In his own words:
Every man is said to have his peculiar ambition. Whether it be true or not, I can say
for one that I have no other so great as that of being truly esteemed of my fellow
men, by rendering myself worthy of their esteem. How far I shall succeed in
gratifying this ambition, is yet to be developed.
--March 9, 1832 First Political Announcement

In very truth he was the noblest work of God -- an honest man.
--February 8, 1842 Eulogy of Benjamin Ferguson

Being elected to Congress, though I am very grateful to our friends, for having
done it, has not pleased me as much as I expected.
--October 22, 1846 Letter to Joshua Speed

Let no young man choosing the law for a calling for a moment yield to the popular
belief -- resolve to be honest at all events; and if in your own judgment you cannot
be an honest lawyer, resolve to be honest without being a lawyer.
--July 1, 1850 (?) Notes for a Law Lecture

Always bear in mind that your own resolution to succeed is more important than any
other one thing.
--November 5, 1855 Letter to Isham Reavis

I believe this Government cannot endure, permanently half slave and half free. I do
not expect the Union to be dissolved -- I do not expect the house to fall -- but I do
expect it will cease to be divided.
--June 16, 1858 House Divided Speech

Then came the Black-Hawk war--and I was elected a Captain of Volunteers -- a
success which gave me more pleasure than any I have had since.
--December 20, 1859 Autobiography

John Brown’s effort was peculiar. It was not a slave insurrection. It was an
attempt by white men to get a revolt among slaves in which slaves refused to
participate.
--February 27, 1860 Cooper Union Address

You think slavery is right and ought to be extended; while we think it is wrong and
ought to be restricted. That I suppose is the rub. It certainly is the only
substantial difference between us.
--December 22, 1860 Letter to Alexander Stephens
I have never had a feeling politically that did not spring from the sentiments embodied in the Declaration of Independence.
--February 22, 1861 Address in Independence Hall

The mystic chords of memory, stretching from every battle-field, and patriot grave, to every living heart and hearth-stone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.
--March 4, 1861 Inaugural Address

He who does something at the head of one Regiment, will eclipse him who does nothing at the head of a hundred.
--December 31, 1861 Letter to David Hunter

Engaged, as I am, in a great war, I fear it will be difficult for the world to understand how fully I appreciate the principles of peace, inculcated in this letter, and everywhere, by the Society of Friends.
--March 19, 1862 Letter to Samuel B. Tobey

The dogmas of the quiet past are inadequate to the stormy present.
--December 1, 1862 Message to Congress

In this sad world of ours, sorrow comes to all; and, to the young, it comes with bitterest agony, because it takes them unawares.
--December 23, 1862 Letter to Fanny McCullough

Still, to use a coarse, but an expressive figure, broken eggs can not be mended. I have issued the emancipation proclamation, and I can not retract it.
--January 8, 1863 Letter to John A. McClernand

In a word, I would not take any risk of being entangled upon the river, like an ox jumped half over a fence, and liable to be torn by dogs, front and rear, without a fair chance to gore one way or kick the other.
--June 5, 1863 Letter to Joseph Hooker

I have endured a great deal of ridicule without much malice; and have received a great deal of kindness, not quite free from ridicule. I am used to it.
--November 2, 1863 Letter to James H. Hackett

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan.
--March 4, 1865 Inaugural Address
Abraham Lincoln: What’s Up With That Hat?

Colorado State University Honors Program Seminar
HONR 392
Spring Semester
MWF 11:00am-11:50am
Instructor: Dr. Knaus
Contact: pam.vaughan_knaus@colostate.edu
Office Hours: AVB, room 108, TBA

Course Description: Abraham Lincoln once described his life story as “the short and simple annals of the poor. That’s my life, and that’s all you or anybody can make of it.” We know differently. Yet, America’s sixteenth president remains an enigma: both beloved and despised, depending upon where one’s sympathies lie. Did he unduly exceed the boundaries of Executive Privilege, alienating nearly half of the country? Was he a devout humanitarian possessing a genuinely ethical nature, yet still able to justify taking the United States to unspeakable devastation? The truth, as is generally the case, lives somewhere in the middle. Let us explore the man, the myth, the legend.

Our task is to discover for ourselves just who was Abraham Lincoln? What forces guided his decisions and edicts? Was he a man of faith? Of uncommon intellect? Of tremendous self-doubt and physical shortcomings? Lincoln said about himself: “Of course when I came of age I did not know much. Still somehow, I could read, write, and cipher but that was all.” Yet, he gave us his poignant First Inaugural and eternal Gettysburg address. The spirit that guided him most may be that of his Second Inaugural Address, now inscribed on one wall of the Lincoln Memorial in Washington, D.C.: "With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds."

Our class has a rare opportunity to revisit history as it was being made. David Donald’s definitive work, Lincoln, serves as foundation for evidence, discussion, and even argument. Presentations will vary tremendously, and may include topics such as Lincoln’s service in the Black Hawk War or why his hat was the size and style that we’ve come to recognize as distinctly “Honest Abe’s.”

Course Objectives

- To continue academic success and build from previous HONR seminars training and experience.
- To continue connections with fellow students and the University Honors Program staff.
- To enhance academic and intellectual learning.
- To engage in rigorous literate activities—namely--written and oral communication.
- To offer content in Arts/Humanities, Historical Perspectives, and U.S. Public Values and Institutions.
- To develop students' interpersonal, organizational, and leadership skills through group interaction and open communication.
- To incorporate University Honors Program PICC standards throughout the semester.
Student Responsibilities

- Prepare for class and attend each session, in its entirety.
- Monitor Canvas to keep up with your accumulating class points.
- Consult Canvas regularly for class announcements.
- Notify Instructor promptly in the event of an absence or tardy.
- Be considerate toward students’ opinions; question politely; correct gently.
- Silence personal electronic devices during class.

Academic Integrity: This course will adhere to CSU’s Academic Integrity Policy. You will be asked to sign an Honor Pledge such as: “I will not give, receive, or use any unauthorized assistance in this course this semester.” For more information, consult the Academic Integrity and Student Conduct policies in the Colorado State University General Catalog.

Required Titles

- Various articles and essays, posted on Canvas and/or e-reserve, and incorporated throughout our semester. You will receive both Email and Announcement alerts from Canvas when an item is ready for you to read.

Course Grade

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Class Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Reflections</td>
<td>150</td>
</tr>
<tr>
<td>Position Paper #1 (Emancipation Proclamation)</td>
<td>25</td>
</tr>
<tr>
<td>Position Paper #2 (Gettysburg Address)</td>
<td>25</td>
</tr>
<tr>
<td>Position Paper #3 (Second Inaugural)</td>
<td>25</td>
</tr>
<tr>
<td>7-8 minute Persuasive Speech, plus FSO</td>
<td>75</td>
</tr>
<tr>
<td>Compare/Contrast Paper (versions #1 and #2)</td>
<td>100</td>
</tr>
<tr>
<td>Grand Total</td>
<td>400</td>
</tr>
</tbody>
</table>

Outcome

- 360-400 total points = A
- 320-359 total points = B
- 280-319 total points = C
- 240-279 total points = D

Grading Criteria

Chapter Reflections

- Each of your two-page Reflections will address something that you learned—as in: *did not previously know*.
- There is no thesis, no introduction or conclusion.
- Reflections provide the substance for class discussions, so please include information that you are comfortable sharing aloud.
- Due for submission each Friday at class.
- You are writing in first person narrative.
- Adhere to all standard collegiate mechanics.
- Scored and edited Reflections are returned.
Position Papers
- Three pages each. Standard academic margins, spacing, font, mechanics.
- Read through an on-line version of Lincoln’s Emancipation Proclamation (#1) Gettysburg Address (#2) and Second Inaugural (#3), keeping in mind how these words and their meanings inform you. (Take notes while reading—mental and/or physical.)
- These three documents are available on our Canvas homepage.
- Consider responding to the following prompts for this activity: who was Lincoln’s target audience (for whom was he writing)? How did this Lincoln document speak to you? Did it miss its mark in any way? Why is it ‘so long remembered’? Was Lincoln speaking from the heart, or was he politicking? How might it have been better written? Does it remind you of anything else you remember reading by Lincoln? Does it remind you of anything you’re read written by another? Would you be proud to have been the author of this document?
- Form your thoughtful observations into clear reflections, type, proof and edit, print, submit at class.
- This is a first-person exercise—do not include outside research or others’ views.
- Position Papers will be the fodder for class session on each day that they are due.
- Scored and edited Position Papers will be returned 7-10 days after submission.

Persuasive Speech, including FSO
- You are required to read The Speaker’s Handbook and incorporate all relevant criteria.
- Full-sentence outlines due before you begin to deliver your presentation.
- Examples are posted on the course homepage.
- Submit two polished copies, including bibliography.
- Academically compiled bibliography of sources consulted required with above full-sentence outline.
- 7-8 minutes for delivery plus 4-5 minutes for Q & A.
- A total of 15 minutes will be allotted each student, from the moment that he/she rises from his/her chair, to the moment that he/she returns to it. This includes technological prep time as well as Q & A.
- Research a narrow topic of interest to you from Lincoln’s era and convince us to see this event from your position; help us agree with your rock-solid information; assure us that your opinion is in fact, correct and accurate. Keep your topic narrow and your remarks focused. Avoid overt insistence.
- Sample persuasive FSO available on Canvas.
- We will devote class time as needed prior to this activity, assuring that all are in compliance.
- Six sources-- incorporate all of them, once, in your FSO.
- Visual aid required.
- Topics must be pre-approved well in advance.

Compare and Contrast Paper
- 10-12 pages of content per version; MLA format.
- Version #1, worth 50 points.
- Version #2, worth 100 points. Version #2 must reflect suggestions and/or corrections from version #1.
- Sources required: 5 Primary; 5 Secondary. Include all 10 in your paper’s content—at least once--with appropriate citations.
- On request, scored edited final version will be returned via email.
**Paper--Overall--expectations:** By semester’s end, expect to submit a 10-12-page compare and contrast paper that showcases not only an excellent grasp of the material covered, but also your writing proficiency and your ability to conduct and coherently apply outside research pertinent to your topic. The final draft of your paper will represent a polished work that shows attention to both detail and form. Your paper—both submissions—must include evidence that you have read and assimilated information from required titles. Incorporate feedback from in-class sharing, while editing a little every day. It should be noted that just making the changes suggested by feedback is not going to guarantee you an “A” on this paper (but it certainly helps move things in the right direction). This should be close to perfection. After incorporating feedback-heavy first version information, and plenty of research and hard work, this will be a gem of a paper. The purpose of the writing project is to produce a final product that can withstand professional academic criticism, a paper you can be proud of and expand into a great writing sample. Anything less will be graded accordingly.

**Compare and Contrast Papers:** The basic structure that you will be expected to adhere to is this: you should present two positions (or individuals, or events) that you feel are well researched and, using sources you should show why both are strong. It is important to realize going in that your objective is to demonstrate the strength of both positions, the reader to adopt that perspective. You are not arguing, and you are most definitely not persuading. You are *academically* comparing and contrasting to similar or dissimilar items.

A good compare/contrast paper provides the reasoning and facts behind supporting a position without pushing the reader to that viewpoint (though a rational and well thought out position should be attractive to open-minded readers). Your paper should spend time establishing exactly what the scope of your argument is—what the topic is, how it applies to the world—this is where it’s important to have researched before beginning. Without a cogent proposal, your paper will not get off the ground.

- Stay focused on the topic.
- In delineating the basis for the paper it is good to cite experts that you have come across in your research that support your assertions.
- You should be careful to fully explain each aspect of your paper: not only what your research suggests, but why it is important (why did you choose this information over others?).
- You should clearly and concisely offer comparisons and contrasts, while remaining assertive in tone. This should lead you to the conclusion of your paper, showing how your thesis has been established and defended throughout the work.
- Do not simply restate your thesis as a conclusion. In the end this is about showing why your assertions are logically superior. This is not a polemic, not an op-ed, and not the place for broad topics that meander in and out of relevance.

**Weekly Schedule**

**Week #1**
Introductions; determine presentations topics & dates; provide overview of required readings; explain Compare/Contrast paper; review FSO criteria; discuss Persuasive speech instructions; explain Position Papers; address questions.

**Week #2**
Donald’s *Lincoln*, Preface reflection due; one reflection per chapter
*Lincoln*, Chapter 1 “Annals of the Poor”
*Lincoln*, Chapter 2 “…Floating Driftwood”
Week #3

*Lincoln*, Chapter 3 “Cold, Calculating, Unimpassioned Reason”
*Lincoln*, Chapter 4 “Always a Whig”
*Lincoln*, Chapter 5 “Lone Star of Illinois”
PICC self-evaluation must be completed by now

Week #4

*Lincoln*, Chapter 6 “…Profession in this State”
*Lincoln*, Chapter 7 “There Are No Whigs”
*Lincoln*, Chapter 8 “A House Divided”
Position Paper #1 due

Week #5

*Lincoln*, Chapter 9 “The Taste *Is* in My Mouth”
Discussion of upcoming Position Paper #1 and its expectations; offer
Compare/Contrast Paper topics (ideas and suggestions shared with and
generated by the class)

Week #6

*Lincoln*, Chapter 10 “Accidental Instrument”

Week #7

*Lincoln*, Chapter 11 “A People’s Contest
Position Paper #2 due

Week #8

*Lincoln*, Chapter 12 “The Bottom…of the Tub”
Compare/Contrast Paper Version #1 due

Week #9

*Lincoln*, Chapter 13 “An Instrument in God’s Hands”
*Lincoln*, Chapter 14 “A Pumpkin in…My Bag”

Week #10

*Lincoln*, Chapter 15 “What Will the Country Say!”
*Lincoln*, Chapter 16 “New…Freedom”

Week #11

*Lincoln*, Chapter 17 “The Greatest Question…”
Compare/Contrast Paper Version #1 Returned

Week #12

*Lincoln*, Chapter 18 “Not Best Swap”
Position Paper #3 due

Week #13

*Lincoln*, Chapter 19 “…Pretty Sure-Footed”
*Lincoln*, Chapter 20 “Charity for All”

Week #14

Presentations

Week #15

Presentations

Finals Week

Compare/Contrast Paper—Perfected--Version #2 due by 5pm,
Wednesday
<table>
<thead>
<tr>
<th>Skill Category</th>
<th>Mastered</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professionalism, interpersonal skills, &amp; emotional intelligence:</td>
<td>Seeks consensus with others with differing points of view. Sees new &amp; alternative options. Can handle complexity &amp; ambiguity. Helps the group/class move forward by articulating the merits of alternative ideas or proposals. Resolves conflict in a way that strengthens group cohesiveness. Can manage &amp; respond to emotions in a constructive way. Can put aside biases to relate to others.</td>
<td>Supports &amp; assists in building consensus with others with differing points of view. Offers alternative solutions or courses of action that build on the ideas of others. Identifies &amp; acknowledges conflict &amp; stays engaged with it. Understands the meaning of emotions in others, but may not know how best to manage them. Aware of biases, but makes an effort to relate to others.</td>
<td>Mediates disagreements &amp; understands other perspectives. Offers new suggestions to advance the work of the group or class. Redirects conflict toward task at hand. Understands how emotions promote thinking &amp; cognitive activity; can interpret emotions, but does not always know the best way to respond. Aware of biases, but makes no effort to relate to others.</td>
<td>Can articulate wants &amp; needs and participates in class discussions. Thinks dichotomously (black &amp; white). Shares ideas but does not advance the work of the group or class. Avoids conflict; passively accepts alternate opinions. Perceives emotions in others, but cannot effectively interpret &amp; respond to those emotions; lacks sympathy. Unaware of biases that affect how student relates to others.</td>
</tr>
<tr>
<td>2. Interdisciplinary learning integrated with global &amp; cultural viewpoints:</td>
<td>Independently creates whole arguments or strategies out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or disciplinary perspective. Provides a global or cultural perspective &amp; from a global or cultural perspective.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective in developing an argument or strategy. Provides a global or cultural perspective, but lacks sophistication or nuance.</td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective in an assignment aimed at argumentation. When prompted, can provide an appropriate global or cultural perspective to an argument or issue, but it may be oversimplified.</td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective as part of an argumentative work. Has only a basic or naïve understanding of global &amp; cultural perspectives regarding a particular argument or issue.</td>
</tr>
<tr>
<td>3. Critical thinking:</td>
<td>Position is imaginative &amp; takes into account the complexities of an issue. Limits of position are acknowledged &amp; others’ points of view are synthesized within position. Conclusions &amp;/or outcomes are logical &amp; reflect student’s informed evaluation &amp; ability to place evidence &amp; perspectives discussed in priority order. Formulates &amp; develops insightful claims with compelling reasoning, evidence, &amp; persuasive appeals, using professional standards of attribution. Highly effective use of written and oral communication in persuasive arguments.</td>
<td>Position takes into account complexities of an issue; others’ points of view are acknowledged. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences &amp; implications) are identified clearly. Formulates clear &amp; coherent claims either directly (thesis statements) or indirectly, with sufficient reasoning &amp; evidence, &amp; with proper attribution where necessary. Effective use of written and oral communication in persuasive arguments.</td>
<td>Position acknowledges different sides of an issue. Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences &amp; implications) are identified clearly. Identifies &amp; appraises support provided for claims made by writers &amp;/or speakers; understands conventions used in proper attribution. Adequate use of written and oral communication in persuasive arguments.</td>
<td>Position is stated, but is simplistic &amp; obvious. Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences &amp; implications) are oversimplified &amp; not well developed. Identifies &amp; understands claims made either directly (thesis statements) or indirectly by writers &amp;/or speakers. Basic written and oral communication skills used in persuasive arguments.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Student advances a position with specific theses or hypotheses &amp; can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates &amp; develops claims with sufficient support, including reasoning, evidence, &amp; persuasive appeals, &amp; proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments.</td>
<td>The formation process reflects comprehensive &amp; sophisticated familiarity with the discipline(s) &amp; is well thought out, complex, &amp; very applicable. Fully engaged in the creative process by designing a format for a project as a response to flexible guidelines &amp; goals.</td>
<td>The formation process is adequate for the task, reflected by sufficient familiarity with the discipline(s), &amp; is applicable &amp; useful. Begins to experience the creative process by constructing a project within specific parameters for format &amp; content.</td>
<td>The formation process is somewhat inadequate for the task, revealed gaps in knowledge central to the discipline(s), or is marginally applicable or useful. Encourages others to interact creatively by offering imaginative ideas in a group setting.</td>
<td>The formation process is clearly inadequate for the task, large gaps in knowledge central to the discipline is apparent, or is not applicable or useful. Demonstrates a creative approach by finding quick, clever solutions in class discussions &amp; assignments.</td>
</tr>
</tbody>
</table>