

History 114
Comparative History of the Early Americas - Fall 2013
M,W 9:30-10:45 room 551B

Dr. Carlos Alberto Contreras

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Office Hours: M,W 12:15-2:15; and by appointment. Of course, you can mail me anytime and I will answer all of your questions that way too. When you email, please sign your full name and tell me what class you're in.

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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 comprehend 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.



REQUIRED READING

The books listed below are required reading for this course and are available for purchase at the Grossmont College bookstore. You may also want to contact Ross books [(619) 698-2665] at the LA Fitness shopping center on Navajo and Fanita. You should also check **online used book dealers** such as amazon.com, bookfinder.com, abebooks.com, alibris.com, half.com, buy.com, bigwords.com or <http://www.textbookx.com/>. You can also rent them through our bookstore (check their website).

- 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)
- 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)

I have placed a copy of your books at the library under 24-hour reserve for your use. You cannot pass this class without having access to these books (and reading them!). And please take care of them!

I highly recommend good dictionary (or a good dictionary app!).

I will also e-mail you a few recent documents and a few 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. **Make sure your correct email address is in Web Advisor** (it syncs with Blackboard).

BLACKBOARD -our web management system- will house study guides, quizzes, Powerpoint presentations and other resources related to this course. It is also the tool I use to communicate with you outside of class and for you to communicate with each other if you wish.

To access our class, follow the link through Grossmont College's page from Online Services, or go directly to <http://gcccd.blackboard.com/>

When you enrolled in this class, you were automatically loaded onto Blackboard. 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 problem? Tech Problems? Please 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.

It is **absolutely important** that your **current e-mail address** that you check frequently is in WebAdvisor, and by extension, Blackboard. If you use the Grossmont email address and forgot how to check it, follow this link: http://www.grossmont.edu/campus_email/. If you want to use your own email address, that's fine, just make sure you change it in WebAdvisor.

Once you're logged in to Blackboard and you get the "welcome (your name)" message, click the appropriate class you're enrolled in. You will now see the blue menu buttons on the left.

To keep up with the world I recommend:

On radio: National Public Radio (KPBS 89.5 in San Diego), especially "The World"; and BBC's "The Changing World" at 10:30 am on Friday mornings (<http://www.bbcworld.com>)

TV: KPBS, especially "The News Hour" at 7pm every night; and "Frontline" (Thursday nights, usually at 9pm)

Newspapers: 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/>)

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, my 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... Thus, my lectures and the readings overlap but do not parallel one another. **Consistent attendance in lectures and participation in discussion sections is absolutely essential** to understanding the course themes, the readings and films, and of course, to performing well in the class.

Student Learning Outcomes: This course is both a lecture course and a discussion section. While I will lecture for some period of time at almost every meeting, each student will be responsible for participating in the accompanying discussion section. Our major goals for the semester are not only to

become familiar with the vast sweep of the Early 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.

ATTENDANCE and PUNCTUALITY. Roll is taken 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. **Absences will affect your grade** because my lectures and our films cover material not found in your readings and of course, you're not there for participation points.

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.** To find out more about plagiarism consult [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 AND EXPECTATIONS

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

The **FINAL COURSE GRADE** will be calculated based on the following **six** components:

1. CLASS PARTICIPATION and attendance (10%)- “The ability to ask the right question is half the battle of finding the answer.” -Thomas Watson



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 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.** You will receive credit for your verbal contributions and active **listening** in our group and class discussions. Because discussions are only productive when you have completed the readings, seen the films, and **have your journal responses ready.** **You will not receive credit for this portion if you do not come to class prepared!**

2. INTERACTIVE JOURNAL (10%)- “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/or questions and you will **bring your written responses to class prepared to discuss them with your classmates and myself - this means you need to have them FINISHED BEFORE we begin discussing them.**

You will title, date, and **keep them all together in order** (this will include your written responses to the films as well). **Some you turn in on the day we discuss them** (I’ll record them and give them back); **some you keep and then turn in on the day of the final.**

You will turn them all in together, paper-clipped on the day of the final.

3. QUIZZES (15% combined)

The **first** is an in-class **map quiz** in which you identify the Latin American countries and their capitals (40 questions). **Bring a scantron:** Apperson Print: 25420 (used to be the old form 882- the long and narrow form that has room for 100 questions- with the **letter choices [not number choices]**).

The **other quizzes** cover material from Kicza’s *Resilient Cultures* (~25 questions each). You will **take these on Blackboard**, our web management system. **They are in the “Assignments” folder** (the blue button on your left as you login). Because you take them either at home or at our tech mall, they are all open book. These questions are multiple-choice. You will have plenty of time to complete each quiz. You can “save” your work and come back to it (just do not hit “submit” until you’re ready for it to be graded). **You cannot take them after the due date.** Careful with the due dates!

Once you’re logged in to Blackboard and you get the “welcome (your name)” message, click the appropriate class you’re enrolled in. You will now see the blue buttons on the left. All of your quizzes will be in **Assignments**. Click that button to take them.

Some of your quiz questions will appear on your midterm and final. Once you’ve taken your quizzes by the due date, you can open them up afterwards to use them as study guides (just click “ok” when it warns you that you’ve already taken it).

4. 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)- 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. Pay close attention to the questions in the journal entries and to our discussions about those documents. 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. **Paper Due Electronically:** through Safe Assign in Blackboard- see due date in outline below.

5. MIDTERM EXAM (25%)- A two part exam. You need a scantron and a bluebook.

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. **Bring a scantron for this portion.** (25% of midterm)

Part II- Essay portion: some 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 expansive. Show complexity. (75% of midterm)

The midterm covers material from our lectures, films, and readings since day one. I will email you the midterm and final reviews and post them under "Assignments"- then "Exam Reviews" in Blackboard. A **blue book is required** for this portion. It can be purchased at the bookstore (about 50 cents).

Out of fairness to everyone else, there will be **no make-up exams.**

6. FINAL EXAM (25%)- Same format as the midterm. You need a scantron and a bluebook as well.

Part I- Multiple Choice. About 25 questions from your readings, films and primary documents in a multiple choice, true/false, and matching format. **Bring a scantron for this portion.** (25% of final exam)

Part II- Essay portion: some 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 expansive. Show complexity. 75% of final exam. The final covers material from our lectures, films, and readings since the midterm. A **blue book is required** for this portion. It can be purchased at the bookstore (about 50 cents).

Out of fairness to everyone else, there will be **no make-up exams.**

Your grading rubric. This is how your exams, papers are graded:

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.

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

F: Failing grade.

You will receive study guides with sample questions before the midterm and the final. (copies of last semester's are already in Blackboard, you should go ahead and look at them)

To do well in this class and on my exams (and in this class), you need to:

- **Attend class everyday and be ready to start taking notes at exactly the time class starts.**

- **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.** You cannot wait to be spoon-fed knowledge, nor does critical thinking come automatically. **Knowledge is something you must grab and make yours, and critical thinking takes practice and work!**
- We're not just "getting a GE class out of the way" here, we're helping you understand this complex world and build the skills you'll need to survive in it!

STANDARDS FOR MY CLASS- all about courtesy and respect. Read this carefully!

I strive to keep a **positive learning environment** in our classroom. **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 impedes the process of instruction or distracts others such that learning is inhibited **is not tolerated** and will be considered a **breach of the Student Code of Conduct** and be addressed accordingly. **This INCLUDES TEXTING IN CLASS! Penalties for texting in 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 again.**

Walking in and out of the classroom during class is 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.

Laptops and translation devices are permitted for class use, but if you misuse them even once (other homework, checking email, surfing the net), your laptop privileges will be revoked for the remainder of the semester.

ATTENDANCE and PUNCTUALITY. Roll is taken 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. Absences will also inevitably affect your grade because my lectures and our films cover material not found in your readings and of course, you're not there for participation points.

COURSE OUTLINE

(Tentative. We may need to spend more time on a given topic. If so, changes to our outline will always be announced)

Week 1

8/19-8/25

Monday: **Introduction**

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: "Twenty-first Century Book Burning" (LA Times article in Blackboard)

"Mite fossils reflect rise and fall of Inca" (LA Times article In blackboard)

Have in writing for next class, **journal entry #1: 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". Read your articles on this topic. Then give me your written impressions of the quotes and comment on the articles (about 2 to 3 paragraphs total).

- 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

Have ready by the second class also a brief paragraph about yourself- educational goals, interests,... anything I should know about you- **on a separate sheet of paper.**

Wed: How do we know what we know? Historiography (the history of the history of the Americas)

Class discussion. Topic: “How do we know what we know” and your responses to the quotes on history

Native Peoples Before the Conquest

Read: Kicza, ch. 2 “The Native Societies of the Americas Before Contact”
Lepore, ch.2 “First Encounters”, pp’s 33-58

Week 2

8/26-9/1

Native Peoples Before the Conquest- continued

Read: Kicza, ch. 2 “The Native Societies of the Americas Before Contact”
Lepore, ch.2 “First Encounters”, pp’s 33-58

Film: “500 Nations: Ancestors” - take copious notes on film (study guide in BB)

Film: “Engineering an Empire: the Maya” - **Journal Entry#_**

Quiz in Blackboard: Kicza ch. 2. DUE: by Sunday night by 11:59pm

Week 3

9/2-9/8

No school Monday 9/2 - Labor Day Holiday

Film: “500 Nations: Clash of Cultures” - take copious notes on film

Read: 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

Journal Entry # _ on "500 Nations" and readings- Class discussion

**Map Quiz (In class at the beginning of Wednesday) No makeups!
Bring a Scantron (form 25420- letter choices, Not number choices- NOT model 600)
and a #2 Pencil!**

Week 4
9/9-9/15

Film: “Guns, Germs and Steel” - take copious notes on film and Journal #_ on film and Crosby's "Infectious Disease..."

Benjamin's *The Atlantic World*, p. 167 and:
“The Birth of an Atlantic World” by John Thornton, pp. 18-29
“Infectious Disease and Demography of the Atlantic Peoples,” by Alfred Crosby, pp. 169-179

Newcomers: European Backgrounds, the Flow of Peoples, and Colonization

Read: Kicza, ch. 3, “The Conquests and Initial Establishment of Colonies in Latin America”

Benjamin's *The Atlantic World*:

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

Quiz in Blackboard: Kicza, ch. 3 Due by Sunday night 11:59pm

Week 5
9/16-9/22

Film: “Engineering an Empire: The Aztecs” - take copious notes on film Journal Entry #_ on this film and Lepore ch. 3; Discuss

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

Film clip: “[When Muslims Ruled in Spain](#)”

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

Week 6
9/23-9/29

Spanish and Portuguese Conquest and Settlement

Read: Lepore, ch. 3 “Conquest and Resistance”, pp's 59-86

Benjamin's *The Atlantic World*:

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

Handouts:

“Conquest in the Personal View” by Gaspar de Marquina (edited by Lockhart- this is a short handout that I will give you. Also available as a pdf file in Blackboard)

“The Unsuccessful Conqueror” by Bartolomé García (edited by Lockhart- this is a short handout that I will give you. Also available as a pdf file in Blackboard)

Journal Entry # _ : Discuss Conquest documents and articles

Week 7
9/30-10/6

Trades: the Atlantic Economy

Read: Kicza, ch. 5 “Spanish and Portuguese Interactions with Tribal Peoples,”

Benjamin's *The Atlantic World*:

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

Journal Entry #_ ; Discuss Lockhart documents- conquest and settlement

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

Week 8

10/7-10/13

Peripheries, Missions, Empires and the Pacific World

Film clips: “**The Mission**” - take copious notes on film (or alternative film on missions TBA)

Read: Kicza, ch. 5 “Spanish and Portuguese Interactions with Tribal Peoples”

Kicza pp’s 84-90; 157-173

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 Needs one more Miracle to Become Saint" LAT

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

“Alta California, the Pacific and International Commerce Before the Gold Rush” by David Iglar

Journal Entry #_ ; Discuss

Week 9

10/14-10/20

Discuss Journal entry on Peripheries, Missions and Empires

Wednesday: MIDTERM EXAM - bring blue book, scantron, pens and pencils

Week 10

10/21-10/27

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

Read: Lepore, chapter 4, pp’s 87-106

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

“Kateri Tekakwitha: First Native American Saint (in U.S.) 2012 article in BB

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

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

Week 11

10/28-11/3

Film: “Cauldron of War” (from 500 Nations series) - take copious notes on film
Film: “Black Robe” - take copious notes on film
Journal Entry #__ (on films and documents from Lepore)

Group and Class Discussions on “Black Robe,” “Cauldron of War,” and documents

Week 12

11/4-11/10

Africans in the Americas, Empires, and the Atlantic Economies

Read: Lepore, ch. 6, 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

Journal Entry # _ ; Discuss

Week 13

11/11-11/17

No school Monday Nov. 11th- Happy Veteran’s Day!

Africans in the Americas, Empires, and the Atlantic Economies - continued

Read: Short articles handed out and handouts:

“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)

Films: “The Terrible Transformation” (MV 5698) - take copious notes on film

“Introduction of Slavery in Colonial America”

“The Process of Enslavement”

Journal Entry # __ On Africans documents and film—Discussion

Week 14

11/18-11/24

Africans in the Americas, Empires, and the Atlantic Economies - continued

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

“Black in Latin America: Brazil-A Racial Paradise?” - take copious notes on films

Journal #_ on "Black in Latin America" films and readings

Read: Benjamin’s *The Atlantic World*:

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

Group and Class **Discussions** on Africans in the Americas films and documents

DUE by Wednesday Nov. 20th: submit to me in person during my office hours (and give me your 30 second "pitch" where you explain to me what you're doing) the titles and authors of the primary sources you've chosen to analyze; the book chapters and sections from Kicza, Lepore and Benjamin 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 first draft of your thesis statement (a statement that you can prove from your primary sources).

You must have all of these for me to clear your topic. I cannot grade your paper if you do not submit this to me and explain to me what you're doing by this date.

Week 15

11/25-12/1

The English Colonies & Native Peoples of the East

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

Kicza, ch. 6 "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

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

Film: "We Shall Remain: After the Mayflower" - take copious notes on film

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

No School Thursday Nov. 28th and Friday Nov. 29th- Happy Thanksgiving!

Week 16

12/2-12/8

Revolutions, Independence and New Nations: The Great Transformation

Read: 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

Paper (Primary Source Analysis) -see full directions in Blackboard.

Due by: Monday December 2nd by 11:59pm in Assignments in Blackboard

Week 17

12/9-12/15

Grossmont Final exams are: 12/10-12/16

The Final Exam for this class is Monday Dec. 16th from 9:25-11:25

Turn in journal entries on the day of your final. Because you need them to study for your finals, you'll turn them all in on the day of your final exam. Make sure they're in order, with your name on them- paper-clipped. **Do not turn in the original articles or handouts. 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 after Finals (I keep them for one 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.

Final Averages and corresponding Final Grades: All Grades are final!

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.