History 114 – Online Course Syllabus
Comparative History of the Early Americas - Spring 2015

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Office Hours: M,W 10:45-12:15; T,Th 10:45-12:00; and by appointment (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 and your paper. Of course, you can e-mail me anytime and I can answer your questions that way too (e-mailing is more efficient than the Blackboard messenger). 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 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."

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.

I also highly recommend you do the Blackboard orientation before the class begins. It is located at: http://www.gcccd.net/online/orientation.htm (includes a video tutorial on how to login to Blackboard).

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).

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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 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, dealoz.com, or http://www.textbookx.com/. You can also rent our books- check our bookstore's website for that.

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 for ~$26 at http://www.coursesmart.com/)


You can also rent these books through our bookstore. See their website for details.

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:


**On TV:** KPBS, especially “The News Hour” at 7pm every night; and “Frontline” (Tuesdays)

Newspapers: The Los Angeles Times ([http://latimes.com](http://latimes.com))
The Economist ([http://www.economist.com](http://www.economist.com))

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

**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!**

  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.

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):

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
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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.

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.

I need to approve your sources first. Submit to me the following in writing (in a Word file): the titles and authors of the primary sources you’ll be analyzing; the secondary sources you’ll be using to provide historical context (the book chapters and sections from Kicza, Lepore and Benjamin that you’ll use to provide historical context for your paper); some preliminary questions that you’ll be asking of the primary sources; and the preliminary draft of your thesis statement (a statement that you can prove from your primary sources) for your Primary Source Analysis. I’ll clear it and provide you with feedback.

This is mandatory- the due date for this in our outline below. 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 this anytime before; or feel free to drop by my office hours anytime before this part is due).

Paper Due Electronically: through Safe Assign in Blackboard- see due date in outline below.
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Read this carefully!

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)

   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: 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)

   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.

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.

**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.

Dr. Contreras
Week 1
1/26-2/1  
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.”

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 wk)
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 trough the Mississippi Mound-builders, including creation stories, ~20 min’s)- hyperlinked here and in BB.

*All of our films are also posted in Blackboard, by topic. If you get message “content is outside of Blackboard,” simply right-click the video link and open it in a new tab (or simply click the video links from my syllabus).

Quiz in Blackboard: Kicza ch. 2. DUE: by Sunday of week 2 by 11:59pm
Week 2
2/2-8

Native Peoples Before the Conquest Continued. 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

Film- see and take copious notes on: “Engineering an Empire: The Maya”
(History Channel, 2006, Narrated by Peter Weller; ~45 minutes). The link in Blackboard is from Films on Demand and will work for all registered Grossmont Students. You only need to login once (directions clipped below). There is a “Viewing Films on Demand” guide in Blackboard as well.

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. To view the Intelecom and/or Films on Demand films in Blackboard: they are Grossmont library films, so as a registered student, you just need to log in and you will be able to view them from Blackboard with no problem (same procedure as checking out an e-book from our library).

To login: you only need to do so once (this is always your login when accessing any media through the Grossmont College Library).

Login: firstname.lastname (no spaces)

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

Browser: Use Google Chrome or Firefox (free downloads). Do not use Explorer!

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).

Native Peoples and the beginning of European Colonization

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

Quiz in Blackboard: Kicza ch. 2. DUE: by Sunday Feb. 8th by 11:59pm

Week 3
2/9-2/15

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

Read: 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: “When Muslims Ruled in Spain” (Pt 1), and
"When Muslims Ruled in Spain" (Pt 2) (through the "Reconquest"- 9 minutes each part).
Links are in Blackboard and here.

1st Discussion Board Essay: see full directions in Blackboard.
Week 4  
2/16-2/22  
No School Monday Feb. 16th- Grossmont Holiday- President's Day

Discussion Board Response Essay due by Wednesday by 11:59pm

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 BB and here: “500 Nations: Clash of Cultures”
(on Columbus and the conquest of the Caribbean ~14 min's) and "Desoto in Florida, South Carolina, Alabama, and Mississippi"

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

Week 5  
2/23-3/1  
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*:
“The 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.

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

Week 6  
3/2-3/8  
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”

See and take copious notes on the following films: TBA

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

Week 7  
3/9-3/15  
The Atlantic Economy: minerals, commodities, population flows and the remaking of the Americas
Read: Lepore, ch. 3 “Conquest and Resistance”, pp’s 59-86
Benjamin’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:
“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
"Contributions are Small" by Francisco Martinez de Baeza, 1639
* One other Native language source from Lockhart's "We People Here" To be handed out

**Discussion Board Essay #2**
DUE: Your first original essay due by Sunday by 11:59pm
**Discussion Board Response Essay** due by next Wednesday by 11:59pm

**Week 8**
3/16-3/22

**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

**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**
3/23-3/29

**Grossmont Spring Break**

**Week 10**
3/30-4/5

**MIDTERM EXAM-** Read the directions carefully (in Assignments, Exam Reviews). Both parts I and II due back by: Sunday by 11:59pm

**Week 11**
4/6-4/12

**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
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“Read this carefully and always carry it with you

“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) [Next Discussion Board Essay will be on this topic]
Film is hyperlinked above and also in Blackboard under Course Content, Africans in the Americas. Also at Grossmont LTRC, DVD #1840.

Week 12
4/13-4/19

Africans in the Americas, Empires, and the Atlantic and Pacific Worlds- cont'd (see our very important readings on this big and important topic from Lepore and The Atlantic World (I have two copies of both at the library)

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”
(In Blackboard under Course Content, Africans in the Americas)

See and take copious notes on these very important films:
“Black in Latin America: Brazil: A Racial Paradise?” (2011, PBS, about 50 min’s)
“Black in Latin America: Haiti and the Dominican Republic” (2011, PBS)

Week 13
4/20-4/26

Africans in the Americas, Empires, and the Atlantic and Pacific Worlds- cont'd

Film: 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 in BB; Grossmont LTRC DVD: #1846.

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
4/27-5/3

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
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.) article 2012

See and take notes on the following important film: “500 Nations: Cauldron of War, Iroquois Democracy and the American Revolution” (hyperlinked above; also in Blackboard)
Recommended film "Black Robe", 1991 by Bruce Beresford, DVD # 1390 at Grossmont

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

Paper Topic/primary sources you're analyzing/questions you're asking of the primary sources/draft thesis for your Primary Source Analysis - due via email before Thursday April 30th. 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 (submit anytime before; or feel free to drop by my office or call during office hours anytime before this).

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**Week 15**

5/4-5/10

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 film: “500 Nations: Invasion of the Coast: The First English Settlements” (On 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

"500 Nations: Invasion of the Coast" on the Virginia Colony

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**Week 16**

5/11-5/17

The English Colonies & Native Peoples of the East-cont’d

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

**Paper (Primary Source Analysis) -** This is a different assignment from your Discussion Board Essays and your exams. -see the full directions in Blackboard.

**DUE by: Thursday May 14th by 11:59pm in Assignments**

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**Week 17**

5/18-5/24

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

**Read:** Kicza, ch. 8 “Enduring Connections Between the New World and the Old”
Benjamin’s *The Atlantic World*, p. 203 and:
“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
Handout: "Haiti, Slavery, and the Age of Democratic Revolution" by Robin Blackburn

See and take notes on the following documentary film clips in BB:
“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)
"Toussaint Louverture", a PBS film

**Quiz in Blackboard: Kicza ch. 8. Due by Friday by 11:59pm**

**Week 18**
5/25-6/1  Holiday- Monday May 25th -Memorial Day;  **Final Exam Week**

**Final Part I (multiple choice) will open on Tuesday by 8am**;
**Final Part II, the essay portion, is located in Assignments, Exam Reviews** along with the exam directions
**Both parts of the Final Exam are due by Sunday May 31st by 11:59pm**
Located in Blackboard, Assignments, Midterm and Final Exams
*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 the file for your final essay: LastnameFirstnameHist114Final)*

**Final Averages and corresponding Final Grades: All Grades are final!** 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 will absolutely affect 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

**Note about Blackboard grade:** As I indicate in the detailed explanation of grades section of this syllabus, I don't do "points"- all of our assignments are weighted according to the formula explained above.

**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;

Dr. Contreras
Hist 114 online syllabus

Read this carefully!

-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/