History 114 syllabus

Read carefully and always bring to class - every class is important!

History 114

Comparative History of the Early Americas - Spring 2015
M,W 9:30-10:45 room 551B

Dr. Carlos Alberto Contreras
Office: 70-218 (2nd floor Tech Mall)
E-mail: carlos.contreras@gcccd.edu
Phone: (619) 644-7758
Web page: http://www.grossmont.edu/carlos.contreras/
Twitter: Profcontreras1
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. 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.

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 (You can also buy it used, see sites above; or buy e-version for ~$26 at http://www.coursesmart.com/)


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!).

E-MAIL: I will also e-mail you course updates, some documents and newspaper articles that will bring us up to date on some of the topics we will be discussing. All of these handouts/articles are required reading as well. Make sure your correct email address is in Web Advisor (it syncs with Blackboard, I can't change it). Having your correct email address and checking it regularly is mandatory.

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

   To access our 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 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.

   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:
TV: KPBS, especially “The News Hour” at 7pm every night; and “Frontline” (Tuesday nights at 9pm)
Newspapers: The Los Angeles Times (http://latimes.com)
The Economist (http://www.economist.com)
Foreign Affairs (http://www.foreignaffairs.com/) and Foreign Policy (http://www.foreignpolicy.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, 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, and places. 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. (The #1 reason too many students fail or get bad grades is because of absences!!)
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.

COURSE REQUIREMENTS AND EXPECTATIONS
“Knowing is not enough, we must apply. Willing is not enough, we must do.” Bruce Lee

Your FINAL COURSE GRADE will be calculated based on the following mandatory components and according to the following percentages (I don't do “points”- I use the following percentages):

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

In order to fully understand the complexities of all of our material and to see how each of our themes or topics fits into the “larger picture”, 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 (we never just "regurgitate"!). 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 finished and ready to discuss. You will not receive participation credit if you do not come to class prepared or leave!

You receive 0's when you're absent or when you leave because you didn't do your work- so participate actively to understand our world and gain those participation points!
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 questions - they are all based on our readings, mainly primary sources from our primary source reader, and films. You will then bring your written responses to class prepared to discuss them with your classmates and the whole class - this means you need to have them FINISHED BEFORE we begin discussing them. Your journal entries will be the basis of our class discussions.

You don't need to buy any "journal": you will write your responses on regular sheets of paper, and some you write on the handouts I give you.

You will put your name on them, write the due date, and keep them all together in order. Some you turn in on the day we discuss them (I'll record them and give them back); some you keep as study guides for your midterm and final (all of this material is on your exams) and then turn them all in on the day of the final exam. 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 countries in this hemisphere and their capitals (40 questions). Bring a scantron: Datalink: 26760 (the long and narrow form that has room for 100 questions- with the letter choices, not number choices).

There are two in-class, closed book quizzes (one before the midterm and one before the final) which cover material from our lectures, readings, discussions and films. I will announce the dates in advance. No make-ups. All are important!

The other quizzes are "take-home", are open-book and 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.

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.

You will have plenty of time (at least one week) 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! (use Google Chrome or Firefox- do not use Explorer).

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’ll 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 before you start writing in person: type out your primary sources, the preliminary questions that you'll be asking of the primary sources, the secondary sources you'll be using for historical context, and a provisional thesis statement (something you can prove from your primary sources). Present that to me and explain to me what you're doing during my office hours- we
Read carefully and always bring to class - every class is important! You need to have this conversation and it cannot be via-email. I will provide you feedback immediately. See the due date for this in our outline below.

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. You can use the reverse from your map or in-class quiz.
   **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- it is based on content from every class.** I will give you the review one week before (you can check it now in "Assignments", "Exam Reviews" to see what last semester's looks like- it'll be very similar).

   A **blue book is required** for this portion. It can be purchased at the bookstore (about 50 cents). You can also make your own "bluebook": staple 8 blank sheets of paper, show it to me and write your exam on that. Out of fairness to everyone else, there will be **no make-up exams.** If there's anything going on in your life, any difficulties, come talk to me during office hours before the exam.

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.

   Out of fairness to everyone else, 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, come talk to me during office hours before the exam.

**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. Take copious notes on everything we lecture on in class and on what we discuss.** (I do not "lecture from the book"). **ABSENCES WILL KILL YOU** (grade-wise).
Read carefully and always bring to class - every class is important!

- **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 - to prepare you for the future you envision for yourself!**

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

Walking in and out of the classroom during class is RUDE and a distraction to the class- so **DON’T!** Let me know before if you need to leave for some reason. And make absolutely sure you’ve put your cell phones on silent mode and that they’re in your backpack.

**Penalties for interrupting our class, texting in class, or disrupting:** a one-day suspension for the first time, a two-day suspension for the second time, and being dropped from the class entirely if you do it one more time (this will stay on your permanent record).

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

**ATTENDANCE and PUNCTUALITY.** I take roll at the beginning of class. **BE ON TIME!** Late arrivals disrupt the flow of the class and will constitute a ½ day absence. I reserve the right to drop you from the class after 3 unexcused absences. **Absences will absolutely 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 so your grade is affected that way too. I have way too many otherwise smart students earn lousy grades/fail or lose athletic eligibility because of absences- so don't be one of them!

**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, ask me or contact the office of the Associate Dean of Student Affairs.

**COURSE OUTLINE** (Tentative).

We may need to spend more time on a given topic. If so, changes to our outline will always be announced in class.
History 114 syllabus

Read carefully and always bring to class - every class is important!

Week 1
1/26-2/1

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)
“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)

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

On a separate sheet of paper Have ready by the second class also a brief paragraph about yourself-educational goals, interests,… anything I should know about you (Only I will read this)

**Wednesday's topic:** How do we know what we know? Historiography (the history of the history of the Americas)/ Approaches to History

**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”
Kicza ch. 2 quiz in Blackboard (BB) will be at the end of week 2
Lepore, ch.2 “First Encounters”, pp’s 33-58

Week 2
2/2-2/8

**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

Dr. Contreras
History 114 syllabus

Read carefully and always bring to class - every class is important!

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

**Film:** “Engineering an Empire: the Maya” (study guide)

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

---

**Week 3**
2/9-2/15

**Native Peoples Before the Conquest - concluded**

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

**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 film and readings- Class discussion**

**Map Quiz (In class at the beginning of Wednesday) No makeups!**

Bring a Scantron (Datalink form 26760- letter choices, NOT number choices) and a #2 Pencil!

---

**Week 4**
2/16-2/22

No School Monday Feb. 16th- Grossmont Holiday- President's Day

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

**European Backgrounds- Spain and Portugal on the Eve of the Conquest**

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

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

---

**Week 5**
2/23-3/1

**Take copious notes on film clip: “When Muslims Ruled in Spain”**

**European Backgrounds, the Flow of Peoples, Colonization and the Atlantic World**

**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

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

Week 6
3/2-3/8

Spanish and Portuguese Conquest and the Settlement and Reshaping of the Americas
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
Kicza, pp. 102-104. This is essential background to make sense of conquest documents
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 BB)
*“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 BB)
*“Contributions are Small” by Francisco Martinez de Baeza, 1639
* One other Native language source from Lockhart's "We People Here" To be handed out

Journal Entry #_ : Discuss Conquest documents and articles

Week 7
3/9-3/15

The Atlantic Economy: minerals, commodities, population flows and the remaking of the Americas
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

Wednesday. 1st Content-based in-class quiz (tentative, I will announce the definite date before). Bring scantron and pencil, pen.

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

Week 8
3/16-3/22

Peripheries, Missions, the "Spiritual Conquest", Empires, and the Pacific World
Take copious notes on the following film clips:
"Coronado vs. Zuni Tribe (Peoples)” (2:43)
"Spanish and Pueblo People in New Mexico" (2:30)
"Junipero Serra and the California Missions” (2:00)
"From Villages to Missions: the Great California Indian Migration, 1772-1840” (3:00)
“The Mission” clips (see handout/journal entry)

Journal Entry #_ "Peripheries, Missions, the "Spiritual Conquest," & Empires"

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:
"Latin America's 1st Indigenous Saint (Juan Diego) Stirs Anger, Pride" LAT
"Junipero Serra: California's Founding Father" LAT Nov. 2013
"Junipero Serra Becomes a Saint; Reaction Divided" LAT 1/2015

Discussion Journal # _ "Peripheries, Missions, the "Spiritual Conquest," & Empires"

Week 9
3/23-3/29
Grossmont Spring Break

Week 10
3/30-4/5
Africans in the Americas, Empires, and the Atlantic and Pacific Worlds
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
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)
"Regional Distribution of the Enslaved"

Journal Entry # _ ; Discuss

Wednesday: MIDTERM EXAM - bring blue book, scantron, pen and pencil

Films: take copious notes on these very important films:
“The Terrible Transformation” (DVD #1840)
“Introduction of Slavery in Colonial America”
“The Process of Enslavement”

Journal Entry # _ On Africans documents and films—Discussion

Week 11
4/6-4/12
Africans in the Americas, Empires, and the Atlantic and Pacific Worlds
Film “Black in Latin America: Haiti and the Dominican Republic"- take copious notes on this important film

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

Read: Benjamin’s The Atlantic World:
Group and Class Discussions on journal #_ on films and documents

Dr. Contreras

Page 10 of 13 Read and come to class every day!
Week 12
4/13-4/19  
Africans in the Americas, Empires, and the Atlantic World concluded- "Black in Latin America: Brazil-A Racial Paradise?" - take copious notes on films
Read: articles to be handed out

Journal # _ on film and readings; Discuss

Wednesday. 2nd Content-based in-class quiz (tentative, I will announce the definite date before). Bring scantron and pencil, pen.

Week 13
4/20-4/26  
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.) 2012 article in BB

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

Week 14
4/27-5/3  
Monday. 2nd Content-based in-class quiz (tentative, I will announce the definite date before). Bring scantron and pencil, pen.

Furs, Rivers, and Black Robes: French and Dutch Colonies, Native Responses, and the Reshaping of the Americas- concluded

Paper Topic/primary sources you're analyzing/questions you're asking of the primary sources/draft thesis for your Primary Source Analysis - DUE IN PERSON any day BEFORE Wednesday April 29th, during my office hours. You'll submit this to me in writing (this means typed and well organized), 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). Come by the office during office hours anytime before this due date. **DO NOT WAIT UNTIL THE LAST DAY!** Start that now.

Week 15
5/4-5/10  
Film: “500 Nations: Cauldron of War. Iroquois Democracy and the American Revolution” - take copious notes on film
Film: “Black Robe” - take copious notes on film
Journal Entry #__ (on films and documents from Lepore)

Group and Class Discussions on films, documents and readings- journal #_

Read carefully and always bring to class - every class is important!

Week 16
5/11-5/17
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

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 7 Due by Sunday night 11:59pm

Paper (Primary Source Analysis) This is a different assignment from your exams- see the full directions in Blackboard.
Due by: Thursday May 14th by 11:59pm in Assignments in Blackboard

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:
“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
Handout: "Haiti, Slavery, and the Age of Democratic Revolution" by Robin Blackburn

See short documentary clip in BB: “The Haitian Revolution: A New Vision of Freedom in the Atlantic World”, and
"Toussaint Louverture", a PBS film
"Black in Latin America: Haiti and the Dominican Republic" (the portion on Haiti through the Haitian Revolution)

Quiz in Blackboard: Kicza ch. 8. Due by TUESDAY night, 11:59pm

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

Your Final Exam for this class is Monday June 1st from 9:25-11:25
Bring bluebook, scantron, pen and pencils

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
Read carefully and always bring to class - every class is important! name on them- paper-clipped. Do not turn in the original articles or handouts I've given you. All I want is your answers (on the sheet with questions that I gave you if that is the case) and your analysis.

You can pick up your journal entries and finals from me anytime 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! The best way to ensure that you pass and that you get the grade you want is to do well on every assignment, not "skip" anything and always come to class and take notes. " Skipping" an assignment will absolutely hurt your grade, as will absences!

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.

I tally your participation grade after each of our discussion sections and input it to BB at the end- for students who participate meaningfully, this is a boost; and for students who are chronically absent and/or come to class unprepared to discuss our journal entries, this will drop your grade (its a full 10% of your course grade). Thus, what you see in Blackboard is not necessarily your "grade so far". I would be happy to let you know where you stand on participation during my office hours. I can help you with anything you need during those office hours- please come by!

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.