

HIST 207: Lincoln and the Civil War



Fall 2015

Class Time: Mondays 6:30 – 9:30 PM

Class Location: CLC 212

Instructor: Kyle B. Robinson, robinson_kyle@roberts.edu

(please be aware that I may not respond to emails sent after 6:00 PM on weekdays and during the weekend until the following morning – for weekends this means Monday morning)

Office Location: 65 Orchard Street, Third Floor

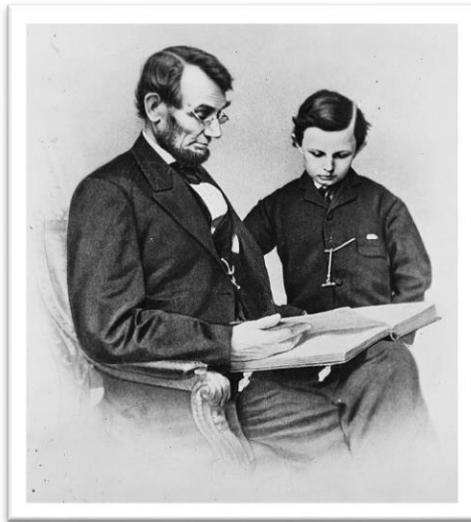
Office Hours: Mondays 1:00 – 3:00 PM and by appointment

Course Description

Abraham Lincoln and the War for the Union during his presidency loom large in American popular memory. Issues that Lincoln faced during wartime such as the nature of Federalism, the definition of Natural Rights and Liberties, as well as the relationship between the people and their government continue to structure modern political debates. This course will explore the life, writings, and influence of Abraham Lincoln and his role in the American Civil War. It will focus on various aspects of Lincoln's personal and public life along with the major campaigns and battles of the War itself. We will also examine the legacies and myths surrounding the Great Emancipator that persist into our own times. This course will consist of primary and secondary readings, lectures, class discussions, and several student writing assignments.

Course Objectives

- Understand the life, politics, philosophy, and cultural meanings of Abraham Lincoln as a man, a leader, and an American Ideal.
- Comprehension of the major themes, events, and developments in the history of the American Civil War.
- Work towards an understanding of the general narrative of United States History from the early nineteenth century through 1865.
- Development of critical thinking in both writing and class discussions.
- Recognition of the value in using primary documents to the study and practice of history.
- Recognition of the importance of historical knowledge for understanding contemporary issues.



Required Texts

David Herbert Donald. *Lincoln*. (New York: Simon & Schuster, 1995). ISBN 9780684825359

James McPherson. *Ordeal by Fire: The Civil War and Reconstruction*. 3rd ed. (New York: McGraw Hill, 2001). ISBN 0072317361

Abraham Lincoln, Slavery and the Civil War: Selected Writings and Speeches. ed. Michael P. Johnson. (Boston: Bedford/St. Martin's, 2001). ISBN 9780312208547

Andrew Ferguson. *Land of Lincoln: Adventures in Abe's America*. (New York: Grove Press, 2007) ISBN 9780802143617

Assignments

Papers: In this course, you will write *three* Briefs (1-2 pages) and *one* Research Paper (7-10 pages). All papers must be double-spaced in 12 point "Times New Roman" type, have 1 inch margins on all sides, and also include page numbers. Citations must be made in the Chicago Style (more information on this

type of formatting will be provided to you). Make sure to proofread your papers yourself for grammatical and spelling errors. Never rely on spell-check; it misses far too many common errors.

Briefs: These are concise and critical responses to the day's readings that explore issues, themes, or ideas that strike you as noteworthy for whatever reason. Each brief should develop an argument centered on a single concept from one of the readings (it is often more useful to consider a section or even a short passage than to try to address the entire text). You might also compare the reading for the day with other texts we've encountered or relate it to larger questions that have come up in class. The purpose of this assignment is twofold. First, it is excellent practice for identifying relevant aspects of the reading, for writing concisely, and for developing coherent and focused written arguments. Second, your briefs should provide you with observations and questions that you can contribute to class discussion. You are required to have completed at least one Brief by October 5. In order not to prompt undue ire from your instructor, it is also generally recommended not to leave the completion of the remaining two briefs until the final weeks of the semester. **Since these are meant, in part, to stimulate class discussion, I will not accept late briefs.**

To get you started, here are some possible questions to address in your briefs:

- What is the object or topic of the passage?
- What is the author's agenda or purpose?
- What argument does the author make; what is his logic?
- What evidence does the author use to support that argument?
- What is not mentioned?

Research paper: You will also research and write a research paper (7-10 pages) on any topic related to the history of Abraham Lincoln and the Civil War chosen in consultation with me. We will discuss the specifics of project in detail, addressing the best ways to approach selecting a topic, finding the appropriate sources, and developing an effective and convincing argument. In order to gauge the feasibility of your project and acquaint you with subject literature, you will develop a research proposal that will consist of one to two paragraph descriptions of two potential topics, each of which will also include an annotated bibliography listing one secondary and two primary sources. **This proposal is due on October 19. The completed Research Paper is due at the beginning of class on December 7**, and we will spend the class discussing what your peers have written about. You will receive further instructions on the nature of the Research paper.

Class Participation: All students are expected to attend all class meetings and to notify me in advance if you must miss a class. Excessive unexcused absences will affect your grade. You should come to class having read the assigned texts and prepared to discuss them. Simple attendance is not enough; there is no such thing as passive participation. I expect and encourage a diversity of perspectives, as well as honest and respectful disagreement. If you are having difficulties speaking up in class, please come see me and we will develop some strategies together.

What does effective class participation look like? In terms of the class participation grade, the following rubric roughly outlines my expectations:

- A: regular class attendance, always fully prepared (= having completed *and* thought about the readings), regularly contributes positive, thoughtful comments
- B: regular class attendance, usually prepared, makes a sincere effort to contribute often
- C/D: several absences, inconsistent preparation, occasional contributions to discussion
- F: many absences, usually unprepared, vague or rare contributions

Grading

Participation and attendance:	20%
Briefs:	30% (10% each)
Research Paper Proposal	10%
Research Paper:	40%

Grades for this course will be determined using Roberts Wesleyan College’s grading scale:

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0-59 = F

Technology Policy

For good or ill, we currently live in a “digital” age. Although the value of handwritten note taking skills for your comprehension of the course and intellectual development cannot be overstated, you may nonetheless bring a laptop or other portable screens to class to take notes. However, the use of cell phones and smart phones is strictly forbidden during class. If you choose to use digital technology in class, it must be for academic purposes. Occasionally, I may ask you to turn off your devices (such as during class discussion when total attention is required). If the use or misuse of technology becomes an issue during in-class discussions, workshops, and assignments (i.e., checking Facebook, watching Youtube videos, Tweeting, etc.), then I reserve the right to alter the technology policy as I see fit.

Late Work and Missed Assignments

Late work will not be accepted. No exceptions. Any extenuating circumstances should be communicated directly to the instructor as soon as possible. Assignment deadlines are made clear at the beginning of the course which means there are few reasonable excuses for missing them.

Academic Integrity

As members of an academic community, students and faculty assume certain responsibilities, one of which is to engage in honest communication. Academic dishonesty is a serious violation of the trust upon which an academic community depends. A common form of academic dishonesty is plagiarism. Plagiarism entails the representation of another person’s work as one’s own, or the attempt to blur the line between one’s own ideas or words and those borrowed from another source. More specifically, this means

the use of an idea, phrase, or other materials from a written or spoken source without acknowledgment in a work for which a student claims authorship. Examples include: the misrepresentation of sources used in a work for which the student claims authorship; the improper use of course materials in a work for which the student claims authorship; the use of papers purchased online and turned in as one's own work; submission of written work such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent. A student can avoid the risk of plagiarism in written work or oral presentations by clearly indicating, either in footnotes or in the paper or presentation itself, the source of any idea or wording that he or she did not produce. Sources must be given regardless of whether the idea, phrase or other material is quoted directly, paraphrased or summarized in the student-writer's own words.

In cases where plagiarism is evident, Roberts Wesleyan College's policy governing academic dishonesty will be followed. The penalty for a first event of plagiarism is an "F" for the assignment. Particularly egregious or repeat offenses may require dismissal from the course. All offenses will be subject to reporting to the Department, the Officer of Record and the Academic Integrity Committee.

For the complete policy statement from Roberts Wesleyan College on Student Academic Honesty, see: <https://www.roberts.edu/catalog?id=701>

Academic Assistance

Roberts Wesleyan College welcomes students of all educational backgrounds and abilities. I invite you to talk with me about any concerns or situations that may affect your ability to complete your assignments successfully. If you have any issues throughout the semester I strongly encourage you to contact The Learning Center and the Coordinator of Services for Students with Disabilities. For more information please visit: <http://www.roberts.edu/student-experience/disability-services/academic-support.aspx>

Diversity

As a Christian college, Roberts Wesleyan College seeks to create an inclusive learning community that recognizes and values human diversity as a reflection of the Kingdom of God, esteems all people, and prepares students to serve in a global environment. Faculty and students alike are expected to contribute to a classroom environment in which all individuals feel safe, welcomed, valued, and respected, and diverse perspectives can be shared, heard, and examined critically.



Course Schedule (August 24 – December 11)

Monday 8/24: Introduction to the Study of Lincoln, his times, and the Civil War

Monday 8/31: "The Short and Simple Annals of the Poor:" The Early Lincoln

Donald, Chapters 1 through 4.

Johnson, "Address to the Young Men's Lyceum of Springfield, Illinois" January 27, 1838.

Monday 9/7: "The House Divided:" Lincoln and the Debates of Growing Republic

Donald, Chapters 5 through 8.

Johnson, The Lincoln-Douglas Debates (First, Fourth, Fifth, Sixth, and Seventh) 1858.

Monday 9/14: "The Faith that Right makes Might:" The Road to Presidency and Crisis

Donald, Chapters 9 through 12.

Johnson, "Address at Cooper Institute" February 27, 1860

Monday 9/21: "You Should Move as Soon as Possible:" Creating the Machine of War

McPherson, Chapters 11 through 15.

Johnson, "Annual Message to Congress" December 3, 1861, "President's General War Order No. 1" January 27, 1862, and "Letter to George B. McClellan" April 9, 1862.

Saturday September 26: Visit to William Seward House, Auburn, NY

Monday 9/28: "Henceforward Shall be Free:" The Road to Emancipation

Donald, Chapters 13 through 15.

Johnson, Address on Colonization to a Delegation of Black Americans" August 14, 1862, "The Emancipation Proclamation" January 1, 1863.

Monday 10/5: "To Whip Bobbie Lee:" Antietam to Chancellorsville

McPherson, Chapters 16-18

Johnson, "Proclamation Suspending the Writ of Habeas Corpus" September 24, 1862 and "Letter to George B. McClellan" October 13, 1862.

[Final Deadline for First Brief]

Monday 10/12: FALL RECESS

Monday 10/19: "Conceived in Liberty:" Gettysburg and its Meanings

Donald, Chapter 16

McPherson, Chapters 19 through 20.

Johnson, "The Gettysburg Address" November 19, 1863.

[Research Proposal Due]

Monday 10/26: "To Guarantee a Republican Form of Government:" Building a new South

Donald, Chapter 17.

McPherson, Chapters 21 through 22.

Johnson, "Annual Message to Congress" December 8, 1863 and "Proclamation of Amnesty and Reconstruction" December 8, 1863.

[Appointments with Professor Robinson]

Monday 11/2: "What we want is success under General Grant:" Campaigns of 1864

Donald, Chapters 18 through 19.

McPherson, Chapter 23

Johnson, "Letter to Ulysses S. Grant" July 13, 1863, Speech to Ulysses S. Grant" March 9, 1864, and Letter to Ulysses S. Grant" April 30, 1864.

Monday 11/9: "With High Hope for the Future:" The Election of 1864 and Aftermath

Donald, Chapter 20.

McPherson, Chapter 24

Johnson, "Letter to Isaac M. Schermerhorn" September 12, 1864 and "Second Inaugural Address" March 4, 1865.

[Remember your Briefs]

Monday 11/16: "Never did all Bells toll so mournfully:" Assassination and End

Donald, Chapter 21.

McPherson, Chapter 25.

Johnson, "Last Public Address" April 11, 1865.

Monday 11/23: "Belonging to the Ages:" Lincoln in Contemporary Thought Part I

Andrew Ferguson. *Land of Lincoln*, Preface through Chapter 5.

Monday 11/30: "Belonging to the Ages:" Lincoln in Contemporary Thought Part II

Andrew Ferguson. *Land of Lincoln*, Chapter 6 through Postscript.

Monday 12/7: Discussion of Research Projects

[Research Papers Due]