## HIST 282 WI  
**INTRODUCTION TO AMERICAN HISTORY WI**  
**3 CREDITS**  
MW 10:00-11:15 AM

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>Professor Janice Nuckols</th>
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<tbody>
<tr>
<td>OFFICE:</td>
<td>Palanakila 136</td>
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<tr>
<td>OFFICE HOURS:</td>
<td>MW-9:30-9:50 am &amp; 1:00-2:00 pm;  T-Th – 1:00-2:00 pm</td>
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<tr>
<td>TELEPHONE:</td>
<td>236-9136 (home: 235-6330)</td>
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<tr>
<td>E-MAIL ADDRESS:</td>
<td><a href="mailto:nuckols@hawaii.edu">nuckols@hawaii.edu</a></td>
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<td>EFFECTIVE DATE:</td>
<td>Spring 2012</td>
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## 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

A continuation of HIST 281 focusing on significant events in U.S. history from Reconstruction (1865) to the present. (3 hrs. lect.) WCC:DH  
This course is also a Writing Intensive course, which means it is limited to 20 students, has a pre-requisite 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 Reconstruction through the 20th century to the present.

2. Identify important individuals and events in American history from Reconstruction to the present.

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 from the era of Reconstruction to the present by writing paragraph answers to questions at the end of selected documents that accompany the textbook. You will read 48 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. (96 points total.) Usually 1-6 such documents will be assigned for 14 class sessions. Each assignment must be submitted on the day for which it is assigned by the time class begins. **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, by taking **eleven ANNOUNCED, 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 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 10 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 six episodes of *Making Sense of the Sixties* and submit a six 2 page/650 words typed summary/response paper** for each episode. (See separate guideline sheet). This project is worth a maximum of 65 points.

TASK 4. You will read at least two print or electronic article on the Obama presidency and then participate in a group presentation on the last day of instruction. (see separate guideline sheet.) This project is worth a maximum of 9 pts.

TASK 5. 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. Documents assignments count for 32% of the final grade.
   2-12 points maximum for each of 14 assignments = 96 pts.

II. 10 objective quizzes count for 33% of the final grade.
   (the 11th lowest quiz scores will be dropped)
   10 points maximum for each exam= 100 pts. total
III. Summary/ Response papers on the Sixties count for 22% of the final grade
   3 points for rough draft
   2 points for conference
   10 points maximum per each of 6 papers = 65 pts. total.

IV. Oral assessment of the Obama presidency for 3% of the final grade
   4 points for research
   5 points for presentation
   9 points total

V. Attendance counts for 10% of the final grade.
   1 maximum point for each class attended = 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 – No grade points given/ no course credits awarded. The N grade indicates that the student
   worked conscientiously, fulfilled course responsibilities and made progress. However, either the
   student has not achieved the minimum student learning objectives and is not yet prepared to
   succeed at the next level, or the student has made consistent progress in the class but is unable to
   complete the course due to extenuating circumstances, such as major health, personal or medical
   emergencies.

   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 the first three weeks of the semester.

   The last day you can officially withdraw is Tuesday, March 27, 2012

LEARNING RESOURCES

TEXTBOOK AND OTHER MATERIAL:

Out of Many vol. II with CD (7th edition)- Faragher, and others
Video Series: Making Sense of the Sixties (on reserve in WCC Library or borrowed from instructor).

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.

Additional Information: 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, PLEASE!**

2. I expect that you to **COME TO CLASS ON TIME.** If you are late, you may miss a 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 & Documents Set TO CLASS.** 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 by 10:00 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 stop by and pick up 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.
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.

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 & 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>1/09/12</td>
<td>Mon.</td>
<td>Introduction to the course</td>
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<tr>
<td>*1/11/12</td>
<td>Wed.</td>
<td>Reconstruction - A Tragic Failure</td>
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<td><strong>(Practice Quiz)</strong> Read: <strong>Text - Chp. 17</strong>, read especially <em>Seeing History</em>, p. 474 and <em>Communities in Crisis</em>, pp. 480-481 (for class discussion, be able to answer two questions bottom left of p. 480)</td>
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<td>1/16/12</td>
<td>Mon.</td>
<td>Holiday (Martin Luther King Day)</td>
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<td>1/18/12</td>
<td>Wed.</td>
<td>A New South?</td>
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<td>Read: <strong>Text</strong> – “The New South” on pp. 536-540 and <strong>Handout: &quot;Uncle Tom's Children&quot;</strong> (for class discussion)</td>
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<td><strong>Homework:</strong> five documents = 10 pts.</td>
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<td><strong>Documents:</strong> 17-4: <em>Mississippi Black Code</em> (ques. 2) 17-9: <em>Organization and Principles of the Ku Klux Klan</em> (ques. 1) 17-11: <em>A Sharecrop Contract</em> (ques. 1)</td>
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<td>1/23/12</td>
<td>Mon.</td>
<td>Black Response To &quot;Jim Crow&quot;</td>
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<td>Read: <strong>Text</strong> – “Nativism and Jim Crow” on pp. 569-571 &amp; “Racism &amp; Accommodation” on pp. 609-611</td>
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<td><strong>Homework:</strong> three documents = 6 pts.</td>
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<td>*1/25/12</td>
<td>Wed.</td>
<td>Exploitation of the West</td>
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<td><strong>(QUIZ 1)</strong> Read: <strong>Text - Chp. 18;</strong> read especially <em>Seeing History</em>, p.503 and <em>Communities in Conflict</em>, pp. 516-517 (for class discussion be able to answer questions bottom left on p. 506.) and <strong>Two Handouts: Century Old Massacre &amp; Forgotten Pioneers</strong> (for class discussion)</td>
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<td><strong>Homework:</strong> four documents = 8 pts.</td>
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<td>*1/30/12</td>
<td>Mon.</td>
<td>The Industrial Age, the Immigrant and the City</td>
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<td><strong>(QUIZ 2)</strong> Read: <strong>Text - Chp. 19,</strong> especially <em>Seeing History</em>, p.531 &amp; <strong>Handout: The Good Old Days, They Were Terrible</strong> (for class discussion)</td>
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2/01/12 – Wed. - Labor's Response To Industrialism
Homework: three documents = 6 pts.

*2/06/12 - Mon. - (QUIZ 3) The Political Response to the Urban Challenge
Read: Text- Chp. 20 & Handout: Ghost In The Machine (for class discussion)
Homework – one document = 2 pts.
Documents: 21-2: George Washington Plunkitt, Honest Graft (ques.1)

2/08/12 – Wed. - Agricultural Discontent & the Populists
Homework: one document = 2 pts.
Documents: 20-4: Populist Party Platform, (ques. 2)

2/13/12 – Mon. - America Becomes A World Power
Re-Read: Text – “The Path to Imperialism” pp.571-581; Seeing History, p.572; “The Annexation of Hawaii” pp. 555-557; Communities in Conflict, pp. 578-579- (for class discussion, be able to answer questions bottom left on p. 578) & Read: Text - ”Becoming a World Power” pp. 623-628 and Two Handouts on the Annexation of Hawaii (for class discussion)
Homework - three documents = 6 pts.

*2/15/12 – Wed. - (QUIZ 4) Progressive America
Read: Text - Chp. 21; also Re-Read Text -”The Social Gospel,” pp. 567; Seeing History, p. 590 & Communities in Conflict, pp. 598-599 (for class discussions, be able to answer questions bottom of p. 598)

2/20/12 - Mon. - Holiday (Presidents’ Day)
2/22/12 – Wed. - The Women’s Movement
Read Text – “Women at Work & Woman Suffrage” pp. 638-640; “Feminism in Transition” pp. 675 & 678
Homework: four documents = 8 pts.
Documents: 20-5: Elizabeth Cady Stanton, The Solitude of Self, (ques.1)
           21-1: Jane Addams, The Subjective Necessity of Social Settlements (ques.1)
           21-4: Margaret Sanger, The Case For Birth Control, (ques. 2)
           22-7: Anna Howard Shaw, Woman’s Committee of the Council of National Defense, (ques. 1)

*2/27/12 - Mon. - (QUIZ 5) WWI: An End Of Innocence
Read: Text - Chp. 22; Seeing History, p. 632 & Communities in Conflict, pp. 642-643 (for class discussion, be able to answer questions bottom of p. 642)
Homework: six documents = 12 pts.
Documents: 22-1:The President’s Commission at Bisbee, (ques. 1)
           22-3: Woodrow Wilson, War Message to Congress, (ques.1)
           22-4: George Norris, Against Entry into War, (ques.1)
           22-5: George Creel, How We Advertised America, (ques.2)
           22-8 : Eugene V. Debs, Statement to the Court (ques. 1)
           22-9: Letters From the Great Migration, (ques. 1)

*2/29/12 – Wed. - (QUIZ 6) The Paradox of the Twenties
Read: Text - Chp. 23, Seeing History, p.665
Homework- three documents= 6 pts.
Documents: 23-1: Motion Picture Diaries, (ques.1)
           23-4: Eleanor Wembridge, Petting and Necking (ques.1)
           23-5: Paul Morand, Speakeasies in New York, (ques.2)

3/05/12 - Mon - The Underside of the Twenties
Re-read Text –“Modernity and Traditionalism” pp. 672-675 and Communities in Conflict, pp. 676-677 (for class discussion, be able to answer questions bottom of p. 676.) and Handout - Honolulu Martyrdom (for class discussion)
Homework: two documents= 4 pts.
Documents: 23-6: U.S. Congress, Debating Immigration Restriction (ques. 1)
           23-7: Hiram Evans, The Klan’s Fight for Americanism (ques.2)

*3/07/12 – Wed. - The Crash, The Depression & the Thirties
Read: Text – “Hard Times, Hoover’s Failures & A Global Crisis” pp. 691-695
ROUGH DRAFT DUE: MAKING SENSE OF SIXTIES: EPISODE ONE
*3/12/12 - Mon. -  FDR & the New Deal
(QUIZ 7) Read: Text - Chp. 24, especially read Communities in Conflict, pp. 706-707 (for class discussion, be ready to answer questions bottom of p. 706) and Seeing History, p. 714
Homework: three documents) = 6 pts.
Documents: 24-1: Bob Stinson, Flint Sit-Down Strike (ques. 1)
24-3: Franklin Delano Roosevelt, First Inaugural Address (ques.3)
24-8: Cary McWilliams, Okies in California (ques.1)

*3/14/12 – Wed. -  America at War
(QUIZ 8) Read: Text - Chp. 25; especially read Seeing History, p. 729
Homework: five documents = 10 pts
Documents: 25-1: Bernice Brode, Tales of Los Alamos, (ques.1)
25-4: Ernie Pyle: The Toughest Beachhead in the World, (ques. 1)
25-6: Virginia Wilkinson, From Housewife to Shipfitter (ques.1)
25-8: Barbara Woddall and Charles Taylor, Letters to and from the Front, (ques.1)
25-9: Korematsu v. United States, (ques. 2)

*3/19/12 – Mon. -  The Cold War & U.S. Foreign Policy
(QUIZ 9) Read: Chp. 26, look especially at Seeing History, p.774
ReRead: Text – “The Yalta Conference & The Atomic Bomb” pp. 748-749 and Communities in Conflict, pp. 746-747 (for class discussion, be able to answer question bottom of p. 746)
Read also: Text –“Under the Cold War’s Shadow” pp. 789-794 & “Kennedy and the Cold War & The Cuban Revolution and the Bay of Pigs” pp. 809-811
Homework- five documents = 10 pts.
Documents: 26-1: Clark Clifford, Memorandum to President Truman, (ques. 2)
26-3: Harry S. Truman, The Truman Doctrine, (ques. 2)
26-9: NSC-68, (ques. 2)
27-2: Dwight D. Eisenhower, Farewell Address, (ques. 2)
27-3: John F. Kennedy, Inaugural Address, (ques. 1)

3/21/12 – Wed. -  The Cold War At Home
ReRead Text: pp. 766-769, and especially Communities in Conflict, pp. 770-771 (for class discussion, be able to answer questions bottom of p. 770.)
Read for discussion in class only Documents: 26-6: Ronald Reagan and Albert Maltz, Testimony Before HUAC & 26-7: Joseph McCarthy, Speech at Wheeling, West Virginia,

3/26 & 3/28  SPRING BREAK
TUESDAY, MARCH 27 IS DEADLINE FOR WITHDRAWAL FROM COURSES

*4/02/12 - Mon. -  From the Fifties to the Sixties: A Return To Prosperity
DUE: MAKING SENSE OF THE SIXTIES: EPISODE 1
*4/04/12 – Wed. - From The Fifties to The Sixties: The Civil Rights Movement
Read: Text - Chp. 28, especially Seeing History, p. 824 and Communities in Conflict, pp 834-835 (for class discussion, be able to answer questions bottom of p. 834)
DUE: MAKING SENSE OF THE SIXTIES: EPISODE 2

DUE: MAKING SENSE OF THE SIXTIES: EPISODE 3

*4/11/12 – Wed. - From the Fifties to the Sixties: Vietnam
Read: Text – “The Vietnam War “ 853-855 & “Teenage Soldiers” p. 860; Communities in Conflict, pp. 858-859 (for class discussion, be able to answer questions bottom of p. 858); “War on Poverty” pp. 861-864 & “1968: Year of Turmoil” pp. 865-867; &”Nixon’s War” pp. 875-877; see especially Seeing History, p. 878
Read for class discussion only – Documents: 29-4: Lyndon B. Johnson, Why We Are In Vietnam, 29-5: Martin Luther King, Jr., Conscience and the Vietnam War, 29-9: John Kerry, Vietnam Veterans Against the War
DUE: MAKING SENSE OF THE SIXTIES: EPISODE 4

*4/16/12 – Mon. - Black Power/Red Power/Women's Lib/Gay Lib
Read: Text “The Politics of Identity” pp. 868-874;
Read for class discussion only Documents: 27-8: Betty Friedan, The Problem That Has No Name, 29.2: Casey Hayden and Mary King, Respond to Sexism in the Movement, 29-7: Robin Morgan, Radical Feminism, 29-10: Roe v. Wade
DUE: MAKING SENSE OF THE SIXTIES: EPISODE 5

*4/18/12 - Wed. - The Sixties: An Evaluation
Read: Handouts- Sorting Out The Sixties and Don't Be Fooled: It's Sixties Nostalgia
DUE: MAKING SENSE OF THE SIXTIES: EPISODES 6

4/23/12 – Mon. - Nixon & Watergate
Read for class discussion only – Documents: 29-11: Articles of Impeachment against Richard M. Nixon

(QUIZ 10)
Read: Text – Chp. 30, especially Communities in Conflict, pp. 890-891 (for class discussion, be able to answer questions at bottom left of p. 890) & Seeing History, p. 897
Read for class discussion only – Documents: 30-4 Lois Gibbs, Love Canal & 30-5: Jimmy Carter, The Crisis of Confidence
*4/30/12 – Mon. - The Clinton, Bush & Obama years

(QUIZ 11) Read: Text – Chp. 31, especially Communities in Conflict, pp. 928-929 (for class discussion, be able to answer questions bottom of p. 928) & Seeing History p. 932
Read for class discussion only – Documents: 31-4: America Enters a New Century with Terror

*5/02/12 – Wed. - Evaluating the Obama Presidency (Oral Reports)
Reread: Text, pp. 938-942

(5/04/12 – Friday - LAST DAY FOR LATE PAPERS/EXTRA CREDIT – By 12:00 noon)

THERE IS NO FINAL EXAM IN THIS COURSE