

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: 235	Title: Debating American Constitutionalism	Units: 3

Course description: [Note: The following, revised course description has been approved but not yet made effective in the course catalog.] Was the U.S. Constitution a mistake? During the constitutional ratification debates of 1787-88, the Anti-Federalists argued that it would be, while the Federalists maintained that it structured the government well and that it was the best governing document possible under the circumstances. In this course, we will examine the arguments, ideas, and questions raised by the Federalists and Anti-Federalists. Their debates provide resources to understand and contribute to contemporary political and constitutional debates, and they model how intellectually deep, and morally serious, public discourse can be. We will study their arguments and apply them to our current politics, while considering the rhetorical and other demands placed upon statesmen in constitutional, democratic systems. We will also consider the arguments of critics of American constitutionalism in American history and in the present day, as well as proposals to amend the Constitution.

Is this a cross-listed course?	No	If yes, please identify course(s):	N/A
Is this a shared course?	No	If so, list all academic units offering this course:	N/A

*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.	Chair/Director Initials

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 2018 Effective Date: October 1, 2017
For Spring 2019 Effective Date: March 10, 2018

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
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Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Paul Carrese Date: 1-29-2019

Chair/Director (Signature): 

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:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
CEL	235	Debating American Constitutionalism	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 constitutional values, including those values of the Federalists and the Anti-Federalists that were in tension with each other during the constitutional ratification debates of 1787-88. The course focuses on how the Federalists and Anti-Federalists developed their political and constitutional theories/philosophies/principles as a way of responding to the question of whether the 1787 U.S. Constitution should be ratified. Finally, the course concerns the study of the values and philosophies underlying historical and contemporary criticisms of American constitutionalism, as well as of proposals to amend the U.S. Constitution.	<p>Please see in attached syllabus:</p> <p>1. Course description</p> <p>2. Course Learning Goals: e.g., goals (a), (b), (c), and (d) all have to do with the study of political and constitutional values, as well as the study of the development of political theories/philosophies.</p> <p>3. Course Requirements: The Critical Reading Quizzes, analysis papers, and presentations all require students to grapple with questions about political and constitutional values.</p> <p>4. Course Reading Schedule: The course reading schedule demonstrates that the course is centrally concerned with political and constitutional values, as well as political and constitutional philosophies.</p>
1 (Cont.)		<p>Please see in attached syllabus:</p> <p>1. Course Description</p> <p>2. Course Learning Goals: Goals (a) and (c) make particularly clear the course's central concern with the interpretation and analysis of written texts, but the achievement of (b) and (d) also require such interpretation and analysis.</p> <p>3. Course requirements: In order to answer questions correctly on Critical Reading Quizzes, students must interpret and analyze the assigned readings before class. Analysis papers also require the interpretation and analysis of course readings. The end-of-semester presentations will require students to interpret and analyze texts beyond the assigned readings on the course schedule.</p>
2	This course is centrally concerned with the interpretation and analysis of written texts — primarily but not exclusively the political essays that were part of the “pamphlet wars” over the ratification of the U.S. Constitution in 1787-88.	<p>Please see in attached syllabus:</p> <p>(1) Course Description</p> <p>(2) Course Learning Goals: Goals (a), (b), (c), and (d) each point to the course's focus on studying the development of the political and constitutional thought/philosophies of the Federalists and Anti-Federalists.</p> <p>(3) Course Requirements: Analysis papers will require students to grapple with the political and constitutional thought/philosophy of the Federalists and Anti-Federalists. That same analysis will be necessary for successful performance on quizzes. The presentations will require students to engage with the political and constitutional thought/philosophy of historical and contemporary thinkers.</p> <p>(4) Course Reading Schedule: The reading schedule demonstrates the course's emphasis on political and constitutional thought/philosophy.</p>
4a	This course focuses on the development of the political and constitutional thought of the Federalists and Anti-Federalists, analyzing their philosophical thought concerning such things as human nature, politics, morality, and constitutionalism.	

CEL-235: DEBATING AMERICAN CONSTITUTIONALISM

T/Th 10:30-11:45; Room TBD

Honors Only; 3 credits

INSTRUCTOR: Professor Zachary German

Office: Coor Hall 6662

E-Mail: zgerman@asu.edu

Phone: 480-727-2131

Office Hours: T/Th 12:00 – 2:00; or by appointment on Tuesdays and Thursdays

COURSE DESCRIPTION

Was the U.S. Constitution a mistake? During the constitutional ratification debates of 1787-88, the Anti-Federalists argued that it would be, while the Federalists maintained that it structured the government well and that it was the best governing document possible under the circumstances. In this course, we will examine the arguments, ideas, and questions raised by the Federalists and Anti-Federalists. Their debates provide resources to understand and contribute to contemporary political and constitutional debates, and they model how intellectually deep, and morally serious, public discourse can be. We will study their arguments and apply them to our current politics, while considering the rhetorical and other demands placed upon statesmen in constitutional, democratic systems. We will also consider the arguments of critics of American constitutionalism in American history and in the present day, as well as proposals to amend the Constitution.

COURSE LEARNING GOALS

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

- (a) **read** texts of political and constitutional thought from the American Founding closely and carefully in order to grasp their arguments, including their premises, assumptions, and evidence
- (b) **identify** and **describe** the focal points of disagreement (and agreement) between the Federalists and Anti-Federalists
- (c) **analyze** and **evaluate** arguments for and against American constitutional principles and provisions
- (d) **apply** insights from the Federalist and Anti-Federalist debates to contemporary political and constitutional issues, and **assess** various constitutional proposals for American society today
- (e) **recognize** and **explain** some of the challenges of statesmanship in a constitutional democracy
- (f) **communicate** clearly and effectively through public speaking and written work

REQUIRED TEXTS

The following texts should be purchased and brought to the class sessions during which they will be discussed. All other assigned readings will be posted on or linked from Canvas .

- (1) 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]

(2) Michael P. Zuckert and Derek Webb, ed., *The Anti-Federalist Writings of the Melancton Smith Circle* (Indianapolis: Liberty Fund, 2009) [ISBN: 0865977577]

(3) Herbert J. Storing, *What the Anti-Federalists Were For: The Political Thought of the Opponents of the Constitution* (Chicago: University of Chicago Press, 1981) [ISBN: 0226775747]

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 13
First Analysis Paper	150	15%	October 8
Presentation Proposal	50	5%	October 31
Presentation	200	20%	Week 14-16 (Schedule TBD)
Final Analysis 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, 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 QUIZZES (20%)

From Week 2 – Week 13, there will be **10** short, in-class, unannounced quizzes based off the assigned readings, administered at the beginning of class. The quizzes are intended to encourage you to read the assigned readings carefully, to assess your understanding of those readings, and to provide an additional engagement with the material 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: OCTOBER 8; SECOND: 25%, DUE: FINAL EXAM DATE)

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

provide an analysis or interpretation of Federalist or Anti-Federalist arguments on a given political or constitutional topic. Some prompts will be provided, but you are welcome to devise your own topic in consultation with your instructor. More details will be provided in class.

D. PRESENTATION PROPOSALS (5%, DUE: OCTOBER 31)

For this assignment, you will submit three paragraph-long presentation proposals. For each proposal, describe your proposed topic: a notable criticism of the Constitution or a proposal to amend it. Concisely explain the central question at issue, the main positions taken, and 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 presentation schedule. Your proposals will be evaluated on clarity and the persuasiveness of the case that you advance for the topic's importance.

Please note that it cannot be guaranteed that you will be able to present on one of your proposed topics.

E. PRESENTATION (20%) (Schedule TBD)

Two students will be assigned to each presentation topic. One student will state the case for a proposed constitutional amendment, or in favor of a critique of the Constitution (depending on the topic). The second student will state the opposing case – against a proposed amendment or against a critique of the Constitution. Those two students will then respond to questions from their fellow students and instructor. More details 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. 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:

- Quizzes: A missed quiz may only be made up if documented extenuating circumstances are provided.
- Presentations: An unexcused absence on the day of your presentation will result in a 0 for that portion of your grade. Absences for your presentations 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 your lowest quiz grade. 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 Canvas.

Week/Day	Assignments
Week 1: Introductory Matters	
Thursday, August 22: The Uncertainty of Ratification	<ul style="list-style-type: none"> • Introduction to course • Review of syllabus • The Six Stages of Ratification (all six stages) • An Empire of Reason
Week 2: Precursors to the Constitution	
Tuesday, August 27: The Foundations of American Principles	<ul style="list-style-type: none"> • <i>The Declaration of Independence</i> • *Michael Zuckert, “Who Is Publius?”
Thursday, August 29: The Status Quo v. The Proposal for Change	<ul style="list-style-type: none"> • The Articles of Confederation • The U.S. Constitution (Articles I-VI)
Week 3: Challenges of Constitution-Making	
Tuesday, September 3: Challenges of Constitution-Making for a Republic	<i>Federalist</i> No. 1, No. 37, and No. 38
Thursday, September 5: Slavery and the Constitution	<ul style="list-style-type: none"> • <i>Federalist</i> No. 42 (217-18 only) • <i>Federalist</i> No. 54 • <i>Brutus</i> No. 3 (186-87 only) • Melancton Smith, Speech of June 20, 1788 (293 only) • *Republicus, in <i>The Complete Anti-Federalist</i>, 4:168-70 only • *Rawlins Lowndes, Speeches of Rawlins Lowndes in the South Carolina Legislature, 16 January 1788, in <i>The Complete Anti-Federalist</i>, 149-52.
Week 4: Federalism, Union, and Constitutional Powers	
Tuesday, September 10: Anti-Federalist Concerns about Consolidation	<ul style="list-style-type: none"> • <i>Federal Farmer</i> No. 1 and No. 2 • <i>Brutus</i> No. 1
Thursday, September 12: Anti-Federalist Concerns about Constitutional Powers	<i>Brutus</i> No. 5, No. 6, No. 7, No. 8, No. 9, and No. 10

Week 5: Federalism, Union, and Constitutional Powers	
Tuesday, September 17: The Federalist View: Defects and Remedies	<ul style="list-style-type: none"> • <i>Federalist</i> No. 15, No. 16, No. 23 • <u>Recommended:</u> <i>Federalist</i> No. 31
Thursday, September 19: The Federalists' New Federalism	<i>Federalist</i> No. 39, No. 44, No. 45, No. 46
Week 6: Representation	
Tuesday, September 24: The Anti-Federalist Theory of Representation (Brutus)	<i>Brutus</i> No. 3, No. 4, and No. 16 (selections of No. 16 only)
Thursday, September 26: The Anti-Federalist Theory of Representation (Federal Farmer)	<i>Federal Farmer</i> No. 7, No. 8, No. 9, No. 10, and No. 11
Week 7: Representation	
Tuesday, October 1: The Federalist Theory of 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)
Thursday, October 3: Publius on the Details of Representation	<i>Federalist</i> No. 53, No. 55, No. 56, and No. 58
Week 8: The Separation of Powers	
Tuesday, October 8: The Theory of the Separation of Powers	First Analysis Paper Due <ul style="list-style-type: none"> • <i>Federalist</i> No. 47, No. 48 • *Montesquieu, <i>The Spirit of the Laws</i>, Book XI (selections)
Thursday, October 10: The Means of the Separation of Powers	<i>Federalist</i> No. 49, No. 50, No. 51
Week 9: The Separation of Powers	
Tuesday, October 15: Fall Break	Fall Break – No Class
Thursday, October 17: The Anti-Federalist Critique of the Separation of Powers	<ul style="list-style-type: none"> • Herbert Storing, “Complex Government,” in <i>What the Anti-Federalists Were For</i>, 53-63. • Herbert Storing, “The Aristocratic Tendency of the Constitution,” in <i>What the Anti-Federalists Were For</i>, 48-52.
Week 10: The Presidency	
Tuesday, October 22:	<ul style="list-style-type: none"> • <i>Federal Farmer</i> No. 13 and No. 14

The Anti-Federalists on the Presidency	<ul style="list-style-type: none"> • *George Mason, “Objections to the Constitution of Government formed by the Convention,” in <i>The Complete Anti-Federalist</i>, 2:12. • *Pennsylvania Minority, in <i>The Complete Anti-Federalist</i>, 3:162. • *The Impartial Examiner, “Essay IV,” in <i>The Complete Anti-Federalist</i>, 5:194-97.
Thursday, October 24: The Electoral College	<ul style="list-style-type: none"> • <i>Federalist</i> No. 68 • *Selections from Madison’s Convention Notes on Presidential Selection
Week 11: The Presidency	
Tuesday, October 29: The Unity of the Executive	<i>Federalist</i> No. 70, No. 74, and No. 76
Thursday, October 31: Duration, Re-eligibility, and the Power of the Veto	<i>Federalist</i> No. 71, No. 72, and No. 73
Week 12: The Judiciary and the Bill of Rights	
Tuesday, November 5: Judicial Review and the Supreme Court	<ul style="list-style-type: none"> • <i>Federalist</i> No. 78 • <i>Brutus</i> No. 11, No. 15 • <u>Recommended:</u> *Michael Zuckert, “Judicial Review and the Incomplete Constitution”
Thursday, November 7: The Bill of Rights	<ul style="list-style-type: none"> • <i>Federalist</i> 84 (selections on Bill of Rights only) • <i>Brutus</i> No. 2 • <i>Federal Farmer</i> No. 16 • Melancton Smith, “Proposed Amendments to the Constitution, July 1788” • <u>Recommended:</u> Herbert Storing, “Bill of Rights,” in <i>What the Anti-Federalists Were For</i>, 64-71.
Week 13: Constitutional Amendments in American History	
Tuesday, November 12: Rights Proposed v. Rights Ratified	*Robert A. Goldwin, <i>From Parchment to Power: How James Madison Used the Bill of Rights to Save the Constitution</i> (selections)

Thursday, November 14: Continuity, Completion, or Transformation?: The 13 th , 14 th , and 15 th Amendments	<ul style="list-style-type: none"> • *Michael Zuckert, “Completing the Constitution: The Thirteenth Amendment” • *Michael Zuckert, “Completing the Constitution: The Fourteenth Amendment”
Week 14: Constitutional Critics / Amendment Proposals	
Tuesday, November 19:	Presentations – Constitutional Critics / Amendment Proposals (Pt. 1)
Thursday, November 21:	Presentations – Constitutional Critics / Amendment Proposals (Pt. 2)
Week 15: Thanksgiving Week	
Tuesday, November 26:	Presentations – Constitutional Critics and Amendment Proposals (Pt. 3) (if necessary; otherwise no class meeting)
Thursday, November 28:	Thanksgiving Holiday – No Class
Week 16: Closing Matters	
Tuesday, December 3:	Presentations – Constitutional Critics and Amendment Proposals (Pt. 4) (if necessary)
Thursday, December 5:	Closing Discussion – No Reading assignment
Week 17: Final Exams	Final Paper Due – Final Exam Date