com/>)

2) Lepore, Jill. *Encounters in the New World: A History in Documents*. Oxford University Press, 2000. (ISBN: 0-10-515491-6)

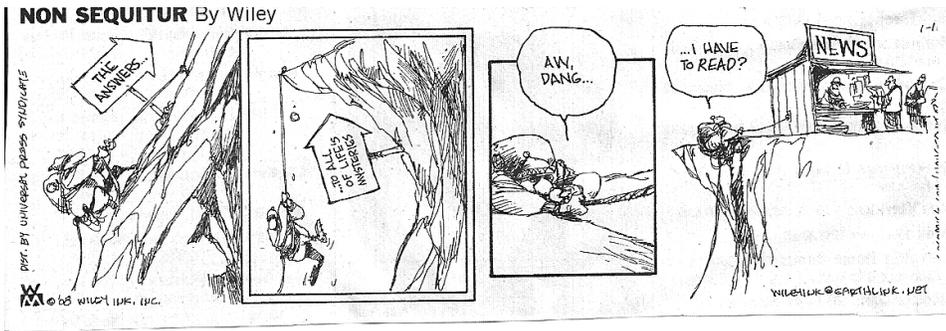
3) Benjamin, Thomas, Timothy Hall, and David Rutherford, eds. *The Atlantic World in the Age of Empire*. New York: Houghton Mifflin, 2001. (ISBN: 0-618-06135-5)

4) Our lecture notes are in Blackboard, under Course Materials, organized by topic- required as well, as are several short articles and documents I have posted for you in Blackboard.

I have two of my personal copies of all of your books at the library on 3-hour reserve for your use. You cannot pass this class without having access to and reading these books. And please take care of them!

I highly recommend good dictionary or a good dictionary ap!

I will also email you a few recent documents and newspaper articles that will bring us up to date on some of the topics we will be discussing. All of these handouts/articles are required reading as well. (So, again, please make sure your correct email address is in WebAdvisor)



To keep up with the world I recommend:

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

On radio: National Public Radio (KPBS 89.5 in San Diego), especially “The World”; and BBC’s “The Changing World” (<http://www.bbcworld.com>)

TV: KPBS, especially “The News Hour” at 7pm every night; and “Frontline” (Tuesday nights at 9pm)

Newspapers and Online News Sources: The Los Angeles Times (<http://latimes.com>)

The New York Times (<http://nytimes.com>)

The Economist (<http://www.economist.com>)

Foreign Affairs (<http://www.foreignaffairs.com/>) and Foreign Policy (<http://www.foreignpolicy.com/>)

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OUR GOALS: One of our **goals** is to develop “**the power to grasp what kind of world we are living in,**” as George Orwell put it. To this end, our readings and lectures are designed to help you grapple with **global interactions, global connections,** and to see the “**big picture.**” We will identify the patterns of human activity and then 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 names, dates, places, etc.... **Consistent reading and participation in discussion forums is absolutely essential to understanding the course themes,** the readings and films, **and of course, to performing well in the class.**

Student Learning Outcomes: Our major goals for the semester are not only to become familiar with the vast sweep of the Comparative History of the Americas, but also to use a variety of primary sources in interpreting and analyzing history, and to learn to think critically about the analyses and interpretations of other historians (secondary sources).

In particular, each student 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 notify the instructor and contact Disabled Students Programs and Services (DSP&S) early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in room 110 or by phone at 619-644-7112 (voice) or 619-644-7119 (TTY for deaf).

The counseling center periodically has valuable workshops on topics ranging from effective note-taking, test-taking, and reading strategies. See their bulletin board/web site for dates and times.

To do well in this class (and in all online classes), you need to:

Be proactive, carefully read all of our announcements, be disciplined about your time you designate to read our course materials, keep up with our reading material and films, be dutiful about your quizzes, take great care in preparing your discussion essays and exams, and participate meaningfully in discussions. Knowledge is something you must grab and make yours, and critical thinking takes practice and work. You need to keep up with your material each week- **do not fall behind!** I do not accept late work and "skipping" assignments turn to 0's.

You also need to be a **problem solver** and be **resourceful**. I make every effort to make sure that all of our films and online resources and links are fully functional. If for some reason one of them gives you an "error"- copy the web-link and paste it onto a new window. If that doesn't work, switch browsers (as I said Google Chrome or Firefox work best with Blackboard). I also have a "troubleshooting guide" in Course Content.

ATTENDANCE: Taking your quizzes, tests and participating in the discussion board is your attendance (the essays you post in Discussion Board are not optional). Just like in an on campus class, you will be dropped for excessive absences. I will drop you after 2 unexcused absences (remember though that it is *your* responsibility to drop the course if you decide you will not finish the course).

ACADEMIC INTEGRITY-- READ THIS CAREFULLY!!!!

Cheating and plagiarism (using as one's own ideas writings, materials, or images of someone else 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!!** Such penalties may 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, please consult with your instructor or contact the office of the Associate Dean of Student Affairs.

COURSE REQUIREMENTS, EXPECTATIONS, AND GRADES

Your **FINAL COURSE GRADE** will be calculated based on the following **mandatory components** and according to the following percentages. **I DON'T DO "POINTS"**- I use the following percentages to calculate your grade.

1. ESSAYS and CLASS PARTICIPATION in the DISCUSSION BOARD. (20% of course grade)
"There is no thought without words." Ferdinand de Saussure



In order to fully comprehend the complexities of all of our material and to see how each of our themes or topics fits into the "larger picture," you will have a series of **essays that ask you to make connections between your primary documents, your lectures, your films and the rest of your readings.** You will **post these in the Discussion Board**, read those of your classmates, and offer your own thoughtful response, based on our readings, to some of the issues your classmates bring up. **This is**

formal writing. In these responses, you are showing your understanding of the concepts and themes being explored in the course and how your readings relate to them.

I will give you the topics or questions beforehand as well as more detailed instructions once you're in Blackboard. In most cases you will be analyzing your documents in Lepore's *Encounters in the New World: A History in Documents* and Benjamin's *The Atlantic World in the Age of Empire* and how those relate to your readings in Kicza's *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500-1800* as well as your lecture notes and films.

For these essays, you'll **provide the historical context** and **deep analysis** of the topic in question. You will also show **connections to your other readings** and provide quotes from your readings. You will show complexity and critical thinking. And lastly, you'll show a thorough understanding of the concepts in question. You will post your essays in the Discussion Board to the appropriately named forum by the due date. You will not receive credit if you post your essays and/or responses late. To post your original essay, click "**create thread**" in the appropriate discussion forum.

Response Essay (mandatory). You are also required to respond to at least one other student's original essay during the same time period. You can amplify on a point made, raise a related point, discuss the issue in relation to other documents, agree or disagree with supporting evidence (in a constructive way), and/or raise new informed questions that we should all think about. One or two thoughtful, well-developed, and well-supported paragraphs should suffice for your response. Be aware of the due date for that as well. To reply to a classmates' posting, click "**reply**" to that posting.

You will receive feedback from me on your discussion postings over the course of the designated discussions. I will read everyone's responses and respond to blocks of 5 entries, addressing certain points and guiding the course of the discussion. It is important that you read all of my entries because they will contain important information that will help everyone.

Remember that this is a college classroom discussion and this is **formal writing** so craft your postings with a great deal of thought and care. Please, no text messaging language!

I will not tolerate disrespectful, rude or foul language in any of your entries or responses. You will maintain the highest standard of respect in all of your written responses. You can be removed from an online class just as a regular class for inappropriate behavior.

2. QUIZZES (all quizzes combined- **15%** of course grade)- **All quizzes are in the "Assignments" folder.** They cover material from your readings and films. Most are designed to follow your readings in Kicza's *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500-1800*, on a chapter-by-chapter basis. Some quizzes contain questions from the rest of our readings, as well as from our lectures and your films. The directions for each quiz will let you know how many questions it contains, what kind of questions it has, and the material that it covers. The quizzes that are not yet in the outline below will be announced with plenty of time.

They will remain open until the day of the midterm/final so you can use them as study guides- these all close on the morning of the midterm/final. Once you submit the quiz, you'll be able to see your score- just click 'OK' to see the details. Once everyone has submitted their attempt (one minute after the due date), you'll be able to see the feedback for each question for yours. If you're logging back in, just click the quiz as if you were taking it again. You'll get the message "You've already taken it, are you sure you want to continue?" Say yes, and you'll see the feedback (you might need to click the "calculated grade" icon).

Every history class also takes a "**Student Learning Outcomes**" (SLO) Quiz or Assessment that revolves around identifying and analyzing a few primary sources. We will have one this semester for this class. The grade for it will be included in this "Quiz" category (it will weigh the same as other quizzes).

***Careful with the due dates!** (again, Google Chrome or Firefox- do not use Explorer)

3. PAPER: PRIMARY SOURCE ANALYSIS (15%)- **A 4 to 5 page analysis** of a group of **primary sources** that you have been assigned to read, or a group of related documents. First, choose a set of

documents (a minimum of **2 to 3 documents that you haven't written about in your discussion essays**)- they are listed in the outline below, grouped together by topic. You will then proceed to place these documents into historical context, assesses their strengths and weaknesses as historical documents, and discuss the ways that these documents contribute to our understanding (or lack of understanding- primary sources can do that) of the history of the region at that time. Feel free to consult me at any time during the course of your writing this paper. I'd be happy to provide you with feedback. **There is a longer, fuller explanation of this assignment in Blackboard under Assignments.**

PRE-WRITING ASSIGNMENT (the 'roadmap' of what you're doing and how you're going about doing it): **In order to approve your paper, I need the following from you IN WRITING- I will give you immediate feedback: The Primary sources you're analyzing/the secondary source material you'll be using/the questions you're asking of the primary sources/the draft thesis for your Primary Source Analysis.** You'll submit this to me in writing (this means **typed and well organized**), and explain to me *in person* what you're doing and *how* you're going about writing this paper. **List the titles and authors and page numbers of the primary sources you've chosen to analyze, the book chapters and sections from our readings that you'll use for historical context for your paper, the preliminary questions that you'll be asking about the primary sources you've chosen to analyze, and the preliminary draft of your thesis statement** (a statement that you can prove from these primary sources that you're analyzing and supporting documentation you're using). I'll clear it and provide you with feedback. **This is mandatory.** I cannot grade your paper if you do not submit this to me and explain to me what you're doing by this date (submit anytime before; or feel free to drop by my office or call during office hours anytime before this). **See the due date for this "pre-writing assignment" below.**

The full Paper has a different due date- see the due date in the outline below. You'll submit this one electronically: through Safe Assign in Blackboard.

4. MIDTERM EXAM (25% of your course grade). This exam has two parts:

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. This one is timed- once you open it, you have **45 minutes** to complete it and submit your answers. (Part I is worth 25% of the midterm grade)

Part II- Essay portion: a couple of short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Because you have all of the material right in front of you, be sure to back up your arguments with specific examples drawn from your readings. Be expansive. Show complexity. The midterm covers material from our lectures, films, and readings since day one. **(Part II is worth 75% of the midterm grade). This is a different assignment than the Discussion Essays or the Paper.**

I will email you the midterm review, including this big essay question, and post it under "Assignments"- then "Exam Reviews" in Blackboard. Both parts are due on the due listed below.

5. FINAL EXAM (25% of the course grade). The format is the same as the midterm except that this one covers material since the midterm. (This is not the Primary Source Analysis- that's different)

This exam has two parts:

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. This one is timed- once you open it, you have **45 minutes** to complete it and submit your answers. (Pt. I is worth 25% of final exam grade)

Part II- Essay portion: a couple of short essays and one comprehensive essay. This is your opportunity to demonstrate the knowledge you have accumulated from your readings, lecture material, and discussions. Be sure to back up your arguments with specific examples drawn from your readings. Be expansive. Show complexity. The final covers material from our lectures, films, and readings since the midterm. **(Pt. II is worth 75% of your final exam grade). This is a different assignment than the Discussion Essays or the Paper.**

I will email you the final review, including this big essay question, and post it under “Assignments”- then “Exam Reviews” in Blackboard. Both parts are due on the due listed below.

There will be **no make-up exams**. You can't skip the final (or the midterm, or the paper), you'll fail the class and this will be on your permanent record forever. If there's anything going on in your life, any difficulties, or any emergencies, come talk to me during office hours *before* the exam.

Extra Credit- I will announce and post a couple of extra credit opportunities -usually detailed analysis of a historical film, where you make deep connections between the film and *our* readings. It can add up to 2 points on your Final Average Grade, depending on the completeness of your analysis. DUE in Assignments, in the "Submit Extra Credit Here" slot by the last day of class.

GRADING Rubric for Essays, Discussion Posts and Exams- Read this before writing anything!

Your discussion postings, papers and exams will be graded on how well you achieve the following. Remember, this is *formal* writing. **This is also your writing- clipping and pasting from online sources is plagiarism** and will get you a 0 for the assignment, failure of the course, and possible disciplinary action.
90-100 A range. Provides a solid argument with deep historical background and strong connections to readings. References readings - quotes or paraphrasing- with citations. Shows thorough understanding of concepts in question. Shows deep analysis of topic. Shows complexity and critical thinking.

(The rest of the numbers below are gradations of what I just stated above)

80-89 B range. Provides a coherent argument with historical background and connections. References some readings and shows a good understanding of the concepts in question.

70-79 C range. Student's basic effort. Restates topic with little background and analysis. Need to go beyond summary and recitation and make connections to the rest of your readings. Need to reference readings. Need to show more complexity.

60-69 D range. Need for improvement. See the points above.

59 and below: F. Needs to re-read the material in question.

COURSE OUTLINE

Tentative. We may need to spend more time on a given topic. If so, changes to our outline will always be announced. New films and course resources will also be announced. Quizzes and essays for the discussion board are listed- the specific due dates will always be announced at least one week before they are due.

The tab “Course Content,” on your left as you login, contains all of our lecture notes, Powerpoints, video lectures, films, articles, and resources. They are all organized by topic.

Week 1

1/25-1/31 **Post your Introductions (brief bio) in the Discussion Board in Blackboard;**
 then read topic “**How do we know what we know?/Approaches to History**”

Read lecture notes: **How do we know what we know?** in Blackboard. Read the assigned readings and articles and think deeply about the following quotes and the multiple ways they force us to think about what we “know” and the ways that we have come to “know what we know.” This will be an important part of your writing assignments, which are coming up shortly.

Read: Lepore, preface and introduction, pp's 6-16, and chapter 1 “Mapping the World”, pp's 17-32;
 and Kicza, preface and introduction (ch. 1)
 Articles in Blackboard:

“Twenty-first Century Book Burning” (LA Times article in Blackboard)
 “The New History Wars” by Jim Grossman (NYTimes article in Blackboard)
 Recommended: “Mite fossils reflect rise and fall of Inca” (LA Times article in BB)

- 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

Next topic: Native Peoples Before the Conquest

Read: Lecture notes in Blackboard

Kicza, ch. 2 “The Native Societies of the Americas Before Contact” (quiz due next week)

Lepore, ch.2 “First Encounters”, pp’s 33-58

Article in Blackboard: “1491” by Charles Mann

See and take copious notes on the following very important films:

Film: “[500 Nations: Ancestors](#)” –from Anasazi in the Southwest through the Mississippi Mound-builders, including creation stories, ~20 min's)- hyperlinked here **and in BB**.

All of our short documentaries are in Course Content, arranged by week and topic (a folder for each week and topic). They are required and very important to this course.

All of our films are mandatory. Some films are from Youtube and require no login. To view the *Intelecom* films and *Films on Demand* films in **Blackboard** you will need to login once. These are library films- **they are “mini-documentaries”** (some are 2 to 5 minutes; others range from 20 to 55 minutes). As a registered student you will be able to view them from Blackboard with no problem. If the system asks you to **login**, you only need to do so **once**. Use **Google Chrome or Firefox (not Explorer)**. **Login:** first name.lastname (this means *your first name, dot, your last name*)

Then your network password, which is **your birthday** in this format: MM/DD/YY (no spaces)

If you have computer issues, clear your cache and cookies. I also have a "Troubleshooting tips" guide in Blackboard that solves most technical issues. If you have any further **computer issues**, call the **Grossmont College Computer Help Desk** (619) 644-7383 or email: g-helpdesk@gcccd.edu.

For **Grossmont College Library Media desk questions** (film specific q's) call **619-644-7491**

Quiz in Blackboard: Kicza ch. 2. DUE: by Sunday Jan. 31st by 11:59pm

Week 2

2/1-2/7

Native Peoples and the beginning of European Colonization. See lecture notes in BB.

Read: Kicza, ch. 2 “The Native Societies of the Americas Before Contact”

Lepore, ch.2 “First Encounters”, pp’s 33-58

Benjamin's *The Atlantic World*, Introduction, pp. 1-10, and:

"Origins: Creating the Atlantic World," pp. 11-13,

"Some First Reactions" by Olivia Patricia Dickason, pp. 37-53

Film- see and take copious notes on: "[Engineering an Empire: The Maya](#)" (History Channel, 2006, Narrated by Peter Weller; ~45 minutes). (A **Films on Demand** film)

Film- see and take copious notes on: "[Engineering an Empire: The Aztecs](#)" (History Channel, 2006, Narrated by Peter Weller; ~44 minutes). The link to the film is also from our **Films on Demand** database (see directions above).

Discussion Board Essay # 1: "Native Peoples, First Encounters and the Conquest", see full directions in BB.

DUE: Your first original posting due by Sunday Feb. 7th by 11:59pm

Discussion Board Response Essay #1 (different than your original essay- see the essay directions) **due by next Wednesday Feb. 10th by 11:59pm**

Quiz in Blackboard: Kicza ch. 2. DUE: was due Sunday Jan. 31st by 11:59pm, but several of you joined us late, so you can still take it until Sunday Feb. 7th.

Week 3

2/8-2/14

Discussion Board Response Essay #1 "Native Peoples, First Encounters and the Conquest" (This is different than your original essay- this is a thoughtful response to a classmate's original essay; see the essay directions)

Due by Wednesday, Feb. 10th by 11:59pm

European Backgrounds: Spain and Portugal on the Eve of the Conquest, Colonization and the Atlantic World

Read: The lecture notes "Spain on the Eve of the Conquest" in Blackboard. Kicza, ch. 3, "The Conquests and Initial Establishment of Colonies in Latin America"

Benjamin's *The Atlantic World* p. 167 and:

"The Birth of an Atlantic World" by John Thornton, pp. 18-29

"America as a Continuation" by D.W. Meinig, pp. 29-37

See and take notes on required film: Take copious notes on film clip: "[When Muslims Ruled in Europe \(Islamic Spain\)](#)" Pt 1),

["When Muslims Ruled in Spain" \(Pt 2\),](#)

["When Muslims Ruled in Spain \(Pt 10, "The Reconquest Gains Ground"](#)

All parts of this important film are in Blackboard and here (each part is ~9 min's)

Quiz in Blackboard: Kicza, ch. 3 Due by Sunday Feb. 14th by 11:59pm

Week 4

2/15-2/21

No School Monday Feb. 15th- Grossmont Holiday- President's Day

Spanish and Portuguese Conquest and Settlement and the Reshaping of the Americas

Read: Lecture notes in Blackboard

Benjamin's *The Atlantic World*, p. 167 and:

“The Birth of an Atlantic World” by John Thornton, pp. 18-29

See and take copious notes on film in Blackboard and here: [“500 Nations: Clash of Cultures”](#) (from Columbus’s encounter with the Taíno and the conquest of the Caribbean, all the way through the Spanish conquering expeditions through Florida, South Carolina, Alabama, and Mississippi, through minute 45:55, all in one video clip)

-Next Disc. Essay will be on the Conquest, Settlement & the Reshaping of the Americas (will be due week 7)

Quiz in Blackboard: Kicza, ch. 3 Due by Sunday Feb. 14th by 11:59pm (This quiz was due last Sunday, but the chapter is an important one for us here, so if you didn’t finish it, I’ll take it this week.)

The next quiz, **ch. 4 “Colonial Spanish America and its Impact on the Sedentary Imperial Societies”** belongs in this week, but since your syllabus says week 5, we’ll keep it there. It is now open and will be due by the end of **Sunday Feb 28th by 11:59pm**

Week 5

2/22-2/28

Spanish and Portuguese Conquest and Settlement and the Reshaping of the Americas- continued

Read: Kicza, ch. 4 “Colonial Spanish America and its Impact on the Sedentary Imperial Societies”

Benjamin’s *The Atlantic World*:

“Infectious Disease and Demography of the Atlantic Peoples”, by Crosby pp. 169-179 (read and take copious notes on this very important article)

See and take copious notes on Film: [“Guns, Germs and Steel”](#) on the deep causes of the conquest, parts 7 to the end of part 12- make sure you’ve seen all parts from: the shape of the continents in explaining world development; the importance of farming and animals; writing and power; steel and weapons; through the end of germs and epidemic diseases as weapons of mass destruction (This whole episode on the Americas is about 50 minutes. Library also has the full DVD (#1077))

Quiz in Blackboard: Kicza, ch. 4 Due by Sunday by 11:59pm

Week 6

2/29-3/6

Spanish and Portuguese Conquest and Settlement and the Reshaping of the Americas- continued

Read: Kicza ch. 5 “Spanish and Portuguese Interactions with Semisedentary and Nonsedentary Peoples”

Short documents in Blackboard for our next Discussion Essay- they're in the Conquest & Settlement folder:

“Conquest in the Personal View” by Gaspar de Marquina (edited by Lockhart)- this is a short handout available as a pdf file in Blackboard)

“The Unsuccessful Conqueror” by Bartolomé García (edited by Lockhart)- this is a short handout available as a pdf file in Blackboard)

Quiz in Blackboard: Kicza, ch. 5 Due by: Sunday by 11:59pm

Week 7

3/7-3/13

The Atlantic Economy: minerals, commodities, population flows and the remaking of the Americas**Read:** Lepore, ch. 3 "Conquest and Resistance", pp's 59-86Benjamin's *The Atlantic World*:

"The Spanish Treasure Fleets" by Carla Rahn Phillips, pp. 135-138

"Alliance and Conquests" by Thomas Benjamin, pp. 81-88

Kicza, pp. 102-104- this is essential background to make sense of conquest documents

Short documents in Blackboard (They're in the Conquest & Settlement folder):

"Conquest in the Personal View" by Gaspar de Marquina (edited by Lockhart)- this is a short handout available as a pdf file in Blackboard)

"The Unsuccessful Conqueror" by Bartolomé García (edited by Lockhart)- this is a short handout available as a pdf file in Blackboard)

*Native Language (Nahuatl) Sources from The Florentine Codex and "We People Here" and from our Kicza and Horn textbook

Discussion Board Essay # 2 ("The Conquest and the Atlantic World")**DUE: Your first original essay due by Sunday by 11:59pm****Discussion Board Response Essay due by next Wednesday by 11:59pm**Week 8

3/14-3/20

Peripheries, Missions, the "Spiritual Conquest", Empires, and the Pacific World**Read:** Lecture notes in BB "Church and Spiritual Conquest"

Kicza pp's 76-80 and 94-112

Lepore 75-85 and 87-103 (especially 96-100)

Benjamin's *The Atlantic World*:

"Franciscan Evangelization in New Mexico" by Ramón Gutiérrez, pp. 88-112

Articles in Blackboard: "Junipero Serra Becomes a Saint; Reaction Divided" LAT 1/2015

"A Saint's Call Lures Southlanders to a Yearly Homecoming" LAT 7/31/05

"Latin America's First Indigenous Saint Stirs Anger and Pride" LA Times

"Junipero Serra: California's Founding Father" LAT Nov. 2013

"Junipero Serra Becomes a Saint; Reaction Divided" LAT 2015

Required short films in Blackboard -see and take copious notes on them

(in Course Content; "Peripheries, Missions..."):

"Coronado vs. the Zuni 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)

Week 9

3/21-3/27

Grossmont Spring BreakWeek 10

3/28-4/3

MIDTERM EXAM- Read the directions carefully (in Assignments, Exam Reviews).**Part I** (multiple choice) will be released **Wed. Oct. 14th** at 8:00am**Part II** (essay portion) is in your Midterm Review now- you should be working on that now. **The midterm is different from your Discussion Essays or your Paper.****Both parts I and II due back by: Sunday by 11:59pm**

MIDTERM EXAM- Both parts I and II due back by: Sunday by 11:59pmWeek 11

4/4-4/10

Africans in the Americas, Empires, and the Atlantic and Pacific Worlds**Read:** Lecture notes in Blackboard

Lepore, ch. 6, "Africans," pp's 125-146 and

Benjamin's *The Atlantic World*:

"Africans, the Involuntary Colonists" by Fernández-Armesto, pp. 185-191

"The Transatlantic Slave Trade" by Hugh Thomas, pp. 145-153

"The Survival of African Religions in the Americas" by Frey & Wood, pp. 122-133

"The Paradox of American Development" by Charles Bergquist, pp. 153-167

"Ethnic hierarchy from the Spanish point of view" (pdf chart in BB)

"A Day on a Coffee Estate" by Stanley Stein

"Brazil's link for African Americans (in the U.S.)" (LA Times)

See and take copious notes on the following very important online film: "[Africans in America: The Terrible Transformation](#)" (1:22:49) Film is hyperlinked above and also in Blackboard under Course Content, Africans in the Americas. Also at Grossmont LTRC, DVD #1840.

Week 12

4/11-4/17

Africans in the Americas, Empires, and the Atlantic and Pacific Worlds (continued)**See and take copious notes on the following two very important short films in****Blackboard (4 minutes each)**

"Introduction of Slavery in Colonial America"

"The Process of Enslavement"

Take copious notes on this very important film: "[The Black Atlantic, 1500-1800](#)"- from series "The African Americans: Many Rivers to Cross" (this part is 53 minutes). Link is also in BB; Grossmont LTRC has DVD: #1846. (There is a study guide to it in BB).

Week 13

4/18-4/24

Africans in the Americas, Empires, and the Atlantic and Pacific Worlds (concluded)**See and take copious notes on these very important films:**And then this one: "[Black in Latin America: Brazil: A Racial Paradise?](#)" (2011, PBS, about 50 min's); and then"[Black in Latin America: Haiti and the Dominican Republic](#)" (2011, PBS) and relate to this important article that you're taking notes on: "The Survival of African Religions in the Americas" by Frey & Wood, pp. 122-133 in Benjamin's *The Atlantic World*.

There are study guides to both of these films in BB; Next Discussion Essay is on this big topic.

Discussion Board Essay # 3 ("Africans in the Americas")**DUE: Your first original essay due by Sunday by 11:59pm****Discussion Board Response Essay due by next Wednesday by 11:59pm**Week 14

4/25-5/1

Furs, Rivers, and Black Robes: French and Dutch Colonies, Native Responses, and

the Reshaping of the Americas

Read: Lepore, chapter 4, pp's 87-106; the Powerpoint by this title, and Kicza, ch. 6 "Native Response to Settlement in the East and Southwest in North America"

Benjamin's *The Atlantic World*:

"The Fur Trade of New France" by Denys Delage, pp. 139-145

"French Colonization of New France" by Allan Greer, pp.'s 191-196, and

"Kateri Tekakwitha: First Native American Saint (in U.S.) article, 2012

See and take notes on the following important films: "[500 Nations: Cauldron of War. Iroquois Democracy and the American Revolution](#)" (15 min's; hyperlinked above; also in BB)

And film "[Black Robe](#)", 1991 by Bruce Beresford (1:36:20), DVD # 1390 at Grossmont (study guide with historical context to this important film is in Blackboard, next to film)

Quiz in Blackboard: Kicza chapter 6. Due by Sunday by 11:59pm

Week 15

5/2-5/8

The English Colonies & Native Peoples of the East

Read: Lepore, ch 5, 107-124 and ch. 7, pp's 147-163

Kicza, ch. 7 "The British and the Indians of Eastern North America"

Benjamin's *The Atlantic World*:

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

See and take copious notes on the following films:

"500 Nations: Invasion of the Coast: The First English Settlements"

(Youtube, hyperlinked below and in Blackboard. ~15 minutes)

Covers natives in US Southeast; to Eskimo; to English/Native relations in Northeast

<http://www.youtube.com/watch?v=zXL6RSgzj0I>

and

"500 Nations: Invasion of the Coast" on the Virginia Colony," from "The Powhattan Confederacy" to the end of Native/English relations (46:20 to the end @ 1:33:53)

PRE-WRITING ASSIGNMENT (the 'roadmap' of what you're doing and how you're going about doing it): **In order to approve your paper, I need the following from you in writing via email before Thursday May 5th by 11:59pm: The Primary sources you're analyzing/ the secondary source material you'll be using/ the questions you're asking of the primary sources/ and the draft thesis for your Primary Source Analysis.** Submit this to me in writing (email it to me as a Word file, .txt, .rtf or pdf file), and explain to me *what* you're doing and *how* you're going about writing this paper. List the titles and authors and page numbers of the **primary sources** you've chosen to analyze, the **book chapters and sections from our readings that you'll use for historical context for your paper, the preliminary questions that you'll be asking about the primary sources you've chosen to analyze, and the preliminary draft of your thesis statement** (a statement that you can prove from these primary sources that you're analyzing and supporting documentation you're using). I'll clear it and provide you with feedback. This is mandatory. I cannot grade your paper if you do not submit this to me and explain to me what you're doing by this date. (There is a full explanation of the Primary Source Analysis in BB, Assignments)

Week 16

5/9-5/15

The English Colonies & Native Peoples of the East (concluded)

See and take notes on this very important film: “We Shall Remain: After the Mayflower” link in Blackboard and hyperlinked below.

Full film available on youtube [hyperlinked here](#), or clip and paste this URL to your browser (**watch all parts** of this episode, about one hour total):

<https://www.youtube.com/watch?v=3SJPVpi6FMI&list=PL0CF7D9C0492D0254>

Quiz in Blackboard on Kicza, ch. 7, due by Sunday by 11:59pm

Student Learning Outcomes (SLO) Quiz this week (Tentative, I will announce if we have it a different date than this)

Week 17

5/16-5/22

Revolutions, Independence and New Nations in the Americas: The Great Transformation

Read: The lecture notes entitled "Late Colonial Changes and the Move to Independence" Kicza, ch. 8 “Enduring Connections Between the New World and the Old”

Benjamin’s *The Atlantic World*, p. 203 and:

“The American Revolution” by Jack Greene, pp. 206-218

“Sister Revolutions: America and France” by Susan Dunn, pp. 218-227

“The Haitian Revolution” by Franklin Knight, pp. 227-235

“The Spanish and Spanish American Revolutions” by Jaime Rodriguez, pp. 235-247

Article in BB: "Haiti, Slavery, and the Age of Democratic Revolution" by Robin Blackburn

See and take copious notes on the following documentary film clips in BB:

“[Egalite for All: Toussaint Louverture and the Haitian Revolution](#)” (PBS 2009, 55min’s)

“The Haitian Revolution: A New Vision of Freedom in the Atlantic World”

"Black in Latin America: Haiti and the Dominican Republic" (the portion on Haiti through the Haitian Revolution)

"The American Revolution: A Global Event" (2:49)

Read Kicza, ch. 8 “Enduring Connections Between the New World and the Old” carefully

PAPER (Primary Source Analysis) - This is a very important assignment (**15% of your course grade**), and a **different** assignment from your Discussion Board Essays and your exams. See the full directions in Blackboard. You need to have given me your “Pre-write” for approval first. Submit in “BB,” “Assignments,” “Submit Paper (Not exams) Here”

Due by: Thursday May 19th by in Assignments in Blackboard

Week 18

5/23-5/29

Final Exam Week (GC Finals Tues 5/23-5/29)**Your final is due by Tuesday May 24th by 11:59pm**

Located in Blackboard, Assignments, Midterm and Final Exams

(Name the file for your final essay: LastnameFirstnameHist109Final)

Final Exam (Read the Final Review in Blackboard, Assignments, Midterm and Final Exams). **This is different than your Discussion Essays or your Paper.**

Final Part I (multiple choice) will OPEN on Tuesday Dec. 8th by 8am;
Final Part II, the essay portion, is in your Final Review in Assignments, Exam Reviews
Both parts of the Final Exam are DUE by Tuesday May 24th
***Make sure you read the exam directions carefully and submit the correct file. I will not grade your final essay if you submit a different file (Name your file: LastnameFirstnameHist114Final)**

Extra Credit Opportunity: I will announce several choices as extra credit opportunities- I will announce those and post them in Blackboard. Each is worth up to 2% points on your final grade, depending on much effort you put into the write-up and how much analysis you show (you can do a maximum of two). This is due on the last day of classes.

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 ensure that you pass and that you get the grade you want is to do well on every assignment and not "skip" anything. "Skipping" an assignment (they turn to 0's) will absolutely affect your grade. ALL GRADES ARE FINAL!! Do not email me to ask me to "round up".

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	

To use the tech mall computers: Show this page of my syllabus to our tech folks there to get in and take your online quizzes. **This is your “referral”.**

Students are referred to enroll in the following supervised tutoring courses if the service indicated will assist them in achieving or reinforcing the learning objectives of this course:

- IDS 198, Supervised Tutoring to receive tutoring in general computer applications in the Tech Mall;
- English 198W, Supervised Tutoring for assistance in the English Writing Center (Room 70-119); and /or
- IDS 198T, Supervised Tutoring to receive one-on-one tutoring in academic subjects in the Tutoring Center (Rom 70-229, 644-7387).

To add any of these courses, students may obtain Add Codes at the Information/Registration Desk in the Tech Mall.

See the Grossmont College History Department Web Page for more resources:

<http://www.grossmont.edu/history/>