

Abraham Lincoln as Statesman

Professor Flagg Taylor

GO 351, Spring 2012

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Office Hours: Tuesday/Thursday 10-12 and by appointment

Course Description:

This course will explore Lincoln's confrontation with the problem of slavery and the American regime. It will consist primarily of a close analysis of Lincoln's speeches and writings. Lincoln's speeches and deeds have been said by some scholars to constitute a completion of the American founding or a second American revolution. We will explore the origins and nature of Lincoln's impact, trying to understand Lincoln's project from the perspective of Lincoln himself. Lincoln reflected deeply on America's founding ideals as expressed in its public documents, as well as particular historical realities confronting the nation in the 1800s. Our course of study will therefore attempt to mimic these reflections.

Required Texts:

The Language of Liberty: The Political Speeches and Writings of Abraham Lincoln, Joseph R. Fornieri ed., Regnery Publishing, 2009

Abraham Lincoln: A Biography, Lord Charnwood, Madison Books, 1997

Macbeth, William Shakespeare, Kenneth Muir ed.

Packet of Readings

Course Requirements:

1 6-8 pg essay 25%

1 8-10 pg essay 35%

Final exam 40%

Introduction to course **(1/23)**

I. Prelude to Crisis

A. Slavery and the Founding **(1/25)**

1. "Slavery and the Moral Foundations of the American Republic," Herbert Storing (reserve)
2. "Slavery and the Constitutional Convention: Making a Covenant with Death," Paul Finkelman (reserve)
3. Fehrenbacher, "Slavery in the Federal Territories," pp. 253-256 (reserve)
4. Charnwood, pp. 19-32

B. Slavery and Expansion, part 1 **(1/30)**

1. Charnwood, pp. 32-36
2. Fehrenbacher, "Slavery in the Federal Territories," pp. 256-266

3. MO Comp speeches from the House of Representatives (Taylor, Fuller, Barbour, February 1819)
Go To: <http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=033/llac033.db&recNum=142>
Go To: pp. 1169-1191
- C. Slavery and Expansion, part 2 **(2/1)**
1. Charnwood, pp. 36-50
 2. Fehrenbacher, "Slavery in the Federal Territories," pp. 266-276

*****Interlude on *Macbeth*: 2/6 and 2/8*****

II. Lincoln and the Crisis of the House Divided

- A. *The Political Philosophy of a Young Whig*, 1838-1852
1. Charnwood, pp. 51-61 **(2/13)**
Lyceum Address, January 27, 1838
Wendell Phillips, "The Murder of Lovejoy" (packet)
Martin Van Buren, Inaugural Address, March 4, 1837
<http://teachingamericanhistory.org/library/index.asp?document=1165>
 2. Charnwood, pp. 61-69 **(2/15)**
Temperance Address, February 22, 1842
Letter to Joshua Speed, January 3, 1842
Letter to Speed, July 4, 1842
- B. *The Breakdown of Compromise*, 1854-58
1. Charnwood, pp. 71-88 **(2/20)**
Jaffa, *Crisis of the House Divided*, ch. 3, "Slavery" (reserve)
Fragments: On Slavery, [July 1, 1854]
Peoria Speech, October 16, 1854 (on the repeal of the MO Compromise)
To George Robertson, August 15, 1855
To Joshua Speed, August 24, 1855
 2. Charnwood, pp. 89-103 **(2/22)**
Fehrenbacher, "Slavery in the Federal Territories," pp. 276-285 (reserve)
The Dred Scott decision, June 26, 1857
A House Divided, June 16, 1858
- C. *The Lincoln-Douglas Debates*, 1858,
1. Charnwood, pp. 103-115 **(2/27)**
Jaffa, *Crisis*, ch. 2 (reserve)
Fehrenbacher, "Slavery in the Federal Territories," pp. 286-294 (reserve)
 2. Ottawa, August 21, 1858 **(2/29)**
 3. Freeport, August 27 **(3/5)**

4. Jonesboro, September 15 **(3/7)**
Galesburg, October 7 (in part: S.D. 442-446; A.L. 451-455, 458-462)
Quincy, October 13 (in part: A.L. 478-481; S.D. 489-493; A.L. 489-502)

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- D. *Principles Defended*, 1858-60
1. Speech at Cincinnati, OH, September 17, 1859 **(3/19)**
Fragment on Free Labor, September 17, 1859
Address to the Wisconsin State Agricultural Society, September 30, 1859
(packet)
 2. Charnwood, pp. 116-125 **(3/21)**
To Lyman Trumbull, December 11, 1858 (packet)
To H.L. Pierce & Others, April 6, 1859
To Salmon P. Chase, June 9, 1859 (packet)
To Salmon P. Chase, June 20, 1859 (packet)
To Nathan Sargent, June 23, 1859 (packet)
Address at Cooper Institute, February 27, 1860

III. Lincoln and the Civil War

- A. *Preserving the Union*, 1860-62
1. Charnwood, pp. 127-148 **(3/26)**
 2. Letters, etc. written between Nov. 16, 1860 and Feb. 4, 1861 (packet) **(3/26)**
Farewell Address at Springfield, February 11, 1861 (packet)
Address in Independence Hall, February 22, 1861
 3. Charnwood, pp. 148-156 **(3/28)**
James Buchanan, Annual Message to Congress, December 3, 1860
<http://www.presidency.ucsb.edu/ws/index.php?pid=29501#axzz1jv4uxyHj>
First Inaugural, March 4, 1861
Alexander H. Stephens, "Cornerstone" Address, March 21, 1861
<http://teachingamericanhistory.org/library/index.asp?document=76>
- B. *Toward Emancipation*, 1861-63
1. Charnwood, pp. 157-178; pp. 192-197 **(4/2)**
Message to Congress in Special Session, July 4, 1861
Letter to O.H. Browning, September 22, 1861
Annual Message to Congress, December 3, 1861
 2. Proclamation Revoking General Hunter's Order of Emancipation, May, 9, 1862 **(4/4)**
Appeal to Border State Representatives, July 12, 1862
Address on Colonization to a Committee..., August 14, 1862 (packet)
To Horace Greeley, August 22, 1862

3. Charnwood, pp. 227-243 **(4/9)**
 Preliminary Emancipation Proclamation, September 22, 1862
 Final Emancipation Proclamation, January 1, 1863
 To John McClernand, January 8, 1863 (packet)
- C. *A New Birth of Freedom*, 1863
 1. Charnwood, pp. 245-278 **(4/11)**
 To Erastus Corning & Others, June 12, 1863
 To General N. P. Banks, August 5, 1863
 To James C. Conkling, August 26, 1863
 2. Gettysburg Address, November 19, 1863 **(4/16)**
- D. *Lincoln the Commander-in-Chief*
 1. James M. McPherson, "A. Lincoln, Commander-in-Chief" (reserve) **(4/18)**
 2. Eliot A. Cohen, *Supreme Command*, "Lincoln Sends a Letter" (reserve)
- E. *Toward Reconstruction*, 1863-64
 1. Charnwood, pp. 278-305 **(4/23)**
 2. Proclamation of Amnesty & Reconstruction, December 8, 1863 **(4/23)**
 3. To Albert G. Hodges, April 4, 1864 **(4/23)**
 Sanitary Fair Address at Baltimore, April 18, 1864
 To Henry W. Hoffman, October 10, 1864
 Fragment: The Constitution and the Union, [1860?]
- F. *With Malice Toward None*, 1864-65
 1. Charnwood, pp. 307-326 **(4/25)**
 2. Annual Message to Congress, December 6, 1864 **(4/25)**
 Second Inaugural, March 4, 1865
 3. Meditation on the Divine Will, September, 1862 **(4/25)**
 Last Public Address, April 11, 1865
 To Mrs. Bixby, November 21, 1864

IV. Assessments of Lincoln, Old and New

- A. Frederick Douglass, Oration in Memory of Abraham Lincoln (packet) **(4/30)**

FINAL EXAM: Monday, May 7, 6pm-9pm

Essays:

These are formal essays where you are expected to have an identifiable thesis with arguments to support it. They should demonstrate a command of the text at hand, and a thoughtfulness about the claims made therein. I will hand out topics approximately 2-3 weeks before the essays are due.

Final Exam:

This will be a comprehensive, essay exam taken during the exam period.

General Expectations:

You are expected to read the assignments carefully and reflectively, remaining open to the possibility that what you are reading is right. Your first duty as an attentive reader is to understand what is being said. This means grasping the argument of the author—identifying central claims and seeing how these claims are supported. When you encounter something you strongly disagree with, make sure you first understand the argument. You are expected to give reasons for your opinions.

You will be attentive in class and always display the demeanor of one who is interested in the material and respectful of others. You will take your share of responsibility for the quality of class time, coming prepared to discuss the assignments thoughtfully.

No laptops are permitted in class unless you have a medical problem that prevents you from taking notes by hand. Cell-phone use is also strictly prohibited.

Attendance:

After two absences, each subsequent absence will bring your final grade down by five points.

Academic Honor:

I take violations of the honor code very seriously. At minimum, plagiarism will merit a “0” for that assignment, with failure for the course likely. In cases that I deem particularly egregious, I will seek to have you suspended or expelled from Skidmore College.

Reprinted below is the section on academic integrity violations from the Student Handbook.

Academic Policies

The Skidmore pamphlet on "[The Ethics of Scholarship](#)" defines some of the positive reasons why an academic community needs to observe the highest principles of intellectual honesty. These expectations include the bond of trust among faculty and students, without which there can be no truly educational enterprise; the need for students to embrace the rewarding struggles inherent in challenging intellectual endeavors; the excitement of mastering research and discovery processes in various disciplines; and the rewards of becoming a genuine participant in the larger community of scholars past and present. The academic Honor Code requires students to attend closely to such issues as the following:

1. Plagiarism is representing the work of another person as one's own: for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else. Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed

papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources; the appropriate ways of acknowledging his or her academic, scholarly, or creative indebtedness; and the consequences for violating the Skidmore Honor Code. The Integrity Board and the Board of Appeals will not regard claims of ignorance, unintentional error, or academic or personal pressures as adequate defenses for violations of the Honor Code.

- a. Minor plagiarism offenses: for example, failure to acknowledge the source(s) of a few phrases, sentences, or an idea (though not an idea of importance to the thesis or central purpose of the paper or project).
 - b. More serious plagiarism offenses: for example, failure to acknowledge the quotation or paraphrase of a few longer, paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) of important pieces of evidence or information; or the source(s) for an ordering principle central to the paper's or project's structure.
 - c. Major plagiarism offenses: for example, failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person's data, evidence, or critical method submitted as one's own; and work borrowed, stolen, or purchased from someone else.
2. Cheating on examinations by giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include collaboration of any sort during an examination (unless specifically approved by the instructor); collaboration before an examination (when such collaboration is specifically forbidden by the instructor); the use of notes, books, or other aids during an exam (unless explicitly permitted by the instructor); looking upon someone else's exam during the examination period; intentionally allowing another student to look upon one's own exam; discussing test items during the exam period; and the passing of any exam information to students who have not yet taken the examination. There can be no conversation while an examination is in progress. Any prohibited or unauthorized interaction (e.g., talking or other communication) between students while an examination is in progress may constitute "cheating," regardless of the content or intent of the interaction.
 3. Multiple submission of substantial portions of the same work for credit, without the prior explicit consent of the instructor(s) to whom the material is being (or has been) submitted.
 4. Forging another person's signature or name on academic or other official documents (e.g., the signing of a faculty advisor approval, the misuse of attendance sign-up sheets, the mishandling or misappropriation of registration materials or other official documents).
 5. The deliberate destruction, damaging, or theft of another's work or working materials (including lab experiments, computer programs, term papers, works of art, or other projects undertaken for academic purposes).

6. The effort to remove uncharged library materials from the library, defacing or damaging library materials, intentional displacement and hoarding of materials within the library for unauthorized private use, and the abuse of reserve-book privileges. These and related offenses constitute an abuse of the College community's central resource for the advancement of learning. The College may treat the failure to return materials to the library in a timely fashion, when other members of the Skidmore community need these materials, as an academic integrity infraction.
7. Computer abuse and fraud includes the abuses defined in these guidelines under "plagiarism," "multiple submission," and "alteration." The College expects members of the Skidmore community to observe the highest standards of academic and social integrity as they use computers for class, office, and individual projects. Such offenses as computer plagiarism, unauthorized collaboration, entry into another person's computing directory, data theft or unauthorized alteration, inappropriate use of the electronic mail, and other malicious or dishonest computer activities will be treated as serious infringements of integrity. Consult the "[Code of Ethics for Academic Computing at Skidmore College](#)."

The College recognizes the following EDUCOM policy statement:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment; the right to privacy; and the right to determine the form, manner, and terms of publication and distribution. Because electronic information is volatile and easily reproduced, respect for the work is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

8. Software piracy: The College forbids the unauthorized duplication or use of copyrighted software. Even if a program does not contain copy protection to prevent unauthorized duplication, it is illegal to copy commercial software for your own use or use by others. Likewise, knowingly accepting or using copies of "pirated" software violates the Skidmore College Honor Code.
9. Unauthorized collaboration (closely related to plagiarism or cheating): Student collaboration on projects, papers, or other academic exercises regarded as inappropriate by the instructor(s). Although the most common faculty assumption is that work submitted for credit is entirely one's own, standards on appropriate and inappropriate collaboration vary widely among individual faculty members and each discipline. Students who want to confer or collaborate with one another on work receiving academic credit (for example, homework assignments, lab reports, exam preparations, take-home exams, research projects, essays) should be certain of the instructor's expectations and standards.
10. The misrepresentation or purposeful mishandling of material or fabrication of information in an academic exercise, academic process, or assignment (for example, the falsification of

experimental or computer data, the construction of false documents or the misleading alteration of documents, the false or misleading citation of sources, the purposeful mishandling or misappropriation of registration materials).

11. Altering material without the instructor's knowledge and consent in negotiation for a higher grade.