History 153

Origins of the American Nation

Term 3 Mr. Lucas

Fall 2018 Office: College 205, x4205

M-F 9:00-11:00 AM; 1-2:30 PM [plucas@cornellcollege.edu](mailto:plucas@cornellcollege.edu)

Course Syllabus

Reading: The following required books are available for purchase.

Tindall & Shi, America, Brief 9th Edition, Vol. 1

History 153 Documents Book

Assignments: There will be a midterm and a final examination. Each student will be required to write two papers. The exact topics of these papers will be distributed in class. Finally, there will be two short surprise quizzes on the reading.

The course grade will be determined by the following formula: midterm 25%; final exam 35%; papers 17% each; quizzes 3% each.

Class participation can and will help improve one’s course grade.

Students should be prepared to discuss the following reading assignments on the days noted. Frequent absences will lower one’s grade for the course. The schedule is always subject to minor changes.

October 22 Tindall, 5-15, 25-29 8th: 5-13, 20-22

23 Tindall, 32-55, 72-86 8th: 26-44, 64-77

Document 1 Winthrop, “A Modell of Christian Charity”

Document 2 Hooker, “Meditation”

Document 3 Byrd, “Way of the Gentleman”

Document 4 Edwards, “Sinners in the Hands of an Angry God”

24 Tindall, 55-72, 86-106 8th: 45-64, 77-98

Document 5 Penn, “Some Fruits of Solitude”

Document 6 Franklin, “Way to Wealth”

Document 7 Franklin, “Speech of Miss Polly Baker”

25 Tindall, 107-140 8th: 98-143

26 Tindall, 144-190 8th: 145-187

Document 8 Otis, “Rights of the British Colonies”

Document 9 Boucher, “On Civil Liberty”

Document 10 Jefferson, “A Summary View”

Document 11 Paine, “Thoughts on the Present State” (*Common Sense*)

Document 12 Jefferson, “Declaration of Independence”

**Week Two**

29 Tindall, 190-234; **Paper 1 Due**  8th: 187-231

Document 13 Hamilton, “Federalist #1”

Document 14 Madison, “Federalist #10”

Document 15 Mason, Antifederalist Speeches

Document 16 Henry, Antifederalist Speeches

Document 17 Jefferson, “Constitutionality of the BUS”

Document 18 Washington to Hamilton

Document 19 Hamilton, “Constitutionality of the BUS”

Document 20 Hamilton, “Report on Manufactures”

Document 21 Washington, “Farewell Address”

30 Tindall, 236-266, 304-319 8th: 232-279

Document 22 Marshall, *McCulloch v. Maryland*

31 **MIDTERM EXAMINATION**

Nov. 1 Tindall, 319-345 8th: 279-307

Document 23 Monroe, “Annual Message”

Document 24 Adams, “First Annual Message”

Document 25 Throop, “Message of the Governor”

Document 26 Jackson, “First Inaugural Message”

Document 27 Jackson, “First Annual Message”

2 Tindall, 273-291,296-302, 345-351 8th: 308-312, 320-339, 345-353

Document 28 Jackson, “Veto of the Bank of the U.S.”

**Week Three**

5 Tindall, 351-382 8th: 312-319, 412-430

Document 29 Weld, “Narrative of Mr. Caulkins”

Document 30 Rose Williams Narrative

Document 31 Ball, “I Assisted...”

6 Tindall, 384-467 8th: 354-409, 430-453

Document 32 Dix, “Memorial”

Document 33 Mann, “Tenth Annual Report”

Document 34 Hale, “How American Women Should Vote”

Document 35 Chapman, “To Female Anti-Slavery Societies”

Document 36 Grimké to Beecher

Document 37 Stanton and Mott, “Declaration of Sentiments”

Document 38 O’Sullivan, “Annexation”

7 Tindall, 291-296, 467-471 8th: 339-345, 453-456

Document 39 “American Party Platform”

8 Tindall, 471-492 8th: 456-475

Document 40 Fitzhugh, “Slavery Justified”

Document 41 Douglas, “Freeport Doctrine”

Document 42 “Republican Party Platform”

9 Tindall, 494-513 8th: 476-493

Document 43 Wilson, “Aftermath”

**Week Four**

12 Tindall, 513- 570 8th: 493-553

Document 44 Lincoln, “Preliminary Emancipation Proclamation”

Document 45 Lincoln to Hamlin

Document 46 Lincoln, “Emancipation Proclamation”

Document 47 Lincoln, “Gettysburg Address”

13 Document 48 Lincoln, “Second Inaugural Address”

Document 49 Hernandes, “Late Insurrectionary States”

Document 50 Sumner, “Equal Rights”

14 **FINAL EXAMINATION**

The Fine Print – please read carefully

***Academic Honesty*** *expectations.*

*Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in the* Academic Catalogue*, under the heading “Academic Information – Academic Honesty.”*

*In this class, a student who violates the Academic Honesty policy will fail the course.*

***Students with disabilities****.*

*Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see*

http://[cornellcollege.edu/disabilities/documentation/index.shtml](http://www.cornellcollege.edu/disabilities/documentation/index.shtml)

*Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.*

*At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.*

Relevant Educational Priorities: Knowledge, Inquiry, Reasoning, Intercultural Literacy, Communication

A description of these Priorities can be found on the *Academic Catalogue* website.