

History 114 –Online- Course Syllabus Comparative History of the Early Americas –Fall 2013

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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."



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 problem? Tech Problems? 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: It is **crucial** that your **current e-mail address** that you check regularly 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, just make sure the correct one is in WebAdvisor.

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 Firefox. It also works well with Chrome and Safari. Blackboard does NOT work well with Explorer. Please make sure you use Firefox, Chrome, or Safari.

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 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)

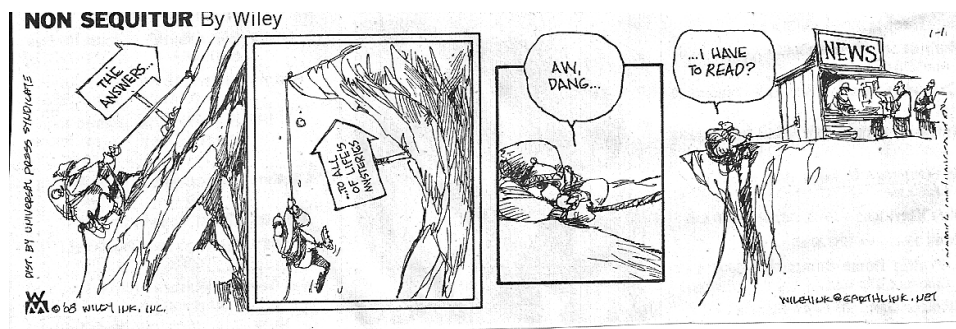
You can also rent these books through our bookstore. See their website for details.

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 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)

All of our lecture notes as well as additional Web based resources for our course are in **Blackboard**, under Course Content, organized by topic.



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.bbeworld.com>)

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

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, 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.

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, EXPECTATIONS, AND GRADES

Your **FINAL COURSE GRADE** will be calculated based on the following components and according to the following percentages (I don't do "points"):

1. ESSAYS and CLASS PARTICIPATION in the DISCUSSION BOARD. (20% of course grade)

"There is no thought without words." Ferdinand de Saussure



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

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

For these essays, you'll **provide the historical context** and **deep analysis** of the topic in question. You will also show **connections to your other readings** and provide quotes from your readings. You will show complexity and critical thinking. And lastly, you'll show a thorough understanding of the concepts in question. You will post your essays in the Discussion Board to the appropriately named forum by the due date. You will not receive credit posting 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, use Firefox- Blackboard with Explorer is unstable)

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.

Paper Due Electronically: through Safe Assign **in Blackboard**- **see due date in outline below.**

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: 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 only.

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.

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

Read, keep up with the material, 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.

ATTENDANCE: Taking your quizzes and participating in the discussion board is your attendance. Just like in an on campus class, you will be dropped for excessive absences. I will drop you after 2 unexcused absences.

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 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, films, articles, and resources. They are all organized by topic.

Week 1

8/19-8/25 Post your Introductions in the Discussion Board in Blackboard; then read topic **“How do we know what we know?”**

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)

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

- 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

Week 2

8/26-9/1

Native Peoples Before the Conquest - continued

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

Film: “[500 Nations: Ancestors](#)” –hyperlinked here and **in Blackboard**.

Film: “[Engineering an Empire: The Maya](#)” (45 minutes; split into 5 parts) **and**

***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 by 11:59pm**

Week 3

9/2-9/8 No school Monday 9/2 - Labor Day Holiday

Film: “[Engineering an Empire: The Aztecs](#)” (45 minutes)

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

1st Discussion Board Essay: see full directions in Blackboard.

DUE: Your first original posting due by Sunday by 11:59pm

Discussion Board Response Essay due by Wednesday of next week by 11:59pm

Week 4

9/9-9/15

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

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

See and take notes on film in BB and here: “[500 Nations: Clash of Cultures](#)” (14 minutes)

See film and take notes on film in BB and here: “[When Muslims Ruled in Spain](#)” (Pt 1), “[When Muslims Ruled in Spain](#)” (Pt 2) (9 minutes each)

Quiz in Blackboard: Kicza, ch. 3 Due by Sunday 9/15 by 11:59pm

Week 5

9/16-9/22

Conquest and Settlement: Spanish Arrival and Native Response

Read: Lecture notes in Blackboard

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

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 Crosby pp. 169-179

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

Week 6

9/23-9/29

Spanish and Portuguese Conquest and Settlement continued

Begin reading Kicza ch. 5 “Spanish and Portuguese Interactions with Tribal Peoples”

Film: “[500 Nations Mexico: the Rise and Fall of the Aztecs](#)”

URL: <https://www.youtube.com/watch?v=eNQHJKS1ewk>

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 through the end of epidemic diseases)

2nd Discussion Board Essay - on Conquest documents and films- moved to week 7 (it belongs there- that's where our Conquest documents are)

Week 7

9/30-10/6

Spanish and Portuguese Conquest and Settlement continued (2nd Disc. Essay)

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

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)

2nd Discussion Board Essay - The Conquest and the Atlantic World

DUE: Your first original essay due by Sunday 10/6 by 11:59pm

Discussion Board Response Essay due by **Wednesday 10/9** by 11:59pm

Week 8

10/7-10/13

Spanish and Portuguese Interactions with Tribal Peoples & the Atlantic Economy

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

Read: Benjamin’s *The Atlantic World*:

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

Discussion Board Response Essay (#2 on the Conquest and the Atlantic World) due by **Wednesday 10/9** by 11:59pm

Quiz in Blackboard: Kicza, ch. 5 Due by: Sunday October 13th by 11:59pm

Week 9

10/14-10/20

MIDTERM EXAM- Read the directions carefully (in Assignments, Exam Reviews).

Both parts due by: Sunday 10/20 by 11:59pm

Week 10

10/21-10/27

Peripheries, Missions, 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 Needs one more Miracle to Become Saint" LAT

"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

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

Required short films in Blackboard -see and take 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)

Week 11

10/28-11/3

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.) 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)

Quiz in Blackboard: Kicza chapter 6. Due by Sunday Nov. 3rd by 11:59pm

Week 12

11/4-11/10

Africans in the Americas, Empires, and the Atlantic Economies

Read: Lecture notes in Blackboard

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

Benjamin's *The Atlantic World*:

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

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

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

"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 notes on the following very important online film: "[Africans in America Parts 1 & 2: The Terrible Transformation](#)" (~60 min's total) (Also at Grossmont library)
Film is hyperlinked above and also in Blackboard under Course Content, Africans in the Americas.

See and take notes on the following two 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)

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

View and take copious notes on the following 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)

Read: Benjamin’s *The Atlantic World*:

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

3rd Discussion Board Essay on Africans in the Americas: full directions in Blackboard.

DUE: Your first original essay due by Sunday Nov. 17th by 11:59pm

Discussion Board Response Essay due by Wednesday Nov. 20th by 11:59pm

Week 14

11/18-11/24

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 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>

Week 15

11/25-12/1

The English Colonies & Native Peoples of the East continued

See and take notes on film: “We Shall Remain: After the Mayflower” in Blackboard and hyperlinked here. <http://www.pbs.org/wgbh/amex/weshallremain/>

Full video also available free on Hulu- you can search for it by title there, it is from “American Experience”, season 21, episode 5 ~ one hour and 17 minutes:

<http://www.hulu.com/watch/196936#i0,p17,d0>

Quiz in Blackboard on Kicza, ch. 7, due by Tuesday July 16th by 11:59pm

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

Week 16

12/2-12/8

Revolutions and Independence of 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

Paper (Primary Source Analysis) - different from the Discussion Board Essays-see full directions in Blackboard. **Due by: Monday December 2nd by 11:59pm** in Assignments

Week 17

12/9-12/15

Final Exam Week- Your final is due by Thursday Dec. 12th by 11:59pm
Located in Blackboard, Assignments, Midterm and Final Exams
***Make sure you submit the correct file. I will not grade your final essay if you submit a different file.**

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

See my “Course Requirements and Grades” section of this syllabus to see how your grades are calculated- percentages not “points”.

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

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

-IDS 198, Supervised Tutoring to receive tutoring in general computer applications in the Tech Mall;

-English 198W, Supervised Tutoring for assistance in the English Writing Center (Room 70-119); and /or

-IDS 198T, Supervised Tutoring to receive one-on-one tutoring in academic subjects in the Tutoring Center (Rom 70-229, 644-7387).

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

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

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