

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: 200 Title: Great Debates in American Politics and Economics Units: 3

Course description: **Introduces fundamental ideas and debates about liberty and equality in American thought from the colonial era to the present, focusing on major political and economic figures and issues -- ideas that continue to shape political and economic debates in 21st-century America, thus providing crucial foundations for future leadership roles in either public affairs or the private sector. A major theme is the tension between liberty and equality and between constitutionalism and democracy, in three centuries as a democratic, commercial republic.**

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? Yes

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: Humanities, Arts and Design–HU **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 K. German E-mail zgerman@asu.edu Phone 480-727-2131

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Paul Carrese Date: _____

Chair/Director (Signature):

Paul D. Canoe

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus with course reading schedule
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus with course reading schedule
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Syllabus with course reading schedule
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus with course reading schedule
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
CEL	200	Great Debates in American Politics and Economics	HU

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 checksheet)	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	This course emphasizes the study of American political and economic values -- for instance, the values of liberty, equality, democracy, and constitutionalism -- as those values have been understood by various American thinkers and leaders throughout American history. It also emphasizes the study of the development of political and economic philosophies within the United States.	<p>Please see in attached syllabus:</p> <ol style="list-style-type: none"> 1. Course Description 2. Course Learning Goals: e.g., Learning Goals (a), (b), (c), and (d) all relate to the study of political and economic values, as well as the development of political and economic philosophies. 3. Course Requirements: The reading quizzes and analysis papers require students to address and analyze questions of political and economic values. The in-class debates at the end of the semester will deal with questions of contemporary American values. 4. Course Reading Schedule and Required Texts: The reading schedule and required texts for this course demonstrate that the course is concerned both with the study of political and economic values and with the study of political and economic philosophies.
2	This course is centrally concerned with the interpretation, analysis, and evaluation of written texts in the history of American political and economic thought.	<p>Please see in attached syllabus:</p> <ol style="list-style-type: none"> 1. Course Learning Goals: Learning goals (a), (b), (c), and (d) each illustrate that the interpretation, analysis and evaluation of written texts are key components of this course. 2. Course Requirements: Reading quizzes and analysis papers require students to interpret and analyze the assigned readings for the course. As part of the Attendance and Participation portion of student grades, in-class discussions will focus on interpretation and analysis, as well.

4a	This course is focused upon the development and analysis of human thought concerning political philosophy and economic philosophy throughout the history of the United States.	Please see in attached syllabus: 1. Course Description 2. Course Learning Goals: Learning Goals (a), (b), (c), and (d) each indicate the course's focus on the analysis of political and economic philosophies that have developed within the United States. 3. Course Requirements: The two analysis papers, for example, require students to analyze political and economic philosophies in the United States 4. Course Reading Schedule: As the reading schedule reveals, the course material addresses the development of political and economic thought in the United States from the American Revolution to the 2016 Presidential Election.

CEL-200: GREAT DEBATES IN AMERICAN POLITICS AND ECONOMICS

T/Th: 12:00-1:15 p.m.; Palo Verde West 159
3 Credits; Honors Only

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 p.m.; or by appointment (scheduled by e-mail)

COURSE DESCRIPTION

This course introduces fundamental ideas and debates about liberty and equality in American thought from the colonial era to the present, focusing on major political and economic figures and issues – ideas that continue to shape political and economic debates in 21st century America, thus providing crucial foundations for future leadership roles in either public affairs or the private sector. A major theme is the tensions between liberty and equality, and between constitutionalism and democracy, in our three centuries as a democratic, commercial republic.

COURSE LEARNING GOALS

The readings, discussions, and assignments in this course are designed to enhance your ability to:

- (a) **read** texts in American political and economic thought carefully in order to understand their arguments, including their premises, assumptions, implications, and evidence
- (b) **summarize** great debates in American political and economic history, especially as they relate to the themes of liberty and equality, constitutionalism and democracy, and markets and government intervention.
- (c) **compare** and **contrast** the arguments made and positions taken in these great debates
- (d) **analyze** and **evaluate** the arguments made by American political and economic thinkers
- (e) **apply** insights from these debates to contemporary political and economic questions
- (f) **recognize** and **explain** some of the challenges facing leaders in a constitutional democracy
- (g) **communicate** clearly and effectively through public speaking and written work

REQUIRED TEXTS

Please purchase/rent the following texts and bring them to the relevant class sessions. All other assigned readings will be distributed electronically or freely available online.

- (1) Scott J. Hammond, Kevin R. Hardwick, and Howard L. Lubert, ed., *Classics of American Political and Constitutional Thought, Volume 1: Origins through the Civil War* (Indianapolis: Hackett, 2007) [ISBN: 9780872208834]
- (2) Alexander Hamilton, James Madison, and John Jay, *The Federalist*, ed. George W. Carey and James McClellan, The Gideon Edition (Indianapolis: Liberty Fund, 2001) [ISBN: 0865972893]
- (3) Michael P. Zuckert and Derek Webb, ed., *The Anti-Federalist Writings of the Melancton Smith Circle* (Indianapolis: Liberty Fund, 2009) [ISBN: 0865977577]
- (4) Alexander Hamilton and James Madison, *The Pacificus-Helvidius Debates of 1793-1794: Toward the Completion of the American Founding*, ed. Morton J. Frisch (Indianapolis: Liberty Fund, 2007) [ISBN: 9780865976894]

- (5) Gordon Lloyd, ed., *The Two Faces of Liberalism: How the Hoover-Roosevelt Debate Shapes the 21st Century* (Salem, MA: M & M Scrivener Press, 2007) [ISBN: 9780976404125]

COURSE REQUIREMENTS

Assignment	Points	Portion of Grade	Due Date
Attendance and Participation	150	15%	N/A
Critical Reading Quizzes	200	20%	10 unannounced quizzes from Week 2 – Week 14
First Paper	150	15%	Thursday, February 21
Debate Proposal	50	5%	Tuesday, April 2
In-Class Debate	200	20%	Week 16 (Schedule TBD)
Final Paper	250	25%	Final Exam Date
TOTAL	1,000	100%	

A. ATTENDANCE AND PARTICIPATION (15%)

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 before they are discussed in class, 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 your final grade) of the Attendance and Participation portion of your 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 QUIZZES (20%)

From Week 2 – Week 14, there will be **10** in-class, unannounced quizzes based off the assigned readings. The quizzes are intended to encourage you to engage with the course readings, to measure your understanding of those readings, and to provide an additional engagement with the material in order to promote your learning. Questions may be multiple choice, true/false, fill-in-the-blank, matching, or short-answer format.

C. TWO ANALYSIS PAPERS (FIRST: 15%, DUE FEBRUARY 21; SECOND: 25%, DUE FINAL EXAM DATE)

You will write two **5-7 page** papers (double-spaced, 12-point standard font) that develop and support a thesis concerning the interpretation, analysis, and evaluation of course readings. Prompts will be provided, but you are welcome to design your own paper topic in consultation with your instructor. More details will be provided in class.

D. DEBATE PROPOSAL (5%) (DUE: APRIL 2)

For this assignment, you will submit three, paragraph-long debate ideas. For each proposal, describe your proposed topic for a contemporary “great debate” in American politics or economics, concisely summarize the main positions on the issue, and explain why you think it is an important topic and worthy of our attention. Glean from the intellectual resources gained over the course of the semester. Your instructor will review each of the proposals and organize a debate schedule. Your proposals will be evaluated on clarity and the persuasiveness of the case that you advance for the debate’s importance.

E. IN-CLASS DEBATE (20%) (DUE: WEEK 16 – SCHEDULE TBD)

In class, two-student teams will engage in a debate on a contemporary issue in American politics or economics. Each side will deliver an opening statement, a rebuttal to the opposition’s opening statement, and a closing statement, in addition to participating in open discussion and answering questions from the audience (your fellow classmates and your instructor). More details about the debate format and debate preparation will be provided in class.

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. TITLE IX AND UNIVERSITY POLICY

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://coass.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

V. CLASSROOM DECORUM AND TECHNOLOGY POLICY

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 also 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.

VI. 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, as well. 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.

VII. 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 Quizzes: An unexcused absence on a day of an unannounced quiz will result in a 0 for that quiz. Quizzes may be made up after the fact *only* with documented extenuating circumstances.
- Debate Assignments: An unexcused absence on a day that you are assigned to an in-class debate will result in a 0 for that portion of your grade. Absences for your debate assignments may be excused *only* 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.

VIII. 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.

IX. 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 choose to (1) increase your final grade by 5 points (out of 1,000) or (2) absolve an unexcused absence.

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.*

X. 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 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**.

Week/Day	Assignments
Week 1: Introductory Matters	
Tuesday, January 8: Introduction to the Course	<ul style="list-style-type: none"> • Introduction to course • Review of syllabus
Thursday, January 10: Reading the Declaration Carefully	<i>The Declaration of Independence</i>
Week 2: Debating Independence	
Tuesday, January 15: Loyalists	Readings TBD
Thursday, January 17: Patriots	<ul style="list-style-type: none"> • Thomas Paine, <i>Common Sense</i> (1776) [selections] • Thomas Paine, <i>The Crisis</i> No. 1 (1776)
Week 3: Debating the Constitution	
Tuesday, January 22: The Anti-Federalists – Federalism and Union	<i>Federal Farmer</i> No. 1, No. 2, No. 5, and No. 6
Thursday, January 24: The Anti-Federalists – Federalism and Union	<i>Brutus</i> No. 5, No. 6, No. 7
Week 4: Debating the Constitution	
Tuesday, January 29: The Federalists – Federalism and Union	<i>Federalist</i> No. 15, No. 16, No. 21, No. 22
Thursday, January 31: The Federalists – Federalism and Union	<i>Federalist</i> No. 39, No. 45, and No. 46

Week 5: Debating the Constitution	
Tuesday, February 5: Representation	<i>Brutus</i> No. 3, No. 4, and No. 16
Thursday, February 7: Representation	<ul style="list-style-type: none"> • <i>Federalist</i> No. 10, No. 57, No. 62, and No. 63 • <u>Recommended:</u> <i>Federalist</i> No. 37 (p. 181-82 only); <i>Federalist</i> No. 39 (p. 194-96 only)
Week 6: Debating the Constitution	
Tuesday, February 12: The Judiciary and Judicial Review	<ul style="list-style-type: none"> • <i>Federalist</i> No. 78 • <i>Brutus</i> No. 11 and No. 15
Thursday, February 14: The Bill of Rights	<ul style="list-style-type: none"> • <i>Federalist</i> No. 84 • <i>Brutus</i> No. 2 • <i>Federal Farmer</i> No. 16
Week 7: Debating Executive Power and Foreign Policy	
Tuesday, February 19	<ul style="list-style-type: none"> • <i>Pacificus</i> No. 1 • <i>Pacificus</i> No. 3 • <i>Pacificus</i> No. 4
Thursday, February 21	FIRST ANALYSIS PAPER DUE <ul style="list-style-type: none"> • <i>Pacificus</i> No. 6 • <i>Pacificus</i> No. 7
Week 8: Debating Executive Power and Foreign Policy	
Tuesday, February 26	<ul style="list-style-type: none"> • <i>Helvidius</i> No. 1 • <i>Helvidius</i> No. 2
Thursday, February 28	<ul style="list-style-type: none"> • <i>Helvidius</i> No. 3 • <i>Helvidius</i> No. 4
Week 9: Spring Break	
Tuesday, March 5	Spring Break – No Class
Thursday, March 7	Spring Break – No Class
Week 10: Debating Union	

Tuesday, March 12	<ul style="list-style-type: none"> Robert Hayne and Daniel Webster, “Speeches in Debate over Foot’s Resolution (1830) [selections]”
Thursday, March 14	<ul style="list-style-type: none"> Hayne and Webster (continued) John C. Calhoun, “Fort Hill Address (July 26, 1831)”
Week 11: Debating Slavery	
Tuesday, March 19: Perspectives on Slavery	<ul style="list-style-type: none"> William Lloyd Garrison, <i>The Liberator</i> (1831-1844) [selections] Frederick Douglass, “What to the Slave is the Fourth of July? (1852)” [selections] George Fitzhugh, “Sociology for the South (1854)”
Thursday, March 21: The Supreme Court and Slavery	<ul style="list-style-type: none"> Roger Taney, <i>Dred Scott v. Sandford</i> (1857) [selections] Benjamin Curtis, <i>Dred Scott v. Sandford</i> (1857) [selections]
Week 12: Debating Slavery and Union	
Tuesday, March 26: Lincoln v. Douglas	<ul style="list-style-type: none"> Abraham Lincoln, “‘House Divided’ Speech (1858)” Stephen Douglas, “Homecoming Speech at Chicago, July 9, 1858”
Thursday, March 28: Lincoln on the Declaration, the Constitution, and the Union	<ul style="list-style-type: none"> Abraham Lincoln, “Fragment on the Constitution and the Union (c. January, 1861)” Abraham Lincoln, “Address in Independence Hall, Philadelphia (1861)” Abraham Lincoln, “First Inaugural Address (1861)” Abraham Lincoln, “Letter to Horace Greeley (August 22, 1862)”
Week 13: Debating the New Deal	
Tuesday, April 2	<i>The Two Faces of Liberalism</i> – Hoover selections, Pt. 1
Thursday, April 4	<i>The Two Faces of Liberalism</i> – Roosevelt selections, Pt. 1

Week 14: Debating the New Deal	
Tuesday, April 9	<i>The Two Faces of Liberalism</i> – Hoover selections, Pt. 2
Thursday, April 11	<i>The Two Faces of Liberalism</i> – Roosevelt selections, Pt. 2
Week 15: Debating the Economy Today	
Tuesday, April 16: Roots of Contemporary Economic Debates: The Great Society v. Reaganomics	<ul style="list-style-type: none"> • Lyndon B. Johnson, “The Great Society – Remarks at the University of Michigan, May 22, 1964”: http://www.presidency.ucsb.edu/ws/?pid=26262 • Ronald Reagan, “Election Eve Address – A Vision for America, November 3, 1980”: http://www.presidency.ucsb.edu/ws/?pid=85199
Thursday, April 18: Economic Debates Post-2016: Trump v. Sanders	<ul style="list-style-type: none"> • Bernie Sanders, “Speech Announcing Bid for Democratic Party Presidential Nomination, May 26, 2015”: https://berniesanders.com/bernies-announcement/ • Donald Trump, “Presidential Announcement Speech, June 16, 2015”: http://time.com/3923128/donald-trump-announcement-speech/
Week 16: In-Class Debates	
Tuesday, April 23	Great Debates in Class
Thursday, April 25	Great Debates in Class
Week 17	Final Exam Week