



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>)

**Instructor Information:**

**Richard Keith Lilly, M.A. - Instructor of History**

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**Division of Humanities**

**<http://www.concord.edu/humanities/>**

**History 203 – History of the United States**

**Course CRN # 20414**

**Section 30**

**Credit Hours = 3**

**Spring 2019**

**Room Number: Erma Byrd Center (W-19)**

**Tues. & Thurs. – 2:00 PM-3:15 PM**

**Course Management System: Moodle**

**Prerequisites: None**

**Text requirements:**

*American YAWP*

<http://www.americanyawp.com/>

Online Documents

**Course Description/Rationale:**

A survey of the growth of the American people from the founding of the English colonies in North America to the present. HIST 203 concludes in 1877.

**Concord University Educational Goal(s):**

HIST 203 addresses several of Concord University's educational goals, but its primary emphasis is on

Skills (2): “An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills in problem solving.”

**National Standards:** N/A

**Learning Outcomes:**

Students will be able to interpret primary source material and identify major political, philosophical, and social trends in the history of the United States up to 1877. Students will be able to convey material effectively in a written form.

**Course Requirements:**

Assignments - All assignments are due on the date indicated on the assignment schedule. The instructor encourages students to take notes on the readings and ask relevant questions concerning the material. The instructor expects students to be prepared to discuss the reading material in class.

Examinations - All exams are listed on the assignment schedule. Except in the event of unforeseen emergencies, no changes will be made in this schedule without previous notice. All examinations will contain objective and essay portions. Examinations are designed to evaluate the student’s ability to grasp ideas and convey them in writing.

Document Based Essays - Students will complete two major writing assignments based largely on the interpretation of primary source material. Essays will be typed and 4 to 6 pages double spaced. The print should be no larger than the print of this syllabus (12 – Times New Roman). Grammar and spelling will be a part of the essay evaluation. All quotations, information or ideas used from other sources will be completely cited. The instructor suggests the use of Chicago Manual of Style. A guide to this method can be found at the following website:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**Grading Policy and Scale, Make-up Policy, Late Work:**

Grading Scale:

450-500 = A	3 Exams (100 points each)	= 300
400-449 = B	2 Essays (50 points each)	= 100
350-399 = C	<u>Final Exam</u>	<u>= 100</u>
300-349 = D	total	= 500 pts
0-299 = F		

Attendance and Make-Up Policy:

Being in class is crucial to a student’s success. If a student has to be absent for emergency reasons, that student is responsible for contacting the instructor. No make-up exam will be given by the instructor without prior arrangement and/or sufficient justification for absence on the part of the student. The instructor reserves the right to determine if the cause of absence was sufficient or not. Any make-up exam must be taken before or on the next class day. After the next class meeting, 10 points will be deducted immediately from any make-up exam or essay. The instructor reserves the right to drop a student from the course for irregular or non-

attendance (see Academic Catalog). Three unexcused absences will be considered grounds for dismissal from the course with the grade of “W” before the ninth week or the grade of “F” after the ninth week. Habitual lateness will not be tolerated. Two instances of tardiness will be considered an unexcused absence.

**Course Time Line:**

**Tentative Schedule for all Sections of History 203  
Spring 2019**

Individual instructors may assign relevant chapters from *The American Yawp* and/or other assignments each week.

**Week 1: 1/14-1/18**

Introduction to class

**Week 2: 1/21-1/25**

(Mon 1/21 is MLK day, no class)

Old & New Worlds

**Week 3: 1/28-2/1**

Encounters

**Week 4: 2/4-2/6**

British North America

**Week 5: 2/11-2/15**

Colonial Society

**Week 6: 2/18-2/22**

The Revolution

**Week 7: 2/25-3/1**

The New Nation

**Week 8: 3/4- 3/8**

The Early Republic

**Week 9: 3/11-3/15: Spring Break: No Class**

**Week 10: 3/18-3/22**

The Market Revolution

**Week 11: 3/25-3/29**  
Democracy in America

**Week 12: 4/1-4/5**  
Religion and Reform

**Week 13: 4/8-4/12**  
American Slavery

**Week 14: 4/15-4/19**  
The Sectional Crisis

**Week 15: 4/22-4/26**  
The Civil War

**Week 16: 4/29 -5/03**  
Reconstruction

**Final Exam Week: 5/6-5/10**

<b>History 203</b>			
Assignment Schedule			
<u>Date</u>	<u>Text</u>	<u>Documents</u>	<u>Evaluation</u>
Jan. 15 (First Day of Class)			
Jan. 17.	Ch. 1	Doc. 1	
Jan. 24	Ch. 2	Doc. 2-3	
Jan. 31	Ch. 3	Doc. 4-5	
Feb. 7	Ch. 4		<b>Exam #1</b>
Feb. 14	Ch. 5	Doc. 6-7	
Feb. 21	Ch. 6	Doc. 8-9	
Feb. 28	Ch. 7	Doc. 10-11	<i>Essay #1</i>
Mar. 7	Ch. 8	Doc. 12	<b>Exam #2</b>
Mar. 12 & 14 Spring Break – No Class			

Mar. 21 Ch. 9 Doc. 13-16

Mar. 28 Ch. 10 Doc. 17-18

Apr. 4 Ch. 11 Doc. 19-21

Apr. 11

**Exam #3**

Apr. 18 Ch. 12-13

Apr. 25 Ch. 14 Doc. 22-24

May 2 Ch. 15

*Essay #2*

**May 7 (Tues.) - Final Exam**

### **History 203**

#### Online Documents

1. Christopher Columbus, Letter to the King and Queen of Spain  
<http://www.fordham.edu/halsall/source/columbus2.html>
2. John Winthrop – “City on a Hill”  
<http://www.americanyawp.com/reader/colliding-cultures/john-winthrop-dreams-of-a-city-on-a-hill-1630/>
3. Trial and Interrogation of Anne Hutchinson  
<http://www.swarthmore.edu/SocSci/bdorsey1/41docs/30-hut.html>
4. Virginia Slave Laws – 1660’s  
<http://www.swarthmore.edu/SocSci/bdorsey1/41docs/24-sla.html>
5. Bacon’s Declaration in the Name of the People  
<http://historymatters.gmu.edu/d/5800>
6. Miscellaneous Court Records and Laws  
<http://www.swarthmore.edu/SocSci/bdorsey1/41docs/50-cou.html>
7. Benjamin Franklin, “The Way to Wealth”  
<http://www.swarthmore.edu/SocSci/bdorsey1/41docs/52-fra.html>
8. Declaration of Independence

<http://www.americanyawp.com/reader/the-american-revolution/declaration-of-independence-1776/>

9. Abigail and John Adams Converse on Women's Rights, 1776  
<http://www.americanyawp.com/reader/the-american-revolution/abigail-and-john-adams-converse-on-womens-rights-1776/>
10. Federalist #10  
[http://avalon.law.yale.edu/18th\\_century/fed10.asp](http://avalon.law.yale.edu/18th_century/fed10.asp)
11. United States Constitution  
<http://www.usconstitution.net/const.pdf>
12. Tecumseh calls for pan-Indian resistance, 1810  
<http://www.americanyawp.com/reader/the-early-republic/tecumseh-letter-to-william-henry-harrison-1810/>
13. John Quincy Adams – “Monsters to Destroy” (1821)  
<https://www.mtholyoke.edu/acad/intrel/jqadams.htm>
14. Seneca Fall's Declaration of 1848  
<http://www.fordham.edu/halsall/mod/senecafalls.html>
15. Confession of Nat Turner  
<http://www.americanyawp.com/reader/the-cotton-revolution/nat-turner-explains-his-rebellion-1831/>
16. John C. Calhoun on the Compromise of 1850  
<http://www.nationalcenter.org/CalhounClayCompromise.html>
17. Abraham Lincoln, “House Divided Speech” June 16, 1858  
<http://showcase.netins.net/web/creative/lincoln/speeches/house.htm>
18. John Brown's Speech  
<http://www.nationalcenter.org/JohnBrown'sSpeech.html>
19. South Carolina Declaration of the Causes of Secession  
<http://www.americanyawp.com/reader/the-sectional-crisis/south-carolina-declaration-of-secession-1860/>
20. Alexander Stephens “Cornerstone Speech”  
<http://www.americanyawp.com/reader/the-civil-war/alexander-stephens-on-slavery-and-the-confederate-constitution-1861/>
21. Inaugural Address of Jefferson Davis  
<https://jeffersondavis.rice.edu/Content.aspx?id=88>

22. General George B. McClellan to President Lincoln  
<https://www.encyclopedia.com/history/dictionaries-thesauruses-pictures-and-press-releases/letter-president-lincoln-harrisons-landing-1862-general-george-b-mcclellan>
23. The Emancipation Proclamation  
<http://www.civilwar.org/education/history/primarysources/emancipation.html?referrer=https://www.google.com/>
24. General Robert E. Lee's Farewell to the Army of Northern Virginia  
<http://www.pattonhq.com/militaryworks/lee.html>

## U. S. History

### Essay #1

Choose **one** of the following options and write a complete essay. The paper should be 4 to 6 pages double spaced with a separate title page and a works cited page. **In your paper, make citations of any quotations or ideas that are not your own.** Feel free to use any other primary or secondary sources in your papers. Grammar and spelling will be an element of evaluation in your final grade for this assignment. Be sure you have the following elements:

- Argument
  - Introduction that states your argument
  - Conclusion that pulls all your basic points together
  - Substantiation of the argument through primary sources
  - Full citation for all evidence presented
  - Good organization and grammar
- (A) Compose an essay on the main points of *The Trial and Interrogation of Anne Hutchinson*. What charges were brought against Mrs. Hutchinson by the Puritan elite? How did she defend herself? What might this trial reveal about Puritan society and the status of women in colonial New England? Do some research to determine if it is possible to find other similar events in the history of Puritan New England?
- (B) Compare and contrast the *Declaration of Independence* and the *United States Constitution*. What basic principles are each document founded upon? How can you explain the similarities and especially the differences? How has the Constitution changed over time? Do those changes represent the original principles of the founders or not? Explain your answer.
- (C) Discuss the main points of *Federalist #10*. Why does Madison feel it is necessary to have a stronger federal government? Discuss the concept of "faction" as outlined by Madison. How might the Anti-federalists have responded to Madison? Does subsequent American history prove Madison correct or incorrect? Explain your answer. Some research for background material on Madison, the Federalists and Anti-federalists might be useful to you.
- (D) Discuss the main points of *The Seneca Falls' Declaration of 1848*. How did this source use the *Declaration of Independence* as a model? According to the document, how had

male dominated society oppressed women? What demands were made by the document? Some research into the background of the Seneca Falls Convention and its leaders will likely be useful to you.

## **U. S. History**

### Essay #2

Choose **one** of the following options and write a complete essay. The paper should be 4 to 6 pages double spaced with a separate title page and a works cited page. **In your paper, make citations of any quotations or ideas that are not your own.** Feel free to use any other primary or secondary sources in your papers. Grammar and spelling will be an element of evaluation in your final grade for this assignment. Be sure you have the following elements:

- Argument
- Introduction that states your argument
- Conclusion that pulls all your basic points together
- Substantiation of the argument through primary sources
- Full citation for all evidence presented
- Good organization and grammar

- (A) Compose an essay on the main points of John C. Calhoun on the Compromise of 1850. What essential issues did Calhoun emphasize in terms of sectionalism in the United States? How did Calhoun feel the Union could be preserved? How might the North react to Calhoun's arguments?
- (B) Write an essay on the main points of the "House Divided Speech" by Abraham Lincoln. How did Lincoln present events as forming a pro-slavery conspiracy? Do you think events and the outcomes verified his position? Be sure to do some research on the context of the speech.
- (C) Using Documents 19-21, compose an essay on the founding principles of the Confederacy. Why did the states secede from the Union in 1861? Did Confederate founders see themselves as a break or continuation of the American Revolution? Explain your answer.
- (D) Discuss the main points of General George B. McClellan's letter to President Lincoln (Doc. #22). What advice did McClellan give to Lincoln? How might Lincoln have reacted to McClellan's approach? Be sure to do some research on the relationship between the two leaders.

**Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

**Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### University Closure

No students or employees are to report.

#### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

#### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

### **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**