

79-348, Fall 2009  
Baker Hall 231B  
TuTh 3:00-4:20 p.m.

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Office hours: TuTh by appt.

### **Lincoln at 200: From 1809 to 2009**

During the year 2009, as the United States and the world are celebrating the bicentennial of Abraham Lincoln's birth, his legacy is being reaffirmed and reassessed in everything from TV documentaries to new books, newspaper and magazine features, and in the speeches of President Obama. Why does Lincoln remain both a figure of enduring appeal and enduring controversy?

This course will explore both Lincoln's historical importance and his ever-evolving status as a political and cultural icon. We will not only learn about Lincoln's life and career, we will address controversies about him (such as his attitudes and motives regarding slavery, racism, and emancipation).

Readings will include a short biography, a book about his friendship with Frederick Douglass, and Lincoln's own speeches and writings. Lincoln's own words will remain our primary source throughout the semester, not only for what he said but how he said it. Lincoln's skills as a precise and succinct writer will be an ongoing focus; hence, assignments will emphasize the drafting, revising, and polishing of short essays, rather than the memorization of facts.

Grading will be based upon four short essays (worth, respectively, 10, 10, 15, and 20 percent of your semester grade), a longer final paper (25 percent), and participation (20 percent). Logically, in order to participate you have to attend.

#### Required Books for Purchase:

Allen C. Guelzo, *Lincoln: A Very Short Introduction* (Oxford)

Michael P. Johnson, editor, *Abraham Lincoln, Slavery, and the Civil War: Selected Writings and Speeches* (Bedford)

Joshua Wolf Shenk, *Lincoln's Melancholy: How Depression Challenged a President and Fueled His Greatness* (Mariner/Houghton Mifflin)

James Oakes, *The Radical and the Republican: Frederick Douglass, Abraham Lincoln, and the Triumph of Antislavery Politics* (W.W. Norton)

Andrew Ferguson, *Land of Lincoln: Adventures in Abe's America* (Grove Press)

## **Directions for Using Turnitin.com**

### **Setting Up Your User Profile**

All Turnitin users have a unique user profile, which consists of an email address, user password, personal user information, and user preferences.

#### **To create a user profile:**

1. Go to [www.turnitin.com](http://www.turnitin.com).
2. Click “Create a User Profile” on the homepage and follow onscreen instructions..
3. You will be asked for the Turnitin class ID and Turnitiin class enrollment password:

**Turnitin Class ID: 2823149**

**Turnitin Enrollment Password: emancipate**

You will then be asked to create your own password. You will use this password to login from the Turnitin.com homepage. Choose a password you will remember.

#### **To login to Turnitin:**

1. Login to Turnitin at [www.turnitin.com](http://www.turnitin.com).
2. At top right, enter your email and unique user password (created in your user profile.)
3. Click login to open your Turnitin homepage.

### **Submitting a Paper**

Open your class portfolio by clicking a course name on your homepage.

1. Click the submit button next to the desired assignment in your class portfolio.
2. Select “file upload” from the submission pulldown menu.
3. Enter a title for your submission and an ID (optional).
4. Click the browse button and locate the paper you want to submit.
5. Click submit. On the following page you will be asked to confirm the text of your submission. If the text checks out, click “yes, submit” to finalize your submission.

**IMPORTANT:** An electronic receipt will be sent to your email address. **If you do not get a receipt, assume that your paper was NOT submitted and retry**

**Week One:**

Tue, 25 Aug: Introductory Discussion

Thu, 27 Aug: Blackboard: David Herbert Donald, "Getting Right With Lincoln," from *Lincoln Reconsidered* (1956); and Sarah Vowell, "What He Said There," from *The Partly Cloudy Patriot* (2002)

**Week Two:**

Tue, 1 Sept: Guelzo, *Lincoln: A Very Short Introduction* (pp. 1-8); and Johnson, ed., *Selected Writings*, pp. 13-22

Thu, 3 Sept: Guelzo, ch. 1; and *Selected Writings*, pp. 22-23, 30-35

**Week Three:**

Tue, 8 Sept: Guelzo, chs. 2-3; and *Selected Writings*, pp. 38-42, 23-29

Thu, 10 Sept: Guelzo, ch. 4; and *Selected Writings*, pp. 285-286, 43-54

***First essay due at 9am on paper and by 11:59pm at <http://www.turnitin.com/static/home.html>***

**Week Four:**

Tue, 15 Sept: Shenk, *Lincoln's Melancholy*, introduction and ch. 1

Thu, 17 Sept: Shenk, chs. 2-3

**Week Five:**

Tue, 22 Sept: Shenk, chs. 4-5; and *Selected Writings*, p. 36

Thu, 24 Sept: **NO CLASS TODAY BUT CONTINUE READING SHENK**  
Shenk, chs. 6-8

**Week Six:**

Tue, 29 Sept: Shenk, chs. 9-10

Thu, 1 Oct: Shenk, Epilogue

**Week Seven:**

- Tue, 6 Oct: *Selected Writings*, "Introduction: Abraham Lincoln, Wordsmith," pp. 1-10
- Thu, 8 Oct: Blackboard: Jacques Barzun, "Lincoln the Literary Artist," from *A Jacques Barzun Reader*, pp. 293-303

**Second essay due at 9am on paper and by 11:59pm at <http://www.turnitin.com/static/home.html>**

**Week Eight:**

- Tue, 13 Oct: Guelzo, ch. 5; and *Selected Writings*, pp. 54-71
- Thu, 15 Oct: *Selected Writings*, pp. 72-93, 103

**Week Nine:**

- Tue, 20 Oct: Oakes, *Radical/Republican*, Intro and ch. 1; and Blackboard: Frederick Douglass, "What to the Slave is the Fourth of July?" [excerpts]
- Thu, 22 Oct: Oakes, chs. 2-3; and *Selected Writings*, pp. 107-108, 126-137

**Week Ten:**

- Tue, 27 Oct: Oakes, chs. 4-5; and *Selected Writings*, pp. 108-115, 179-185, 190-192, 200-204

- Thu, 29 Oct: **NO CLASS TODAY BUT READ ASSIGNMENTS BELOW**

Finish reading Oakes, chs. 6-7; and Lerone Bennett, Jr., "Was Abe Lincoln a White Supremacist?" Ebony 23 (1968), 37+.

**Week Eleven:**

- Tue, 3 Nov: Guelzo, ch. 6; and *Selected Writings*, pp. 204-209, 217-219, 255-259
- Thu, 5 Nov: Blackboard: James M. McPherson, "Who Freed the Slaves?" and *Selected Writings*, 317-319

**Third essay due at 9am on paper and by 11:59pm at <http://www.turnitin.com/static/home.html>**

**Week Twelve:**

Tue, 10 Nov: Guelzo, ch. 7; and  
*Selected Writings*, pp. 262-263, 295-297, 306

Thu, 12 Nov: Guelzo, Epilogue; and  
*Selected Writings*, pp. 320-322, 327-333

**Week Thirteen:**

Tue, 17 Nov: Ferguson, *Land of Lincoln*, chs. 1-2

**Fourth essay due at 9am on paper and by midnight  
at <http://www.turnitin.com/static/home.html>**

Thu, 19 Nov: Ferguson, chs. 3-5

**Week Fourteen:**

Tue, 24 Nov: Ferguson, chs. 6-8

Thu, 26 Nov: **NO CLASS - THANKSGIVING BREAK**

Finish Ferguson, chs. 9-10, postscript

**Week Fifteen:**

Tue, 1 Dec: Blackboard: Scott Sandage, "A Marble House Divided;"  
and W.E.B. Du Bois, excerpt from The Crisis (1922);  
and Langston Hughes, "Lincoln Monument" (1927)

Thu, 3 Dec: Final discussion

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>> THERE IS NO FINAL EXAM for this class, but I have asked  
The Hub to schedule a final exam day/time. This will set a  
deadline for your final essay <<

Student Name Printed: \_\_\_\_\_

**Note: A copy of this sheet MUST be stapled as a cover sheet for both required essays. Check boxes to indicate that your paper meets the following requirements.**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| Yes                      | No                       |   |
| <input type="checkbox"/> | <input type="checkbox"/> | I have read the grading criteria on page 6 of the syllabus, and my paper meets all of them  |
| <input type="checkbox"/> | <input type="checkbox"/> | My paper answers all parts of the assignment  |
| <input type="checkbox"/> | <input type="checkbox"/> | My paper develops an analytical argument that is marked in <b>boldface type</b> or with an otherwise useless hi-liter   |
| <input type="checkbox"/> | <input type="checkbox"/> | My paper does not begin "According to Webster's..."   |
| Yes                      | No                       |   |
| <input type="checkbox"/> | <input type="checkbox"/> | I have stated my analytical argument clearly in the first paragraph of my essay   |
| <input type="checkbox"/> | <input type="checkbox"/> | Each paragraph explicitly advances my argument  |
| <input type="checkbox"/> | <input type="checkbox"/> | The first sentence of every paragraph is a "topic sentence" that advances my main argument and makes clear the how the paragraph relates to my main argument            |
| <input type="checkbox"/> | <input type="checkbox"/> | My paper quotes and interprets course readings to help support my argument  |
| Yes                      | No                       |   |
| <input type="checkbox"/> | <input type="checkbox"/> | I am not submitting a first draft; I have revised my paper [___] times to improve its organization, argument, and writing style   |
| <input type="checkbox"/> | <input type="checkbox"/> | I have proofread my paper with my eyeballs, not relying only on computer spell-checking   |
| <input type="checkbox"/> | <input type="checkbox"/> | My paper has a title that conveys my argument   |
| Yes                      | No                       |   |
| <input type="checkbox"/> | <input type="checkbox"/> | This paper is stapled together  |
| <input type="checkbox"/> | <input type="checkbox"/> | The pages of my essay are numbered  |
| <input type="checkbox"/> | <input type="checkbox"/> | <del>This paper is printed on one side only</del>   |
| <input type="checkbox"/> | <input type="checkbox"/> | I have cited all sources consulted, including materials from libraries, internet, friends, or anywhere else, and I have put quotation marks around any words not my own |
| Yes                      | No                       |   |
| <input type="checkbox"/> | <input type="checkbox"/> | This paper is entirely my own work  |
| <input type="checkbox"/> | <input type="checkbox"/> | I accept the definitions and penalties explained on page 9 of the course syllabus, and I have carefully read the university statements and policies referenced there.   |

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date signed

**Your One and Only Warning:  
Zero Tolerance of Cheating & Plagiarism**

Plagiarism means using words, ideas, or arguments from another person or source without acknowledgment. Cite all sources consulted to any extent (including material from the internet), whether or not assigned and whether or not quoted directly. For quotations, four or more words used in sequence must be set off in quotation marks *and* the source must be identified.

Any form of cheating on assignments will immediately earn you an 'R' grade for *the entire course*. **By choosing to remain enrolled in my course, you consent to this policy.**

In addition, I will seek the harshest official penalties under CMU's cheating and plagiarism policies:

[http://www.studentaffairs.cmu.edu/theword/acad\\_standards/integrity.html](http://www.studentaffairs.cmu.edu/theword/acad_standards/integrity.html)

*and*

<http://www.cmu.edu/policies/documents/Cheating.html>

as well as the university statement on academic integrity:

[http://www.studentaffairs.cmu.edu/theword/acad\\_standards/creative/cheating.html](http://www.studentaffairs.cmu.edu/theword/acad_standards/creative/cheating.html)

You are also urged to obtain a copy of CMU's booklet on *Promoting Academic Integrity* or read it online at [http://www.studentaffairs.cmu.edu/acad\\_integ/acad\\_int.html](http://www.studentaffairs.cmu.edu/acad_integ/acad_int.html)

Many students are surprised that CMU's definition of cheating encompasses a wide range of actions that you might not expect to be prohibited. *One example is unauthorized collaboration with others students.*

If you have never taken time to read these guidelines in the student handbook, it is in your best interest to do so today. Save us both some time and grief, OK?

**STUDENT INFORMATION**

Name: \_\_\_\_\_ Major(s): \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Disabilities or special needs: \_\_\_\_\_

Class year: \_\_\_\_\_ Hometown: \_\_\_\_\_

Your hero(es): \_\_\_\_\_

Favorite book(s): \_\_\_\_\_

Anything else I need to know about you? \_\_\_\_\_

\* \* \* \* \*

**STUDENT GRADE RECORDS**

First Essay: \_\_\_\_\_ out of 10 points

Second Essay: \_\_\_\_\_ out of 10 points

**MID-SEM LETTER GRADE:** \_\_\_\_\_

Third Essay: \_\_\_\_\_ out of 15 points

Fourth Essay: \_\_\_\_\_ out of 20 points

Final Essay: \_\_\_\_\_ out of 25 points

Participation: \_\_\_\_\_ out of 20 points

**TOTAL:** \_\_\_\_\_ **OUT OF 100 POINTS**

Comments on Participation: \_\_\_\_\_

Dates Absent: \_\_\_\_\_ Total \_\_\_\_\_

**FINAL SEMESTER LETTER GRADE:** \_\_\_\_\_