INSTRUCTOR: JEFFREY A TRIPP (jtripp@hawaii.edu)
Monday/Wednesday lecture: 9:30-10:20 a.m.
Location: BUSAD A101
Friday discussion section TAs:

Course Description
This course examines the development of the United States within a global context, beginning with its emergence as a European colonial outpost to its rise as an imperial and military power in the modern era. Spanning events over the last 500 years, we will learn about the diverse cultures that have created the American social fabric—Native American, European, African, Asian, Latino and Pacific Islander—as well as consider the role that the U.S. has played in world history. Although the United States anchors the course, the main goal of the course is comparative, tracing the parallel and linked development of societies in Europe, Africa, Asia, the Americas and the Pacific. In that vein, we will survey major world-historical events in which the U.S. has played key roles—such as discovery and conquest, slavery and capitalism, world wars and military power, social movements, development, and globalization. In several units, the class will turn to Hawai’i as a case study to allow us more nuance and detail. The course will close with a discussion of contemporary global challenges, from climate change and economic stagnation to the ongoing wars in Iraq and Afghanistan.
This course draws from a diverse range of materials: art, literature, music, film, historical/legal documents as well as theoretical texts. The course will be arranged so that the class will read and discuss a range of “official” texts/as well as “outsider” texts/histories. In addition, as an alternative way to approach world history, the course will focus on texts that illustrate history from the bottom up.

**Required Texts:** the books for this class are available at the University Bookstore. Because we will begin reading the Stannard book immediately, it is **not recommended** that you order it from an online retailer.


You will be automatically assigned to the AmSt 150 Laulima site as a registered student. The readings marked by an asterisk (*) below will be available on this site, or on the URLs provided in your syllabus.

**Course Requirements:**

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<thead>
<tr>
<th>Class Participation</th>
<th>30 points total</th>
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<tbody>
<tr>
<td>- Participating in Friday discussions (20 points)</td>
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<td>- Leading class discussion (10 points)</td>
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<tr>
<th>Short Writing Assignments</th>
<th>40 points total</th>
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<td>- 4 papers (10 points each)</td>
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<th>Exams</th>
<th>30 points total</th>
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<td>- Midterm exam (15 points)</td>
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<td>- Final exam (15 points)</td>
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**Class participation**

Class participation means coming to lecture and section having done the readings and any assignments and being prepared to actively discuss the issues, themes and concepts, particularly in section.

- **20 points:** Friday sections and some lectures are designed for active student participation. In order to do so, you need to be prepared and ready to discuss the materials. There is a substantial amount of reading assigned for this course. Budget your time so that you keep up with the schedule. Each reading listed for a specific class should be completed *before* that meeting time. Reading the material before you come to class will allow us to hold more effective, informed discussions.
- Because this course will attempt to help us understand the connections between history and contemporary challenges, you should try to stay up on international news. Please try
to read a news periodical or listen to or watch a news broadcast several times a week, preferably from a serious outlet like the Economist, International Herald Tribune, New York Times, or CNN.

• **10 points**: leading class discussion: you (and perhaps a partner, depending on class size) will be in charge of leading one class discussion at an allotted time (45 minutes). To lead class discussion, you should be prepared to pull together the major themes of that week’s readings and design activities and questions that will engage your classmates in discussion.
  o A rubric will be handed out in section and is available on the course Laulima site.
  o It is MANDATORY that you meet with your TA and/or myself to discuss how you will manage class discussion, formulate your questions, etc.

**Attendance Policy:** A total of two or more absences in section (i.e. the Friday lab) will affect your class participation grade by a whole grade. 2 absences will mean that your grade will go from an A to a B, 3-4 will mean that your grade will go from an A to a C, and so on. If you miss more than 6 sections, you will automatically get an F for your class participation grade.

You are expected to attend the lectures regularly as well. A total of three or more absences in lecture will affect your class participation grade by a whole grade. 3 absences will mean that your grade will go from an A to a B, 3-4 will mean that your grade will go from an A to a C, and so on. If you miss more than 6 sections, you will automatically get an F for your class participation grade.

Attend class on time: chronic lateness will be equivalent to an absence. You must make advance arrangements for missing class with your TA, or myself or present documentation for missed classes for an absence to be excused.

BRING YOUR ASSIGNED TEXTS TO LECTURE AND DISCUSSION SECTION EVERY DAY.

**40 points: Short Writing Assignments**

• Use short writing assignments (3-5 pages) to keep track of your own processing and understanding of the course material through the semester, as well as a jumping off-point for discussions in your sections. Think of them as your reading and thinking notes for the week’s themes. You will be evaluated on the quality of engagement you have with the material as well as the quality of your writing. All assignments handed in should practice proper and consistent citation methods. All assignments are to be typed and proofread. Late assignments will be penalized by a grade a day (from an A to a B).
  • A rubric will be handed out in section and is available on the course Laulima site.
  • Assignments should be submitted in hard copy at the beginning of your Friday discussion section.
  • NOTE: If you need to miss class on days on which the assignments are due, email the assignment or have a friend bring it to the class. Late assignments are only accepted
with a doctor’s or other valid note that indicates why you were unable to complete the assignment on time.

30 points: Exams
- The two exams (one midterm, one final) will be in short ID format. Both will draw from materials covered in the readings and lectures. We will draw exam questions from the lectures and assigned readings, including topics not covered in both arenas. For instance, we may not have time to discuss “The Sand Creek Massacre” in class, but because David Stannard’s book covers this ignominious event, it’s fair game for the exam. In grading, we will consider not only your command of the facts but your ability to analyze them. Accordingly, you’ll want to read carefully and critically each week. If you are having trouble, please come see the instructor or your TA.
- These exams will be NOT be open book or open-note. Uses of laptops, kindles, nooks, phones will NOT be allowed.

QUIZ/EXAM POLICY: No student will be allowed to take a make-up exam without a valid, documented excuse. No student will be allowed to take an exam if she or he arrives after another student in the class has already seen and left the exam.

Intellectual Community: During the course of the semester, we will be dealing with controversial issues, and we will find that many of us hold different views. However, this does not mean that you should not express your opinion or challenge your peers. It does mean, that you remain respectful of other viewpoints and avoid mixing intellectual disagreement with personal attacks.

Academic Integrity: In your written assignments, you may draw on outside sources, but all submitted work must be your own. The ideas of others must be fully and properly cited in all types of writing. Academic dishonesty means grade reduction, course failure, and in serious cases, expulsion. See the UHM Campus Policies <http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm> or me for clarification.

Special needs: If you have a disability and need accommodation, please see me and/or your TA at the beginning of the semester to discuss the accommodation needed. You may also want to contact the Kokua program in Student Services at 956-4642.

Laptop/Smartphone policy: Make sure your cell phone is turned off before you come to class. Unless you have documentation from Kokua, laptops and/or Kindle readers will only be allowed for note taking and referencing reading assignments only. The course TAs will monitor laptop and cell phone use. Although they may not approach you regarding inappropriate use of electronic-devices, it will be noted and will affect your final participation grade.
Student Learning Outcomes:
By the end of the semester, students will
• have a better understanding of how the United States has influenced and been influenced by global affairs over the past half millennium and how the past shapes our present
• be able to draw distinctions and similarities between the historical development of the United States and societies in Europe, Africa, the Americas, Asia, and the Pacific
• be able to contextualize epochal periods in U.S. history, e.g., conquest, industrialization, colonization, world war, in a global comparative framework.
• have new tools for analyzing and critiquing cultural artifacts (music, art, literature, documents).
• have tools for better writing and oral communications including producing more factually and historically informed arguments

Contact information

Jeffrey Tripp, Professor (jtripp@hawaii.edu)
Office: Moore Hall 331
Tel. No.: 956-8587
Email: jtripp@hawaii.edu
Office Hours: Monday 12:30-2:30 p.m. or by appointment
Topics, Readings, and Assignment Schedule / Subject to Change

### WEEK 1

**Monday: INTRODUCTION & COURSE OBJECTIVES**
- Rethinking American history/historiography
- What/who is America? Who gets to decide?

**Wednesday: AMERICAN HISTORY, AMERICAN FUTURE**

**Friday: DISCUSSION SECTION**
- READ AN EXERPT FROM: *Bartolomé de las Casas, A Short Account of the Destruction of the Indies (1552).*

  Introductions, review of expectations/objectives, assignments
  Review rubric for leading class discussion, sign up for schedule for leading class discussion.

  **Assignment:** Be prepared to discuss the passage you chose from de las Casas. What is its significance? Why is it an interesting passage and why is the document as a whole important? No need to hand anything in this week, but be prepared to discuss.

### WEEK 2

**Monday:**
- Stannard, American Holocaust, prologue and Chapter 1

**Wednesday, : B.C.: BEFORE COLUMBUS**
- READ: Stannard, American Holocaust, Chapter 2, and short section “Native Peoples”

**Friday, : WORLDS COLLIDE**
- READ: Stannard, American Holocaust, from Prologue to Chapter 3
  Class Discussion model by instructor
  Discuss Writing Assignment #1

### WEEK 3

**Monday, : CONTACT AND CONQUEST**
- READ: Stannard, American Holocaust, Chapter 4 and short section “Genocide”

**Wednesday, : CIVILIZATION**
- READ: Stannard, American Holocaust, Chapter 5 and

FILM EXCERPT:

**Friday, : INDIAN REMOVAL**


Class Discussion Facilitated by Leaders: on Stannard Chapter 4-6, focusing on the narrative he tells and the evidence he uses.

**DUE: Short Writing Assignment #1: Passage Analysis:**
Choose a key quote from Chapter 4-6 (no more than 5 sentences) and preferably one of the primary sources that Stannard uses as evidence, explain its significance within the reading as a whole (how Stannard uses it), relate it to his central argument/narrative, discuss its significance as a piece of historical evidence.

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**WEEK 4**

**Monday, : AFRICAN TRAFFIC**

READ: Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, Chapters 1 & 2

**Wednesday : EQUIANO’S MIDDLE PASSAGE**

READ: Equiano, *The Interesting Narrative*, Chapters 3 & 4

FILM EXCERPT: 12 Years A Slave (2014)

**Friday, : SLAVERY AND THE COLLISION OF CONTINENTS**

READ: Equiano, *The Interesting Narrative*, Chapters 5 & 6

Class Discussion Facilitated by Leaders: focus on main themes in Equiano chapters 1-6, how slavery works, his personal experience of it

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**WEEK 5**

**Monday, : RESISTANCE AND REVOLUTION**

READ: Equiano, *The Interesting Narrative*, Chapters 7 & 8

**Wednesday, : SLAVERY AND REVOLUTION**

READ: Equiano, *The Interesting Narrative*, Chapters 9 & 10

FILM EXCERPT: Rough Crossings (2009)

**Friday, : REVOLUTIONARY AMERICA**

READ: Equiano, *The Interesting Narrative*, Chapters 11 & 12
Due: Short Writing Assignment #2: Discuss how Equiano’s antislavery life narrative draws together how three different continents are interdependent. Focus on one or two moments in the text that illustrate this interdependence for your specific evidence and be sure to explain how they accomplish this portrayal.

WEEK 6

Monday, February 16: TBA

Wednesday, : CAPITALISM & INDUSTRIALIZATION
READ:

Friday, : AMERICA’S IMMIGRANTS, AMERICA’S WORKERS
READ:
VISUAL FILE: Jacob Riis’s How the Other Half Lives (1890)

Assignment: Creative: make a political cartoon, short poem or imaginary manifesto that demonstrates an understanding of the readings this week. Be prepared to discuss the choices you make in class.

WEEK 7

Monday, : IMPERIAL DESIGNS & MANIFEST DESTINY
READ: *Theodore Roosevelt, “The Strenuous Life,” (1899), Reading on Laulima
VISUAL FILE: Imperial Designs & Manifest Destiny

Wednesday, : IMPERIAL DESIGNS: MO’OLELO HAWAI’I
READ:
*Queen Lili’uokalani, “Official Protest to the Treaty of Annexation” (17 June 1897)
*Emilio Aguinaldo, “Manifesto Protesting the United States’ Claim of Sovereignty Over the Philippines” (January 5, 1899) and “Manifesto Reminding the Filipino People on the Importance of the Independence Struggle” (June 12, 1899).

READINGS AVAILABLE ON LAULIMA
FILM EXCERPT: Act of War
Friday, : MIDTERM

**MIDTERM**: cumulative up to Week 7 material, identification/short answer

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**WEEK 8**

**Monday, : THE WORLD IN AMERICA**
READ: WPA writers interview immigrants: Available on Laulima
*Louis T. at
*Roland Damiani
FILM: excerpt from PBS Experience (The 1900s) and We Came to Grow.

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**Wednesday, : THE AMERICAN RACE**
READ:
*“Guarding the Gates Against Undesirables,” Current Opinion, April 1924: 400-1
*Immigration Act 1924
Available on Laulima

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**Friday, : AMERICA THE MELTING POT?**
READ: *Angel Island poetry at http://www.paperson.com/ox.htm
Ellis Island oral history at http://www.nps.gov/elis/forteachers/oral-history-ei-116.htm

**Class Discussion Facilitated by Leaders:** On immigration and the readings from this week. What were the main points that were used to argue the different sides of the immigration debate? Back up with close readings from specific passages, paying attention to language and imagery used.

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**WEEK 9**

**Monday, : TOTAL WAR**
READ: Spiegelman, *Maus: A Survivor’s Tale, Vol I*

**Wednesday, : MODERNISM AND ITS EXTREMES**
READ: Spiegelman, *Maus: A Survivor’s Tale, Vol II*

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**Friday, : FASCIST STATES**
READ: Art Spiegelman, *Maus,* all
**Class Discussion Facilitated by Leaders:** open topic on Spiegelman and representations of genocide, global and personal responsibility, be sure to discuss key panels

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**WEEK 10**

**Monday, : AMERICAN DETENTION**
FILM: Fog of War (excerpts in class; watch remainder on your own; available on YouTube)

Wednesday, : NUCLEAR PACIFIC

Friday, March 20: ATOMIC ANXieties

Due: Short Writing Assignment #3: Write a letter to Robert McNamara. In the letter indicate to him how you agree and/or disagree with his perspective and “lessons“ on American involvement in World War II and/or Vietnam. Be sure to back up your perspective and points with evidence presented in the film.

WEEK 11

Monday, : GLOBAL UNITY?

Wednesday, : THE COLD WAR & DECOLONIZATION

Friday, : TBA

WEEK 12

Monday, : VIETNAM AS GLOBAL WAR
READ: Lyndon Johnson’s American Policy in Vietnam
http://www.pbs.org/wgbh/amerivietnam/psources/pso_policy.html
Duong Long Sang Interview: http://openvault.wgbh.org/catalog/openvault:51226
Nguyen Thi Sinh Interview: http://openvault.wgbh.org/catalog/openvault:51416
SHORT FILM: The Leaves Keep Falling (http://vimeo.com/23706622)

Wednesday, : VIETNAM AS GLOBAL WAR
Friday:
Discussion on perspectives of The Leaves Keep Falling

Due: Short Writing Assignment #4: Write a reaction to The Leaves Keep Falling. Develop an analysis that delves deeper than surface emotional reactions (e.g. “It was sad.”) or overly simplified justifications (e.g. “War is bad, so bad things happen.”) Instead, develop an argument that provides clear and concise justifications for the way you reacted to the film, what the film accomplishes (or doesn’t), and/or why you think it is important (or not)

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**WEEK 13**

**Monday, : GLOBALIZATION AND CLIMATE CHANGE**

**Wednesday, :**
READ: *D. Alexander and M. Washeed, “In the Same Leaky Boat on Climate Change,” The Guardian Online, November 9, 2009

**Friday, :**
◆◆Class Discussion Facilitated by Leaders: open topic on readings

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**WEEK 14**

**Monday, : MIDDLE EAST ENTANGLEMENTS**
READ: Tomas Young, “The Last Letter”
http://www.truthdig.com/dig/item/the_last_letter_20130318
Chris Hedges, “The Crucifixion of Tomas Young”

**Wednesday, : NEW OCCUPATIONS**

**Friday, : **◆◆Class Discussion Facilitated by Leaders: open topic on readings
WEEK 15

Monday, : The War on Terror and American Identity/American Borders

Wednesday, : American Borders in a Global World
READ: *The Border Film Project website:

Friday, : Who is an American?
♦♦Class Discussion Facilitated by Leaders: open topic on readings

WEEK 16

Monday, : A Second American Century?

Wednesday, May 6: Conclusions/Debriefing & Exam Review

**FINAL EXAM: TBA.**