

For Academic Senate Use Only: Topic of Proposal _____ Action Taken _____
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**APPLICATION FOR SABBATICAL LEAVE FORM**

**Note: this cover sheet and signature page will be removed prior to submittal to the committee.**

11/2/2015 Carlos A. Contreras 0018330 Grossmont College  
Date Name ID # College  
carlos.contreras@gcccd.edu 619-644-7758  
Email Contact Phone

**Please answer the following questions:**

- 1. Have you ever taken a sabbatical leave?  Yes  No If so, when? Spring 2010
- 2. Have you ever taken any other kind of long-term leave?  Yes  No If so, when? \_\_\_\_\_
- 3. Have you been employed in this district for six (6) consecutive years?  Yes  No

**Sabbatical Leave Options and Amount of Compensation Requested**

In accordance with the applicable provisions of the California Education Code and the Policies and Procedures of the Grossmont-Cuyamaca Community College District, a sabbatical leave is requested for the following period of the 2015 - 2016 school year (please check specific length and time below);

**10-Month Employees**

- Full academic year (50%)
- Fall semester only (100%)
- Spring semester only (100%)

**11/12-Month Employees**

- Full fiscal year (50%)
- First six months of the Fiscal Year (100%)
- Second six months of the Fiscal Year (100%)

**Purpose of Leave**

- Academic Coursework
- Original Research/Projects
- Appropriate Instructional or Student Services Activity
- Other activity beneficial to the institution Please specify \_\_\_\_\_

**To: The Governing Board, Grossmont-Cuyamaca Community College District**

- I hereby request a sabbatical leave according the Sections 87767-87770 of the Education Code.
- I have rendered six years of service to the District in accordance with Section 87768 of the Education Code.
- I agree to return to the employ of the District at the conclusion of my sabbatical leave and to render service equivalent to twice the period of the leave.
- I will furnish the District with an indemnification bond pursuant to Education Code Section 87770.
- The attached detailed description of my proposed sabbatical leave program is part of this application.

**Signature of Applicant**

My sabbatical leave abstract and proposal form are attached.

\_\_\_\_\_  
Signature of Applicant Nov. 2, 2015  
Date

**Refer to GCCCD Sabbatical Leave Procedure for more specific information. This document is available online at the Academic Senate website.**

**Applications Instructions:**

- As you prepare this proposal, it is also **strongly recommended** that you consult with the Department Chair/Coordinator and Dean **prior to submittal** to address any issues or to provide additional information or clarification regarding the proposal.
- Your final application packet should include in the following order:
  - Workshop Attendance Confirmation Sheet
  - Application for Sabbatical Leave Form and Signature Page
  - Abstract
  - Proposal Form
- Applicants, chairs, and deans should be careful not to list applicant's name anywhere on the application except on the cover page and the signature sheet.
- Please be advised that all units taken during a Sabbatical Leave may be used for salary advancement.
- **THE DUE DATE FOR ALL SABBATICAL LEAVE APPLICATIONS IS 5:00 pm on NOVEMBER 4, 2014** (Article XIV, Section 14.5.1 of the GCCCD Governing Board-American Federation of Teachers (AFT) Agreement).

**Reporting:**

- Within ninety (90) days after completion of the sabbatical leave, the individual must submit a final report to the respective Academic Senate office. The report must provide a description of the following:
  - What was accomplished
  - The implications for the individual
  - The implications for the discipline
  - The contribution to the educational goals of the department, college, and district.
- The report should include appropriate supporting or descriptive material and be summarized in an attached abstract.
- Individuals will be asked to make oral presentations describing their sabbatical leave projects at flex week workshops and to the Governing Board upon the invitation of the Chancellor. Individuals are also encouraged to share their project results, as appropriate, at their department and/or division meetings.

**Signatures**

Following submittal of this application and per Article XIV, Section 14.5.1 of the GCCCD Governing Board-AFT Agreement, this application will be routed to the department chair, dean, and vice president for information and comment.

**Department Chair/Coordinator** \_\_\_\_\_ Date \_\_\_\_\_

**Comments** \_\_\_\_\_

\_\_\_\_\_

**Dean/Director** \_\_\_\_\_ Date \_\_\_\_\_

**Comments** \_\_\_\_\_

\_\_\_\_\_

**Vice President** \_\_\_\_\_ Date \_\_\_\_\_

**Comments** \_\_\_\_\_

\_\_\_\_\_

**Approved by Board of Trustees on:** \_\_\_\_\_  
Date

**PROPOSAL TITLE** "Commodities and Coerced Labor Across the Americas: Research and Collection of Primary Sources on Sugar, Cacao, Coffee, Tobacco, and Silver from Gulf Coast Mexico and Cuba"; and a book entitled "Mexico-U.S.-Relations in the Twentieth and Twenty-first Centuries".

**ABSTRACT:**

**Once you have finished answering the questions within the following application, please provide an abstract below summarizing the description of your sabbatical leave proposal** in a paragraph of between 100-150 words. This abstract will become part of the Board Docket. Please include the following information as part of the abstract:

- **Need for the Professional Growth** - describe the purpose of the sabbatical leave.
- **Sabbatical Leave Activities** - describe what you plan to do.
- **Anticipated Outcomes** - describe the primary outcome; instructor and classroom teaching outcomes; professional/faculty relationship outcome; student outcomes.
- **Means of Measurement** - describe what evidence you will submit to demonstrate achievement of your outcomes.
- **Expected benefit to the students, department, college, district, and/or community**

My sabbatical project will enhance my professional growth and serve our students in a number of ways. First of all, my research collection trips to Gulf Coast Mexico, Central Mexico, and Cuba will allow me the opportunity to immerse myself further in the rich historiography of the role of commodities in the global economy, the extensive use of coerced labor across the Americas over four centuries, the roles of Africans in the Americas and the larger transatlantic slave trade, as well as the role of Chinese and Indian indentured servants in this transatlantic exchange once slavery was abolished. Most importantly, my research collection trips to the Archives, National Libraries, and historic sites like sugar plantations and ports from each of these regions (important nodes in the trans-Atlantic and trans-Pacific exchanges) will allow me the opportunity to collect and translate primary sources and to collect historic images on all aspects of commodities like sugar, coffee, cacao, tobacco, and silver, and the use of coerced labor like native slavery, African slavery and Chinese indentured servants in the production of these commodities across the Americas for my classroom use. My research at Mexico City archives and interviews with Mexican scholars will result in a book on the U.S.-Mexico relationship in the twentieth and twentieth centuries. I will incorporate all of these primary sources, historic images, and my book into my classroom presentations, my assignments, and my Student Learning Outcomes to engage students more fully, to enhance student learning, and to help our students think critically, historically and globally.

I will share these resources and present my research findings to my History colleagues, my Political Science and Economics colleagues, my Division colleagues, our entire campus community during professional development and at various other events at Grossmont College, and to my colleagues nationwide at the American Historical Association.

## **PROPOSAL:**

**As you prepare this proposal, it is also strongly recommended that you consult with the Department Chair/Coordinator and Dean prior to submittal to address any issues or to provide additional information or clarification regarding the proposal.**

Please answer each question carefully and completely (do not say "please see above") in order to provide the Sabbatical Leave Committee with as much information as possible for their review and scoring. Provide background information and/or references to supporting documentation where appropriate.

### **Need for Sabbatical**

1. How does your proposed activity meet the need for professional and personal growth?

My sabbatical project will enhance my professional and personal growth in a number of important ways. First of all, my research collection trips to Central Mexico, Gulf Coast Mexico and Cuba will allow me the opportunity to immerse myself further in the rich historiography of the role of commodities in the global economy, the extensive use of coerced labor across the Americas over four centuries, the roles of Africans in the Americas and the larger transatlantic slave trade, as well as the role of Chinese and Indian indentured servants in this transatlantic exchange once slavery was abolished. Just as importantly, these research collection trips will allow me the opportunity to collect and translate primary sources and to write historical introductions for them, as well as to collect historic images on all aspects of commodities and coerced labor in the Americas for my classroom use. I will then use all of these primary sources and historic images in all of my classrooms so that our students can grapple with these original primary sources, as well as to enhance my lectures, my PowerPoint presentations, and our classroom discussions.

For my U.S.-Mexico Relations book, my research in Mexico City archives, interviews with Mexican scholars in the field, and the writing of my book will allow me the opportunity to not only immerse myself further in the historiography of the U.S.-Mexico relationship, but to contribute to my field in an original way while producing a book that will be valuable for our students.

Both components of my sabbatical project will help give my courses a more global focus, stressing global connections, and truly internationalizing my U.S. History, my History of the Americas, and my History of Mexico curriculum. This is something that the American Historical Association (AHA) has been encouraging its members to do. I have been part of several of the AHA's recent initiatives, including its NEH funded, three year "Bridging Cultures: the Atlantic and the Pacific". My work during my sabbatical will build on all of this work.

I will give presentations based on my research findings to my colleagues in the History Department, to our Division, to the campus during Political Economy week, and to our campus in general during Professional Development. I will also present my findings at the American Historical Association's annual conference in Denver in January of 2017 to disseminate my work to my colleagues nationwide.

2. How does your proposed activity benefit (please address at least three of the following):
  - a. the students?

My sabbatical project will help me serve students better in many different ways. First of all, my primary sources I will be collecting and translating for student use will serve to engage my students more fully- to make history more exciting and relevant to their lives. I was once talking about Afro-Mexicans in my classroom and the little known role of Africans in Mexico during the colonial period (even though there were over 200,000 Africans directed to Mexico and over 600,000 to Cuba!) and one student asked, "that sounds cool, did you just make that up?" In that same class, another student told us that he was Mexican of African descent and we proceeded to have a really interesting and eye-opening conversation about the role of commodities (in this case, sugar) and coerced labor (in this case African slavery) and their role in the construction of

national identity in Mexico and in the United States. These primary sources and historic images I collect will help me engage my students and help to get them to think historically about commodities and coerced labor, and just as importantly about the connections between those very important issues and the formation of national identity, as that conversation demonstrated.

Secondly, these primary sources and historic images will help my students develop and sharpen their critical thinking and analytical skills. Our History Department's Student Learning Outcomes revolve around our students critically analyzing primary sources and using these primary sources to formulate a thesis. The primary sources and historic images I collect, along with the historical introduction to each that I will write, will help students do just that.

Thirdly, because my primary sources and historic images will come from Gulf Coast Mexico, and the Caribbean, they will help my students make global connections and to think about the role of global commodities in transforming the entire hemisphere - indeed the entire world because the demand for these commodities produced with coerced labor decimated native populations in Americas, fueled the enslavement of over 10 million Africans to be directed here, and when slavery was abolished, a new form of coerced labor, Chinese and Indian indentured servants, took its place. These are fundamental examples of the global connections that my students will make and grapple with. These too are the critical skills that our students will need to fully understand in order to succeed in this increasingly globalized world.

Lastly, my book on U.S.-Mexico Relations in the Modern Era will reflect the latest research, but it will also be accessible, engaging, and written for the first and second year undergraduate and/or general audience in mind. The fact that the U.S.-Mexico relationship is one of the most important bilateral relationship that the United States has, will provide our students unique insights into not only the history of this important bilateral relationship, but important insights into the world they are preparing to face as they go out into the workforce in this increasingly globalized world.

b. the institution?

I will present my findings and share resources with my colleagues in the History Department at our History Department meetings. I will also present my findings to our Political Science and Economics faculty and students during their Political Economy Week, which I've begun to participate in. My primary sources and historic images are not only relevant to our History of the Americas courses, our History of Mexico course, our American History courses, but to all other courses, especially World History courses. My work on U.S.-Mexico Relations is important across our History curriculum and highly relevant to other disciplines such as Political Science, Economics and International Business.

I will also present my research findings and share resources will all of my colleagues in our Behavioral and Social Sciences Division. Though primary sources and historic images are central to the work of historians, they are also very important to other disciplines in the Behavioral and Social Sciences. Indeed, some of the best literature I have ever read comes out of this hemisphere's experience with the transatlantic slave trade and its impact on the national identities of each of the countries in this hemisphere.

I will also give a series of more in-depth professional development workshops to the campus during Professional Development. I normally give lots of handouts when I give professional development workshops and these will be no exception. I am happy to share my resources with others. I will also make my research findings and these primary sources available to my SDICCCA mentees who are preparing to be community college History instructors (including all of my past mentees I've mentored several in the past few years and who are now teaching history courses of their own). Lastly, I will also present my research findings to my colleagues on the District Equity and Inclusion Council and will be happy to give presentations to my colleagues at Cuyamaca College as well.

c. the community?

We serve a very diverse community here at Grossmont and Cuyamaca and my sabbatical project will help to diversify my courses and our History curriculum across the department, and to diversify our offerings to better meet the needs of our increasingly diverse community.

Part of our charge at the District Equity and Inclusion Council is to not only foster diversity and inclusion, but to diversify our curriculum and to help our students become globally proficient. To this end, I will present my findings and present workshops to my Grossmont and Cuyamaca College colleagues on the District Equity and Inclusion Council. I will also give workshops where I will present my research findings to the Diversity Equity and Inclusion Councils at each of our colleges. I will also give workshops and make my classes available to everyone in our increasingly diverse community.

Lastly, as part of the Latin@ Alliance, I will give presentations in the evenings during our Latin@ Heritage Month events. The ones we've done so far have been attended by many community members, including the parents of my students!

d. the discipline/contribution to scholarship

A major trend in the field of History is to cast our nets wider than "the nation" and examine transnational links and transnational connections. For the past three years I have participated in the American Historical Association's NEH funded "Bridging Cultures" seminar entitled "American History, Atlantic and Pacific," where 24 community college members from throughout the nation immersed ourselves in the most recent scholarship on the Atlantic and the Pacific worlds and presented papers on how we're incorporating all of that at the AHA's New York conference in January 2015. Most recently, I presented a paper entitled "Pushing the Boundaries of the U.S. History Survey: Incorporating New Atlantic and Pacific World Scholarship into our Classrooms" at the AHA's "Tuning the History Discipline" in October at Cal State Long beach.

My work on this sabbatical project will build on that American Historical Association initiative by researching and collecting original primary sources and historic images from specific nodes in the trans-Atlantic and Pacific exchanges such as Gulf Coast Mexico and Cuba to analyze the historic role that global commodities like as silver, sugar, cacao, cochineal, and tobacco have played in the development of the Americas, as well as the development of the world economy. After all, over three quarters of the world's silver from the 16th to the 19th centuries came out of Mexico and Peru. The silver transported across the Pacific by the Spanish Manila Galleons coming out of Mexico and Peru almost singlehandedly monetized the Chinese economy and fueled the first wave of the Industrial Revolution. And the world's demand for sugar, coffee, cacao and tobacco was responsible for the enslavement of over ten million Africans, who were then transplanted to various areas of the Americas, providing not only the labor, but remaking the entire hemisphere and creating new cultures across this hemisphere.

I will present my research findings from my sabbatical project at the American Historical Association's (the AHA, our flagship professional organization) annual conference in Denver of 2017. As their sponsoring of the "Bridging Cultures" seminar demonstrates, the AHA is committed to incorporating teaching and teaching methods into all aspects of our professional organization, making it just as important as research.

3. Describe the relevancy of your activity to your current/new assignment and the improvement of student learning.

By sabbatical project will give me the opportunity to engage in research travel, collect and incorporate new primary sources and historic images into my classroom. One of the most important things that we do in the history classroom is to have students grapple with and analyze primary

source material. In fact, our most important History Student Learning Outcomes (SLO's) explicitly ask our students to critically evaluate primary sources and to formulate a historical thesis on the basis of primary sources. Our students take SLO quizzes and have a variety of SLO assignments on a regular basis (this is discipline-wide). My students also write a major Paper, a Primary Source Analysis, where they rigorously analyze a set of related primary sources and discuss all of the ways those sources can help us (or prevent us, which may be the case sometimes) to understand the way historical interpretation unfolds as well as the complexities of the historical period in question. The primary sources I collect, translate and edit, as well as the historic images I collect as part of this sabbatical project will form the basis of this analysis for my students (and because I will share my resources with my colleagues, students in our larger department across our discipline).

In addition, the images and documents I collect, including historic maps, historic photographs, photographs of paintings, historic illustrations, sculptures, forts, and plantations, will also help to make the material more engaging for my students- in a word, to help them make history come alive. For a visual learner, there is nothing like analyzing a four hundred year old illustration of the way that the Spanish "commandeered" entire native city-states to work on silver, or a historical photograph depicting a sugar plantation in Cuba that as late as the 1880s still had African slaves and Chinese indentured servants. For an auditory learner, there is nothing like analyzing Afro-Caribbean music and lyrics that are a product of this transnational commodity and coerced labor exchange. Musical styles such as the *son*, the *rumba*, the *bachata* and *merengue* are all examples of the new cultural expressions that resulted from this commodity and coerced labor exchange in the Spanish-speaking Caribbean over the course of 500 years. These are but a few examples of how my sabbatical project will improve student learning. I will have dozens more once I complete the work of the project. I am also looking forward to sharing these with students and colleagues across our campus(es).

### **Description of Overall Activity**

4. Please provide a brief description and purpose of the proposed sabbatical leave activity.

The first part of my project entails traveling to Gulf Coast Mexico and Cuba as representative nodes in the trans-Atlantic and trans-Pacific exchanges that reshaped the world to research, collect and translate primary sources as well as research and collect historic photographs and images (from illustrations, to paintings, to historic maps) to incorporate into my classes on the historic role that global commodities like as silver, sugar, coffee cacao, cochineal and tobacco have played in the development of the Americas as well as their role in the global economy over the past 500 years. Historically, each of these commodities also relied on enslaved and coerced (or "unfree") labor. I will collect primary sources and historic images for my classes on how the production of each of these global commodities came to rely on African slaves for the production of tropical commodities such as sugar, cacao, tobacco, and coffee, as well as coerced native peoples working as "permanent dependents" (called *aborías* in the Caribbean- the word and concept were then transferred to Mexico) to mine the silver and gold that went on to transform the world. As one of the world's largest producers of silver and sugar from the 16th to the 19th centuries, Mexico also used a third category of coerced native labor, the *encomienda*, for its agricultural and mineral production. Cuba and Mexico even used a fourth category of "coerced labor", native slavery for its mineral and agricultural production (before and sometimes together with African slavery). This would have enormous consequences on Cuba's and Mexico's native populations as imported diseases and the exploitation of native peoples decimated these densely settled areas. Cuba had a *Taíno* population of at least one million before the conquest, and Mexico's indigenous population, Nahuatl, Maya and Mixtec speaking peoples, was about twenty million before the conquest. These native populations dropped dramatically, about 95% in the Caribbean and 90% in Mexico, as a result of the conquest and their use as coerced labor. And as late as the middle of the nineteenth century when African slavery was being abolished hemisphere-wide, Cuba and the Caribbean began importing Chinese and

Indian indentured servants when the sugar planters no longer had access to enslaved Africans. I will research, collect and translate primary sources and historic images on all aspects of these transnational commodity and labor exchanges from each of these regions for all of my classes (my History of Mexico, my Comparative History of the Early Americas, my Comparative History of the Modern Americas, and my modern American History). Because these themes are universal in all of our history classes (and because these exchanges are truly global), I will share resources with my colleagues and make them available to all of our students across our History offerings.

Not only are these primary sources and historic images that I will collect vitally important to what we do in our History classrooms (all of our Student Learning Outcomes revolve around evaluating primary sources and formulating a thesis based on primary sources), but primary sources and historic images also help to fully engage our students and to help them make connections between historic material and their everyday lives. For a student of history, there is nothing like reading a first hand account from a young native person coerced into working at a silver mine, or a former enslaved African narrating his testimony on what life was like on a sugar plantation in Cuba. In short, in addition to helping students vividly understand history as a craft, how we interpret primary sources, and how we "write" history, primary sources like this can help make history come alive for students. They also help our students make global connections, and by doing so, this helps them better understand the increasingly globalized world that they're preparing to enter.

The second part of my sabbatical project is to write a book on the enormously important U.S.-Mexico Relationship in the Modern Era. For this part, I will travel to Mexico City to do research at the National Archives, the Foreign Relations Ministry Archive and to interview and consult with Mexican scholars in the field such as Dr. Patricia Galeana (former director of the Foreign Relations Ministry archive) for further insights in the modern U.S.-Mexico relationship. Here is the outline for my book that I will write during my sabbatical:

### **Mexico-U.S. Relations Since in the Twentieth and Twenty-first Century**

**Introduction and scope of the book:** Importance of the intense and complex Mexico-U.S. relationship and contemporary issues: economic integration, migration, energy, drugs, security, and the border region. Trace the historic roots of the Mexico-U.S. relationship, organized according to the following periodization and focusing on areas of cooperation as well as conflict.

#### **Table of Contents:**

##### **1) Introduction**

##### **2) Setting the Stage: Mexico-U.S. Relations during the Porfiriato, 1876-1910**

##### **3) The Revolution Unmoors the U.S.-Mexico Relationship: Mexico-U.S. Relations during the Revolution, 1910-1920**

##### **4) Reconstructing Mexico and Rising Nationalism: Mexico-U.S. Relations after the Revolution, 1920-1940**

##### **5) Wartime Cooperation, Post-War Stability and the Cold War: Mexico-U.S. Relations during World War II, the Post-War era, and the Cold War, 1940-1982**

## **6) Mexico "Restructures" its Revolution in the 1980s early 90s and the End of the Cold War:**

### **Mexico-U.S. Relations from 1982 to NAFTA in 1994**

## **7) Free Trade, Migration, Narcotics and Security: the Transformation of the Mexico-U.S.**

### **Relationship in the Late 20th and Early 21st Century**

The U.S.-Mexico relationship is one of the most dynamic and important relationships of any two countries in the world. Because our students will be graduating into a complex and globalizing world, fully understanding this dynamic and interdependent relationship will be key to their future success.

5. Please provide a clearly defined set of objectives and the course of action to achieve those objectives that are consistent with the purpose and nature of the proposed leave.

I will research, collect and translate primary sources and historic images on each of these global commodities in Gulf Coast Mexico: sugar, cacao, coffee, cochineal and silver; as well as the role that these global commodities played in the development of the economy of Mexico and the larger global economy. In addition to their economic impact, these global commodities also fueled slavery and mass forced migrations across the Atlantic world. These global transformations also led to the creation of new cultures along the Gulf coast. I will research and collect primary sources and historic images for classroom use that speak to all of these global transformations. For each, I will write a historical introduction where I provide important historical context to understanding these primary sources. These primary sources and historic images will serve as the basis for my Student Learning Outcomes assignments, which for History, revolve around critically analyzing primary sources. They will also help to engage students and to help them make global connections, as well as helping them to become more critical thinkers.

In Cuba, I will research, collect and translate primary sources on each of these global commodities that transformed the entire Caribbean: sugar, coffee and tobacco; as well as the role that these global commodities played in the development of the Caribbean economy and the larger global economy. In addition to their deep and lasting economic impact, these global commodities also relied on coerced native labor, enslaved Africans, as well as indentured servants from China. Needless to say, the cultural impact of these commodities and labor exchanges would also be wide and deep. I will research and collect primary sources and historic images that I will incorporate into my classrooms and my presentations that speak to all of these economic, social and cultural transformations. For each of these, I will also write a historical introduction where I provide important historical context to understanding these primary sources.

For my U.S.-Mexico book, I will travel to Mexico City to conduct research at the National Archives, the Foreign Relations Ministry Archive and to interview and consult with Mexican scholars in the field. My interviews and new archival work will enhance the material I've already been gathering to bring to fruition my book on the transformations of the U.S.-Mexico relationship from the Mexican Revolution (1910) to the Transpacific Partnership (2015).

6. Please address the feasibility of the activity by discussing:
  - a. a proposed timeline that is appropriate to the activity, and

August 2016 - I will travel to Mexico City to conduct research at the National Archives, the Foreign Relations Ministry Archive and to interview and consult with Mexican scholars in the field who can provide insights into this vital relationship. I incorporate all of this new research and write my

U.S.-Mexico book during this month as well as all of the rest of the non-travel periods of my sabbatical.

September 2016- I will travel to the Mexican gulf state of Veracruz to conduct research and collect primary sources and historic images from the state archives of Veracruz (in Jalapa) as well as the Veracruz State Museum on sugar, cacao, coffee and the use of coerced labor (first indigenous peoples who were "parceled out" to the Spanish conquistadors through the *encomienda*, and then enslaved African labor to produce these commodities). Not only did Veracruz import tens of thousands of African slaves to work on its sugar and coffee plantations, but it was also the only official slave port of New Spain- meaning that all of the approximately 200,000 Africans that were brought to work in various parts of Mexico (as far as the Pacific coast) were funneled through the port of Veracruz, as were all of the Africans that were directed to Guatemala and Honduras during the entire colonial period.

I will also visit and photograph sugar and coffee plantations as well as historic sites like the military and commercial port of San Juan de Ulúa, which was the most important port of New Spain during the entire colonial period.

I will also visit and photograph and conduct research in the town of Yanga, North America's first free black town that was founded by runaway Africans during the colonial period.

At every step of the way, I will interview everyone from cab drivers to market stall vendors to gain insights into how these commodity and labor exchanges have left a deep and lasting historical and cultural impact of the region.

September and October 2016 - I will translate, edit and incorporate the primary sources into my lectures, my student readings and my Blackboard site for my students. I will scan the documents and upload them to my Blackboard containers for online student access. I will write historical introductions to each of the primary sources and will incorporate the historic images to my PowerPoint presentations for classroom use and upload them to Blackboard for my online classes. I will also construct new assignments based on my new primary sources and historic images as well as revise assignments that revolve around primary sources.

November 2016 - I will travel to Havana, Cuba and the surrounding agricultural and mining regions, including the very important sugar-producing region of Matanzas, Cuba to conduct research and collect primary sources and historic images from various national libraries like the *Biblioteca Nacional de Cuba José Martí* and the *Biblioteca Provincial de Matanzas*. Here, I will collect primary sources on commodities and coerced labor during the enormously important colonial period and into the late 19th century: the *aborías*, or permanent indigenous dependents who were "commandeered" by the Spanish conquistadors; the native Taíno who were enslaved on this island during the sixteenth century; the enslaved Africans who were brought to work the sugar and tobacco plantations when native peoples died; and in the nineteenth century, the Chinese indentured servants who were brought to replace the African enslaved population when the slave trade was abolished. I will also research and collect primary sources and historic images that examine Cuba's links to the outside world during the colonial period and into the nineteenth century when it went from being Spain's last colony to a "protectorate" of the United States. I will also travel the surrounding regions and photograph historically significant locations such as the "palenques", communities of runaway Africans during the height of sugar plantations that survived in to the modern era. I will also interview everyone from bus drivers to market stall vendors, as well as collect examples of cultural expressions such as music, to gain insights into how these commodity and labor exchanges have left a deep and lasting historical and cultural impact of this region.

November and December 2016 - I will translate, edit and write historical introductions for the new primary sources I gather. I will scan the documents and incorporate the photographs and

historic images to my lectures and PowerPoint presentations for my classroom use, as well as upload them to Blackboard for my online classes. I will also incorporate them into my lecture material, my student readings, as well as my Blackboard sites. I will also construct new assignments based on my new primary sources and historic images as well as revise assignments that revolve around primary sources. Lastly, I will finish my U.S.-Mexico book during this time period.

b. the availability of appropriate resources

**Gulf Coast Mexico:** I will conduct research and collect primary sources at the *Archivo General del Estado de Veracruz* (the General Archive of the State of Veracruz) in Jalapa, Veracruz. This archive is the repository for most colonial documentation on Mexico's links to the outside world during the colonial period and contains materials on economic, political, ecclesiastical and social matters. I have contacted the staff at the archive and have made sure that as a member in full standing of the American Historical Association as well as the Latin American Studies Association, I will have full access to historic material at this archive as well as all of the other archives I will be working in during this sabbatical.

I will also photograph and consult the historic material at the historic fort at San Juan de Ulúa in Heroica Veracruz, Mexico, the location of Mexico's most important military and commercial port during the colonial period. This is the port where all Africans destined for all of New Spain disembarked—whether to work on silver mines of Guanajuato, or the cacao plantations of Oaxaca. It is now a historic site and museum with thousands of artifacts and images on the African slave trade to New Spain, which I will take every advantage of. I will also visit, photograph and document the surrounding agricultural regions where coffee and sugar plantations are still a vital part of the Veracruz economy. I will also visit, photograph and document historic locations such as Yanga, the first free black town in North America. It is named after an enslaved African in coastal Mexico who escaped the sugar plantations and went on to free dozens of other enslaved Africans, challenge the colonial authorities, and establish a town composed mainly of enslaved Africans who gained their freedom.

**Cuba:** I will conduct research and collect primary sources at the *Biblioteca Nacional de Cuba José Martí* (Cuba's National Library and repository of primary sources) in Havana, which has an extensive collection of historic materials on Cuban history, including primary sources and historic maps and images on everything from Cuba's indigenous population, its economic activities during the colonial period, as well as military and ecclesiastical matters. I will also conduct research and collect primary sources at the *Biblioteca Provincial de Matanzas* in Matanzas, Cuba. This library also has a wealth of materials on the colonial era, as well as the late 19th century, when this particular region became an even larger producer of sugar. After slavery was abolished in most other places and the Haiti stopped producing sugar after the Haitian Revolution, Cuba took up where Haiti left off, becoming the largest sugar producer of sugar in the world by the late 19th century. Cuba also imported over 595,000 Africans to work on those Matanzas area plantations in the 19th century alone!

I have been in contact with American scholars who specialize in colonial and 19th century Cuba, like professors Jane Landers and Celso Carilho from Vanderbilt University and José Moya from Columbia University, as well Cuban scholars who specialize in Cuba and the world, like professors Jaqueline Laguardia Martinez from the University of West Indies and professor Marlen Sanchez Gutierrez from the University of Havana about accessing the Cuba sources. I have also made sure that as a member in full standing of the American Historical Association as well as the Latin American Studies Association (LASA), I will have also have full access to these research libraries in Cuba. LASA will also provide me with a letter from our Latin American Studies Association so that my Cuba trip has the proper educational documentation that the State Department requires for travel to Cuba, and so that I, as an American scholar doing research in Cuba can, access and work in those libraries. When LASA meets again in May of 2016 in New York, we are expecting the largest delegation of Cuba scholars to ever attend a LASA conference in the United States. There, I will talk to and consult even more Cuba scholars to further lay the groundwork for my Cuba research trip and zero in on more specific collections of primary sources that I need for my sabbatical project.

**Mexico City:** I will travel to Mexico City to conduct research on Mexico's relations with the United States at the *Archivo General de la Nación*, Mexico's National Archives and largest repository of primary sources, and *Archivo General de las Relaciones Exteriores de México*, Mexico's Foreign Relations Ministry Archive that houses primary sources on Mexico and the world as far back as the early republic to the 1980s (the most recent ones are being declassified according to Mexico's new Freedom of Information Law). I have worked at each of these archives before for previous projects, have contacted the staff at each of these institutions, and as member in good standing of the American Historical Association as well as the Latin American Studies Association, will have access to each of these important research institutions. I will also be interviewing and consulting with Mexican scholars in the field who can provide insights into this vital relationship, especially for the most recent era, Mexico and the U.S. in the 21st century. I have already been in contact with Dra. Patricia Galeana, the former director of Mexico's Foreign Relations Ministry Archive, as well as professor Olga Pellicer, who was part of Mexico's diplomatic corps serving at the United Nations during the Fox administration (2000-2006) and who is now a professor at the UNAM.

## Outcomes

7. Clearly describe the expected outcomes of your activity.

I will research, collect and translate a variety of primary sources on the various global commodities that came out of Mexico and Cuba and went on to transform the hemisphere and the world: silver, sugar, coffee, cacao, tobacco, and cochineal. In addition, I will research, collect, translate, and write historical introductions for these primary sources on the wide use of coerced and enslaved labor to produce these commodities - from various forms of coerced native labor in the Caribbean and Mexico, to African slaves who were brought in massive numbers to each of those regions, to Chinese indentured servants who were brought to Cuba when African slavery was abolished in the 19th century.

I will also collect (copy and/or photograph) historic images such as historic maps, drawings, illustrations and paintings on this big theme of commodities and coerced labor across the Americas for use in my lectures, assignments, and presentations. I will incorporate these primary sources, along with the historical introductions I will have written, as assigned readings into my classes and make them an integral part of my student assignments. I will also make them all available to my students either electronically in online classes or as handouts for my on campus classes.

I will also incorporate all of the hundreds of historic images, from historic maps to illustrations of coerced labor, plantations and ports, into my PowerPoint presentations and lectures in all of my classes.

These primary sources and historic images that I research and collect will become part of my required readings (or required viewing if they are images) for my History of Mexico, my Comparative History of the Early Americas, my Comparative History of the Modern Americas, as well as my Modern American History.

These primary sources and historic images will also serve as the basis for my classes' Student Learning Outcomes (SLO's). The History Department's SLO's revolve around having students grapple with and critically analyze primary sources. These sources that I will collect and translate will be perfect for that rigorous analysis. Another of our History Department's SLO's revolves around students analyzing primary sources to formulate a historical thesis. These sources that I will collect will be perfect for that as well.

My research at Mexico City archives and interviews with Mexican scholars will result in a book on the U.S.-Mexico relationship in the twentieth and twentieth centuries.

I will also present my research findings on these global commodities and labor exchanges to my department colleagues, my Political Science and Economics colleagues, and my division colleagues. I will also give a series of professional development workshops to our faculty and staff. I will also present my research findings to our campus community during Political Economy week. Lastly, I will

also give presentations based on my research findings to our larger community during our yearly Latin@ Heritage Month.

All parts of my research project will also help to diversify my classes, to internationalize our curriculum, to help our students think critically as well as globally, and to engage our students more fully.

8. What evidence will you submit to demonstrate achievement of your outcomes?

I will submit an extensive report where I document all of the primary sources that I gathered, translated, and wrote historical introductions for, as well as all of the historic images I will compile and incorporate into all of my classes. I will submit copies of my collections of primary sources with historical introductions, copies of my PowerPoint presentations with new primary sources and historic images, as well as copies of my enhanced lectures. I will also submit a copy of my book on the U.S.-Mexico relationship in the twentieth and twenty-first centuries. I will also submit copies of my revised reading lists as well as my revised syllabi. Lastly, I will also submit copies of new sample assignments that incorporate all of this new research, sample assignments such as a revised Primary Source Analysis, as well as and Student Learning Outcomes quizzes and assignments.

I will also give presentations to the History department, to our campus community during Political Economy week, our Division, the Board, the Diversity Equity and Inclusion Council, the Diversity Equity and Inclusion campus committees, as well as give a series of professional development workshops for all of our faculty and staff. I will also give presentations to our larger Grossmont community during Latin@ Heritage Month.