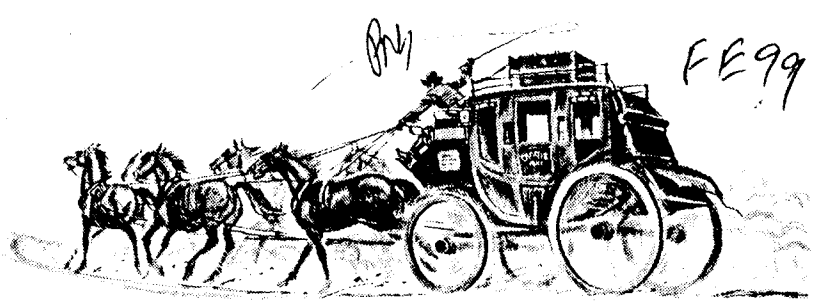




CHAMINADE UNIVERSITY
OF HONOLULU

3140 Waiālae Avenue • Honolulu, Hawaii 96816-1578



HISTORY 201 - - - U.S.A. BEFORE 1877

INSTRUCTOR: WILLIS HENRY A MOORE, M ED
UH-MANOA TA---1962-1964;
EDUCATION COORDINATOR, BERNICE P BISHIP MUSEUM, 1966-76
HAWAI'I LOA COLLEGE - 1976
CHAMINADE UNIVERSITY OF HONOLULU - 1986-PRESENT
EDITOR & MANAGER, HAWAI'I GEOGRAPHIC SOCIETY PUBLICATIONS

TELEPHONE : 538-3952 work

MAIL ADDRESS: 49 S HOTEL ST # 215, HONOLULU HI 96813

OFFICE HOURS & CONSULTATIONS: BY APPOINTMENT, BEST BEFORE OR AFTER
CLASS MEETINGS; HOWEVER, YOU MAY TELEPHONE ANYTIME!

REQUIRED MATERIALS:

TEXT: - - - AMERICA: A CONCISE HISTORY
BY Henretta+Brody+Duneni
Volume 1: to 1877

MAP/ATLAS: TERRITORIAL GROWTH OF THE UNITED STATES, or
an equivalent map, or
HISTORICAL ATLAS

COURSE WILL INVOLVE:

Lectures-with-discussion-and-questions-format---these to be
based on readings assignments, current/related events;
There may be films, slides, or videos if conditions permit;
Optional activities, videos, films, trips, treks, will be
offered, non-obligatory, to enhance and expand course
lectures---usually for EXTRA CREDIT.

COURSE STATEMENT:

NOW INTO ITS THIRD CENTURY, THE UNITED STATES IS A NATION
WHOSE ORIGINS WERE IN THE NATIVE PEOPLES WHO LIVED IN NORTH
AMERICA AS WELL AS EARLY EUROPEAN SETTLERS AND AFRICANS
BROUGHT AS SLAVES. THE DEVELOPMENT OF INDEPENDENT THINKING,
THE CRAFTING OF A WRITTEN CONSTITUTION CONTAINING REMARKABLE
IDEAS AND IDEALS, DOMINATED THE 18th CENTURY. THEN CAME THE
TIME OF EXPLORATION, EXPANSION, POLITICAL TRANSITION,
REGIONAL AND SECTIONAL DIFFERENCES, SLAVERY/ANTI-SLAVERY
DEBATES, AND THEN, CIVIL WAR & "RECONSTRUCTION."

OBJECTIVES:

STUDENTS WILL BE ABLE TO DEMONSTRATE GEOGRAPHIC UNDERSTANDINGS
OF THE LAND, SOIL, HARBORS, AND EARLY DEVELOPMENT OF U.S.A.
STUDENTS WILL BE ABLE TO DESCRIBE ROLES AND CONTRIBUTIONS OF
NATIVE AMERICANS, AFRICAN SLAVES, AND EUROPEAN SETTLERS;
STUDENTS WILL DEMONSTRATE A GRASP OF THE BASIC DOCUMENTS OF
THE REPUBLIC: DECLARATION OF INDEPENDENCE, CONSTITUTION,
BILL OF RIGHTS.

CHAMINADE UNIVERSITY OF HONOLULU

HISTORY 201----U.S.A. to 1877

Willis H A Moore, Instructor

How to earn points:

Class attendance is worth 1 each week (coming late, leaving early, will reduce to fraction)	10 points
Map Quiz	5 points
ANNOTATED BOOK REVIEW (see below)	10 points
Three "Research Essays" @ 10	30 points
MidTerm Examination	20 points
Final Examination	25 points
TOTAL:	100 points

90+ =	= "A"
80+	= "B"
70+	= "C"
60+	= "D"
Below 60	is failing

ANNOTATED BOOK REVIEW:

You are to select and read a book about U.S.A. before 1877: this may be biography, fiction (with approval of Instructor), or non-fiction (see list).

In one or two pages, summarize the plot, the main points, the issues raised in the book of your choosing;

In one or two pages, comment on your opinions of these points, your reactions to what is going on, your disagreements with the author, etc.

"Annotate" your Report with quotes from the book to support your points and arguments.

RESEARCH ESSAYS:

Your essay should be 2-3 pages in length---

Think through the question,

Organize your reply in paragraphs---each with a topic sentence and other sentences to expand on that topic.

Your Research Essay would be especially valuable if you agree to read it to the class!

DO NOT WAIT UNTIL THE LAST CLASS TO TURN THINGS IN!

You have an option of turning in either your essays or your book reports (or both) and having the Instructor read them for a preliminary evaluation---giving them back to you for refinements and improvements, and a better grade!!!

WILLIS H A MOORE
INSTRUCTOR

ANY PAPER THAT REQUIRES EDITING BY THE INSTRUCTOR FOR GRAMMAR AND/OR SPELLING MAY BE RETURNED FOR IMPROVEMENT BEFORE BEING GIVEN A FINAL MARK. (HINT: TRY READING YOUR PAPER ALOUD TO SOMEONE, OR IN A PINCH, TO YOURSELF IN A MORROR!)
QUESTION AT THE TOP OF THE ESSAY;

EXACT WORD-FOR-WORD SYLLABUS QUESTION MUST APPEAR AS THE TITLE MENTIONED AT THE END OF THE PAPER;
ALL AUTHORS, BOOKS, FILMS, SOURCES USED IN YOUR PAPER MUST BE MARGINS: - - - 2cm/1" ON ALL SIDES;
LENGTH - - - 2-3 DOUBLE-SPACED, TYPED PAGES; (HANDWRITING = OK)
SPECIFICATIONS ON RESEARCH PAPERS:

WEEK #10 - - - REVIEW AND FINAL EXAMINATION
THIRD AND ALL OTHER REPORTS DUE TODAY

WEEK #9 - - - TEXT: CHAPTERS 15 & 16

WEEK #8 - - - TEXT: CHAPTERS 13 & 14

WEEK #7 - - - YOUR SECOND REPORT IS DUE TODAY
TEXT: CHAPTERS 11 & 12

WEEK #6 - - - TEXT: CHAPTERS 9 & 10

WEEK #5 - - - TEXT: CHAPTER 8
MIDTERM EXAMINATION TODAY---ESSAY-TYPE

WEEK #4 - - - YOUR FIRST REPORT IS DUE TODAY
TEXT: CHAPTERS 6 & 7

WEEK #3 - - - TEXT: CHAPTERS 4 & 5

WEEK #2 - - - TEXT: CHAPTER 2 & 3

WEEK #1 - - - INTRO SELF AND COURSE
TEXT: CHAPTER ONE

READING AND ASSIGNMENTS:

HISTORY 201 - - - U.S.A TO 1877



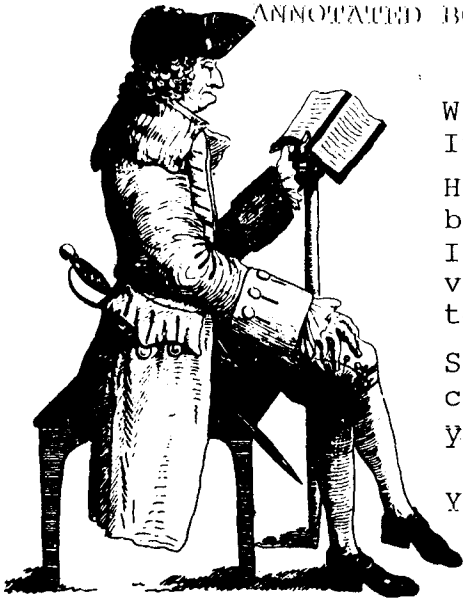
History 201

Essay Questions and Research Topics.

1. What were the most striking differences in motives between the Southern and the Northern Europeans who came to the western hemisphere?
2. What were the attitudes of North American settlers toward the natives they confronted?
3. What were the major religious conflicts between Protestant colonists along the Atlantic coast?
4. In what ways did the Enlightenment ideas of Europe influence educated American colonists?
5. Were there contrasting views on slavery in colonial America?
6. What were the grievances of Americans toward British colonial policies?
7. Why were most colonial leaders opposed to "democracy" at the time of the American Revolution?
8. What were the many reasons for the passage of the Bill of Rights?
9. What were the major triumphs of U.S. foreign policy (1776-1812)?
10. What were the major political conflicts between Northern, Southern, and Western leaders (1800-1830)?
11. How did Tocqueville contrast Americans with Europeans?
12. Contrast the major American intellectual movements during the years between the Revolution and the Civil War.
13. How did the ideas of Manifest Destiny influence U.S. expansion before the Civil War?
14. How did the debates over "slavery" contribute to the onset of the Civil War?
15. What were the best examples of how native American Indians were betrayed in the period (1800-1887)?
16. Why did the South fail to win its Confederate independence?
17. How did Lincoln change and evolve new public statements on the issue of slavery?
18. What Constitutional Amendments were made as a result of the Civil War?

HISTORY OF THE UNITED STATES to 1877:

Some possible choices for your
ANNOTATED BOOK REPORT.....



WILLIS H A MOORE
Instructor

HINT: Choose your
book early, get the
Instructor's approval,
and get started!!!

Sharing with the
class will benefit
you!

Your ANNOTATED
BOOK REPORT is due
not later than
the final meeting,

RATIONALE:

Textbook authors read original sources, (diaries, journals, first-hand accounts), and/or secondary sources (books), to write the TEXT---a tertiary-level book.

By reading a book, one of those listed below or one of your own choosing, you briefly "dip" into the "world of the historian."

Journals and autobiographies are primary sources; biography, novels, plays are secondary sources: equally valid! Non-fiction, that is accounts of someone, some event, battle, war, etc., are secondary sources = OK, too!

THE PURITAN WAY OF DEATH: A STUDY IN RELIGION, CULTURE, & SOCIAL CHANGE, BY DAVID E STANNARD

SALEM POSSESSED: THE SOCIAL ORIGINS OF WITCHCRAFT, BY PAUL BOYER & STEPHEN NISSENBAUM (see below: CRUCIBLE)

DIVINE REBEL: THE LIFE OF ANNE MARBURY HUTCHINSON, BY SELMA R WILLIAMS

DELANO'S VOYAGES OF COMMERCE & DISCOVERY
EDITED BY ELEANOR ROOSEVELT SEAGRAVES

AS WE WERE: LIFE IN AMERICA 1814
BY GAILLARD HUNT, FOREWORD BY JACK LARKIN

AMERICAN UTOPIAS, BY CHARLES NORDHOFF, FOREWORD & EPILOGUE BY ROBERT FOGARTY

FREDERICK DOUGLASS & THE FIGHT FOR FREEDOM
BY DOUGLAS T MILLER

JOHN BROWN OF HARPER'S FERRY,
BY JOHN ANTHONY SCOTT AND ROBERT ALAN SCOTT

AMERICANS: A COLLISION OF HISTORIES A COMPELLING SOCIAL HISTORY OF AMERICA'S FOUNDING PEOPLES, BY EDWARD COUNTRYMAN

THE ARTIFICIAL RIVER: THE ERIE CANAL AND THE PARADOX OF PROGRESS, 1817-1862 BY CAROL SHERIFF

THE ORIGINS OF AMERICAN SLAVERY: FREEDOM & BONDAGE IN THE ENGLISH COLONIES, BETTY WOOD

THE WRITINGS OF ALEXIS DE TOQUEVILLE, DEMOCRACY IN AMERICA,
Volume 1 or Volume 2

IMPEACHMENT OF A PRESIDENT: Andrew Johnson, the blacks and reconstruction. by Hans Trefousse

INDIAN GIVERS, by Jack Weatherford

THE CRUCIBLE, play by Arthur Miller (available on tape from Moore)
Also available as a movie (video!)

PROPOSED PUBLIC OUTREACH GUAM WETLAND CONSERVATION PLAN

WETLANDS WORKGROUP. Organize a Wetlands Workgroup composed of interested parties to provide input during the planning process and to review draft documents. Work with the Steering Committee to develop the mailing list of Workgroup members.

THE WEB. Use the World Wide Web to conduct a “transparent” planning process. Post draft documents on the Web and invite the general public to provide comments. Post subsequent iterations of documents on the Web.

THE MEDIA. Use the media (Pacific Daily News, Bureau of Planning newsletter) to publicize the availability of documents for public review and the scheduling of public workshops.

WORKSHOPS. Conduct Workgroup meetings as workshops open to Workgroup members and the general public. Use the workshops as informal forums to obtain comments on successive iterations of documents and to inform the public about wetland issues and the planning process. Hold these workshops in various locations. Emphasize personal interaction rather than formal presentations and testimony.

PRESENTATIONS. Present the Draft Conservation Plan to the GEPA Board of Directors, Guam Planning Council, and possibly a legislative subcommittee.

A MOVIE/VIDEO EXTRA:

There are some movies and/or video tapes which pertain to this course. You may wish to attend/rent/borrow one of more of these.

WATCH THE FILM;

WRITE A ONE-PAGE SUMMARY OF THE FILM OR PROGRAM;

WRITE A ONE-PAGE CRITIQUE:

TELL WHAT YOU LIKED, LEARNED, ETC---

TELL WHAT YOU DID NOT LIKE, etc---

WOULD YOU RECOMMEND THIS TO ANOTHER STUDENT? WHY? WHY NOT?

IF YOU DO A CREDIBLE JOB, THAT IS, IF IT SEEMS YOU WATCHED THE FILM, PAID ATTENTION, AND THOUGHT ABOUT IT, YOU WILL RECEIVE **ONE BONUS POINT (TOWARDS TOTAL NEEDED FOR THE GRADE YOU WANT.)** IF YOU DO A SPECIALLY-GOOD JOB WITH YOUR CRITIQUE, YOU COULD EARN 1.5 BONUS POINTS.

THERE IS NO LIMITATION ON THE NUMBER OF FILMS/PROGRAMS YOU CAN WATCH.

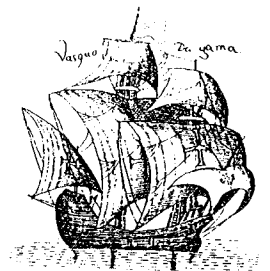
THE FOLLOWING LIST IS BY NO MEANS EXHAUSTIVE; PLEASE ASK THE INSTRUCTOR IF YOU HAVE, OR FIND, A FILM YOU WOULD LIKE TO WATCH--- OR BRING IT TO CLASS FOR REVIEW. SOMETIMES A&E & THE HISTORY CHANNEL HAVE APPROPRIATE OFFERINGS.

COLONIAL WILLIAMSBURG
MAKING OF A REVOLUTION---BBCTV
SCARLET LETTER
THE CRUCIBLE
LAST OF THE MOHICANS
POCAHONTAS
THOMAS JEFFERSON---PBS--KEN BURNS
FAR & AWAY
GONE WITH THE WIND
RED BADGE OF COURAGE

NORTH & SOUTH

AMISTAD

BELLOVED

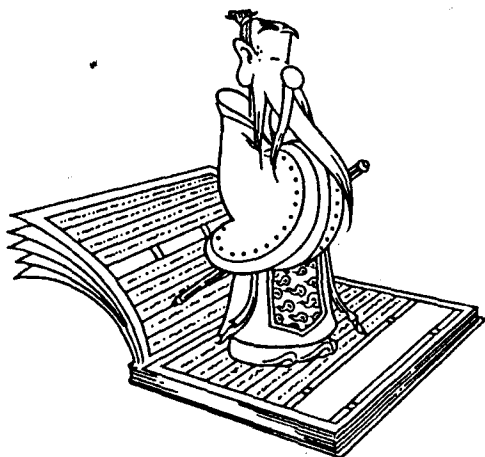


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IF YOU ATTEND THIS WORKSHOP: You see historians at work, researching, writing, presenting. CHINA is a topic relatable to European and USA History! Attending this workshop will earn you extra-credit points and a chance to "rub elbows" with Historians

Teachers' Workshop on Modern Chinese History

Sponsored by Chaminade University of Honolulu & Hawai'i Council for History Education



You are invited to attend our after-school workshop on incorporating vital and exciting aspects of modern Chinese history into your courses. The workshop is open to the public and admission is free. Resource materials for teaching Chinese history will be distributed to participants at the workshop.

Place:	Chaminade University of Honolulu, Ching Conference Center (Eiben Hall)
Date & Time:	Friday, October 22, 1999, 4:00 PM - 6:00 PM

4:00-4:30 Paul Lococo, Leeward Community College
Chinese Civil Service Examination System

4:30-5:00 Loretta Pang, Kapiolani Community College
The Role of Women in Chinese Society

5:00-5:30 Patricia Neils, Leeward Community College
American Images of China through Political Cartoons

5:30-6:00 Frank Bailey, Chaminade University of Honolulu, Moderator
Lesson Plan Ideas & Discussion with the Audience



If you would like to attend our Chinese History workshop, please send this form to Mitch Yamasaki, Chaminade University of Honolulu, 3140 Waiialae Avenue, Honolulu, HI, 96816. Pre-registration is recommended, as the number of resource materials are limited.

Please Print or Type

Name _____

School or Organization _____

Home Address _____



This Program Is Supported By A Grant From The HAWAII COMMITTEE FOR THE HUMANITIES

Table 4: Hawaii County and North Kohala Population Data

	1960	1970	1980	1990	1994
Hawaii County Resident Population	61,332	63,468	92,053	120,317	135,244
% Increase/Decrease		3%	45%	31%	12%
North Kohala Resident Population	3,386	3,326	3,249	4,291	4,800
% Increase/Decrease		-2%	-2%	32%	12%

Source: Hawaii County Data Books, 1976 and 1995.

Table 5: Population of Hawi vs. Kapaau, 1960 - 1990

Resident Population	1960	1970	1980	1990
Hawi	985	797	795	924
% Change		-19%	-0.2%	16%
Kapaau	937	237	612	1,083
% Change		-75%	158%	77%

Source: Hawaii County Data Books, 1976 and 1995.

Table 6: Ethnic Groups in North Kohala, 1970 vs. 1990

Year	Japanese	Caucasian	Filipino	Chinese	Hawaiian	Other	Total
1970	793	851	972	142	510	58	3,326
% of total	24%	26%	29%	4%	15%	2%	100%
1990	581	1457	801	92	1,028	332	4,291
% of total	13%	34%	19%	2%	24%	8%	100%

Source: Hawaii County Data Books, 1976 and 1995.

Table 7: Selected 2020 Projections for Hawaii County

	1995	2000	2005	2010	2015	2020
Hawaii County Resident Population	137,200	149,600	160,600	173,900	189,100	205,400
% Increase		9.0%	7.4%	8.3%	8.7%	8.6%
Average Daily Visitor Census	18,200	22,500	27,900	33,700	39,600	46,400
% Increase		23.6%	24.0%	20.8%	17.5%	17.2%
Visitor Rooms	9,600	10,100	11,900	13,500	16,000	18,200
% Increase		5.2%	17.8%	13.4%	18.5%	13.8%

Source: Department of Business, Economic Development & Tourism, 1996

HISTORY OF THE U.S.A. TO 1877

and/or

HISTORY 152: WORLD CIVILIZATIONS SINCE 1500 AD

AND/OR

HISTORY 323

EUROPE FROM "COLUMBUS THROUGH NAPOLEON"

CHAMINADE UNIVERSITY OF HONOLULU

WILLIS H A MOORE, M ED., INSTRUCTOR

TWO OPTIONAL FIELD TRIPS MAY BE OFFERED:

#1 Attend the 1000h Holy Eucharist at St Andrew's Cathedral, Meet Moore at 1100h for coffee and a tour of the Bell Tower, Then tour of the Cathedral with reference to European and Church history. Also included will be the Parke Chapel next door, an example of Romanesque architecture. (Of course you may come for the tour if you prefer not attending a church service....however, it would be an interesting introduction to pre-Reformation worship styles. If you are Roman Catholic, and would prefer, park at St Andrew's Cathedral, walk to the Cathedral Church of Our Lady of Peace and attend mass there.)

DIRECTIONS: From H-1, take Punchbowl exit, cross Vineyard, right turn onto Beretania (at the Capitol), one long block to Cathedral parking lot, turn right from Beretania, or, if you miss this turn, proceed to corner, turn right into Queen Emma, then right into church parking lot.

FROM WINDWARD SIDE: Pali Highway, take off-ramp which arches up, bears left over Pali Highway, heading towards Diamond Head. Stay in right lane, this becomes Punchbowl, etc., etc.

#2 Visit the HONOLULU ACADEMY OF ARTS, Beretania between Ward and Victoria streets.

MEET AT 1300h, suggest lunch at TGIFridays, corner of Ward and King Street, or, bring your picnic and lunch in Thomas Square! ACADEMY OF ARTS is technically "free" to students, but they ask for a donation at the door if you can make it.

DIRECTIONS: From H-1, and from WINDWARD SIDE:

Punchbowl exit/streetto Vineyard,

Far right lane on Vineyard after you turn left at light, this bears off Vineyard, behind the Queen's Medical Center, and becomes Kinau Street.

At corner of Kinau and Ward, start looking for on-street parking, if none, turn right onto Victoria and look,

if none, turn right onto Beretania and park on either side of the street---on Sunday it is free.

DRESS: Aloha, casual, slippers or zori = OK;

CAMERAS: Yes, OK....in ACADEMY OF ARTS, no flash, please.

SPOUSES/FRIENDS/CHILDREN---by all means, bring a tribe!

YOYO TOUR (You're On Your Own)

VISIT THE FALLS OF CLYDE SAILING SHIP at Pier 7, Honolulu Harbor. This ship was built in 1878, but it will give you a feel for what it was like to be on a sailing ship back "when". NOTE: There is a

construction required cannot be justified by the projected aircraft operations. Projected costs associated with the alternatives are presented in Table 10.

This same conclusion was supported by public input received during the planning process. Community members indicated that although it would be desirable to have commuter air taxi service restored at the Airport, any proposed improvements should be consistent with the size and character of the existing community. Public input suggested that major expansion of the Airport would be inappropriate.

Thus, Alternatives 2 and 3 were rejected in favor of Alternative 1A, which anticipates no significant change to the size of aircraft utilizing Upolu Airport during the planning period. However, the Master Plan proposes Alternative 1A with additional planning elements from the other alternatives. These include land acquisition for a new terminal facility and paving the access road to the Airport. It was felt that acquiring the land for a future terminal area would allow the DOTA to better respond to future demand, if it arises.

The decision to reintroduce commuter/air taxi service to the Upolu Airport rests with the private sector, not the DOT. However, the DOT can take action to ensure that all safety considerations are addressed. If commuter service were reestablished, the DOT wants to ensure that Airport facilities can accommodate small commuter aircraft safely. Construction of the proposed taxiway would improve the separation between aircraft operations on the runway and aircraft moving between the parking apron and the runway. However, if the new taxiway is constructed, and occasionally larger aircraft (DHC-6) use the Airport, the existing terminal building would need to be relocated to satisfy FAA airport design standards. Thus, it makes good planning sense to reserve an area for the new facility, should the need arise.

The inclusion of access road improvements in the Master Plan is based on similar rationale, as well as current security needs. During the meetings of the Technical Advisory Committee and at public information meetings, the subject of Airport security was discussed repeatedly. Representatives of the County Police Department indicated that security at the Airport is presently a problem and the existing facilities are frequently vandalized. This is due, in part, to the remoteness of the Airport and the poor condition of the access road, which limits more frequent police surveillance of the area. Consequently, the DOT feels that improvements to the access road will promote increased surveillance of the Airport, which will in turn, help to reduce vandalism.