HIST 281 || U.S. History: 1st Contact to Reconstruction

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Office: Virtual Office  
Office Hours: TBA

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

An introduction to American history covering significant events in U.S. history from the colonial to Civil War period. (3 hours lecture) WCC: FG

Taking HIST 281 at WCC transfers for credit for HIST 281 to all UH system campuses.

Writing Intensive (WI) 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 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 (SLO)

The student learning outcomes for the course are:

1) Describe, analyze & interpret the major themes in American history from the pre-Columbian period, through the colonial era, the American Revolution, early 19th century & the Civil War period.
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.
5) Compare and contrast historical experiences across cultures and time.
6) Relate historical events to contemporary issues and events.

Course Focus

History is about stories and story making. Understanding facts is important but equally so is how we present those facts. When and where we were born, our spiritual beliefs, the language we speak, the cultural norms we follow (and so much more!) all affect how we see, feel, and interpret people, places, and events. Through our journey into the past we will examine the events, personalities, institutions and ideas that helped to shape the rise of civilizations. Along the way we will learn how history is constructed out of information from the past that we interpret through the present.
This course will also help you to think historically through critical analysis of primary and secondary sources. By honing your skills as critical readers and interpreters of historical documents you will be able to improve your ability to communicate in an organized and analytical fashion. Development of such skills will help you interpret and understand the interconnectedness of the events, people, and institutions that have influenced our world in both the past and present. Through this process you will be exposed to ideas that you may disagree with, to people and events that you have never heard of before, and to the exciting realization that you can and should be curious about the wider world around you.

As a result, this is a content rich and densely packed course. Each week is full of primary sources to develop perspective of the time, secondary source readings (textbook) for context, and videos to provide a visual and audial experience.

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<tr>
<th>#</th>
<th>COURSE TASKS</th>
<th>SCORE: 550 pts.</th>
<th>TOTAL: 150 pts.</th>
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<td>50 pts. each</td>
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<tr>
<td>TASK 1</td>
<td>3 Short Writing Assignments</td>
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<td>a) 1st – Scholarly Article Review</td>
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<td>b) 2nd – Research Paper Prospectus</td>
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<td>c) 3rd – Primary Source Analysis: Compare &amp; Contrast</td>
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<td>TASK 2</td>
<td>Research Paper (200 pts.)</td>
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<td>Included in this TOTAL score:</td>
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<td>a) Rough Draft #1 – Peer Review</td>
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<td>b) Rough Draft #2 – Instructor Consultation</td>
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<td>TASK 3</td>
<td>Laulima: POSTS &amp; COMMENTS</td>
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<td>POSTS</td>
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<td>a) Using Forums, POST at least 4 paragraphs responding to the textbook reading, primary sources, AND the video EACH WEEK of BOTH A &amp; B sections.</td>
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<td>b) Your post must include:</td>
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<td>i) Thesis = your specific argument and views over readings &amp; video</td>
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<td>ii) Specific examples from the readings &amp; video to support your thesis and views.</td>
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<td>iii) Reflective Question about both the reading OR video.</td>
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<td>c) DO NOT simply post a summary of the material!</td>
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<td>COMMENTS</td>
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<td>a) Outside of these 12 POSTS, COMMENT on two POSTS from two different classmates for that week.</td>
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<td>b) Please respond intelligently in 2 paragraphs to a specific point they make. Offer your own insight, present a thought-provoking discussion question and be respectful of their comments and concerns.</td>
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<td>c) This is a learning environment; therefore, I urge all of you to engage one another intellectually &amp; with ho‘ihi (respect).</td>
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DUE
a) POSTS – by 10pm on Wednesday nights
b) COMMENTS – by 10pm on Friday nights.

**I will choose only your BEST 12 posts & 24 comments**

**REMINDER**
This is a forum for you to practice writing. Use it as an opportunity to perfect your argument/thesis/opinion writing AND summarizing skills. *This is a weekly assignment.*

**Learning Resources**

1) **Required Texts**
   b) Douglass, Fredrick. *Narrative of the Life of Frederick Douglass, An American Slave*.
   c) Martin, Joseph. *A Narrative of a Revolutionary Soldier*.
   d) Nichols, Roger F. *Blackhawk and the Warrior’s Path*.

2) **The Writing Center**
   Hale La‘akea, Room 222
   M W – 4-7 pm.**
   http://windward.hawaii.edu/Writing/
   GO VISIT! They provide feedback on rough drafts and offer assistance on thesis statements, grammar, and a whole bunch more! ** You can go to ask about how to prepare your writing assignments. **

3) **Brainfuse**
   Online editing resource – takes 24-48 hours for a response

**Class Environment & Course Expectations**

1. **Online classes are the wave of the future offering greater flexibility & opportunity for students.**
   There are, however, LIMITATIONS to the flexibility! “Back in the day”, before the internet, the “Correspondence Course” was an alternative to the traditional “face-to-face” class. You mailed away for the course, got the books and the instructions in the mail, mailed homework to your instructor, got your exams proctored at nearby testing center, etc. Typically, you had about 6 months to complete the course, and how you did it was up to you! You could manage your time and do your homework on a weekly basis, or do a lot up front and finish early, or wait until the last minute and either finish or ask for an extension. This is NOT THE CASE with online instruction! In this class, there are requirements that MUST be accomplished on a WEEKLY basis. There is some flexibility as to what part of the week you will do your work, and there are NO REQUIREMENTS in this particular class to attend online meetings at a particular time, but the work MUST be done on a weekly basis.

2. **LAULIMA is the tool that is used to manage every aspect of this class.**
   Many of you may already be familiar with LAULIMA from traditional classes, and it is a great tool for online. The cornerstone for this class is the “Weekly Announcement” that I will publish either Sunday night, or early Monday morning. It serves three purposes: 1st, it is a recap of the previous week. 2nd, it is an introduction to the coming week. 3rd, it is an opportunity for me to provide administrative info, details about upcoming assignments, etc. This syllabus contains a lot of information about this course, but for certain assignments, I will provide more essential information in the Weekly Announcement or in the BLURB listed with each lesson every week.

3. **Our primary means of communication will be via email.**
It is essential that you check your email on a regular basis, and you MUST use your @hawaii.edu email account. It is too confusing for me to try and keep up with alternative email accounts, and that would set us up for communication problems. “I don’t check my UH email” is not acceptable; “yes you do!” If you want to forward your UH email to another account, that is your business, but my recommendation is to simply use your UH account. If you send me an email from another account, I may respond, but if I start an email to you from scratch, I will use the UH email in the mail tool.

4. CHEATING = PLAGIARISM = ACADEMIC FRAUD under the Student Code of Conduct. Ignorance of what constitutes plagiarism is no excuse. Any student caught cheating or plagiarizing will receive a failing grade for this course (see more on the final page).

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.

Disability Support Services: If you have a documented disability and have not voluntarily disclosed the nature of your disability and the support you need, please come and see me immediately.

CONSULT instructor if you need help, advice, encouragement, or have questions about the course. See me during office hours or make an appointment if scheduled hours are inconvenient.

SUPPORT SERVICES are available across the campus in a variety of forms if you need extra help. From tutoring services in TRIO and in the library, to writing labs and instructor’s office hours, to academic and mental health counselors, there are many different options available to you if you are struggling with the material, or if you just need a little help. Please come to me as soon as you have an issue!

The WORST thing you can do is to say nothing. I am quite flexible and approachable when it comes to your needs so please, just ask!

*Note: Class schedule is subject to change. All changes will be announced in class and an updated schedule to be uploaded to Laulima.

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<thead>
<tr>
<th>DATES &amp; STUFF DUE</th>
<th>Course Schedule*</th>
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| Aug 22 – Mon (Wk 1) | Welcome to HIST 281!!: (Course Introduction, Syllabus)  
A New World: A New Hope  
READ: Foner’s Give Me Liberty: An American History Ch.1 (pgs.1-19)  
DOC: Roanoke – The Lost Colony Found? (The Daily Mail) (PDF)  
WATCH: America Before Columbus: Pt.1 (1-49min. online)  
http://topdocumentaryfilms.com/america-before-columbus/ |
READ: Foner’s Give Me Liberty: An American History Ch.1 (pgs.20-36)  
DOCS: A Letter to the King of Spain – Hernan Cortes & de Las Casas – In Defense of the Indians (PDF)  
WATCH: America Before Columbus: Pt.2 (49-min. online)  
http://topdocumentaryfilms.com/america-before-columbus/ |
<p>| Aug 29 – Mon (Wk 2) | Recreating England in the New World |</p>
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Reading/Viewing Material</th>
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DOCS: Positive & Negative Views of Indentured Servitude (PDF)  
WATCH: Pocahontas Revealed (online)  
https://www.youtube.com/watch?v=ccOAYV9M8 |
| Sept 5 – Mon (Wk 3) | Building of Anglo-America | READ: Foner’s *Give Me Liberty: An American History* Ch.2 (pgs.59-70)  
DOCS: Winthrop’s Model of Charity (PDF)  
WATCH: Jamestown – Surviving Against All Odds (online)  
https://www.youtube.com/watch?v=koHGrOgJGmU |
| Sept 7 – Wed | English-Americans | WRITE Assignment #1 – PROMPT  
READ: Foner’s *Give Me Liberty: An American History* Ch.3 (pgs.73-90)  
DOCS: King Philip – Relates Indian Grievances & Hetty Shepard’s Diary (PDF)  
WATCH: We Shall Remain – After the Mayflower (online)  
https://www.youtube.com/watch?v=DYAdfoGc8c |
| Sept 12 – Mon (Wk 4) | Slavery in The New World: The Struggle for Freedom | READ: Foner’s *Give Me Liberty: An American History* Ch.3 (pgs.90-102)  
DOCS: Sam Adams – Colonists are English  
(PDF)  
WATCH: The Black Atlantic (online)  
http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/video/the-black-atlantic/ |
READ: Foner’s *Give Me Liberty: An American History* Ch.4 (pgs.105-124)  
DOCS: Olaudah Equiano – The African Slave Trade  
(PDF)  
WATCH: Slave Ship (online)  
https://www.youtube.com/watch?v=svyhRpZT_hU |
DOCS: What Think Ye of Christ?, Pro-Con of G. Whitefield, & Pontiac’s Manuscript (PDF)  
WATCH: A New Adam – George Whitefield (PBS online)  
http://www.pbs.org/godinamerica/view/ & Pontiac’s Rebellion (online)  
https://www.youtube.com/watch?v=BOxKtcQICYk |
| Sept 21 – Wed | Brains? Or Braun?: Exploring How America Won | DUE:  
Writing Assignment #1 – PROMPT  
READ: Foner’s *Give Me Liberty: An American History* Ch.5 (pgs.140-155)  
DOCS: Thomas Paine’s *Common Sense* (PDF)  
J.Martin’s *A Narrative of a Revolutionary Soldier* (Intro, pgs.15-92))  
WATCH: Liberty! The American Revolution Part 2 (online)  
https://www.youtube.com/watch?v=XT-GL-Y5hQ |
| Sept 26 – Mon (Wk 6) | Brains? Or Braun?: Exploring How America Won | DUE:  
READ: Foner’s *Give Me Liberty: An American History* Ch.5 (pgs.156-165)  
DOCS: J.Martin’s *A Narrative of a Revolutionary Soldier* (pgs.130-180) |
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<th>Date</th>
<th>Assignment</th>
<th>Reading/Note</th>
<th>Watch/Video Link</th>
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<tr>
<td>Sept 28 – Wed</td>
<td>The Revolution Within: America on its Own</td>
<td>READ: Foner’s</td>
<td>[Liberty! The American Revolution Part 3 (online)]</td>
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<td>Give Me Liberty: An American History Ch.6 (pgs.168-191)</td>
<td><a href="https://www.youtube.com/watch?v=Ae6XknOqceI">YouTube</a></td>
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<td>Oct 3 – Mon (Wk 7)</td>
<td><strong>DUE:</strong> Writing Assignment #1 ROUGH Draft</td>
<td>READ: Foner’s Give Me Liberty: An American History Ch.7 (pgs.194-207)</td>
<td>[Shay’s Rebellion (online)]</td>
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<td>Oct 5 – Wed</td>
<td><strong>In the Revolution’s Wake: Debating Freedom</strong></td>
<td>READ: Foner’s Give Me Liberty: An American History Ch.7 (pgs.208-219)</td>
<td>[Shay’s Rebellion (online)]</td>
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<td>Oct 10 – Mon (Wk 8)</td>
<td><strong>DUE:</strong> Writing Assignment #1 ROUGH Draft</td>
<td>DOC: Amendments to the Constitution – Bill of Rights (textbook, Appendix: A-12)</td>
<td>[Shay’s Rebellion (online)]</td>
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<td>Oct 12 – Wed</td>
<td><strong>START RDG:</strong> Blackhawk’s War</td>
<td>READ: Foner’s Give Me Liberty: An American History Ch.8 (pgs.222-235)</td>
<td>[Shay’s Rebellion (online)]</td>
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<td>Oct 17 – Mon (Wk 9)</td>
<td><strong>DUE:</strong> Writing Assignment #1 ROUGH Draft</td>
<td>DOC: The Alien &amp; Sedition Acts (1798) (PDF)</td>
<td>[Shay’s Rebellion (online)]</td>
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<td>Oct 19 – Wed</td>
<td>Writing Assignment #2 – Prospectus PROMPT</td>
<td>READ: Foner’s Give Me Liberty: An American History Ch.9 (pgs.250-266)</td>
<td>[Shay’s Rebellion (online)]</td>
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<td>Oct 24 – Mon (Wk 10)</td>
<td><strong>DUE:</strong> Writing Assignment #1 ROUGH Draft</td>
<td>DOC: Marbury vs. Madison (1803), Article 3 of the Constitution, &amp; Background on Marbury (PDF)</td>
<td>[Shay’s Rebellion (online)]</td>
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<td>Oct 26 – Wed</td>
<td><strong>The Age of Jackson: Democracy or Tyranny?</strong>&lt;br&gt;READ: Foner’s <em>Give Me Liberty: An American History</em> Ch.10 (pgs.296-309)&lt;br&gt;DOC: <em>President Jackson’s Speech to Congress on Indian Removal</em> (1830)&lt;br&gt;WATCH: <em>Andrew Jackson – Good, Evil, &amp; the Presidency</em> (online)&lt;br&gt;<strong>START RDG:</strong> <em>Fredrick Douglass’ The Narrative of Slave</em></td>
<td>WATCH: <em>We Shall Remain – The Trail of Tears</em> (online) <a href="https://www.youtube.com/watch?v=S8o0heHXQF8">https://www.youtube.com/watch?v=S8o0heHXQF8</a></td>
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<td>Oct 31 – Mon (Wk 11)</td>
<td><strong>The Peculiar Institution: King Cotton &amp; Slavery</strong>&lt;br&gt;READ: Foner’s <em>Give Me Liberty: An American History</em> Ch.11 (pgs.312-329)&lt;br&gt;DOC: Slave Ship Manifest of the Schooner Wildcat (PDF)&lt;br&gt;WATCH: (9 min.) Clip of The Middle Passage from <em>Le Amistad</em> (1997) (online) <a href="https://www.youtube.com/watch?v=UJYp6vcoAZ4">https://www.youtube.com/watch?v=UJYp6vcoAZ4</a></td>
<td><strong>DUE:</strong> Blackhawk’s War (include in post)</td>
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<td>Nov 2 – Wed</td>
<td><strong>The Peculiar Institution: Slave Resistance</strong>&lt;br&gt;READ: Foner’s <em>Give Me Liberty: An American History</em> Ch.11 (pgs.330-337)&lt;br&gt;DOC: <em>The Confessions of Nat Turner</em> (1831) (PDF)&lt;br&gt;WATCH: (3 min.) Clip of The Slave Revolt on <em>Le Amistad</em> (1997) (online) <a href="https://www.youtube.com/watch?v=2W9N44PixDk">https://www.youtube.com/watch?v=2W9N44PixDk</a></td>
<td><strong>DUE:</strong> Research PROSPECTUS</td>
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<td>Nov 7 – Mon (Wk 12)</td>
<td><strong>The Age of Reform</strong>&lt;br&gt;READ: Foner’s <em>Give Me Liberty: An American History</em> Ch.12 (pgs.340-364)&lt;br&gt;DOC: <em>Seneca Fall Declaration of Sentiments</em> (1848) (PDF)&lt;br&gt;WATCH: <em>Episode 1: the Common School 1770-1890</em> (3 clips: 1-3) (30 min.) <a href="https://www.youtube.com/watch?v=BRWsj5X63FE">https://www.youtube.com/watch?v=BRWsj5X63FE</a></td>
<td><strong>DUE:</strong> Fredrick Douglass (include in post)</td>
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<td>Nov 9 – Wed</td>
<td><strong>Veteran’s Day – NO CLASS</strong>&lt;br&gt;<strong>START:</strong> Primary Source Analysis Paper</td>
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<td>Nov 14 – Mon (Wk 13)</td>
<td><strong>Preview to the Civil War: Mexican-American War &amp; Manifest Destiny</strong>&lt;br&gt;READ: Foner’s <em>Give Me Liberty: An American History</em> Ch.13 (pgs.367-388)&lt;br&gt;DOC: <em>John O’Sullivan on Manifest Destiny</em> (1839) (PDF)&lt;br&gt;WATCH: <em>Schoolhouse Rock: Elbow Room &amp; Manifest Destiny</em> (3 min.) &amp; <em>The Mexican-American War</em> (online) <a href="https://www.youtube.com/watch?v=JijaMBoSOE">https://www.youtube.com/watch?v=JijaMBoSOE</a></td>
<td><strong>DUE:</strong> 1st DRAFT Research Paper</td>
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<td>Nov 21 – Mon (Wk 14)</td>
<td><strong>A House Divided</strong>&lt;br&gt;READ: Foner’s <em>Give Me Liberty: An American History</em> Ch.14 (pgs.403-426)&lt;br&gt;DOC: Lincoln’s Executive Order: <em>Suspension of the Habeas Corpus</em> (1861) &amp; <em>Chief Justice</em></td>
<td><strong>DUE:</strong> 1st DRAFT Research Paper</td>
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| Nov 23 – Wed | Taney’s Ruling Against Lincoln’s Executive Order (1861) (PDF)  
WATCH: Ken Burn’s Civil War: Episode 1 The Cause  
https://www.youtube.com/watch?v=TKAy7lg-IOM |
| Nov 28 – Mon (Wk 15) | DUE: Primary Source Analysis – Rough Draft |
| Nov 30 – Wed | The Turning Point: 1863 & The Hightide of the Confederacy  
DOC: The Gettyburg Address (1863)  
WATCH: Ken Burn’s Civil War: Episode 4 – Simply Murder  
https://www.youtube.com/watch?v=5ARn82MVFM |
| Dec 5~9 (Wk 16) | Work on Revisions of Research Paper  
Research Paper Consultation: via Skype/Facetime/phone  
Mandatory – schedule appt. |
| Dec 12 – Mon | DUE: Primary Source Analysis + edits |
| Dec 15 - Thu | DUE: 10pm Research Paper FINAL |

**Student Conduct**

Windward Community College follows the University of Hawai‘i Code of Student Conduct, which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct, since upon enrollment at UH Windward Community College the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available in the Office of the Vice Chancellor for Student Affairs or online at [www.hawaii.edu/apis/apis/ep/e7/e7208.pdf](http://www.hawaii.edu/apis/apis/ep/e7/e7208.pdf).

**Plagiarism**

Plagiarism = presenting the words or ideas of others without giving credit.

Includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or drylabbing, which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the
course or from previous terms during which the course was conducted, and (c) fabricating data to fit the expected results. Plagiarism and Student Misconduct

You should know the principles of plagiarism and the correct rules for citing sources. In general, if your paper implies that you are the originator of words or ideas, they must be your own. If you use someone else's exact words, they should be enclosed in quotation marks with the exact source listed. You may put someone else's idea in your own words as long as you indicate whose idea it was (for example, "As Jane Smith points out, . . .").

Impermissible Behavior

The University of Hawai‘i Code of Student Conduct defines impermissible behavior. Students alleged to have violated this policy are subject to the disciplinary procedures of the College. Copies of the hearing procedures are available in the Office of the Vice Chancellor for Student Affairs, Vice Chancellor for Academic Affairs, and the library.

Academic Dishonesty

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below), which violate the Student Conduct Code and may result in expulsion from the University.

Cheating

Includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official University record, and misrepresenting the facts in order to obtain exemptions from course requirements.