**HIST 281 W  INTRODUCTION TO AMERICAN HISTORY WI**  
3 CREDITS  
MW  10:00-11:15 AM

| INSTRUCTOR: | Professor Janice Nuckols |
| OFFICE:     | Palanakila 136 |
| OFFICE HOURS: | MW- 9:30-9:50 AM & 2:30-3:00 PM  
               | T Th – 1:00-2:00 pm ; by appointment on Fri. |
| TELEPHONE:  | 236-9136 (home: 235-6330) |
| E-MAIL ADDRESS | nuckols@hawaii.edu |
| EFFECTIVE DATE: | Fall/2012 |

**WINDWARD COMMUNITY COLLEGE MISSION STATEMENT**

*Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

**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 credits) HIST 281 will fulfill half of the 6 credit Diversification requirement in the Arts, Humanities & Literature Group (DH)  
This course is also a Writing Intensive course, which means has a pre-requisite of successful completion of ENG 100, and requires extensive writing and at least one individual conference with the instructor. The A.A. degree requires two WI courses.

**WRITING INTENSIVE COURSE HALLMARKS**

1. Writing promotes learning of course content.  
2. Writing is considered to be a process in which multiple drafts are encouraged.  
3. Writing contributes significantly to each student’s course grade.  
4. Students do a substantial amount of writing, a minimum of 4,000 words. Depending on the types of writing appropriate to the discipline, students may write critical essays or reviews, journal entries, lab reports, research reports or reaction papers.  
5. To allow for meaningful teacher-student interaction on each student’s writing, the class is restricted to 20 students.

**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 1-6 such documents will be assigned for 17 class sessions. Each assignment must be submitted by the time class begins on the day for which it is assigned. **LATE SUBMITTALS WILL NOT BE ACCEPTED FOR CREDIT.** Guidelines for writing these paragraph answers are attached. All together, this task will require a minimum of 3000 words.

### 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 and requires a minimum of 3000 words. A rough draft of the first paper is due on a specific date according to the class schedule, in order to give the instructor enough time to review it. **It is mandatory that you turn in a rough draft of the first paper. A mandatory conference with the instructor to discuss this rough draft must be scheduled for the week following the due date for the paper.**

### 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.
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.

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, 2012)
LEARNING RESOURCES

TEXTBOOK AND OTHER MATERIAL:

1) Out of Many vol. I (7th edition)- Faragher, and others) with book of documents (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 or viewed on the internet.

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 or silence your cell phones! 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. NO TEXTING IN CLASS!

2. I expect that you to COME TO CLASS ON TIME. If you are late, you may miss the 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 10:00 am. 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.
8/20 - Mon. -  Introduction to the course

8/22 - Wed. -  1491: America Before Columbus
   Read: *National Geographic*, Oct. '91 issue, pp. 4-100

*8/27 - Mon. -  PRACTICE QUIZ
   Read: Text - **Chp. 1**
   Also Read one Article in folder: *Who Were The First Americans?*

*8/29 – Wed. -  QUIZ 1
   Read: Text - **Chp. 2**
   Also Read one Article in folder: *Immigration—and the Curse of the Black Legend*

   **Homework due: three documents= 6 pts.**
   Documents: 2-4 (ques.: “Summarize Cabeza de Vaca’s impression of the people he came upon during his journey.”) p. 17-18; 2-5 (ques.#1) p.19; 2-8 (ques.#1) pp. 22-23

9/03 – Mon. -  Labor Day (Holiday)

*9/05- Wed. -  QUIZ 2
   Read: Text - **Chp. 3**
   **Homework due: one document=2 pts.**
   Documents: 3-5 (ques.#2) on pp. 31-32

9/10- Mon -  White and Red: Colonists Relations With The Indians
   Re-Read: Text –pp. 27-29 (*American Communities*); pp. 40-41
   (*Communities in Conflict*); pp. 51-52 (*American Communities*); pp. 56-59
   (*Jamestown and the Powhatan Confederacy & Tobacco, Expansion, and Warfare*); pp. 62-63 (*Indians and Puritans*); pp. 69-70 (*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 Boundaries* on Reverend John Williams
   **Homework due: six documents= 12 pts.**
   Documents: 3-1 (ques. 2) pp. 24-25; 3-2 (ques.#3) pp.25-27; 3-3 (ques.#12) pp. 27-29; 5-1 (ques.#2) AND
   2 documents in folder:
   “The Taking of the Fort at Mystic: A Brief History of the Pequot War” (ques.#1);
   “Edward Randolph Describes King Phillip’s War” (ques.#1);
9/12 – Wed. - Colonists in Bondage: White Slaves
Re-Read: Text - pp. 60-61 (Community Life in the Chesapeake); p. 119 (The Frontier Heritage); p. 70 (Bacon’s Rebellion and Southern Conflicts)
**Homework due: 3 documents = 6 pts.**
Documents: 3-4 (ques.#2) pp. 29-30; 4-6 (ques.#1) pp.45-47 AND
1 documents in folder:
“Gottlieb Mittelberger: The Passage of Indentured Servants” (ques.#2);

*9/17 – Mon. - Colonists in Bondage: Black Slaves
QUIZ 3
Read: Text - Chp. 4 (including pp. 84-85: Communities in Conflict)
Also Read one Article in folder: Mastering the New World; on Anthony Johnson

9/19 - Wed. - **Homework due: four documents = 8 pts.**
Documents: 4-3 (ques.#2) pp.40-42; 4-4 (ques.#2) pp. 42-43; 4-5 (ques.#3) pp 44-45; 4-7 (ques.#3) pp. 47-48

9/24- Mon. - Social Strains in late 17th Century America: Salem & Bacon’s Rebellion
Re-Read: Text – pp. 70 (Bacon’s Rebellion); p. 65 (The Position of Women & Salem Witchcraft Trials);
Also Read: one Article in folder: The Devil In Salem
**Homework due: two documents= 4 pts.**
Documents: 3-8 (ques.#1) p. 34-35; AND
1 document in folder:
“Nathaniel Bacon’s Challenge to William Berkeley and the Governor’s Response” (ques.#1)

*9/26- Wed. - American Society in the early 18th Century
QUIZ 4
Read: Text - Chp 5 (look at Seeing History on p. 116)
**Homework due: three documents = 6 pts**
Documents: 5-3 (ques.#1) pp. 54-56; 5-4 (ques.#1) pp. 56-58; 5-5 (ques.#1)

*10/01- Mon. - Sources of the American Revolution
QUIZ 5
Read: Text - Chp. 6 (look at Seeing History on p.150; illustrations on pp. 147; 148 & 154; read carefully pp. 156-157: Communities in Conflict)
**Homework due: two documents = 4 pts.**
2 documents in folder:
“The Boston ‘Massacre’ or Victims of Circumstance?” (ques.#1)
“John Andrews to William Barrell, Letter Regarding the Boston Tea Party” (ques.#1)

*10/03- Wed. - The War For Independence
QUIZ 6
Read: Text - Chp. 7 (read carefully pp. 184-185: Communities in Conflict)
Read: one Article in folder: “How A Revolution Saved an Empire”
**Homework due: three documents = 6 pts.**
Documents: 7-1 (ques.#2) pp. 76-77; 7-2 (ques.#1) pp. 77-78; 7-4 (ques.#1) pp. 79-81
*10/08 - Mon. - **QUIZ 7**

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

Also Read: one Article in folder: “The Founding Fathers Versus the Tea Party”.

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

*Documents: 7-9 (ques.#2) pp. 89-90; 8-5 (ques.#1); pp. 97-98; 8-6 (ques. #3) pp. 98-100 AND

1 documents in folder:

“Divergent Reactions to Shay’s Rebellion” (ques. 2)

*10/10 – Wed. - **QUIZ 8**

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

Re-Read: Text - pp. 210-214 (*Federalists and Democratic-Republicans*, ending at Books, Books, Books); Also Read: all of **Chp. 9** (esp. pp. 226-232 on *The Jeffersonian Presidency* and pp. 236-240 on *The War of 1812*)

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

10/15 - Mon. - **Lewis & Clark and Westward Expansion**

Re-Read: Text- pp. 234-235 (*A Contradictory Indian Policy & Indian Resistance*); read carefully pp. 232-233 (*Communities in Conflict*); pp. 237-239 (*The Campaigns Against the Northern and Southern Indians*); look at cartoon in *Seeing History*, p. 239; & re-read pp. 240-242 (*Another Westward Surge*);

Also Read: pp. 365-368 (*Exploring the West*)

**Homework due: three documents = 6 pts.**

*Documents: 9-1 (ques/#2) pp. 105-107; 9-3 (ques.#1) pp. 110; 9-10 (ques.#2) pp.119-120

*10/17 –Wed.- **QUIZ 9**

Democracy in the Age of Jackson

Read: Text - **Chp. 11** (look carefully at *Seeing History*, p. 289)

10/22 – Mon.- **Indian Resistance & Removal**

Re-read: Text - pp. 292-294 (*Indian Removal*); pp. 294-295 (*Communities in Conflict*); also p. 368 (*Expansion & Indian Policy*); see map p. 369;

Also Read one Article in folder: *The Trail of Tears*

**Homework due: three documents = 6 pts.**


*10/24- Wed. - **QUIZ 10**

Industry and the North

Read: Text - **Chp. 12**; look carefully pp. 322-323 (*Communities in Conflict*)

**Homework due: three documents = 6 pts**

*Documents: 12-5 (ques.#1) pp. 156-157; 12-6 (ques.#1) pp.157-158; 12-7 (ques.#1) pp. 158-159

*10/29- Mon. - **QUIZ 11**

The Age of Reform

Read **Chp. 13**; (pay attention especially to pp. 348-354 (*Social Reform Movements*) and to map on p. 353)

**Homework due: two documents = 4 pts.**

*Documents: 13-4 (ques.#1) pp. 165-167 AND

1 document in folder:

“John Humphrey Noyes and Bible Communism” (ques.#1)

**LAST DAY FOR WITHDRAWALS**
10/31 – Wed. - Dangerous Reforms: Mormonism
Re-Read: Text – top two paragraphs p. 354
Also Read: one Article in folder: “What Is It About Mormonism?”
**Homework due: one document = 2 pts.**
1 document in folder: “Joseph Smith and the Beginnings of Mormonism” (ques.#1)

11/05 - Mon. - Dangerous Reforms: Feminism
Re-Read: Text – pp. 328-332 (The New Middle Class Family to end of chapter); also pp. 335-337 (American Communities); 357-359 (The Women’s Rights Movement); & read carefully pp. 358-359 (Communities in Conflict)
**Homework due: three documents = 6 pts**
Documents: 10-8 (ques.#2) pp.131-133; 13-3 (ques.#1) pp.164-165; 13-9 (ques.#1) pp. 172-173

11/07 –Wed. - Dangerous Reforms: Abolitionism
Re-Read: Text - pp. 354-357 (Antislavery and Abolitionism)
**Homework due: five documents = 10**

11/12 -Mon.- Veteran’s Day

*11/14 – Wed. - Slavery and the South
QUIZ 12
Read: Text - **Chp. 10:** (read carefully pp. 272-273: Communities in Conflict; look at p. 270: Seeing History)
**Homework due: three documents= 6 pts.**
Documents: 11-6 (ques.#2) pp. 143-144; 11-7 (ques. # 1) pp. 144-146; 11-8 (ques. 1) pp. 146-147
(Rough Draft of Episode 1 of Civil War series due)

11/15 TO 11/21 - CONFERENCES ON CIVIL WAR PAPERS

*11/19 – Mon. - Manifest Destiny & Westward Movement
QUIZ 13
Read: Text - **Chp. 14**
**Homework due: three documents = 6 pts.**
Documents: 14-3 (ques.#3) pp. 176-178; 14-4 (ques.#2) pp. 178-180; 14-9 (ques.#1) pp. 187-189

11/21 -Wed - The War with Mexico
Re-Read: Text – 363-365 (American Communities); pp. 374-377 (Mexican Texas, Americans in Texas, & The Republic of Texas); maps p. 376; pp. 377-380 (The Mexican-American War)
Also Read: two Articles in folder: “Remembering the Alamo is easier when” & “In Small Town, The Fight Continues for Texas Sovereignty”
**Homework due: three documents = 6 pts.**
Documents: 14-5 (ques.#1) pp. 180-181; 14-6 (ques.#1) pp.181-183; 14-7 (ques.#1) pp. 183-185
*11/26-Mon. - Origins of the Civil War
Re-Read: Text - pp.245-247 (The Missouri Compromise); pp. 385-388 (The Politics of Manifest Destiny); pp. 388-389 (Communities in Conflict)
Also Read: Text – all of Chp. 15; look at Seeing History, p. 407
EPISODE 1: REACTION PAPER ON THE CIVIL WAR DUE

Read for discussion only:
Documents: 15-7; p. 201

*12/03-Mon. - Lincoln and the War
Read: Text - Chp. 16; (read carefully, pp. 446-447: Communities in Conflict)
Also Read: two Articles in folder: “The Better Angels,” & “Not Forgotten.”
Read for discussion only
EPISODE 5: REACTION PAPER ON THE CIVIL WAR DUE

*12/05- Wed. - Reconstructing the Nation
Read: Text - Chp. 17; (read carefully pp. 480-481: Communities in Conflict; look at p. 474: Seeing History)
EPISODE 9: REACTION PAPER ON THE CIVIL WAR DUE

12/07 - Fri.- LAST DAY FOR LATE CIVIL WAR PAPERS & EXTRA CREDIT REPORTS

THERE IS NO FINAL FOR THIS COURSE