

HIST 281 W INTRODUCTION TO AMERICAN HISTORY WI
3 CREDITS
T TH 9:45-11:00 AM

INSTRUCTOR: Professor Janice Nuckols
OFFICE: Palanakila 136
OFFICE HOURS: MWF- 10:30-11:15 pm T Th – 12:30-2:00 pm
TELEPHONE: 236-9136 (home: 235-6330)
E-MAIL ADDRESS: nuckols@hawaii.edu
EFFECTIVE DATE: Fall/2009

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

HIST 281 WI is an introduction to American history covering significant events in U.S. history from the colonial to the Civil War period. (3 hrs. lect.) WCC: DH
This course is also a Writing Intensive course, which means it is limited to 20 students, has a prerequisite of successful completion of ENG 100, and requires extensive writing and conferencing with the instructor. The A.A. degree requires two WI courses.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Describe, analyze and interpret the major themes in American history from the pre-Columbian period through the colonial era, the American Revolution, early 19th century and the Civil War periods.
2. Identify important individuals and events in American history through the Civil War.
3. Critically analyze primary sources.
4. Make connections between contemporary events and American history.

COURSE TASKS

- TASK 1. You will describe, summarize, analyze, and interpret the major themes in American history up through the end of the Civil War by writing paragraph answers to one question at the end of selected documents that accompany the textbook. You will read 60 documents in all by the end of the semester. Each paragraph will be read and evaluated by the instructor and be worth a maximum of 2 points. (120 points total.) From one to six such documents will be assigned for 18 class sessions. Each assignment must be submitted on the day for which it is assigned. **LATE SUBMITTALS WILL NOT BE ACCEPTED FOR CREDIT.** Guidelines for writing these paragraph answers are attached.
- TASK 2. You will demonstrate knowledge/awareness of the central ideas contained in the assigned text, and also the video series *The Civil War* by taking **thirteen UNANNOUNCED, in-class, brief objective quizzes** with specific questions on the text readings. The instructor will give you a test bank for each assigned chapter in the textbook of approximately 25 multiple-choice questions. You will receive these possible quiz questions at least 2 weeks in advance for each class reading assignment. These quizzes are designed to encourage you to read the class assignments.
Each quiz is worth 8 or 9 points (100 points total.) The lowest score will be dropped. There will be no chance to retake any of these surprise quizzes.
- TASK 3. You will complete one special project. This project requires you to view episodes 1, 5 & 9 of the video series, *The Civil War* and submit a 3 page/ 1000 words typed summary/ response paper for each episode. (See separate guideline sheet). This project is worth a maximum of 50 points.
- TASK 4. You will participate actively in sharing your knowledge with your classmates by attending regularly, participate in in-class writing exercises and class discussion. Such active learning will be awarded by 30 pts. total. Every class absence will be penalized 1 pt.

GRADING

- I. Worksheet assignments count for 40% of the final grade.
2-12 points maximum for each of 18 assignments = 120 pts.
- II. 12 objective quizzes count for 33% of the final grade.
(the 13th lowest quiz scores will be dropped)
8 - 9 points maximum for each exam= 100 pts. total
- III. Summary/ Response papers on the Civil War count for 17% of the final grade
3 points for rough draft
2 points for conference
15 points maximum per each of 3 papers = 50 pts. total.
- IV. Attendance counts for 10% of the final grade. = 30 pts. total

V. There will be opportunities to earn 8 points of extra credits. (see separate guideline sheet)

A - achieve a total of 300 - 270 pts.

B - achieve a total of 269 - 240 pts.

C - achieve a total of 239 - 210 pts.

D - achieve a total of 209 - 180 pts.

F - achieve a total of less than 180 pts. (an F for failure to withdraw will follow you forever.

Please take the responsibility to formally drop this course.

CR/NC - Credit/ No Credit You must register for this option.

N - will be assigned in substitution for an F upon student request.

I - means Incomplete. This grade will be assigned only if you personally contact the instructor and negotiate a time by which you will complete all the course work.

W - Official withdrawal after first two weeks of semester. (Instructor cannot assign a W grade. You must withdraw at the registrar's office. **The last day you can officially withdraw is Oct. 27, 2009**)

LEARNING RESOURCES

TEXTBOOK AND OTHER MATERIAL:

Out of Many vol. I (6th edition)- Faragher, and others with CD

Video Series: *The Civil War* (on reserve in WCC Library). Also available from Public Library System & can be rented.

OTHER NEEDS:

1 flat pocket folder or 3 ring binder to store in-class writings and all graded work

This folder is to be presented to the instructor if there are any questions as to the accuracy of her grade book)

Additional Information .

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

GENERAL INSTRUCTOR EXPECTATIONS

I expect you to:

- A. Come to class on time, prepared to participate in discussions in ways that show you are actively engaged in learning.
- B. Meet all your deadlines.
- C. Invest at least 9 -12 hours a week outside of class time for your reading assignments and homework.
- D. Keep all your writing done for this course,
- E. Be willing to work cooperatively with other students in the class and to listen respectfully to other students' points of view.

ADDITIONAL COURSE EXPECTATIONS

1. **Turn off your cell phones & pagers!** I do expect you to be mentally as well as physically present during class time. Unless you have an emergency situation, such as a sick child at home (in which case, I would ask that you inform me before class of the situation), I expect that for 75 minutes you will be unplugged from the outside world. Every time someone's phone rings, the entire class is distracted.

2. I expect that you to **COME TO CLASS ON TIME**. If you are late, you may miss a surprise quiz or class discussion of the documents for that day. (Remember, there are no makeups for missed quizzes.) I do encourage you to attend class even if you have to leave early or cannot avoid being late. If, however you are more than 10 minutes late or have to leave class more than 10 minutes early, you will receive only a half point for attendance.

3. I expect you to **BRING YOUR TEXTBOOK TO THE CLASS SESSIONS IN WHICH THERE IS REQUIRED READING**. We will be looking at maps, photos, illustrations and documents in class and you will need your own books with you.

4. I expect you to stay awake in class, even when the lights are off and a video is being shown. I expect that if you are too tired to keep your eyes open, that you will leave class and find someplace else to take a nap. (I will wake you up!)

5. I expect you to turn in your document paragraphs on the day they are due and by 9:30 AM. If you cannot make it to class on a due day, you may fax your assignment to the school, send it to me via e-mail, ask someone in the class to drop off your assignment for you or have a friend or family member drop it off in the plexiglass box on my office door. You may also turn in assignments early. (Remember, I do not accept late assignments.)

6. I expect you to patiently wait until class ends before you begin to pack up your books and put on your backpack. I will end class as close as possible to the end time but I am not a machine. If the video or I have a minute or two more to finish a key point, than I expect you to give me that time to finish. Once even one student begins to shuffle papers, it is distracting to everyone else.

RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS

1. Always take notes. Even though there are no exams in this class, note taking helps you stay focused and keeps your mind from drifting. Take notes during the films/videos as well as lectures.
2. Ask me to repeat a point that you missed. Ask questions.
3. Make sure you can see the board & video screen clearly.
4. Drop in on me during my office hours. Help me get to know you as an individual. Ask for help. Phone me at home, or e-mail me, if you can't make it to my office.

HIST 281 COURSE SCHEDULE OF ASSIGNMENTS

Fall, 2009

(* denotes days a surprise quiz is possible on underlined Chp. reading assignment)

- 8/24/09 – Mon. - Introduction to the course
- 8/26/09 – Wed. - When Does American History Begin?
- 8/28/09 – Fri. - 1491: America Before Columbus
Read: *National Geographic*, Oct. '91 issue, pp. 4-100
- *8/31 - Mon. - Before Columbus
PRACTICE QUIZ
ON CHP. 1
Read: Text - **Chp. 1**
- *9/02/09 – Wed. - The Forgotten Century: Competition For A New World; Spain, France & England
QUIZ 1
Read: Text - **Chp. 2** &
Handouts: “The Conquistadors” & “Immigration – and the Curse of the Black Legend”
- 9/04/09 – Fri. - *Documents* - (three documents= 6 pts.)
CD/ Chp. 2 - Alvar Nunez Cabeza de Vaca (ques. #1)
Jacques Cartier (ques.#1);
Pedro Menendez de Aviles (ques.#1)
- 9/07/09 – Mon. - Labor Day (Holiday)
- *9/09/09- Wed. - Early Colonial Life
QUIZ 2
Read: Text - **Chp. 3**
Document - (one documents = 2 pts.)
CD/Chp. 3 - John Winthrop (ques.#2)
- 9/11/09 – Fri. - White and Red: Colonists Relations With The Indians
Read: Text - pp. 24-26; 40-41; 48-50 (Communities in Conflict); 54-57; 61-63; 68-70
Handouts 1 & 2 (on John Mason & the Pequot War and on Opechancanough)
Documents–(five documents = 10 pts.)
Handout: The Spanish Governor Reports on the Pueblo Revolt of 1680 (ques.#2)
Handout: A Pueblo Rebel in 1681 Explains the Reasons (ques.#3)
Handout: John Smith Writes about the Chesapeake Indians (ques.#2)
Handout: The Rev. John Williams Tells of His Experiences, (ques.#2)
CD/Chp. 3: John Mason (ques.#1);
- 9/14/09 - Mon. - Colonists in Bondage: White Slaves
Read: Text - pp. 58-59 (Community Life in the Chesapeake); p. 120 (The Frontier Heritage); p. 70 (Bacon’s Rebellion)
Documents– (3 document = 6 pts.)
CD/Chp. 4 – William Waller Henning (ques.#1)
Gottlieb Mittelberger (ques.#1)
Handout: An Indentured Servant Writes from Virginia in 1623 (ques.#2)
- *9/16/09 - Wed - Colonists in Bondage: Black Slaves
QUIZ 3
Read: Text - **Chp. 4** (including pp. 84-85 Communities in Conflict) &
Handout 3 (On Anthony Johnson)

- 9/18 – Fri. - Read: *Documents* - (four documents) = 8 pts.
 Handout: A Slave Tells of His Capture in Africa (ques.#2);
 Handout: A Slave Surgeon Writes about the Slave Trade (ques.#2)
CD/Chp. 4 – James Oglethorpe
 CD/Chp. 8 – Olaudah Equiano (ques.#3 – “How does Equiano’s story help us to understand the cruelty and brutality that characterized the slave trade?”)
- 9/21/09 – Mon. - Social Strains in late 17th Century America: Salem & Bacon’s Rebellion
 Read: Text - pp 70 (Bacon’s Rebellion); 65 (The Position of Women & Salem Witchcraft Trials); Handout on Salem
Documents – (two documents= 4 pts.)
 CD/Chp 3 – Nathaniel Bacon (ques.#1)
 CD/Chp. 5 - Cotton Mather (ques.#1)
- *9/23/09- Wed - American Society in the early 18th Century
QUIZ 4
 Read: Text - **Chp 5**
- 9/25/09 – Fri. - *Documents* - (four documents = 8 pts)
 CD/Chp. 5- Cadwallader Colden (ques.#1)
 Sarah Kemble Knight (ques.#1)
 Peter Kalm (ques.#1)
 Handout – A Colonial Planter Tours the Backcountry in 1728 (ques.#1)
- *9/28/09 Mon - Sources of the American Revolution
QUIZ 5
 Read: Text - **Chp. 6** (read carefully pp. 160-161: Communities in Conflict)
- 9/30/09 – Wed. - *Documents* – Chp. 6: (three documents = 6 pts.)
 CD/Chp. 6 – Benjamin Franklin (ques.#1)
 The Boston “Massacre” or Victims of Circumstances? (ques.#1)
 John Andrews (ques.#1)
- *10/02/09 – Fri. - The War For Independence
QUIZ 6
 Read: Text - **Chp. 7** (read carefully pp. 184-185: Communities in Conflict)
- 10/05/09 - Mon. - Read: *Documents* - (one documents) = 2 pts.)
 CD/Chp. 6 – Abigail Adams and John Adams (ques.#1)
- *10/07/09 -Wed - Read: Text - **Chp. 8,** (read carefully pp. 200-201: Communities in Conflict)
QUIZ 7
- 10/09/09 – Fri. - *Documents* - (four documents = 8 pts.)
 CD/Chp. 7 – J. Hector St. John Crevecoeur (ques.#2)
 CD/Chp. 8 – Daniel Grey (ques.#2)
 William Shepard (ques.#1)
 CD/Chp. 9 – Farmers Protest the New Whiskey Tax, 1790 (ques.#1)
- *10/12/09- Mon. - The Revolution Recovered: Jefferson's Election
QUIZ 8
 Reread: Text - pp. 211-214; Read: **Chp. 9** (especially pp. 226-232 on The Jeffersonian Presidency)

- 10/14/09 - Wed. - The War of 1812: End of the Revolutionary Era
Reread: Text – pp. 235-240
- 10/16/09 - Fri. Westward Expansion
Read: Text- pp. 232-234 (read carefully pp. 234-235: Communities in Conflict);
237-239 (The Campaigns Against the Northern and Southern Indians); 240-241
(Another Westward Surge); 365-369 (Exploring the West)
- 10/19/09 – Mon. - *Documents* – (three documents = 6 pts.)
CD/Chp. 9 – Sacagawea (ques.#2)
Chief Tecumseh (ques.#1)
Hezekiah Niles (ques.#1)
- *10/21/09 - Wed. - Democracy in the Age of Jackson
QUIZ 9
Read: Text - **Chp. 10**
- 10/23/09 – Fri. – Indian Resistance & Removal
Reread: Text - pp. 292-294 (Indian Removal); map p. 368; first two paragraphs p. 369
Documents - (four documents = 8 pts.)
CD/Chp. 12 – Memorial of the Cherokee Nation (ques.#1)
CD/Chp. 13 – Black Hawk, Life of Black Hawk (ques.#2)
Handout: A Cherokee Speaks for His Tribe, 1826 (ques.#2)
Handout: A Choctaw Chief Bids Farewell, 1832 (ques.#3)
- *10/26/09 – Mon. Industry and the North
QUIZ 10
Read: Text - **Chp. 12**;
- 10/27/09 – Tues. LAST DAY TO OFFICIALLY WITHDRAW**
- 10/28/09 - Wed. - Text: Reread carefully pp 326-327: Communities in Conflict
Documents - (four documents = 8 pts.)
CD/Chp. 12 – The Harbinger, Female Workers of Lowell (ques.#1)
The Hamilton Manufacturing Company (ques.#1)
Harriet Hanson Robinson (ques.#2)
Juliana, A Young Woman Writes of the Evils of Factory (ques.#1)
- *10/30/09 – Fri. - The Age of Reform
QUIZ 11
Read: Text –**Chp. 13**
- 11/02/09- Mon - Reread Text pp. 349-354; map p. 353
Documents - (two documents = 4 pts.)
CD/ Chp. 13 – John Humphrey Noyes (ques.#1)
Lyman Beecher (ques.#2)
- 11/04/09 – Wed - Dangerous Reforms: Mormonism
Reread Text pp. 354 (on Mormonism)
Documents- (one document = 2 pts.)
CD/ Chp. 11- Joseph Smith (ques.#1)

11/06/09 - Fri.- Dangerous Reforms: Feminism
Reread: Text –pp 328-331; also pp. 357-360 (The Women’s Rights Movement),
Read carefully pp. 358-359: Communities in Conflict
Documents - (four documents = 8 pts)
CD/Chp. 12 – Catherine Beecher (ques.#1)
CD/Chp. 13 – Lucretia Mott (ques.#1)
Sojourner Truth (ques.#1)
Margaret Fuller (ques.#2)

11/09/09- Mon. Dangerous Reforms: Abolitionism
Reread: Text - pp. 354-357
Documents - (five documents = 10 pts.)
CD/Chp.10 – David Walker (ques.#1)
Lewis Tappan (ques.#1)
William Lloyd Garrison (ques.#2)
Harriet Beecher Stowe (ques.#1)
CD/Chp. 14 – Frederick Douglass (ques.#1)

11/11/09 – Wed. - Veteran’s Day (Holiday)

11/13/09 – Fri. - Abolitionism (ctd)
(ROUGH DRAFT OF EPISODE 1 OF CIVIL WAR SERIES DUE)

CONFERENCES ON CIVIL WAR PAPERS FROM 11/16 TO 11/20/09

*11/16/09 – Mon. – Slavery and the South
QUIZ 12 Read: Text - **Chp. 10** (read carefully pp. 272-273: Communities in Conflict)

11/18/09 – Wed. – *Documents* -: (three documents= 6 pts.)
CD/Chp. 10 – Harriet Jacobs (ques.#2 – “How does the inclusion of a woman’s perspective change your understanding of what it meant to be enslaved?”)
- Nat Turner (ques.#2)
Handout – A Slave Tells of His Sale at Auction (ques.#3)

*11/20/09 – Fri. - Manifest Destiny: The Politics of Expansionism
QUIZ 13 Read: Text - **Chp. 14** (esp. PP. 369-374)

11/23/09 – Mon.- *Documents* – (three documents = 6 pts.)
CD/Chp. 14 – Catherine Sager Pringle (ques.#2)
John L. O’Sullivan (ques.#1)
Edward Gould Buffum (ques.#1)

11/25/09 – Wed. - The War with Mexico
Reread: Text - pp. 362-364; 374-380; 384 -389
Documents – (one documents = 2 pts.)
CD/Chp. 14 – Thomas Corwin (ques.#1)

11/27/09 – Fri. - Thanksgiving Holiday

11/30/09 – Mon. - Origins of the Civil War
Read: Text - **Chp. 15** (reread pp.24 [The Missouri Compromise] p. 247 & pp. 384-389)

EPISODE 1: REACTION PAPER ON THE CIVIL WAR DUE

12/02/09 - Wed. - Text: read carefully pp. 386-387: Communities in Conflict
*Documents – **for discussion only***:
CD/Chp. 15 – George Fitzhugh (ques #2)
John C. Calhoun (ques #2)
John Brown (ques.#2)

12/04/09 - Fri.- Lincoln and the War (read carefully pp. 440-441: Communities in Conflict)
Read: Text - **Chp. 16**

EPISODE 5: REACTION PAPER ON THE CIVIL WAR DUE

12/07/09 -Mon.- Read: *Documents – for **discussion only***
CD/Chp. 16 – Samuel Storrow/George Pickett (ques.#2)
Charles Harvey Brewster (ques.#1)
Clara Barton (ques. #1)
James Henry Gooding (ques.#1)
John Dooley (ques.#1)
John Torrey (ques. #1)

12/09/09 - Wed - Reconstructing the Nation
Read: Text - **Chp. 17** (read carefully pp. 468-469: Communities in Conflict)
*Documents - **for discussion only***
CD/Chp. 17 – Address from the Colored Citizens of Norfolk, Virginia (ques. #1)
Carl Schurz (ques. #1)
Mississippi Black Code (ques. #2)
Albion Tourgee (ques. #1)
T.W. Galbreth (ques. #1)
The State of the South (ques. #1)

EPISODE 9: REACTION PAPER ON THE CIVIL WAR DUE

12/11/09 - Fri.- LAST DAY FOR LATE CIVIL WAR PAPERS & EXTRA CREDIT REPORTS

THERE IS NO FINAL FOR THIS COURSE