

Ashbrook Teacher Institute

Abraham Lincoln, Slavery, and the Civil War

Sunday, June 20, 2004 to Friday, June 25, 2004
Ashland University

Instructors: Mackubin T. Owens and Lucas E. Morel

Schedule Overview

Sunday, June 20

- 2:00 pm - 4:00 pm:** Check into Apartments (*Senior Apartments, Ashland University*)
5:00 pm - 5:45 pm: Introduction to Ashbrook Teacher Institutes with Peter Schramm and Roger Beckett (*Heritage Room, Myers Convocation Center*)
5:45 pm - 7:00 pm: Dinner (*Heritage Room, Myers Convocation Center, Ashland University*)
7:15 pm - 9:00 pm: Session 1 with Professor Owens (*Seminar Room, Lower Level, Founders Hall*)

Monday, June 21

- 7:30 am - 8:45 am:** Breakfast (*Student Dining, Myers Convocation Center*)
9:00 am - 10:30 am: Session 2 with Professor Morel (*Seminar Room, Founders Hall*)
10:45 am - 12:15 pm: Session 3 with Professor Morel (*Seminar Room, Founders Hall*)
12:30 am - 1:30 pm: Lunch (*Student Dining, Myers Convocation Center*)
4:30 pm - 6:00 pm: Guest Lecture by David Blight (*Seminar Room, Founders Hall*)
6:15 pm - 7:15 pm: Dinner (*Accent Room, Myers Convocation Center*)
4:30 pm - 6:00 pm Session 4 with Professor Morel (*Seminar Room, Founders Hall*)

Tuesday, June 22

- 7:30 am - 8:45 am:** Breakfast (*Student Dining, Myers Convocation Center*)
9:00 am - 10:30 am: Session 5 with Professor Morel (*Seminar Room, Founders Hall*)
10:45 am - 12:15 pm: Session 6 with Professor Morel (*Seminar Room, Founders Hall*)
12:30 am - 1:30 pm: Lunch (*Student Dining, Myers Convocation Center*)
6:15 pm - 7:15 pm: Dinner (*Accent Room, Myers Convocation Center*)
7:30 pm: Watch the Film *Glory* (*Ashbrook Center, 8th Floor, Ashland University Library*)

Wednesday, June 23

- 7:30 am - 8:45 am:** Breakfast (*Student Dining, Myers Convocation Center*)
9:00 am - 10:30 am: Session 7 with Professor Morel (*Seminar Room, Founders Hall*)
10:45 am - 12:15 pm: Session 8 with Professor Owens (*Seminar Room, Founders Hall*)
12:30 am - 1:30 pm: Lunch (*Student Dining, Myers Convocation Center*)
4:30 pm - 6:00 pm: Session 9 with Professor Owens (*Seminar Room, Founders Hall*)
6:15 pm - 7:15 pm: Dinner (*Accent Room, Myers Convocation Center*)
7:30 pm - 9:30 pm: Guest Lecture by William C. Harris (*Seminar Room, Founders Hall*)

Thursday, June 24

7:30 am - 8:45 am: Breakfast (*Student Dining, Myers Convocation Center*)

9:00 am - 10:30 am: Session 10 with Professor Owens (*Seminar Room, Founders Hall*)

10:45 am - 12:15 pm: Session 11 with Professor Owens (*Seminar Room, Founders Hall*)

12:30 am - 1:30 pm: Lunch (*Student Dining, Myers Convocation Center*)

4:30 pm - 6:00 pm: Seminar on the Art of Teaching with Prof. Schramm (*Ashbrook Center, 8th Floor, Library*)

6:15 pm - 7:15 pm: Dinner (*Accent Room, Myers Convocation Center*)

7:30 pm - 9:30 pm: Teaching Brainstorming Session (*Seminar Room, Founders Hall*)

Friday, June 25

7:30 am - 8:45 am: Breakfast (*Student Dining, Myers Convocation Center*)

9:00 am - 10:30 am: Session 12 with Professor Owens (*Seminar Room, Founders Hall*)

10:45 am - 12:15 pm: Session 13 with Professor Owens and Morel (*Seminar Room, Founders Hall*)

12:30 am - 2:00 pm: Boxed Lunch/Check Out of Apartments (*Lobby of Apartment Building A*)

Ashbrook Teacher Institute

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Sunday, June 20, 2004 to Friday, June 25, 2004
Ashland University

Instructors: Mackubin T. Owens and Lucas E. Morel

Readings

- James McPherson, *Battle Cry of Freedom*. Ballantine Books, 1989.
- Roy Basler, *Abraham Lincoln: His Speeches and Writings*. Da Capo Press, 1990.
- William E. Cain, ed., *William Lloyd Garrison and the Fight against Slavery: Selections from "The Liberator"*. Bedford Books, 1995.
- Charles B. Dew, *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*. University Press of Virginia, 2001.
- Allen C. Guelzo, *Lincoln's Emancipation Proclamation: The End of Slavery in America*. Simon & Schuster, 2004.
- Robert Walter Johannsen, ed., *The Lincoln-Douglas Debates of 1858*. Oxford University Press, 1965.
- Harry V. Jaffa, *Crisis of the House Divided: An Interpretation of the Issues in the Lincoln-Douglas Debates*. University of Chicago Press, 1999.
- Harry V. Jaffa, *A New Birth of Freedom: Abraham Lincoln and the Coming of the Civil War*. Rowman & Littlefield, 2000.
- Richard M. McMurry, *Two Great Rebel Armies: An Essay in Confederate Military History*. University of North Carolina Press, 1996 (reprint of 1989 edition).
- *Declaration of Independence and Constitution of the United States of America*. Ashland, Ohio: Ashbrook Center for Public Affairs, 2001.
- Photocopied Reading Packet.

Schedule

Sunday, June 20

2:00 pm - 4:00 pm: Check into Apartments (*Senior Apartments, Ashland University*)

5:00 pm - 5:45 pm: Introduction to Ashbrook Teacher Institutes with Peter Schramm and Roger Beckett (*Heritage Room, Myers Convocation Center*)

5:45 pm - 7:00 pm: Dinner (*Heritage Room, Myers Convocation Center, Ashland University*)

7:15 pm - 9:00 pm: Session 1 with Professor Owens (*Seminar Room, Founders Hall*)

Topic: Ante-Bellum America

Readings:

- McPherson, *Battle Cry of Freedom*, Prologue, Chapters 1-4

Monday, June 21

7:30 am - 8:45 am: Breakfast (*Student Dining, Myers Convocation Center*)

9:00 am -10:30 am: Session 2 with Professor Morel (*Seminar Room, Founders Hall*)

Topic: Slavery and the American Founding

Focus: What did the Founders mean by declaring “all men are created equal”? Given the existence of slavery in Revolutionary America, did they really only mean to say that all “white English Protestant Christian males who own property” are created equal? If, on the other hand, the Founders meant the term “men” to be inclusive of all human beings—black and white, male and female—then how are we to understand the relation between their universal principles (which would condemn slavery) and their actual practice (the fact that slavery continued to exist in America until the Civil War)? How does the requirement of consent as the only legitimate basis of government qualify the pursuit of equality in a free society? What is Lincoln’s response to the claim that the signers of the Declaration must be considered hypocrites if they intended to include blacks as “created equal” to whites while still keeping them in slavery?

Readings:

- Declaration of Independence (Declaration/Constitution booklet)
- Thomas Jefferson, Selections (Packet)
 - Original Draft of the Declaration of Independence (excerpt), 1-4
 - *Notes on the State of Virginia* (1781, 1787), Query XVIII, “Manners,” 214-15
 - Letter to Roger C. Weightman” (June 24, 1826), 52-53 (Ashbrook Center booklet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - “The Dred Scott Decision” (June 26, 1857), 352-65, esp. 360-61
- Johannsen, *The Lincoln-Douglas Debates of 1858*, “Third Joint Debate,” Opening Speech by Stephen A. Douglas, 116-31, esp. 127-28
- Jaffa, *Crisis of the House Divided*, Chapter 17, esp. 374-76
- West, *Vindicating the Founders*, Chapter 1, “Slavery” (Photocopied Reading Packet)

Supplemental/Optional Readings:

- Jaffa, *Crisis of the House Divided*, Chapters 14-15
- Storing, “Slavery and the Moral Foundations of the American Republic” (Photocopied Reading Packet)

10:45 am - 12:15 pm: Session 3 with Professor Morel (*Seminar Room, Founders Hall*)

Topic: Slavery, Ante-Bellum Politics, and Westward Expansion

Focus: What is “reverence for the laws” and why does Lincoln think it is so important to “the perpetuation of our political institutions”? Who or what is the “towering genius” that poses the greatest threat to American self-government? What does Lincoln’s criticism of “old school” temperance reformers suggest about the proper mode of political debate for a self-governing people? What role does Lincoln believe religion plays in a self-governing society? What does Stephen Douglas mean by “popular sovereignty”? Why does Lincoln view the Kansas-Nebraska Act of 1854 as a reversal of American policy towards domestic slavery? How does “indifference” about the spread of slavery amount to “covert *real zeal*” for its spread? How does Lincoln justify previous national compromises with slavery? What is Lincoln’s definition of self-government and how does it inform his political rhetoric and policy proposals?

Readings:

- McPherson, *Battle Cry of Freedom*, Chapter 5
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - Jan 27, 1838 Speech to the Young Men’s Lyceum (p. 76)
 - Feb 22, 1842 Temperance Address (p. 131)
 - Aug 11, 1846 Religious Views (p. 186)
 - July 6, 1852 Eulogy on Henry Clay (p. 264)
 - Two undated fragments (p. 278)
 - Oct 16, 1854 Speech at Peoria, Illinois (p. 283)
- Jaffa, *Crisis of the House Divided*, Epigrams, p. 15, and Chapters 3-4, 9-10

Supplemental/Optional Readings:

- Jaffa, *Crisis of the House Divided*, Chapters 5-6

12:30 pm - 1:30 pm: Lunch (*Student Dining, Myers Convocation Center*)

4:30 pm - 6:00 pm: Guest Lecture by Dr. David W. Blight (*Seminar Room, Founders Hall*)

Topic: Frederick Douglass’ Civil War

6:15 pm - 7:15 pm: Dinner (*Accent Room, Myers Convocation Center*)

7:30 pm - 9:30 pm: Session 4 with Professor Morel (*Seminar Room, Founders Hall*)

Topic: Abolitionism, the Rise of the Republican Party, and an Escaped Slave's Views

Focus: According to Garrison, what is wrong with gradual abolition of slavery? Does he think the Constitution is pro-freedom or pro-slavery? Why does Garrison not endorse political reform as the cure for the nation's ills? What is the key principle that Lincoln proposes for the "fusion" of various political interests into a new party? Contrast Lincoln's approach to eliminating slavery with Garrison's. What does Lincoln mean by comparing America to "a house divided against itself"? What is Frederick Douglass's view of the Declaration of Independence and the U.S. Constitution? Does he view blacks in the United States as Americans? What do blacks in America need to flourish as human beings and as citizens?

Readings:

- McPherson, *Battle Cry of Freedom*, Chapter 6
- Calhoun, "Slavery as a Positive Good" (February 6, 1837), 1-3 (Photocopied Reading Packet)
- Cain, ed., *William Lloyd Garrison and the Fight against Slavery*
 - "To the Public" (January 1, 1831), 70-72
 - "On the Constitution and the Union" (December 29, 1832), 87-89
 - "Declaration of the National Anti-Slavery Convention" (Dec. 14, 1833), 90-94
 - "Declaration of Sentiments Adopted by the Peace Convention" (September 28, 1838), 101-105
 - "Address to the Slaves of the United States" (June 2, 1843), 109-11
 - "The American Union" (January 10, 1845), 112-15
 - "Dred Scott and Disunion" (March 12, 1858), 148-50
 - "Southern Desperation" (November 16, 1860), 162-63
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - Aug 11, 1855 Letter to Owen Lovejoy (p. 328)
 - Aug 15, 1855 Letter to George Robertson (p. 330)
 - Aug 24, 1855 Letter to Joshua Speed (p. 332)
- Dec 10, 1856 Speech at a Republican banquet in Chicago (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - June 26, 1857 Speech at Springfield, Illinois (p. 352)
- Dec 28, 1857 Letter to Lyman Trumbull (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - July 10, 1858, Chicago (p. 385)
 - July 17, 1858, Springfield (p. 405)
 - June 16, 1858 House Divided Speech (p. 372)
 - Oct 18, 1858 Letter to J.N. Brown (p. 478)
- Frederick Douglass, selected readings from Herbert Storing, ed., *What Country Have I? Political Writings by Black Americans* (New York: St. Martin's Press, 1970) (Photocopied Reading Packet)
- Jaffa, *Crisis of the House Divided*, Chapter 13

Supplemental/Optional Readings:

- Jaffa, *Crisis of the House Divided*, Chapters 7-8
- Schaub, "Frederick Douglass's Constitution," 459-74 (Photocopied Reading Packet)

Tuesday, June 22

7:30 am - 8:45 am: Breakfast (*Student Dining, Myers Convocation Center*)

9:00 am - 10:30 am: Session 5 with Professor Morel (*Seminar Room, Founders Hall*)

Topic: Lincoln-Douglas Debates of 1858

Focus: Contrast Lincoln's understanding of the relation between public opinion and political rule with that of Stephen Douglas. What does Douglas mean by "diversity" and how does he use it to attack Lincoln's alleged doctrine of "uniformity"? Why does Douglas think Lincoln is wrong to criticize the *Dred Scott* opinion? How does Lincoln answer Douglas's charges? What does Lincoln mean by the "moral lights" of the community? In the second debate, how does Lincoln force Douglas into a quandary regarding popular sovereignty and support for the *Dred Scott* opinion? (See Douglas's argument about "unfriendly legislation.") In the seventh debate, what is Lincoln's understanding of the Founders' views regarding slavery? How does Lincoln show that the rhetoric of Douglas makes him a kind of abolitionist in practice?

Readings:

- Johannsen, First, Second, and Seventh Debates

Supplemental/Optional Readings:

- Johannsen, Third through Sixth Debates

10:45 am - 12:15 pm: Session 6 with Professor Morel (*Seminar Room, Founders Hall*)

Topic: Lincoln-Douglas Debates of 1858 and the Fate of the American Union

Focus: What is Lincoln's definition of democracy? What role does Lincoln think the Declaration of Independence plays in contemporary political practice? Why does Lincoln advise against a Republican call for repeal of the fugitive slave law? What is the difference between the "mud-sill" theory of labor and capital and the "free labor" theory? What connection does Lincoln make between liberty, union, and the Constitution?

Readings:

- Johannsen, First, Second, and Seventh Debates
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - Aug 1, 1858 Fragment On Slavery (p. 427)
 - Oct 1, 1858 Fragment on Slavery (p. 477)
 - April 6, 1859 Letter to Henry L. Pierce and others (p. 488)
 - June 9, 1859 & June 20, 1859 Letters to Salmon Portland Chase (pp. 490, 492)
 - Sept 30, 1859 Speech to Wisconsin State Agricultural Society (p. 493)
 - Dec 20, 1859 Letter to Jesse W. Fell (p. 510)
 - 1860 Fragment: The Constitution and the Union (p. 513)

Supplemental/Optional Readings:

- Jaffa, *Crisis of the House Divided*, Chapters 11-12, 18-20

12:30 pm - 1:30 pm: Lunch (*Student Dining, Myers Convocation Center*)

6:15 pm - 7:15 pm: Dinner (*Accent Room, Myers Convocation Center*)

7:30 pm: Watch the Film *Glory* (*Ashbrook Center, 8th Floor, Ashland University Library*)

Wednesday, June 23

7:30 am - 8:45 am: Breakfast (*Student Dining, Myers Convocation Center*)

9:00 am - 10:30 am: Session 7 with Professor Morel (*Seminar Room, Founders Hall*)

Topic: The Election of 1860

Focus: As Lincoln recounts the early history of the federal government, what authority did it exercise over slavery? What problems do southerners have with the Republican Party, and how does Lincoln respond to their charges? Why does Lincoln claim that the southern disposition during the 1860 election year was to “rule or ruin in all events”? What is his advice to Republicans as they face opposition over the slavery controversy? In his address to the New Jersey Senate, why does Lincoln call the American citizenry God’s “almost chosen people”? What is Lincoln’s declared agenda as the incoming president? Why does he think secession unjustified and illegitimate? What is Lincoln’s view of the authority of the Supreme Court? What does Lincoln mean by “the better angels of our nature”? How does Lincoln think the country can avoid civil war? What does Jaffa mean by “the Democratic secession” and what is its significance for the subsequent election and state of the union?

Readings:

- McPherson, *Battle Cry of Freedom*, Chapters 7-8
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - February 27, 1860 Cooper Institute Speech (p. 517)
 - February 11, 1861 Farewell speech at Springfield (p. 568)
 - February 21, 1861 Farewell Address to NJ Senate (p. 574)
 - March 4, 1861 First Inaugural Address (p. 579)
 - May 25, 1861 Letter to Ephraim D. and Phoebe Ellsworth (p. 593)
- Jaffa, *A New Birth of Freedom*, Chapter 3

Supplemental/Optional Readings:

- Jaffa, *A New Birth of Freedom*, Chapters 4-5

10:45 am - 12:15 pm: Session 8 with Professor Owens (*Seminar Room, Founders Hall*)

Topic: The Rights and Wrongs of Secession

Focus: In 1776, Americans invoked the right of revolution as the basis of their separation from Britain. What was the basis of Southern secession? How did it differ from the claim advanced by the Americans in 1776? Why?

Did secession have to lead to war? Why couldn't the south have been allowed to secede peacefully, as Horace Greeley argued?

Readings:

- McPherson, *Battle Cry of Freedom*, Chapter 9
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - August 22, 1862 letter to Horace Greeley (p. 651)
- Dew, *Apostles of Disunion*
- The Justifying Cause of Secession (Photocopied Reading Packet)
- Constitution of the Confederate States (Photocopied Reading Packet)
- Speech of Alexander H. Stephens, The 'Cornerstone' Speech (Photocopied Reading Packet)
- Mayor Wood's Recommendation of the Secession of New York City (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - July 4, 1861 Message to Congress in Special Session (p. 594)
- Proclamation Calling Militia and Convening Congress (Photocopied Reading Packet)
- April 15, 1861 Letter to Reverdy Jackson (Photocopied Reading Packet)
- April 24, 1861 Letter to Winfield Scott (Photocopied Reading Packet)
- Owens, "The Case Against Secession" (Photocopied Reading Packet)

Supplemental/Optional Readings:

- Jaffa, *A New Birth of Freedom*, Chapter 6

12:30 pm - 1:30 pm: Lunch (*Student Dining, Myers Convocation Center*)

4:30 pm - 6:00 pm: Session 9 with Professor Owens (*Seminar Room, Founders Hall*)

Topic: Lincoln as a War Leader

Focus: What was Lincoln's impact as a war leader and strategist? Given the disparities in resources between the North and the South, wasn't it a foregone conclusion that the North would triumph in a war of attrition? Compare his performance with that of Jefferson Davis.

Lincoln's critics charge that at best, he was not a particularly good judge of competence, and at worst, he was a political trimmer. They claim that his cabinet selections were not particularly impressive, and once established, he had difficulty controlling the cabinet. Indeed, members of his cabinet manipulated him. How do you assess these arguments? How about his military choices?

What are the problems of conducting a war in a democracy? How did Lincoln handle them? Assess his leadership.

Readings:

- McPherson, *Battle Cry of Freedom*, Chapters 10-20, 22-28
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - September 22, 1861 letter to Orestes Browning (p. 613)
 - December 3, 1861 Annual Message to Congress (p. 616)
- May 19, 1862 Presidential Proclamation (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - July 28, 1862 letter to Bullitt (p. 648)
 - August 22, 1862 letter to Horace Greeley (p. 651)
- September 28, 1862 letter to Hannibal Hamblin (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - September 30, 1862 Meditation on the Divine Will (p. 655)
 - December 1, 1862 Annual Message to Congress (p. 666)
 - December 23, 1862 Letter to Fanny McCullough (p. 688)
 - August 5, 1863 letter to Nathaniel P. Banks (p. 714)
 - August 17 and November 2, 1863 letters to James H. Hackett (p. 718, p. 732)
 - December 8, 1863 Presidential Proclamation of Amnesty (p. 738)
- December 8, 1863 Annual Message to Congress (Photocopied Reading Packet)
- December 15, 1863 Letter to Thomas Cottman (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - March 13, 1864 letter to Michael Hahn (p. 745)
- April 4, 1864 letter to Albert G. Hodges (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - April 18, 1864 Address at a Sanitary Fair in Baltimore (p. 748)
 - April 30, 1864 letter to U.S. Grant (p. 750)
- June 9, 1864 Reply to Delegates from the Nation Union League (Photocopied Reading Packet)
- July 8, 1864 Presidential Proclamation (Photocopied Reading Packet)
- September 12, 1864 Draft of a Letter to Isaac M. Schermerhorn (Photocopied Reading Packet)
- September 19, 1864 letter to William T. Sherman (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - October 19, 1864 Response to a Serenade (p. 760)
 - November 10, 1864 Response to a Serenade (p. 763)
 - November 21, 1864 letter to Lydia Bixby (p. 766)
 - December 6, 1864 Annual Message to Congress (p. 773)
 - December 26, 1864 Letter to William T. Sherman (p. 789)
 - January 19, 1865 letter to U.S. Grant (p. 790)

6:15 pm - 7:15 pm: Dinner (*Accent Room, Myers Convocation Center*)

7:30 pm - 9:30 pm: Guest Lecture by William C. Harris (*Seminar Room, Founders Hall*)

Topic: Lincoln's Restoration and Reconstruction of the Union

Thursday, June 24

7:30 am - 8:45 am: Breakfast (*Student Dining, Myers Convocation Center*)

9:00 am - 10:30 am: Session 10 with Professor Owens (*Seminar Room, Founders Hall*)

Topic: Two Campaigns: Vicksburg and Gettysburg

Focus: By the summer of 1863, Union forces had penetrated deep into the Confederacy in the West. Union forces controlled the Mississippi River except for the stretch between Port Hudson and Vicksburg. Grant had made a number of attempts to capture Vicksburg, but all had come to naught. In May, Grant devised a bold joint operation that finally led to the fall of the city and the opening of the river. In middle Tennessee, Braxton Bragg's Confederate Army of Tennessee was turned out of its Duck River line by the skilful maneuvering of Rosecrans' Army of the Cumberland and force to retreat to Chattanooga. But events were stalemated in Virginia. The Union Army of the Potomac had been turned back several times by Lee's Army of Northern Virginia. Lee now sought to break this stalemate by invading Pennsylvania, a campaign culminating in the greatest battle on the continent of North America: Gettysburg.

How would you assess the performance of the generals and their armies during the conduct of these two campaigns? Was an invasion of Pennsylvania the right strategic option for the Confederacy Gettysburg in the summer of 1863? Why or why not? What other options were available? is often portrayed as the decisive battle of the war, although hostilities continued for nearly two more years. Was it? Why or why not? Lincoln was very upset with the commander of the Army of the Potomac, George Meade, for letting Lee "get away" after Gettysburg. Was Lincoln's judgment right?

Readings:

- McPherson, *Battle Cry of Freedom*, Chapter 21.
- Richard M. McMurry, *Two Great Rebel Armies: An Essay in Confederate Military History*.
- January 8, 1863 letter to John A. McClernand (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - July 13, 1863 letter to Ulysses S. Grant (p. 710)
 - July 14, 1863 letter to George S. Meade (p. 711)
- July 30, 1863 Presidential Order (Photocopied Reading Packet)

10:45 am - 12:15 pm: Session 11 with Professor Owens (*Seminar Room, Founders Hall*)

Topic: Lincoln and Civil Liberties

Focus: Lincoln claimed to be fighting a war that would lead to "a new birth of freedom," yet some claim he violated civil liberties on an unprecedented scale. How can a war for liberty be reconciled with such violations of civil liberties?

Were the steps he took during the war constitutional? Why or why not? Was he ever a "dictator" as Clinton Rossiter has claimed?

Compare and contrast Taney's opinion ex parte Merryman and Lincoln's apologia in his letter to Erastus Corning and the New York Democrats.

Readings:

- Lincoln, Suspension of the Writ of Habeas Corpus (Photocopied Reading Packet)
- Taney, "Ex Parte Merryman" from Edward McPherson, *The Political History of the United States of America during the Great Rebellion, 1860-1865* (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - June 12, 1863 To Erastus Corning and Others (pp. 699-708)
- Fehrenbacher, "Lincoln and the Constitution" (Photocopied Reading Packet)
- Belz, "Lincoln and the Constitution: The Dictatorship Question Revisited" (Photocopied Reading Packet)

12:30 pm - 1:30 pm: Lunch (*Student Dining, Myers Convocation Center*)

4:30 pm - 6:00 pm: Seminar on the Art of Teaching with Prof. Schramm (*Ashbrook Center, 8th Floor, Library*)

6:15 pm - 7:15 pm: Dinner (*Accent Room, Myers Convocation Center*)

7:30 pm - 9:30 pm: Teaching Brainstorming Session (*Seminar Room, Founders Hall*)

Friday, June 25

7:30 am - 8:45 am: Breakfast (*Student Dining, Myers Convocation Center*)

9:00 am - 10:30 am: Session 12 with Professor Owens (*Seminar Room, Founders Hall*)

Topic: Emancipation and Black Soldiers

Focus: The Emancipation Proclamation did not free a single slave under the authority of the Federal government, e.g. the border states of Maryland, Kentucky, Delaware, or Missouri. What did it accomplish?

On emancipation, Lincoln moved too slowly for the radicals and abolitionists and too fast for the Democrats. How would you assess Lincoln's actions?

How do you respond to the charge that recruiting black troops only raised the stakes and hardened the position of the Confederacy? What was the effect of black recruitment? Was the outcome primarily positive or negative?

Readings:

- Lincoln, "Preliminary Emancipation Proclamation" (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - April 16, 1862 Letter to the Senate and House of Representatives (p. 640)
 - Annual Message to Congress (1862) (p. 666-688)

- January 1, 1863 Final Emancipation Proclamation (p. 689)
- March 26, 1863 Letter to Governor Andrew Johnson (p. 694)
- August 5, 1863 Letter to General N.P. Banks (p. 714)
- August 26, 1863 Letter to James C. Conkling (p. 720)
- March 13, 1864 Letter to Governor Michael Hahn (p. 745)
- October 10, 1864 Letter to Henry W. Hoffman (p. 759)
- Lincoln, "Order of Retaliation" (Photocopied Reading Packet)
- Lincoln, "To Stephen A. Hulburt" (Photocopied Reading Packet)
- Lincoln, "To Nathaniel Banks" (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - Annual Message to Congress (1864) (p. 773)
- Douglass, "Condition of the Country" (February 1863) (Photocopied Reading Packet)
- Douglass, "Men of Color, To Arms!" (March 21, 1863) (Photocopied Reading Packet)
- Frederick Douglass, "Oration in Memory of Abraham Lincoln" (Photocopied Reading Packet)
- Guelzo, *Lincoln's Emancipation Proclamation*, Introduction and Chapters 1-4
- Lucas E. Morel, "Forced into Gory Lincoln Revisionism" (Photocopied Reading Packet)

Supplemental/Optional Readings:

- McPherson, "The 'Glory' Story" (Photocopied Reading Packet)
- Fehrenbacher, "Only His Stepchildren: Lincoln and the Negro" (Photocopied Reading Packet)
- Guelzo, *Lincoln's Emancipation Proclamation*, Chapter 5

10:45 am - 12:15 pm: Session 13 with Professor Owens and Morel (*Seminar Room, Founders Hall*)

Topic: "A New Birth of Freedom"

Focus: What are Lincoln's objectives as the newly re-elected president? Why emphasize that both sides tried to avoid war? Why is there no explicit mention of the South as the cause of rebellion in the Second Inaugural Address? According to Lincoln, who or what was the cause of the Civil War? Why does he appeal to God's judgment to discern the meaning of the Civil War? How does the Second Inaugural Address forge a connection between America's past and America's future? In other words, why does Lincoln use his Second Inauguration Address to explain the meaning of the preceding four years?

Readings:

- Basler, *Abraham Lincoln: His Speeches and Writings*
 - July 7, 1863 Response to a Serenade (p. 709)
 - October 3, 1863 Proclamation for Thanksgiving (p. 727)
 - November 19, 1863 Gettysburg Address (p. 734)
 - September 4, 1864 Letter to Eliza Gurney (p. 757)
 - October 20, 1864 Proclamation for Thanksgiving (p. 761)
 - December [6?] 1864 Story Written for Noah Brooks (p. 772)
- March 1, 1865 Reply to Notification Committee (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
 - March 4, 1865 Second Inaugural Address (p. 792)

- March 15, 1865 Letter to Thurlow Weed (p. 794)
- April 10, 1865 Response to a Serenade (Photocopied Reading Packet)
- Basler, *Abraham Lincoln: His Speeches and Writings*
- April 11, 1865 Last Public Address (p. 796)

Supplemental/Optional Readings:

- Morel, chapter on the Second Inaugural (Photocopied Reading Packet)

12:30 pm - 2:00 pm: Boxed Lunch/Check Out of Apartments (*Lobby of Apartment Building A*)