

PSCI 4028: The Age of Lincoln – Fall Semester 2020, University of Colorado Boulder

President Abraham Lincoln lived in one of the most divisive periods in American politics and history. What events led to Lincoln ascending to the Presidency, how did he navigate the tumultuous era, and what is his legacy? The writings of Lincoln, his predecessors and contemporaries, and modern commentators guide discussion of these questions and themes.

Course Teacher:

Elizabeth Eastman, Ph.D.

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Course Information:

Classroom Instruction: T/Th 11:10 am -12:25 pm, MUS N1B95D

Office Hours: 1-4 T, by appointment

(NOTE: Due to UC Boulder COVID-19 policy, there are no in-person meetings. We can speak on the phone, by zoom, or exchange emails.)

The University required “Syllabus Statements” are included at the end of this syllabus.

I post course updates, assignments, and changes on Canvas. Please check it frequently.

Course Books:

Three books and shorter reading selections focus our study:

The Writings of Abraham Lincoln, ed. Steven B. Smith (WAL)

Lincoln’s words, ideas, and arguments serve as the foundation of this course.

Abraham Lincoln and Civil War America: A Biography, William E. Gienapp

This biographical presentation focuses on the pivotal events in Lincoln’s political life that take place against the backdrop of the events occurring in America.

Reconstruction: A Concise History, Allen C. Guelzo

Guelzo’s book sets up the end of the course. The era of reconstruction takes us beyond Lincoln’s death and introduces events that dramatically impact events in the next century.

Shorter reading selections posted on Canvas.

General Course Requirements:

-Readings Read the assigned material prior to class and be prepared to participate in class discussion by answering my questions, posing your own, and commenting on the readings. Bring the assigned reading to class, as we will often consult specific passages. Our conversations throughout the semester will build upon previously read works to encourage comparisons and critical analysis. This is a seminar and the readings launch our discussions.

-Attendance Students are expected to attend every class. *Any* unexcused absence may adversely affect a student’s final course grade. To request an excused absence, please provide an explanation *within 48 hours* (by email or speaking to me directly) as well as documentation if available. Excused absences include illness, religious observances, work conflicts, personal or school obligations. Please see the University “Syllabus Statements” for additional information on “Requirements for Covid-19.” Chronic tardiness or leaving early is counted as an absence.

Missing 20% of class meetings will result in a failing grade. If there is a special circumstance, please speak to me directly to arrange an accommodation.

-Course work Assignments include two short essays, a research paper due at the end of the semester, and a final exam. All written work must include proper documentation and attribution of sources. Please use a standard style sheet (Chicago is preferred, but I will accept MLA). Please ask if you need assistance with style sheets.

-Grades Student evaluation is based on examinations, quizzes, written work, participation in class discussion, and attendance. Any violation of the Honor code will result in a failing grade. Grades are *roughly* determined according to the following proportions:

Written work 65% (2 short essays 15% each due 9/22 and 10/20; research paper 35% due 11/24)

Examination 30% (final exam on December 11, 4:30-7:00 pm)

Class participation and quizzes 5%. There are occasional quizzes at the beginning of class. Every student receives a class participation grade. I track it weekly. The grades will be *roughly* determined as follows: 90-95% good and substantive participation in class discussions; 80-85% regular participation; 70-75% occasional or infrequent participation.

-Class etiquette

No use of cell phones or any electronic device. Your laptop is used only for reference to class readings or note taking.

You may bring something to drink, but please do not eat in class.

Please arrive on time.

Schedule – PSCI 4028: The Age of Lincoln – Fall 2020

This is a *tentative* schedule of readings and will be adjusted as needed throughout the semester. Check Canvas announcements page throughout the semester for updated reading schedules and course announcements.

8/25

Introductions, “**Civic Education**” Eva Brann (students sent a copy via email)

8/27

Declaration of Independence, July 4, 1776

<https://teachingamericanhistory.org/library/document/declaration-of-independence/>

Declaration of Independence draft. Read: Jefferson’s headnote: “Congress proceeded the same . . .” and the deleted paragraph on the slave trade, which begins, “He has waged cruel war”

<https://teachingamericanhistory.org/library/document/rough-draft-of-the-declaration-of-independence/>

Fragment on the Constitution and the Union (WAL 321-22), c. January 1861

Speech at Independence Hall, Philadelphia, Pennsylvania, Feb 2, 1861 (WAL 323-24)

U.S. Constitution

<https://teachingamericanhistory.org/library/document/constitution-of-the-united-states/>

Frederick Douglass “The Constitution of the U.S.: Is It Pro-Slavery or Anti-Slavery?” 1860

<https://teachingamericanhistory.org/library/document/the-constitution-of-the-united-states-is-it-pro-slavery-or-anti-slavery/>

9/1

Gienapp, ch 1 A Son of the Frontier
To the People of Sangamo County (WAL 3-6)
To the Editor of the Sangamo Journal (WAL 6-7)

9/3

Gienapp, ch 2 Thwarted Ambition
Young Men's Lyceum Address, Springfield, Illinois, January 1838 (WAL 7-14)
John C. Calhoun, Slavery a Positive Good, February 6, 1837
<https://teachingamericanhistory.org/library/document/slavery-a-positive-good/>

9/8

Address to the Washington Temperance Society of Springfield, Feb 2, 1842 (WAL 14-22)
Eulogy on Henry Clay at Springfield, Illinois, July 6, 1852 (WAL 43-54)
Student's choice of one other selection in WAL I. Young Mr. Lincoln (1832-1852)

9/10

Gienapp, ch 3 Rise to Power
Frederick Douglass What to the Slave Is the Fourth of July? July 5, 1852 Rochester, NY
<https://teachingamericanhistory.org/library/document/what-to-the-slave-is-the-fourth-of-july/>
Audio version: <https://www.youtube.com/watch?v=4NNBIMYGtLo>

George Fitzhugh, Sociology for the South, or The Failure of Free Society (excerpt) 1854
<https://teachingamericanhistory.org/library/document/sociology-for-the-south-or-the-failure-of-free-society-2/>

How might Frederick Douglass ("What to the Slave is the Fourth of July?"), a former slave, respond to Fitzhugh's claims about slavery?

Optional: Frederick Douglass Letter to Harriet Beecher Stowe, March 8, 1853
<https://teachingamericanhistory.org/library/document/letter-to-harriet-beecher-stowe/>

9/15

Speech on the Kansas-Nebraska Act at Peoria, Illinois, October 16, 1854 (WAL 59-92)
To Joshua Speed (WAL 93-96)

9/17

Dred Scott v. Sanford Lincoln (emailed text)
Speech on the Dred Scott Decision, June 26, 1857 (WAL 108-119)
House Divided Speech, June 16, 1858 (WAL 126-133)
Student's choice of one other selection between pp 57-134 in WAL II. On the Nature of Republican Government (1854-1859)

9/22

1st writing assignment due (see Canvas Assignments for requirements)
Lecture on Lincoln-Douglas Debates, no assigned reading.
(Note: WAL includes the First and the Seventh Lincoln-Douglas Debates)

9/24

Speech at Chicago, Illinois, June 10, 1858 (WAL 134-150)

On Slavery and Democracy, 1858? (WAL 150)

Lecture on Discoveries and Inventions, Jacksonville, Illinois, Feb 11, 1859 (WAL 231-238)

Address to the Wisconsin State Agricultural Society, Milwaukee, WI, 1859 (WAL 268-278)

9/29

Research paper topics due (in writing to me via Canvas by the end of the day; paper due 11/24)

Gienapp ch 4 A People's Contest

James Buchanan, "State of the Union Address" (Fourth Annual Message to Congress, December 3, 1860), Opening section <http://www.civilwarcauses.org/buch.htm>

10/1

Address at Cooper Institute, New York City, February 27, 1860 (WAL 283-298)

Editorial: The Policy of Aggression (New Orleans Daily Crescent)

<https://teachingamericanhistory.org/library/document/the-policy-of-aggression/>

Letter to Alexander H. Stephens (WAL 321)

Farewell Address at Springfield, Illinois, February 11, 1861 (WAL 322)

10/6

First Inaugural Address, March 4, 1861 (WAL 324-332)

Alexander Stephens Cornerstone Speech, March 21, 1861

<http://teachingamericanhistory.org/library/document/cornerstone-speech/>

Optional reading: Constitution of the Confederate States of America March 11, 1861

<https://teachingamericanhistory.org/library/document/constitution-of-the-confederate-states-of-america/> (excerpts reviewed in class)

10/8

Proclamation Calling Militia and Convening Congress (WAL 333-34)

Message to Congress in Special Session, July 4, 1861 (WAL 334-347)

Proclamation Suspending the Writ of Habeas Corpus (WAL 368-69)

10/13

Gienapp, ch 5 From Limited War to Revolution

To George B. McClellan, Schurz, & Banks (WAL 369-373)

Final Emancipation Proclamation, September 22, 1862 (WAL 395-396)

10/15

Gienapp, ch 6 Midstream

To Erastus Corning and Others, July 12, 1863 (WAL 399-406)

To Matthew Bircharth and Others, June 29, 1863 (WAL 407-411)

To James C. Conkling (WAL 413-416)

10/20

2nd writing assignment due

No Assigned Reading. “The Civil War Animated” class presentation on Civil War Battles
<https://www.battlefields.org/learn/maps/civil-war-animated-map>

10/22

Gienapp, ch 7 To Finish the Task

Gettysburg Address, November 19, 1863 (WAL 417)

To Edward Everett, November 20, 1863 (WAL 417-418)

Lincoln’s Proclamation of Amnesty and Reconstruction, December 8, 1863

<https://teachingamericanhistory.org/library/document/proclamation-of-amnesty-and-reconstruction/>

Wade Davis Bill and Lincoln’s Pocket Veto Proclamation, July 2, July 8, 1864

<https://teachingamericanhistory.org/library/document/wade-davis-bill/>

Address at Sanitary Fair, Baltimore, Maryland, April 18, 1864

10/27

1619 Project reading selection

Benson Center lecture: Lucas Morel, “The 1619 Project as Missed Opportunity” at 6pm

10/29

Gienapp, ch 8 With Malice Toward None

Thirteenth Amendment

<https://teachingamericanhistory.org/library/document/the-13th-amendment-to-the-constitution/>

Second Inaugural Address, March 4, 1865 (WAL 428-29)

To Thurlow, Weed March 15, 1865 (WAL 430)

Meditation on the Divine Will, c. early September 1862 (WAL 362-63)

To Albert G. Hodges, April 4, 1864 (WAL 418-19)

Speech on Reconstruction, April 11, 1865 (WAL 431-34)

11/3

“Lincoln’s Declaration—and Ours” Ralph Lerner (WAL 449-460)

“Executive Power and Constitutional Necessity” Benjamin Kleinerman (WAL 461-474)

11/5

Frederick Douglass, “Oration in Memory of Lincoln” April 14, 1876

<https://teachingamericanhistory.org/library/document/oration-in-memory-of-abraham-lincoln/>

Walt Whitman, “O Captain! My Captain!”

<http://www.poetryfoundation.org/poem/174742>

11/10

Guelzo, Introduction, ch 1

Report on the Condition of the South, Carl Schurz, December 19, 1865

<https://teachingamericanhistory.org/library/document/report-on-the-condition-of-the-south/>

Black Codes of Mississippi, Mississippi Legislature, October 1865, December 1865

<https://teachingamericanhistory.org/library/document/black-codes-of-mississippi/>

11/12

Guelzo, chs 2-4

Congressional Debate on the 14th Amendment, 1866

<https://teachingamericanhistory.org/library/document/congressional-debate-on-the-14th-amendment/>

Civil Rights Act of 1866 Congress, April 1866

<https://teachingamericanhistory.org/library/document/the-civil-rights-act-of-1866/>

Speech on Reconstruction, Thaddeus Stevens, January 3, 1867

<https://teachingamericanhistory.org/library/document/speech-on-reconstruction-2/>

Reconstruction Acts, Congress, March 2, 1867

<https://teachingamericanhistory.org/library/document/reconstruction-acts/>

11/17

Guelzo, chs 5-7, Epilogue

The Enforcement Acts, Congress 1870, 1871

<https://teachingamericanhistory.org/library/document/the-enforcement-acts/>

The 15th Amendment, Congress, February 26, 1869, February 2, 1870

<https://teachingamericanhistory.org/library/document/the-15th-amendment/>

Inaugural Address, Rutherford B. Hayes, March 5, 1877

<https://teachingamericanhistory.org/library/document/inaugural-address-1877/>

Frederick Douglass, "The United States Cannot Remain Half-Slave and Half-Free" April 16, 1883

<https://teachingamericanhistory.org/library/document/the-united-states-cannot-remain-half-slave-and-half-free/>

11/19

Three major court cases (emailed texts):

Plessy v. Ferguson (including Harlan's dissent), Sweatt v. Painter, Brown v Bd of Education

11/24

Research paper due, no in-class meeting, zoom meeting is tentatively planned

11/26 - 27 Fall break/ Thanksgiving holiday, no class meeting

12/1

Martin Luther King, "Letter from Birmingham Jail" (emailed text)

12/3 Our final class discussion will review the semester readings and serve as a review session

12/11 (Friday) Final Exam, 4:30-7:00 pm

University required Syllabus Statements

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,
- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](#). Before coming on to campus each day, all students are required to complete a [Daily Health Form](#). In this class, you may be reminded of the responsibility to complete the [Daily Health Form](#) and given time during class to complete it.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](#) remotely. In this class, if you are sick or quarantined, please let me know via email (Elizabeth.Eastman@colorado.edu) at your earliest possible convenience. University policy

states that FERPA student privacy laws do not require students to state the nature of their illness when notifying faculty. [If a student is quarantined but still able to do class work, I will try to find a way for the student to participate remotely and/or do makeup work for in-person sessions. Students will also have the opportunity to make up work missed. University policy requires the following: “if a student discloses to [me] that they have tested positive for COVID-19 or are having symptoms of COVID-19 or have had close contact with someone who has tested positive for COVID-19, [I] will submit that information to the Medical Services Public Health Office for the purposes of contact tracing (contacttracing@colorado.edu and/or 303-492-2937).”]

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC)

at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me via email two weeks in advance of any anticipated absences related to religious observances so that we can determine a suitable makeup for missed class, assignments, or exams.

See the [campus policy regarding religious observances](#) for full details.