

SYLLABUS

COURSE: HI 201-01-1 AMERICA THROUGH THE CIVIL WAR

SEMESTER: FALL 2022
T/TH 1:00 P.M. – 2:30 P.M.
HENRY 223

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OFFICE HOURS: T/TH 8:00 A.M. – 10:30 A.M.
OR BY APPOINTMENT

REQUIRED TEXT: NONE



MARIANIST EDUCATIONAL VALUES

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development. The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

NATIVE HAWAIIAN VALUES

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364)
May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a
kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela
iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized,
help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo
No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi
(‘Olelo No’eau 203) All knowledge is not taught in the same school

SCOPE OF COURSE

This course will introduce you to the history of the United States from pre-colonial times to 1877, and will address the related basic facts, concepts, and themes, concentrating on migration, diversity, and individual freedom as special features of the early American experience.

GENERAL EDUCATION LEARNING OUTCOMES

This course will address the following components of the Gen Ed requirements:

- *Critical Thinking:*
 - Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.
- *Education for Adaptation and Change*
 - Students will evaluate the ways in which adaptation and change are essential to understanding the past, analyzing the present, and applying critical thinking to meet future challenges and needs.

PROGRAM LEARNING OUTCOMES

1. Historical change, continuity and causality
 - Students will employ chronology to understand change and continuity, as well as cause and effect, in history.
2. The workings of politics and governance
 - Students will learn how and why people create forms of governance. This knowledge can be used to evaluate the effectiveness of laws and political institutions.
3. Historical and political perspectives and interpretations
 - Students will explain historical events and political developments with multiple views and interpretations thereby avoiding explanations that point to historical linearity or political inevitability.
4. How to conduct and present historical and political research
 - Students will use the tools and methods of historians or political scientists to transform learning from memorization to actually “doing” history or political science

COURSE LEARNING OUTCOMES

Students will be able to:

- Identify and recognize the basic events, issues, ideas, and patterns necessary to the study of American history to 1877. (PLO 1)
- Recognize some of the key interpretations connected with early American history.(PLO 3)
- Identify methods historians use to gather historical evidence & apply these methods to evaluate historical evidence and use them to support persuasive arguments. (PLO 4)
- Explain specific historical issues from a variety of perspectives. (PLO 3)
- Apply historical understanding to contemporary issues and events. (PLO 1,3)
- Explain their own ideas and interpretations of early American history in organized, logical, persuasive fashion, both orally and in written form (PLO 3)

COURSE REQUIREMENTS

To be successful in this course and receive a passing grade of C or above, you must be willing to allocate sufficient time to access course materials, satisfactorily complete all written assignments, and receive a grade of 70% or above on the Final Exam.

CANVAS

This course is listed on CANVAS, Chaminade's online platform. All written assignments are to be submitted to the CANVAS site ONLY according to published deadlines on the site and also announced in class. Copies of all handouts, readings, etc. will also be available on the course website.

EMAIL

I will normally respond within one to three days via email. Weekend emails will most likely not be read until Monday, so schedule accordingly.

ATTENDANCE

Students are expected to regularly attend and actively participate in class meetings. University regulations require that attendance be taken. More than three (3) unexcused absences may result in a reduction in your final grade. It is the responsibility of the student to obtain the information from any missed class or classes.

ESSAY ASSIGNMENTS

- I will periodically assign the class essay topics based on the readings, as well as class lectures, films, etc. A good essay will include a student’s personal opinion on the subject matter as well as thoughtful consideration of the readings and the questions posed. Quotations from the readings to back up or refute any aspect of the topic are also encouraged, and should be cited appropriately. *Written assignments submitted after the due date will only be eligible for partial credit.*
- The following rubric will be used to evaluate your essays:

	Poor	Fair	Good	Excellent
Language, Style and Structure of the Essay (2 points)	0.5	1	1.5	2
Application of Evidence/Class Materials and Basic Analysis (4 points)	1	2	3	4
Critical Analysis, Argumentation, and Evaluation (4 points)	1	2	3	4

Maximum of ten points for the essay. These are the following grading criteria in detail:

Language, Style, and Structure of the Essay (2 points) – The student will:

1. follow the guidelines for the length of the essay.
2. write with grammatically correct and stylistically good language
3. use a clear and accessible structure (no streams of consciousness) for the essay

Application of Evidence/Class Materials and Basic Analysis (4 points) – The student will:

1. directly and concisely answer the essay question
2. use the correct evidence/class materials to answer the essay question
3. apply sufficient evidence to back up major analytical points
4. provide a thorough analysis of the major points raised by the essay question

Critical Analysis, Argumentation, and Evaluation (4 points) – The student will:

1. engage in critical thinking tasks, such as contrasting and comparing concepts, etc.
2. create analyses that avoid explanations based on historical linearity and/or political inevitability
3. develop arguments based on their own analysis/viewpoints
4. evaluate major points raised by the essay question to challenge diverse concepts and evidence in comparative politics, as well as their personal assumptions and viewpoints

GRADING

- Written Assignments (Essays & Term Paper) 45%
- Final Exam: 45%
- Attendance: 10%

A (*“Outstanding scholarship and an unusual degree of intellectual initiative”*)

- 90% or higher point total
- 90% or higher grade on the Final Exam
- Satisfactory and timely completion of all written assignments.

B (*“Superior work done in a consistent and intellectual manner”*)

- 80-89% point total
- Passing grade on Final Exam
- Satisfactory and timely completion of all written assignments

C (*“Average grade indicating a competent grasp of subject matter”*)

- 70-79% point total
- Passing grade on Final Exam
- Satisfactory and timely completion of all written assignments

D (*“Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work”*)

- 60-69% point total
- Passing grade on Final Exam
- Satisfactory and timely completion of all written assignments

F (*“Failed to grasp the minimum subject matter; no credit given.”*)

- Less than 60% grade on the Final Exam
- Unsatisfactory completion of all written assignments.
- Unsatisfactory class attendance

SCHOOL POLICIES

Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own. Plagiarism includes, but is not limited to: copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work; Copying of someone else's exam or paper; Allowing someone to turn in your work as his or her own; Not providing adequate references for cited work; Copying and pasting large quotes or passages without properly citing them
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. You may contact staff in the Counseling Center at (808) 735- 4845 or e-mail at jjyasuhar@chaminade.edu

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Syllabus Change Policy.

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.
