HIST 281 W     INTRODUCTION TO AMERICAN HISTORY WI
3 CREDITS
T TH  5:30-6:45 pm

INSTRUCTOR:    Professor Janice Nuckols
OFFICE:        Palanakila 136
OFFICE HOURS:  MWF- 9:30-10:20 am; 12:30-1:30 pm
               T Th – 12:30-1:30 pm & 5:00-5:30 pm/6:45-7:15 pm
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EFFECTIVE DATE: Fall/2010

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.) Usually 2-5 such documents will be assigned for 17 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 scheduled, 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 - 30 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 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. Each class absence will be penalized 1 pt. If you are more than 10 minutes late, you will be penalized .5 pt.

GRADING

I. Documents assignments count for 40% of the final grade.
   2-10 points maximum for each of 17 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 maximum points for class attendance = 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 log on to MyUH to withdraw.
(The last day you can officially withdraw is Oct. 26, 2010)

LEARNING RESOURCES

TEXTBOOK AND OTHER MATERIAL:

1) *Out of Many vol. 1* (6th edition)- Faragher, and others) with CD (purchase in WCC bookstore)
2) A folder of handouts and test banks of questions for quizzes will be given to you in class.
3) 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

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. **NO TEXTING IN CLASS!**

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 OR DOCUMENT BOOK TO THE CLASS SESSIONS, WHICH REQUIRE READING IN EITHER.** 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 5:30 pm.** If you cannot make it to class on a due day, you may send it to me as an attachment via e-mail (to nuckols@hawaii.edu), fax your assignment to the school, ask someone in the class to stop by and drop off your assignment for you or have a friend or family member drop it off in my mail slot in the Administration Building. 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

Fall, 2010

8/24 - Tues. -
Introduction to the course

8/25 - Thurs -
1491: America Before Columbus
Read: *National Geographic*, Oct. '91 issue, pp. 4-100

*8/31 - Tues. -
**PRACTICE QUIZ**
When Does America Begin?
Read: Text - *Chp. 1*
Also read Article in folder: *Who Were The First Americans?*

*9/02 - Thurs -
**QUIZ 1**
Competition For A New World; Spain, France & England
Read: Text - *Chp. 2*
Also read Article in folder: *Immigration—and the Curse of the Black Legend*

**Homework due:** three documents = 6 pts.
- CD/ Chp. 2 - Alvar Nunez Cabeza de Vaca, *Indians of the Rio Grande* (ques. #1)
- Jacques Cartier, *The First Relation of Jacque Cartier* (ques.#1);
- Pedro Menendez de Aviles, *The Founding of St. Augustine* (ques.#1)

Video: The West, pt. 1

*9/07- Tues. -
**QUIZ 2**
Early Colonial Life
Read: Text - *Chp. 3*

**Homework due:** one document = 2 pts.

Video: Jamestown

9/09 - Thurs -
White and Red: Colonists Relations With The Indians
Read: Text - pp. 24-26; 40-41 (Communities in Conflict); 48-50; 54-57 (Jamestown and the Powhatan Confederacy & Tobacco, Expansion, and Warfare); 61-63 (Indians and Puritans); 68-70 (Conflict & War-King Phillip’s War & Bacon’s Rebellion)
Also Read three Articles in folder: *Colonizing a Continent: on John Mason & the Pequot War; Three Worlds Meet: on Opechancanough; From Deerfield to Kahnawake: Crossing Cultural Boundries* on Reverend John Williams

**Homework due:** five documents = 10 pts.
- 3 Document in folder: *Spanish Governor Reports on the Pueblo Revolt* (ques.#2)
  - *A Pueblo Rebel in 1681 Explains the Reasons* (ques.#3)
  - The Rev. John Williams Tells of His Experiences, (ques.#2)
- CD/Chp. 3: John Mason, *The Taking of the Fort At Mystic* (ques.#1);
  - Edward Randolph, *King Phillip’s War* (ques.#1)

Video: The West, part 1

9/14 - Tues. -
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)

**Homework due:** 3 documents = 6 pts.
- CD/Chp. 4 – William Waller Henning, *The Statutes At Large* (ques.#1)
  - Gottlieb Mittelberger, *The Passage of Indentured Servants* (ques.#1)
Document in folder: *An Indentured Servant Writes from Virginia in 1623* (ques.#2)
*9/16 - Thurs - Colonists in Bondage: Black Slaves
QUIZ 3
Read: Text - Chp. 4 (including pp. 84-85 Communities in Conflict) &
Article in folder: Mastering the New World; on Anthony Johnson
Video: Africans in America

9/21 - Tues. - Homework due: four documents = 8 pts.
   2 Documents in folder: A Slave Tells of His Capture in Africa (ques.#2);
   A Slave Surgeon Writes about the Slave Trade (ques.#2)
   CD/Chp. 4 – James Oglethorpe, The Colonial Records of Georgia (ques.#1)
   CD/Chp. 8 – Olaudah Equiano, The Middle Passage (ques.#3 – “How
does Equiano’s story help us to understand the cruelty and brutality that
characterized the slave trade?”)
Video: Slavery in New York

9/23 - Thurs - Social Strains in late 17th Century America: Salem & Bacon’s Rebellion
Read: Text - pp 70 (Bacon’s Rebellion); p. 65 (The Position of Women & Salem
Witchcraft Trials);
Also Read: Article in folder: The Devil In Salem
   Homework due: two documents= 4 pts.
   CD/Chp 3 – Nathaniel Bacon, Challenge to William Berkeley... (ques.#1)
   CD/Chp. 5 - Cotton Mather, Memorable Proviences.... (ques.#1)

*9/28- Tues - American Society in the early 18th Century
QUIZ 4
Read: Text - Chp 5
   Homework due: three documents = 6 pts
   CD/Chp. 5 - Sarah Kemble Knight, A Boston Woman Writes... (ques.#1)
   - Peter Kalm, A Swedish Visitor Tells About Philadelphia (ques.#1)
   - Document in folder– A Colonial Planter Tours the Backcountry in 1728 (ques.#1)
Video: The Diary of Martha Ballard

*9/30 - Thurs - Sources of the American Revolution
QUIZ 5
Read: Text - Chp. 6 (read carefully pp. 160-161: Communities in Conflict)
   Homework due: three documents = 6 pts.
   CD/Chp. 6 – Benjamin Franklin, Testimony Against the Stamp Act (ques.#1)
   The Boston “Massacre” or Victims of Circumstances? (ques.#1)
   John Andrews, John Andrews to William Barrell, Letter ..(ques.#1)
Video: Liberty

*10/02- Tues - The War For Independence
QUIZ 6
Read: Text - Chp. 7 (read carefully pp. 184-185: Communities in Conflict)
Video: Liberty

10/07-Thurs Read: Article in folder: “How A Revolution Saved an Empire”
   Homework due: one document = 2 pts.
   CD/Chp. 6 –Abigail Adams and John Adams, Rights of Women…(ques.#1)
Video: Liberty
*10/12 - Tues -

**QUIZ 7**

Read: Text - **Chp. 8** (read carefully pp. 200-201: Communities in Conflict)

**Homework due:** four documents = 8 pts.

- CD/Chp. 8 – Daniel Grey, Massachusetts Farmers Take Up Arms… (ques.#2)
  - William Shepard, Shay’s Rebellion (ques.#1)
- CD/Chp. 9 – Farmers Protest the New Whiskey Tax, 1790 (ques.#1)

Video: Liberty

*10/14- Thurs -

**QUIZ 8**

The Revolution Recovered: Jefferson's Election to the War of 1812

Read: Text - pp. 211-214; Read: **Chp. 9** (esp. pp. 226-232 on The Jeffersonian Presidency and pp. 235-240 on the War of 1812)

Also read Article in folder: “Jefferson’s Secret Life”

10/19 -Tues-

Lewis & Clark and Westward Expansion

Read: Text- pp. 232-234 (A Contradictory Indian Policy & Indian Resistance; 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)

**Homework due:** four documents = 8 pts.

- CD/Chp. 9 – Sacagawea Interprets for Lewis & Clark (ques.#2)
  - Chief Tecumseh, An “Uncommon Genius”…. (ques.#1)
  - Hezekiah Niles, The Western Country Extracts… (ques.#1)
- CD/Chp. 14- Chief Seattle, Oration (ques.#2)

*10/21 - Thurs-

**QUIZ 9**

Democracy in the Age of Jackson

Read: Text - **Chp. 11**

10/26- Tues -

Indian Resistance & Removal

Reread: Text - pp. 292-294 (Indian Removal); map p. 368; first two paragraphs p. 369;

Also Read Article in folder: The Trail of Tears

**Homework due:** four documents = 8 pts.

- CD/Chp. 11 – Memorial of the Cherokee Nation (ques.#1)
- CD/Chp. 13 – Black Hawk, Life of Black Hawk (ques.#2)

2 Documents in folder: A Cherokee Speaks for His Tribe, 1826 (ques.#2)
  - A Choctaw Chief Bids Farewell, 1832 (ques.#3)

(OCT. 26 – TUES. -LAST DAY TO WITHDRAW)

*10/28 - Thurs -

**QUIZ 10**

Industry and the North

Read: Text - **Chp. 12** Text: Reread carefully pp 326-327: Communities in Conflict)

**Homework due:** four documents = 8 pts.

- CD/Chp. 12 – The Harbinger, Female Workers of Lowell (ques.#1)
  - The Hamilton Manufacturing Co., A New England Factory (ques.#1)
  - Juliana, A Young Woman Writes of the Evils of the Factory (ques.#1)
  - Harriet Hanson Robinson, A Lowell Mill Girl…. (ques.#2)

11/02 - Tues -

Election Day (No School)
*11/04- Thurs -  The Age of Reform

**QUIZ 11**
Read **Chp. 13** (pay attention especially to pp. 349-354 and to map p. 353)
Read: Article in folder: What Is It About Mormonism?

**Homework due:** three documents = 6 pts.
- CD/Chp. 11 - Joseph Smith, *The Beginnings of Mormonism* (ques.#1)
- CD/Chp. 13 – Lyman Beecher, *Six Sermons on Intemperance* (ques.#2)
  - John Humphrey Noyes, *Bible Communism* (ques.#1)

Video: Spiritualism

11/09 - Tues -  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

**Homework due:** four documents = 8 pts
- CD/Chp. 12 – Catherine Beecher, *A New England Woman Describes…* (ques.#1)
- CD/Chp. 13 – Lucretia Mott, *Declaration of Sentiments & Resolutions* (ques.#1)
  - Sojourner Truth, *Address to Women’s Rights Convention* (ques.#1)
  - Margaret Fuller, *A Staunch Feminist Advocates Equality* (ques.#2)

Video: One Woman, One Vote

11/11 - Thurs. -  Veteran’s Day (No School)

11/16 - Tues. -  Dangerous Reforms: Abolitionism

Reread: Text - pp. 354-357

**Homework due:** five documents = 10 pts.
  - Lewis Tappan, *An Abolitionist Defends the Amistead* (ques.#1)
  - William Lloyd Garrison, *The Liberator* (ques.#2)
  - Harriet Beecher Stowe, *Uncle Tom’s Cabin* (ques.#2)
- CD/Chp. 15 – Frederick Douglass, *Independence Day Speech* (ques.#1)

(ROUGH DRAFT OF EPISODE 1 OF CIVIL WAR SERIES DUE)

**CONFERENCES ON CIVIL WAR PAPERS FROM 11/17 TO 11/23**

*11/18 - Thurs -  Slavery and the South

**QUIZ 12**
Read: Text - **Chp. 10** (read carefully pp. 272-273: Communities in Conflict)

**Homework due:** three documents = 6 pts.
- CD/Chp. 10 – Harriet Jacobs, *The Trials of a Slave Girl* (ques.#2 – “How does the inclusion of a woman’s perspective change your understanding of what it meant to be enslaved?”)
  - Nat Turner, *Confession* (ques.#2)
  - Document in folder – *A Slave Tells of His Sale at Auction* (ques.#3)

*11/23 - Tues. -  Manifest Destiny & the War with Mexico

**QUIZ 13**
Read: Text - **Chp. 14**
Read: Article in packet: “Remembering the Alamo is easier when you know its …”

**Homework due:** four documents = 8 pts.
- CD/Chp. 14 – Catherine Sager Pringle, *Across the Plains…* (ques.#2)
  - John L. O’Sullivan, *The Great Nation of Futurity* (ques.#1)
  - Thomas Corwin, *Against the Mexican War* (ques.#1)
11/25 - Thurs. -  
Thanksgiving Holiday

*11/30 - Tues.  
Origins of the Civil War  
Read: Text - Chp. 15  
**EPISODE 1: REACTION PAPER ON THE CIVIL WAR DUE**

12/02 - Thurs. -  
Text: read carefully pp. 386-387: Communities in Conflict  
Read: Two Articles in folder: “Freedom’s Martyr” & “The 9/11 of 1859”  
**Read for discussion only:**  
CD/Chp. 15 — George Fitzhugh, The Blessings of Slavery (ques #2)  
- John C. Calhoun, A Dying Statesman Speaks Out… (ques #2)  
- John Brown, An Abolitionist is Given the Death Sentence (ques.#2)

*12/07 - Tues. -  
Lincoln and the War  
Read: Text - Chp. 16  
Read: Article in folder: “The Better Angels”  
**Read for discussion only**  
CD/Chp. 16 – Samuel Storrow/George Pickett, Why They Fought (ques.#2)  
- Charles Harvey Brewster, Three Letters From the Front (ques.#1)  
- Clara Barton, Medical Life at the Battlefield (ques. #1)  
- James Henry Gooding, Letter to President Lincoln (ques.#1)  
- John Dooley, Passages From A Journal (ques.#1)  
- John Torrey, A Firsthand Account of NY Draft Riots (ques. #1)

**EPISODE 5: REACTION PAPER ON THE CIVIL WAR DUE**

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

**EPISODE 9: REACTION PAPER ON THE CIVIL WAR DUE**

12/10 - Fri. - LAST DAY FOR LATE CIVIL WAR PAPERS & EXTRA CREDIT REPORTS

**THERE IS NO FINAL FOR THIS COURSE**