

Lincoln

This seminar introduces students to the life and ideas of Abraham Lincoln. Students will learn about Lincoln himself, the controversies that swirled around him, and Americans' memories of him.

Policies:

1. Attendance: Students should attend all seminars. Should health, religious obligations, or other personal obligations intervene, students may make up one class without penalty, and one other by writing a report on the assigned reading for that day of 500 words. An absence in excess of 1, unless excused by the health center or dean of students' office, will result in the class grade being reduced by .5 points. If you earn a B+ for class, but have 3 absences and wrote the make-up, your final grade would be a B.
2. Communication: Frequent communication makes a seminar work. Stay in touch. Email or drop by my office with any and all questions. My official office hours are **Wednesday & Thursday, 1:30-4**, though I am on campus most days. Call me at home in the evening before 9 as well: 390 9822 (email Louise.Stevenson).

Assignments are posted on edisk. Edisk postings often contain links to online research sources. I also email frequently; so pay attention. My emails contain discussion questions for class.

3. Grading:
 - a. 35%. Class participation. Please come to class prepared to discuss the assigned readings in depth and to pose questions for discussion. You should plan to do at least one informal report to the class. Your classmates will rank your participation for class discussion. Students earn a B grade for attendance and intelligent participation in every class. Please keep all class writing and ephemera in a folder that I will collect on 12/8.
 - b. 20%. Short discussion papers. Students will write 2, 3-4-page discussion papers, and present at least 1 to the class to stimulate discussion. One is due before fall break, and the other before Thanksgiving, unless you are writing about the assassination. A grade of 3 on these assignments is equivalent to a B. These papers should show that you have listened to classmates as well as have done and thought about the reading by using sources to modify or extend the arguments of class readings and your classmates. You may write more than 2 papers and count the 2 best.
 - c. 25%. Book project.
 - i. 10%. Part 1. You will each select a monograph on Lincoln. After discussion with me, make yourself an expert on one aspect of Lincoln's life. You will present this learning in class on the

appropriate day and should have handouts, a transparency, or PowerPoint prepared for the event. Then no more than 2 days after your presentation, you will hand in to me a summary of what you wanted students to learn and how your presentation should have modified their understanding of Lincoln gained from Donald, primary sources, or Harold Holzer. Due date varies.

- ii. 15%. In this project, you will take the book and use it as a springboard for research. Students who have not written a research paper will want to write an annotated project that places your book within the frame of Lincoln scholarship (directions forthcoming). Students who have taken HI 360 or written a research paper for me may take an issue and craft a research paper (12 pages). If you decide to write a research paper, you will do one less memo.
- d. 20%. Oral or written summation. Students will present a 7 minute refutation or modification of some of the charges that Thomas DiLorenzo makes against Lincoln. In doing so, they will show their command of course materials and class discussion. They may do extra research in Lincoln's writings, but no other research is necessary.
 - i. On the final 2 days of class, students will each give a 7-minute speech and respond to class questions on their talk.
 - ii. Or, on Dec. 8 at noon, you will hand in a paper that accomplishes the same goal.
4. Extra Credit: students may earn up to 3 extra credit points by attending and reporting on campus or community events and relating them to Lincoln. Extra credit must be cleared in advance with the instructor, and handed in within one week of the event. A 1-2 page typed report must be handed in within 3 days of the event. One point for each event unless it exceeds two hours in length.

Books:

Required:

- The Portable Abraham Lincoln, ed. Andrew Delbanco.
- David Donald, Lincoln
- Harold Holzer, Lincoln at Cooper Union

Recommended:

- Doris Kearns Goodwin, Team of Rivals

Class and Reading Schedule

8/30 Introduction

- a. Each class opens with opportunities for your questions. In future classes, they will come from the readings.
- b. Requirements, etc.

Memory

9/4

Read a and b. Then do one from cde for presentation in class.

- a. Required: D. D. More, "[Lincoln as Statesman.](http://www.dineshdsouza.com/articles/abelincoln.html)" American History (April 2005) [<http://www.dineshdsouza.com/articles/abelincoln.html>]

- b. Choose 1
 - a. Mario Cuomo, Why Lincoln Matters, on reserve. Introduction and chs. 1-2.
 - b. Thomas DiLorenzo, The Real Lincoln, on reserve. Choose the introduction and one of the following: ch. 2, or 4-5, or 6-7.
- c. Town opinions of Lincoln (the mall, Turkey Hill, etc.)
- d. Newspaper and/or magazine articles surrounding the dedication of the Lincoln Monument (5/30/1922) (See Lancaster Newspapers in hard copy and/or Reader's Guide Retrospective on Libcat electronic sources).
- e. Newspaper and/or articles 1960-85.
- f. We will start a John Ford film, "Young Mr. Lincoln."

9/6 Meet in the library archives to look at Lincoln artifacts.

Donald, Lincoln, ch. 1 and preface through p. 15.

- a. What does Donald want us to learn about Lincoln?
- b. How does Donald's treatment of Lincoln's childhood square with that of the film.
- c. Report from one person on Lincoln's birthplace and youth websites.
- d. Plan ahead so that you can finish the film in ATS.

Family and Youth

9/11 David Donald, Lincoln, chs. 2; finish the film in ATS, read Portable Lincoln, pp. 1-16.

Discussion:

- a. According to Donald, what conditions of Lincoln's early life shaped his thinking on cultural and political issues?
- b. Report on courtroom scene,
- c. Contrast Douglas v. Lincoln.
- d. Report on final scene of film.
- e. Discussion of what it means to be a Whig from Lincoln: Portable Lincoln (see lyceum speech).
- f. Report on Sandberg's Lincoln from summer reading.
- g. First discussion paper due. Discussion led by Seminar participants (40 min.):

Early Political Career

9/13 Reading: Lincoln, chs. 3-5, and Portable Lincoln, pp. 17-26 (very important), 27-32.

- a. What does Donald want us to think about Lincoln and what evidence does he give?
- b. In the Lyceum speech be able to talk about the rule of law vs. the rule of mobs, and the importance of the Revolution.
- c. What did the Washington experience teach Lincoln? How did he benefit from it?
- d. Report on Lincoln in Illinois from summer reading.
- e. Report on Lincoln and his homosexual relationships (Michael).

9/18 Reading: Lincoln, ch. 6, and Portable Lincoln, pp. 33-36.

- a. Reports on the young lawyer from your summer reading.

- b. Go to this web page:
<http://showcase.netins.net/web/creative/lincoln/sites/law.htm>
Read about his office, scroll down, and read about his advice to young lawyers.

Political Party Leader: From Local to National

9/20 Reading: Lincoln, ch. 7, and Portable Lincoln, pp. 43-44. Reading: Daniel Walker Howe, The Political Culture of the American Whigs, ch. 11 on Lincoln (on edisk).

- a. Discussion of the difference between a Whig and a Republican.
- b. Second discussion paper due. Discussion led by Seminar participants (40 min.):

9/25 Reading: Lincoln, ch. 8. In class we will review the debates. Go to this website, download, and read both sides of the debate, but become an expert on the arguments presented by your assigned candidate.

- a. Debate Map: <http://www.illinoiscivilwar.org/debates.html>
- b. Debate Image: <http://lincoln.lib.niu.edu/gal/browne286.html>
- c. Debate Text:
 - a. <http://www.bartleby.com/251/> . If this site loads properly it is the easier to use. The next site provides newspaper commentary as well as maps that you should look at.
 - b. <http://lincoln.lib.niu.edu/lincolndouglas/nhdebate.html> Click on Nicolay-Hay Text and then pick your debate. Note that the first link allows you to search all debates by key words. Also look at the maps of the debates.

9/27 Reading due: Donald, 230-43, and Holzer, preface and chs. 1-4.

- a. Finish discussion of debates.
- b. Start discussion of Holzer.
- c. Discussion leaders?
- d. Listen to Cooper Union Address:
<http://www.americanrhetoric.com/speeches/abelincolncooperunionaddress.htm>

10/2 Reading: Holzer, chs. 5-7, and address at 249ff.

- a. Discussion Paper 3 due.
- b. Compare the experience of the debate heard and read.
- c. Notice continuities/differences from 1858 debates.
- d. How does this speech show Lincoln as a self-made man in an American that he wants to be for self-made men.

From Defeat to Election

10/4 Reading: Holzer, chs. 8-9 + epilogue. Kearns, Team of Rivals, on reserve, chs. 8, 9. Also check Donald for election results: 244-56.

10/9 Reading: Lincoln, ch. 10, and Portable Lincoln, pp. 189-205.

- a. Naming a cabinet: Report from Missy.
- b. How did Southerners perceive Lincoln and his political views? Find articles, cartoons describing Lincoln 1858-1861.
 - a. Civil War: A Newspaper Perspective (Library electronic source link).

- b. [Valley of the Shadow Project](#) (Major web resource for northern and southern communities around Gettysburg.) Click on diaries and newspapers and do research in southern communities for Lincoln).
- c. Also check the two previous links as well as the [New York Times](#) (F&M electronic resource) and [Brooklyn Daily Eagle](#) (on the web) for northern sentiment about secession during March and April, 1861.

Commander in Chief

- 10/11 Reading: Lincoln, chs. 11, 12, and [Portable Lincoln](#), pp. 205-9, 233 to Welles, 294.
- a. Report: Lincoln as Commander in Chief from Perret book.
 - b. Report: Lincoln's first generals.
 - c. Edisk: McPherson, "Abraham Lincoln and the Strategy of Unconditional Surrender"
 - d. Discussion Paper 4 due.

10/18 Today in class we will watch the film *Lincoln*.

Domestic Relations

- 10/23 Reading: review Donald on Mary
- a. Film on Lincoln in the White House
 - b. Reports on Mary Lincoln in the press (see papers for 10/9, and [Harper's](#) at electronic resources.)
 - c. Investigate website about Mary:
<http://members.aol.com/RVSNorton/Lincoln15.html>

Emancipation

- 10/25 Reading: Lincoln, chs. 13-14, and [Portable Lincoln](#), pp. 227-40; carefully read 247-70 to discover his interpretation of executive power and recommendations for emancipation in 1862.
- a. Reports: What did African Americans think of Lincoln? Extra: see the Kearns book (ch. 21) or William McFeeley's biography of Frederick Douglass.
 - b. Why do historians think Lincoln issued the emancipation proclamation (Pinsker and Guelzo from summer reading)?
 - c. What is the problem of civil liberties in wartime? How does Lincoln show himself adept at handling his Administration?
 - d. See instructions for reading his Annual message above.

10/30 By today, you should have watched the film on Antietam available in ATS. Further discussion of emancipation.

- a. Relationship with McClellan from summer reading.
- b. Rough draft of research option due.
- c. Discussion paper 5.

Civil Liberties in Wartime

- 11/2 Reading Donald, ch. 15, and review his previous discussion of civil liberties. [Portable Lincoln](#), 240-45, 270, 273-93. Also read on edisk or SFL reserve: James McPherson, "Lincoln as Hedgehog," in *Lincoln and the Second American Revolution* (edisk).

- a. Why did Lincoln support the draft?
- b. Why did Lincoln support the suspension of habeas corpus for practical and Constitutional reasons
- c. Report on Civil Liberties from summer reading and DiLorenzo.
- d. Try to find cartoons in northern and southern sources showing Lincoln as a tyrant or king. See Civil War newspapers on Libcat/Electronic Sources.

A Changed Union (Please figure out what I mean by that statement.)

- 11/6 Reading Donald, ch. 16, and Portable Lincoln, pp. 295-302.
- a. Report: Guelzo on African American response to the Emancipation Proclamation.
 - b. McPherson, "Abraham Lincoln and the Second American Revolution" on edisk
 - c. Reports on newspaper responses to Lincoln's speech. See assignments for 10/9 and Harper's Weekly at F&M electronic resources.
 - d. Discussion paper 6.

1864

- 11/8 Reading: Lincoln, chs. 17-19, and Portable Lincoln, pp. 302-318
- a. Report on relationship with Grant from summer reading.
 - b. Report on election of 1864 from reading Doris Kearns, esp. ch. 24.
 - c. Report on Lincoln's supposedly depressive personality.
 - d. Other newspaper reports on election and its meaning.

Reconstruction

- 11/13 Reading: Lincoln, ch. 20, and Portable Lincoln, pp. 319-30.
- a. Discussion on the consistency of his Reconstruction plans.
 - b. Discussion of the relative merits of his Reconstruction plans.
 - c. Discussion paper 7

Assassination

- 11/15 Reading: Lincoln, ch. 21.
Report from summer reading.
Report on assassination website: <http://members.aol.com/RVSNorton/Lincoln.html>

Contemporary Assessments

- 11/27 Conferences. Research option due.
- 11/29 Please concentrate on on a or b; everyone read and c.
- a. Northern papers. Possibly sermons or speeches
 - b. Southern papers. Possibly sermons or speeches
 - c. Poetry.
"O Captain, My Captain": <http://www.bartleby.com/142/193.html>
Whitman's April 1865 notes on Lincoln's death:
<http://www.bartleby.com/229/1084.html>
- 12/4 Speeches.

12/6 Speeches. Course folders due.

12/8 Papers due.

Reference works:

Lincoln Encyclopedia

Random Information:

- Wikipedia is not a suitable source for research. You may consult it for background, but it does not count as a scholarly source to be used in footnotes. Find information elsewhere.
- All written work must be submitted in hard copy. At the same time, students must put an electronic copy into their folder on edisk.
- All written work should be presented in accordance with the Chicago Manual of Style, unless you are not a history major or minor. Then you must follow the APA style guide or MLA style guide available on edisk. For a handy style guide go to <http://www.pearsoncustom/dbrtap/rtap/student> and use the user name/password: rtapstudent/rtaplearn.

Name:

History 408/Lincoln 06

Grading:

- a. 35%. Class participation.
 - i. First Half
 - ii. Second Half
 - b. 20%. Short discussion papers.
 - i. One
 - ii. Two
 - c. 25%. Book project.
 - i. 10%. Part 1.
 - ii. 15%. Part 2
 - d. 20%. Oral or written summation
5. Extra Credit Points (1.5 maximum, .5 apiece on a 4 point scale; or 1 point each on a 100 point scale)