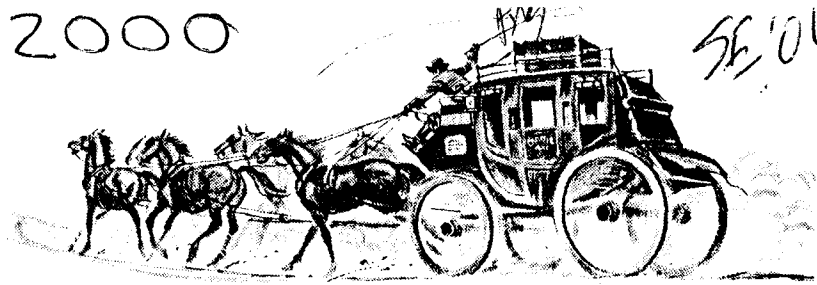




**CHAMINADE UNIVERSITY
OF HONOLULU**

3140 Waiialae Avenue • Honolulu, Hawaii 96816-1578

SP9 2000



SE'00

HISTORY 20160 - - U.S.A. BEFORE 1877

INSTRUCTOR: WILLIS HENRY A MOORE, M ED
UH-MANOA TA---1962-1964;
EDUCATION COORDINATOR, BERNICE P BISHOP 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+Dunenil
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!!!

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

READING AND ASSIGNMENTS:

- WEEK #1 - - - INTRO SELF AND COURSE
TEXT: CHAPTER ONE
- WEEK #2 - - - TEXT: CHAPTER 2 & 3
- WEEK #3 - - - TEXT: CHAPTERS 4 & 5
- WEEK #4 - - - YOUR FIRST REPORT IS DUE TODAY
TEXT: CHAPTERS 6 & 7
- WEEK #5 - - - TEXT: CHAPTER 8
MIDTERM EXAMINATION TODAY---ESSAY-TYPE
- WEEK #6 - - - TEXT: CHAPTERS 9 & 10
- WEEK #7 - - - YOUR SECOND REPORT IS DUE TODAY
TEXT: CHAPTERS 11 & 12
- WEEK #8 - - - TEXT: CHAPTERS 13 & 14
- WEEK #9 - - - TEXT: CHAPTERS 15 & 16
- WEEK #10- - - REVIEW AND FINAL EXAMINATION
THIRD AND ALL OTHER REPORTS DUE TODAY



+++++

SPECIFICATIONS ON RESEARCH PAPERS:

LENGTH - - - 2-3 DOUBLE-SPACED, TYPED PAGES; (HANDWRITING = OK)

MARGINS: - - - 2cm/1" ON ALL SIDES;

ALL AUTHORS, BOOKS, FILMS, SOURCES USED IN YOUR PAPER MUST BE MENTIONED AT THE END OF THE PAPER;

EXACT WORD-FOR-WORD SYLLABUS QUESTION **MUST** APPEAR AS THE TITLE QUESTION AT THE TOP OF THE ESSAY;

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!)

WILLIS H A MOORE
INSTRUCTOR

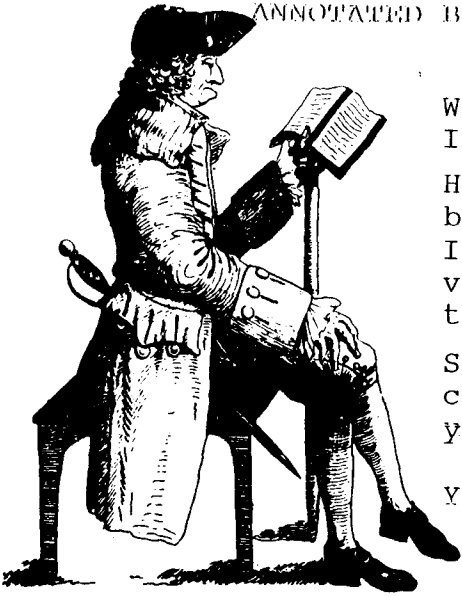
History 201

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!)

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---

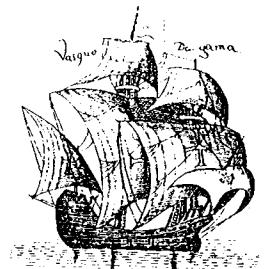
WOULD YOU RECOMMEND THIS TO ANOTHER STUDENT? WHY? WHY NOT?

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
BELOVED



- a. Support and encouragement of programs consistent with parish goals and objective;
- b. Maintenance of buildings and grounds;
- c. Participation in stewardship campaigns, fund-raising efforts, budgeting, and financial accounting;
- d. Providing and encouraging leadership within the congregation for activities and committees necessary for the life and work of the congregation;
- e. Assisting and participating in calling forth participants for the corporate worship of the congregation, including lay readers, chalice bearers, musicians, altar guild members, and acolytes.
- f. Participation in the Annual Meeting of the Convention of the Diocese and in the Central Oahu Deanery.

SECTION H: REVISION

This Letter of Agreement may be revised by mutual consent at the time of the Mutual Ministry Review, except that compensation and expense revisions may be mutually agreed upon in a separate budget process.

SECTION I: TEMPORARY EXCLUSION FROM DUTIES

1. Causes of Temporary Exclusion

The Rector may be temporarily excluded by the Bishop from acting in any position or performing any duties whenever a complaint or accusation is made which involves the commission of a crime, sexual misconduct or harassment, alcohol or drug abuse, or any other violation of the vows of a deacon or priest.

2. Purposes of Temporary Exclusion

The primary purpose of a temporary exclusion authorized by Section I of this Agreement is to protect the congregation, the Diocese, and other bodies of the Church. The temporary exclusion will remove the Rector from the environment in which the basis for the temporary exclusion arose in order to protect a complainant, the Rector, or the Church. In appropriate cases, a temporary exclusion could permit the Rector and the congregation to sever their relationship or for proceedings to begin under Diocesan Canon 43.

3. Effect of Temporary Exclusion

a. Not a Finding of Wrongdoing

A temporary exclusion is not an acknowledgment that a complaint of accusation is correct, or that the Rector has engaged in any wrongdoing.

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

9.0 SUMMARY OF IMPACTS

This section identifies the environmental impact characteristics associated with the alternative airport development concepts described above including the proposed Airport Master Plan (the preferred alternative: Alternative 1A). Anticipated environmental impacts will result from short-term activities (construction of new facilities), as well as long-term activities (operation of the new facilities). Based upon the rural character of the area and the lack of other development activities, no secondary or cumulative environmental impacts are anticipated.

For the purposes of discussion and evaluation, the impacts of alternative airport development concepts are presented in terms of the anticipated improvements in each alternative. These are summarized in Table 9 above which compares the improvements under each of the alternatives. Generally speaking, the physical character of specific construction improvements is the same regardless of the alternative under which they may be implemented. The difference among the various alternatives is characterized by the total number of improvements rather than their specific character. Thus, more improvements are proposed under Alternative 3 than under Alternative 1A.

In general terms, the recommended Plan is similar to Alternative 1A, except that it also recommends the acquisition of abutting land to provide for the possible relocation of the passenger terminal in response to currently unforeseen increased demand, and the widening of the existing access road. Although the Plan does not recommend the construction of a new terminal within the 20-year planning period, for the purposes of this analysis it is assumed that a new passenger terminal eventually will be built.

9.1 Short-Term Construction Impacts

The construction of new facilities within the existing Airport property will have no significant environmental impacts. Construction will be generally limited to ground disturbing activities and will not result in the disruption or loss of significant environmental resources. The topography of the Airport property will not be altered, except for portions of the runway safety area extending beyond both ends of the runway. The addition of two new hangars and a water tank at the eastern end of the existing parking lot will result in construction in an already disturbed area. Addition of a new maintenance building at the western side of the existing maintenance building will result in new construction. The designation of a helicopter parking area will require painted markings on an existing paved area.

Grading and construction of the new parallel taxiway and entry/exit taxiways at the Airport and widening of the existing access road will occur in previously disturbed areas. Aside from the physical disturbance of the earth, construction impacts are generally limited to construction noise, fugitive dust, and traffic impacts resulting from the delivery of asphalt to the construction sites. Construction of the proposed facilities at the Airport will not impact scenic and visual resources.