READINGS IN POLITICAL THOUGHT:
LINCOLN, FREDERICK DOUGLASS AND THE CIVIL WAR

This course offers a short and intense introduction to the political thought and legacy of Abraham Lincoln and Frederick Douglass by means of careful analysis of key primary texts and the viewing of two documentary films. We will examine the problem of slavery in America as it intersected with, and came to a head in, the Civil War. As a two-credit course in political thought, we will be especially attentive to the underlying moral and political principles embedded in the American Republic and the different ways in which they played out during America’s most traumatic and defining war. Our focus on the writing and speeches of Lincoln and Douglass offers students a front-row seat in what is considered to be a high-water mark in American political debate, as well as an opportunity to reflect on the ways in which exemplary political leaders are able to compromise (the price of doing anything in politics) without losing sight of those principles which make the compromise worth doing.

REQUIRED TEXTS (available in the University Bookstore):
Please purchase edition indicated below, which should be in the University Book Store. All other readings will be found on the Moodle page created for this course.

- Additional Texts on Moodle should be printed out and brought to class on the days assigned for their consideration

REQUIREMENTS:

- Regular attendance and participation in class
- Since we will be reading in class whenever possible, students should bring all texts assigned for the day with them to class
  - No computers are to be used during class-time unless there is an extenuating circumstance, which must be cleared with me ahead of time
- Two Announced Quizzes (and additional unannounced quizzes as needed)
  - Quiz grades are factored into a student’s participation grade
  - No cell phones or technological devices may be used or taken out during quizzes. Failure to comply will result in an F.
- Two Short Papers (2-3 pages). Late papers are marked down one third of a letter grade for each day beyond the assigned deadline.

GRADING:
Your final grade is based on class participation (including quiz grades) and the
two short papers. Each of these three grades will be equally weighted (33% each) to determine the core grade for the course. The core grade can also be raised on the basis of steady improvement.

ATTENDANCE POLICY:
- Participation grades begin with a C (for being there), and are raised in accordance with the quality of a student’s active engagement with course materials (including quizzes). All students are graded weekly (check, plus, minus) on the quality (and quantity) of their active engagement with course materials for that week.
- Given the brevity of the term, ALL unexcused absences will adversely affect a student’s participation grade. Each unexcused absence is penalized one-third of a letter grade.
- If you arrive after attendance is taken, you are likely to have been marked absent. It is your responsibility to let me know at the end of class that you were in fact present.

DISABILITIES:
Students with disabilities who need academic accommodations should contact the Coordinator of Disability Services (294-2320), located behind (and below) Earl Infirmary in Room 002. After this meeting, please set up a meeting with me. It is in your interest to attend to this EARLY in the term.

ACADEMIC INTEGRITY:
Honesty, respect, and personal responsibility are principles that guide academic life at Furman, in and out of the classroom. Academic misconduct in any form (plagiarism, cheating, inappropriate collaboration, and other efforts to gain an unfair academic advantage) threatens the values of the campus community and will have severe consequences, such as failure in the course, and/or suspension or dismissal from the University.

If you have any question about what constitutes plagiarism or any other form of academic misconduct, it is your responsibility to speak with me so that we can dispel any and all ambiguity. Given the severity of the consequences, it is crucial that you fully understand what is expected of you in this regard. If you have any doubts, just ask! You should also be familiar with the information available at www.furman.edu/main/integrity.htm. A copy of Furman’s policy on academic dishonesty can also be found at this site.

LIKELY CLASS SCHEDULE

WEEK ONE: May 8-10

PART I: INTRODUCING LINCOLN AND FREDERICK DOUGLASS
W: Course Overview and Introduction
   Jefferson, draft of the Declaration of Independence (Moodle)
   Jefferson, Letter to Weightman (1826) (Moodle)
Lincoln, On Jefferson’s *Declaration* (1859) (Moodle)
Douglass, PBS documentary, *When the Lion Wrote History*, Part 1

Th: Douglass, The Meaning of July Fourth for the Negro (1842) (Moodle)
Douglass, Various Phases of Anti-Slavery (1855) (Moodle)
Douglass, PBS documentary, *When the Lion Wrote History*, Part 2

**PART II: LINCOLN AND STEPHEN DOUGLAS ON THE SLAVERY PROBLEM**

F: Lincoln, Fragment on Slavery (1854) PAL, 41
Lincoln, Speech on Kansas Nebraska Act (1854) PAL, 41-83

**Quiz 1:** Assigned material for Week One

**WEEK TWO: May 13-17**

M: Lincoln, finish Speech on Kansas Nebraska Act
Lincoln, Speech on a “House Divided” PAL, 88-97

Tu: Lincoln: First Lincoln-(Stephen) Douglas Debate (1858) PAL, 97-140

W: Reading and Writing Day, (available for student conferences during class time)

**PART III: LINCOLN AND F. DOUGLASS ON SLAVERY AND THE CONSTITUTION**

Th: Douglass, Slavery Unconstitutional (1856) (Moodle)
Douglass, on the Dred Scott Decision (1857) (Moodle)

**First essay due:** On Lincoln-Douglas Debate about Slavery

F: Lincoln, Dred Scott Decision (1857) (Moodle)
Lincoln, Address at Cooper Institute (1860) PAL, 165-87

**WEEK THREE: May 20-24**

**PART IV: SECESSION AND ITS AFTERMATH**

M: Ken Burns, *The Civil War*, Episodes 1 and 2

Tu: Lincoln, First Inaugural Address (1861) PAL, 195-204
Lincoln, Message to Congress in Special Session (1861) PAL, 209-25

**Quiz 2:** On assigned reading for Part III, First Inaugural, Message to Congress

Ken Burns, *Civil War*, Episode 3

W: Ken Burns, *Civil War*, Episodes 4 and 5

Th: Douglass, *Life and Times*, chap. 12, pp. 351-372 (Moodle)
Lincoln, Letter to Greeley (1862)
Lincoln, Final Emancipation Proclamation (1863) PAL, 271-73
Lincoln, Letters to Robinson and Hodges (1864)
Ken Burns, *Civil War*, Episode 6

F: Lincoln, Gettysburg Address (1863) PAL, 295
Lincoln, Second Inaugural Address (1865) PAL, 320-21
Douglass, Final Estimate of Lincoln (1876) (Moodle)
Ken Burns, *Civil War*, Episode 7
WEEK FOUR: May 27-29

M: Memorial Day Holiday
Tu: Ken Burns, Civil War, Episode 8
   Final Essay: (on Part III or IV) due at class time on Tuesday
W: Ken Burns, Civil War, Episode 9
   Course Conclusion