

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School College of Liberal Arts and Sciences Department/School School of Civic and Economic Thought and Leadership

Prefix: CEL Number: 394 Title: Lincoln: Rhetoric, Thought, Statesmanship Units: 3

Course description: **Abraham Lincoln is widely regarded to be the greatest American President and one of the most noteworthy leaders in human history. In this course, we will examine the extent to which that judgment of Lincoln’s leadership is sound. In particular, we will study the three most distinctive features of Lincoln’s political career: (1) the rhetoric of his public speeches and writings; (2) his political thought on such topics as democracy, constitutionalism, union, liberty, and equality; and (3) his statesmanship both before and during the American Civil War. We will consider the claims of Lincoln’s opponents during his life and his critics since then, as well as the arguments of his admirers. By doing so, we will aim to find some answers to the question: What might we learn about the challenges and possibilities of democratic statesmanship today from someone who lived more than 150 years ago?**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** Yes

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

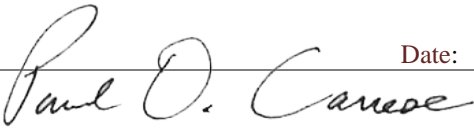
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Zachary German E-mail zgerman@asu.edu Phone 480-727-2131

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Paul Carrese Date: 1-29-1019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: auto;"> <p>Syllabus</p> </div>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="margin-top: 10px;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: auto;"> <p>Syllabus; Paper Handout; Grading Rubric</p> </div>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="margin-top: 10px;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		<div style="border: 1px solid gray; padding: 5px; width: fit-content; margin: auto;"> <p>Syllabus; Paper Handout; Grading Rubric</p> </div>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="margin-top: 10px;">C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Syllabus; Paper Handout; Grading Rubric</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
CEL	394	Lincoln: Rhetoric, Thought, Statesmanship	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Three papers account for 60% of a student's final grade. First Analysis Paper (5-7 pages) : 15% Second Analysis Paper (5-7 pages): 20% Final Paper (7-9 pages): 25%	Please see Course Requirements section of attached syllabus.
2	The first and second analysis papers involve gathering, interpreting, and evaluating evidence from Abraham Lincoln's speeches and writings concerning his rhetoric, his political and constitutional thought, and his understanding of statesmanship. The final paper project requires students to gather, interpret, and evaluate evidence from outside the assigned course readings.	Please see descriptions of course assignments in the Course Requirements section of attached syllabus, as well as paper handout and grading rubric. Please also see Course Learning Goals in attached syllabus.
2 (cont.)	Students engage in critical inquiry by working to develop persuasive interpretations, analyses, and arguments about Lincoln's speeches and his political actions.	
3	The syllabus includes 3 substantial writing assignments and 1 substantial speaking assignment: Two 5-7 page analysis papers; one 7-9 page final paper project; and one "Discussion Facilitator" presentation assignment.	Please see the assignment descriptions in the Course Requirements section of the attached syllabus. Please also see the attached paper handout and grading rubric for a sense of how these assignments are intended to require sustained in-depth engagement with the material.
4	The First Analysis Paper is due 6 weeks before the Second Analysis Paper. The Second Analysis Paper is due 4 weeks before the Final Paper. In each case, this leaves ample time for me to provide detailed feedback and for students to learn how to improve from that feedback. The Discussion Facilitator assignments will be spread throughout the course of the semester.	Please see assignment due dates in the Course Requirements section of the attached syllabus. Please also see the attached paper handout, grading rubric, and sample completed grading rubric. I provide detailed feedback on this rubric that often reflects the advice provided in the distributed paper handout.

CEL-394 – LINCOLN: RHETORIC, THOUGHT, STATESMANSHIP

T/Th TBD; Room TBD

3 credits

INSTRUCTOR: Professor Zachary German

Office: Coor Hall 6662

E-Mail: zgerman@asu.edu

Phone: 480-727-2131

Office Hours: T/Th 1:30-3:00; or by appointment on Tuesdays and Thursdays

COURSE DESCRIPTION

Abraham Lincoln is widely regarded to be the greatest American President and one of the most noteworthy leaders in human history. In this course, we will examine the extent to which that judgment of Lincoln's leadership is sound. In particular, we will study the three most distinctive features of Lincoln's political career: (1) the rhetoric of his public speeches and writings; (2) his political thought on such topics as democracy, constitutionalism, union, liberty, and equality; and (3) his statesmanship both before and during the American Civil War. We will consider the claims of Lincoln's opponents during his life and his critics since then, as well as the arguments of his admirers. By doing so, we will aim to find some answers to the question: What might we learn about the challenges and possibilities of democratic statesmanship today from someone who lived more than 150 years ago?

COURSE LEARNING GOALS

The readings, discussions, and assignments in this course are intended to enhance students' ability to:

- (a) **read** Lincoln's speeches and writings carefully in order to understand his political, constitutional, and moral thought
- (b) **identify** and **describe** the central features of Lincoln's rhetoric, thought, and statesmanship
- (c) **analyze** and **evaluate** Lincoln's speeches for their rhetorical effectiveness and intellectual persuasiveness
- (d) **assess** Lincoln's executive actions and his justifications of them
- (e) **apply** insights from Lincoln's political thought and career to contemporary political and constitutional questions
- (f) **recognize** and **explain** the challenges of statesmanship in a constitutional democracy
- (g) **communicate** clearly and effectively through public speaking and written work

C-2

REQUIRED TEXTS

The following text should be purchased and brought to each class session:

- (1) Roy P. Basler, ed., *Lincoln: His Speeches and Writings*, Second Da Capo Press Edition (Cleveland: Da Capo Press, 2001) [ISBN: 9780306810756]

You should also acquire a biography of Lincoln's life from a list provided by the instructor. It will be your responsibility to read the relevant chronological portions of that biography, in addition to each day's assigned readings, as the semester proceeds.

All other assigned readings will be posted on or linked from Canvas.

C-1

COURSE REQUIREMENTS

Assignment	Points	Portion of Grade	Due Date
Attendance and Participation	150	15%	N/A
Critical Reading Questions	150	15%	Once per week
Discussion Facilitator Assignment	100	10%	Schedule TBD
First Analysis Paper	150	15%	February 25
Second Analysis Paper	200	20%	April 7
Final Paper	250	25%	Final Exam Date
TOTAL	1,000	100%	

A. ATTENDANCE AND PARTICIPATION (15%)

C-4

This course offers you the rare opportunity to grapple deeply with questions of public importance *and* to discourse weekly with colleagues who are reflecting on those same questions. You can only fully seize this opportunity, however, by coming to class, carefully reading the assigned materials, and being prepared and willing to participate in class discussion. Raising questions, advancing ideas or arguments about the topic at hand, and participating in class activities are all part of quality course participation.

You are permitted 2 unexcused absences—in other words, one week’s worth of classes—without penalty over the course of the semester. Beginning with a third unexcused absence, each such absence will be accompanied by a loss of **30 points (or 3%)** of the Attendance and Participation portion of your final grade. If you accrue more than 7 unexcused absences over the course of the semester, you will be ineligible to pass the course.

B. CRITICAL READING QUESTIONS (15%) (SUBMIT ONCE PER WEEK, STARTING WEEK 2)

Once per week, submit what you consider to be the 2 most important questions that readers should ask about an assigned reading, and briefly explain the significance of those questions. These should be questions that you would find it worthwhile to raise during class discussion.

C. DISCUSSION FACILITATOR (10%) (SCHEDULE TBD)

Once this semester, you will be assigned the role of “discussion facilitator.” You will prepare to facilitate and contribute to class discussion beyond your normal participation. In this capacity, you should bring important questions about the assigned reading, point to thought-provoking passages, and reflect on potential contemporary applications of the reading. Bring a printout of questions, noteworthy passages, and contemporary applications/analyses to class, both to remind yourself of your thoughts and to submit at the end of class.

C-3



In conjunction with your Critical Reading Questions assignments, serving as discussion facilitator should encourage you to read the assigned texts carefully, and it should help you to engage with the course content in a deeper and more lasting way. Moreover, it will give

you the opportunity to practice speaking in an informal public setting, and it will promote more thoughtful, more fruitful class discussion.

D. TWO ANALYSIS PAPERS (FIRST: **15%**, DUE: FEBRUARY 25; SECOND: **20%**, DUE: APRIL 7)

You will write two **5-7 page** papers (double-spaced, 12-point standard font) that develop and support an argument concerning an aspect of the semester's readings.

C-1

Your first analysis paper will develop an interpretation and analysis of one or more of Lincoln's pre-presidential speeches. Your paper will defend a thesis that focuses on Lincoln's rhetoric, his political thought, or his understanding of statesmanship as these things are revealed in his public remarks. For whichever speeches you choose to address, your thesis might answer one of the following questions: (1) What is Lincoln saying, what rhetorical devices does he employ, and what rhetorical purposes does he seem to have in mind?; (2) What does this speech reveal about Lincoln's political thought?; (3) What does this speech reveal about what Lincoln thinks about statesmanship?

Your second analysis paper will develop an interpretation and analysis of one or more of Lincoln's presidential speeches and writings. Your thesis for your second paper may respond to one of the questions listed above, or it might analyze Lincoln's justifications of his executive actions during the Civil War and provide a critical assessment of those justifications.

More details about how to write a successful paper for this course will be provided in class and on Canvas.

C-2
&
C-3

E. FINAL PAPER (25%) (DUE: FINAL EXAM DATE)

Your final **7-9 page** (double-spaced, 12-point standard font) paper will consist of an original argument about Lincoln's legacy. You may develop a thesis that compares and contrasts what's really significant about Lincoln, as you understand him, to the common understanding of him in popular culture and public discourse. You may develop a serious critique of his rhetoric, thought, and/or statesmanship. Or you may develop a defense of Lincoln in response to the weightiest critiques that have been made regarding his words, actions, and thought.

Your final paper will benefit from consulting the resources from the last few weeks of the course schedule. However, your research should extend to outside resources, as well.

More details about this final paper project will be provided in class and on Canvas.

C-1

C-2 & C-3

GRADING SCALE

Grade	Points	Percentage	Description of Work Quality Expected
A+	980-1,000	98-100%	Exemplary work throughout the course
A	930-979	93-97%	Excellent work on a consistent basis
A-	900-929	90-92%	Very good, sometimes excellent, work
B+	880-899	88-89%	Very good work on a consistent basis
B	830-879	83-87%	Good work
B-	800-829	80-82%	Good work, with some exceptions
C+	780-799	78-79%	Above average work
C	700-779	70-77%	Average work
D	600-699	60-69%	Passing work
E	0-599	00-59%	Failing work

COURSE AND UNIVERSITY POLICIES

I. ACADEMIC INTEGRITY

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academic-integrity/>.

II. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

III. POLICY AGAINST THREATENING BEHAVIOR

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

IV. CLASSROOM DECORUM AND ELECTRONICS USAGE

This course aims to provide a learning environment in which we consider and respect diverse viewpoints. We should reflect that consideration and respect through attentive listening and respectful interactions. To that end, please silence your phone and all other electronic devices in the classroom, and refrain from holding side conversations in class.

In addition to all the distractions and temptations that laptops pose in the classroom, they also create physical walls between you, your fellow students, and your instructor. Research further suggests that notetaking by hand is more beneficial than typed notes. Thus, in order to promote robust discussion and optimal learning, **please refrain from the usage of electronics during class.**

V. ATTENDANCE AND ABSENCES

Attendance at all class meetings is required. Late arrival and early departure are discouraged, though preferable to a complete absence. Your attendance record will impact your Attendance and Participation grade and will likely influence your performance on other assignments in the course—especially unannounced in-class quizzes. Please notify me **in advance** if it is necessary to miss all or part of a class meeting. When applicable, submit documentation for excused absences in accommodation of religious observances/practices and university-sanctioned activities in accordance with ACD 304-04 and ACD 304-02 in the Academic Affairs Manual.

For more on attendance policies, please consult the Course Requirements.

VI. LATE ASSIGNMENTS

In fairness to all the students in the course and as an incentive for you to plan your semester accordingly, the following late assignment policies will be followed:

- **Critical Reading Questions:** A missed week of Critical Reading Questions may only be made up if documented extenuating circumstances are provided.
- **Discussion Facilitator:** An unexcused absence on the day of your discussion facilitator assignment will result in a 0 for that portion of your grade. Absences for these assignments may only be excused with documented extenuating circumstances.
- **Writing Assignments:** For each calendar day that a writing assignment is late, it will receive a 5-point deduction. Please be aware that these penalties stack up more quickly than you may realize. For your final paper, due on our final exam date, acceptance of late submissions cannot be guaranteed. If acceptance is possible, the same late penalty will apply.

VII. EXTENUATING CIRCUMSTANCES

Part of the informal apprenticeship of college life is to learn how to manage your time and priorities well. However, extenuating circumstances do arise from time to time. Adequate documentation of your extenuating circumstance should be provided in these cases. The sooner these are submitted, the more likely an accommodation may be made.

VIII. EXTRA-CREDIT OPPORTUNITIES

The School of Civic and Economic Thought and Leadership will host a number of public events this semester. If you attend an event ***and*** submit a reflection paper about it (2-pages, double-spaced, 12-point standard font) ***or*** discuss it with me during office hours, you may (1) increase your final grade by 5 points (out of 1,000) or (2) replace a low or missing Critical Reading Questions assignment. You may complete up to **5** extra-credit assignments over the course of the semester.

In a reflection paper, you should briefly summarize the event’s content. You should then address what you found most important about the event and questions that the event raised in your mind. If you choose the office hours alternative, you should be prepared to discuss the same topics. **You should submit your paper or make your office visit no later than two weeks after the event takes place.**

Other extra-credit opportunities may be offered occasionally at the discretion of the instructor.

IX. COMMUNICATION WITH THE INSTRUCTOR OUTSIDE OF CLASS

While I strive to respond to e-mails quickly, a good rule of thumb is to expect that it will take at least 24 hours to receive a response to your correspondence. Please plan accordingly.

UNIVERSITY WRITING CENTERS

Writing well is a difficult skill to develop, and learning to assess one’s own writing may be an even more challenging task. Students are thus encouraged to take advantage of the assistance and resources offered by the ASU Writing Centers. For information on the writing centers, please consult the following website: <https://tutoring.asu.edu/student-services/writing-centers>.

COURSE SCHEDULE

The following course schedule is subject to change. Depending upon the pace of class discussion, one or more of the later units may be reduced or eliminated entirely. You will be notified if/when such changes are made. Assignment due dates and holidays are listed in **bold**. Readings with an * are posted on or linked from Canvas.

Week/Day	Assignments
Week 1: Introductory Matters	
Tuesday, January 14: What is a Statesman?	<ul style="list-style-type: none"> • Introduction to course • Review of syllabus • Introductory discussion
Thursday, January 16: American Scripture: The Sacred Text of Lincoln’s “Ancient Faith”	<i>*The Declaration of Independence</i>
Week 2: Lincoln’s Landscape	
Tuesday, January 21: The Constitution and Slavery	<i>*The Constitution of the United States</i>
Thursday, January 23: Lincoln’s Early Life	<i>*Lincoln by David Herbert Donald (selections)</i>
Week 3: Lincoln’s First Major Speeches	
Tuesday, January 28: The Problem of Perpetuation	Perpetuation Address (1838) (p. 76-85)
Thursday, January 30:	Temperance Address (1842) (p. 131-41)

Democracy and Moral Reform	
Week 4: Congressman Lincoln	
Tuesday, February 4: The War with Mexico	The War with Mexico: Speech in the United States House of Representatives (1848) (p. 202-17)
Thursday, February 6: The Presidential Question	The Presidential Question: Speech in the United States House of Representatives (1848) (p. 233-50)
Week 5: Lincoln's Re-Entry into Politics	
Tuesday, February 11: Statesmanship and Compromise	<ul style="list-style-type: none"> • *The Compromise of 1850 • Eulogy on Henry Clay (1852) (p. 264-78)
Thursday, February 13: Lincoln's Limiting Principle	<ul style="list-style-type: none"> • *The Missouri Compromise of 1820 • *The Kansas-Nebraska Act of 1854 • The Peoria Address (1854) (p. 283-325)
Week 6: The Dred Scott Decision and the Increasing Strain on the Union	
Tuesday, February 18: The Dred Scott Decision	* <i>Dred Scott v. Sandford</i> (1857) (selections)
Thursday, February 20: Lincoln's Response to <i>Dred Scott</i> and His Theory of Judicial Review	Speech on the Dred Scott Decision (1857) (p. 352-66)
Week 7: Fragments of Lincoln's Political Thought / A House Divided	
Tuesday, February 25: Fragments of Lincoln's Political Thought	FIRST ANALYSIS PAPER DUE <ul style="list-style-type: none"> • Fragments: On Slavery [July 1, 1854?] (p. 278-79) • Sectionalism (1856) (p. 347-51) • Fragment: On Slavery [August 1, 1858?] (p. 427) • Fragment: On Slavery [October 1, 1858?] (p. 477-78) • Fragment: The Constitution and the Union [1860?] (p. 513-14)
Thursday, February 27: A House Divided	A House Divided Speech (1858) (p. 372-81)
Week 8: The Lincoln-Douglas Debates	
Tuesday, March 3: Prelude to the Formal Debates	<ul style="list-style-type: none"> • Stephen Douglas, "Homecoming Speech at Chicago, July 9, 1858" • Chicago Speech (July 10, 1858) (p. 385-405)

Thursday, March 5: First Debate	First Debate at Ottawa, Illinois (August 21, 1858) (p. 428-69)
Week 9: Spring Break	
Tuesday, March 10:	Spring Break – No Class
Thursday, March 12:	Spring Break – No Class
Week 10: President Lincoln	
Tuesday, March 17: “The Speech That Made Lincoln President”	Cooper Union Address (1860) (p. 517-38)
Thursday, March 19: Union and Secession	<ul style="list-style-type: none"> • Springfield Farewell Address (1861) (p. 568-70) • Independence Hall Address (1861) (p. 577-79) • First Inaugural Address (1861) (p. 579-90)
Week 11: Executive Power and the Constitution in Wartime	
Tuesday, March 24: <i>Habeas Corpus</i> , Emergency Powers, and the Constitution	<ul style="list-style-type: none"> • *<i>Ex Parte Merryman</i> (1861) • Message to Congress in Special Session (1861) (p. 594-610)
Thursday, March 26: Military Tribunals and the Rule of Law	<ul style="list-style-type: none"> • Letter to Erastus Corning and Others (1863) (p. 699-708) • *<i>Ex Parte Vallandigham</i> (1864) • *<i>Ex Parte Milligan</i> (1866)
Week 12: Lincoln’s Military Leadership / Lincoln’s Religious Rhetoric and Thought as President	
Tuesday, March 31: Lincoln and His Generals	Readings TBD
Thursday, April 2: Lincoln’s Religious Rhetoric and Thought as President	<ul style="list-style-type: none"> • Proclamation of a National Fast-Day (1861) (p. 610-11) • Meditation on the Divine Will (1862) (p. 655-56) • Proclamation for Thanksgiving (1863) (p. 727-31) • Letter to Eliza Gurney (1864) (p. 757-58) • Proclamation of Thanksgiving (1864) (p. 761-63)

	<ul style="list-style-type: none"> • Story Written for Noah Brooks (1864) (p. 772-73) • Letter to Thurlow Weed (1865) (p. 794) • <u>Compare</u>: Religious Views: Letter to the Editor of the <i>Illinois Gazette</i> (1846) (p. 186-89)
Week 13: Emancipation and Lincoln's Greatest Speeches	
Tuesday, April 7: The Grounds of Emancipation	SECOND ANALYSIS PAPER DUE <ul style="list-style-type: none"> • Letter to O.H. Browning (1861) (p. 613-15) • Letter to Horace Greeley (1862) (p. 651-53) • Final Emancipation Proclamation (1863) (p. 689-92)
Thursday, April 9: Lincoln's Greatest Speeches: The Meaning of the War and the Future of the Union	<ul style="list-style-type: none"> • The Gettysburg Address (1863) (p. 734-37) • Letter to Edward Everett (1863) (p. 737-38) • The Second Inaugural Address (1865) (p. 792-94) • Letter to Thurlow Weed (1865) (p. 794)
Week 14: Lincoln's Legacy	
Tuesday, April 14: Lincoln's Constitutional and Civil Rights Legacy	<ul style="list-style-type: none"> • *Michael Zuckert, "Completing the Constitution: The 13th Amendment" • *Michael Zuckert, "Completing the Constitution: The 14th Amendment"
Thursday, April 16: Lincoln's Legacy According to Frederick Douglass	Frederick Douglass, " Oration in Memory of Abraham Lincoln " (1876)
Week 15: Lincoln's Legacy	
Tuesday, April 21: Lincoln's Legacy in Popular Culture	<ul style="list-style-type: none"> • <i>Abraham Lincoln</i> (1930) – directed by D.W. Griffith • <i>Young Mr. Lincoln</i> (1939) – directed by John Ford • <i>Lincoln</i> (2012) – directed by Steven Spielberg
Thursday, April 23: Who is the Real Lincoln?	The Real Abraham Lincoln (2002): Debate between Thomas DiLorenzo and Harry Jaffa
Week 16: Lincoln's Legacy	
Tuesday, April 28: Lincoln's Critics	*John McKee Barr, <i>Loathing Lincoln</i> (selections)

Thursday, April 30: Closing Discussion: Lincoln and Democratic Statesmanship Today	No reading assignment
Week 17: Final Exams	FINAL PAPER DUE on Final Exam Date

C-2, C-3, C-4: This grading rubric shows the dimensions of writing for which I provide detailed feedback to students, and it illustrates the type of critical inquiry and sustained engagement with the course material that I expect from students in these assignments. I am also attaching a sample, completed version of this rubric. In addition to this rubric, I leave feedback as marginal notes on students' papers.

Student Name

CEL-394: First Paper

Grade:

Grade Scale: Very Good – Good – Okay – Needs Improvement – Poor

I. INTRODUCTION/THESIS

II. QUALITY OF ARGUMENT

III. QUALITY OF EVIDENCE

IV. QUALITY OF WRITING



CEL-394: A SUCCESSFUL PAPER

Your success on the writing assignments in this course is mostly the product of the effort that you invest and the writing habits that you employ. The more checkmarks that you follow below, the more likely you are to perform well on the next paper assignment.

C-2, C-3, and C-4: I distribute this paper handout to students prior to the due date of their first paper. It reflects my expectation that assignments should involve critical inquiry and sustained, in-depth engagement with the course material. It also reflects the type of feedback that I provide to students.

Name: _____

I. TECHNICAL MATTERS AND ACADEMIC HONESTY

- ✓ My paper follows the length specifications for the assignment.
- ✓ My name and other identifying information are included at the top of the paper, *single-spaced*, taking up no more than four lines.
- ✓ My paper includes a title.
- ✓ My paper is stapled
- ✓ My paper is double-spaced and uses 12-point Times New Roman font.
- ✓ I have not used anyone else's work, ideas, or language without citing them appropriately.
- ✓ My paper includes a works cited page with bibliographical entries following *The Chicago Manual of Style*.

II. MY INTRODUCTION AND THESIS

- ✓ My introduction effectively describes the interest and importance of the question that my paper answers.
- ✓ My thesis clearly and fully summarizes the argument that I advance in my paper.
- ✓ My introduction provides a brief outline or "roadmap" of how my paper proceeds in proving my argument.
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my introduction and thesis.

III. MY ARGUMENT

- ✓ My argument is carefully thought out and developed. It does not contain logical flaws or logical leaps. If I take on the mindset of a critic of my own position, I do not see obvious or serious weaknesses to my argument.
- ✓ I anticipated and engaged with the best counterarguments to my position. I gave those counterarguments adequate attention, and I made the case for why my argument is the best interpretation of the evidence.
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my arguments.

IV. MY EVIDENCE

- ✓ I incorporated a variety of pieces of evidence to prove my argument.
- ✓ I incorporated a variety of sources to support my argument.
- ✓ Each point of my argument is substantiated with evidence.
- ✓ I included only reliable sources. I did *not*, for instance, cite web resources of questionable credibility.
- ✓ For every reference to a source, I included full citation information, following *The Chicago Manual of Style* formatting guidelines.
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my use of evidence.

CEL-394: A SUCCESSFUL PAPER

Your success on the writing assignments in this course is mostly the product of the effort that you invest and the writing habits that you employ. The more checkmarks that you follow below, the more likely you are to perform well on the next paper assignment.

V. MY WRITING

- ✓ I began the writing process well in advance of the due date, so that I have had ample time to proofread and revise.
- ✓ I drafted the paper during the day, when I am alert and energized, rather than during the middle of the night, when I am more likely to make mistakes and miss mistakes.
- ✓ I carefully proofread my paper at least two times.
- ✓ I carefully read my paper out loud to catch errors, awkward phrasings, or awkward word choices.
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my writing.

Student Signature: _____

Date: _____

C-4 - This is an example of the type of feedback that I provide to students on their writing assignments. In addition to using a comment scale to describe their performance on various dimensions of their writing, I offer detailed feedback on these dimensions and suggest “action steps” to help students to take an active role in improving their writing.

Anonymous Student

CEL-394: First Paper

Grade: B+ ---- 88% ---- 132/150 points

Grade Scale: Very Good – Good – Okay – Needs Improvement – Poor

I. INTRODUCTION/THESIS

Okay. In your thesis statement, you want to clearly and concisely lay out the argument that follows. It is, in other words, your argument “in a nutshell.” You briefly describe the argument of the paper, but I think your thesis would have been more helpful if you had fleshed it out. For instance, it is not clear what role the sentence about the “passionate and enlightened” people is playing in your argument. More generally, while you clearly describe the role of a democratic statesman in this paragraph, it is not clear what challenges they face and why those challenges are noteworthy.

Action Step #1: As a practice exercise for the next paper assignment, try rewriting your thesis statement, adding a few more sentences to clarify and explain your argument.

Action Step #2: Add an outline of your argument at the end of your introduction, explaining how you will go about making your argument in the paper (e.g., “First, I will explain Tocqueville’s understanding of the tyranny of the majority and how he considers it to be a result of X, Y, and Z ... Second, I will examine Tocqueville’s conception of the tyranny of thought and ... Third ...”) Providing a brief outline of your paper like this helps you to structure your paper in your own mind, and it helps your readers to follow, understand, and assess your argument.

II. QUALITY OF ARGUMENT

Good/Okay. Your paper is a thought-provoking and thoughtful examination of the roles and challenges of democratic statesmen, according to Tocqueville. You cover a lot of important ground relevant to this discussion, and you do a nice job of highlighting the complexity and difficulty of this topic.

Unfortunately, your paper runs out of steam only halfway through p. 5, when you still have important ground remaining before you. As you write in your conclusion, “All of these responsibilities pose their own set of challenges ...” Your argument would have been stronger if you had taken advantage of the space available to you to address those challenges from Tocqueville’s perspective.

III. QUALITY OF EVIDENCE

Good. You do a good job of citing, quoting, and referring to *Democracy in America* on a regular basis. I appreciated that you drew upon not just Tocqueville’s “Introduction” but also other relevant parts of the text, as well.

In a few key places of your argument, which I have pointed out in my track changes, you don't provide any evidence (citations or quotations) to substantiate your claims about Tocqueville. These parts of your argument are less convincing as a result.

Action Step #3: Re-read your paper and ask yourself where a critic might challenge you for not having enough evidence to prove your interpretation of Tocqueville. What evidence could you provide to respond to that type of criticism?

IV. QUALITY OF WRITING

Good/Okay. Often your writing is clear and easy to read. At times, your writing lacks clarity or precision, which distracts from your argument or makes it difficult to understand what you are arguing. I have attempted to point out those places in my track changes. Make sure to give yourself plenty of time to proofread your paper. Read it out loud to detect awkward word choices, phrasings, or sentences. Consider having someone else read over your paper to detect parts that are confusing or unclear.

Action Step #4: Please review my marginal notes on your writing, and please let me know if you have any questions about them.