

POLS 3320
FOUNDATIONS OF AMERICAN CONSTITUTIONALISM

Fall 2017
MWF 9:30 - 10:20
MAIN 119
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Course Description

Our goal in this class is to gain an understanding of the political science of the American Founding. Political science today purports to be a progressive science. The newer science is assumed to be better than the old science. This claim is far from a self-evident truth. Our consideration of the Founders' political science will allow us to, among other things, assess that claim.

Although we will consider the American Revolution and the period under the Articles of Confederation, we will concentrate on, first, the debate over the Constitution of 1787--both at the Constitutional Convention and in the States--and, second, on the so-called "Age of Federalism" that ended with the election of Thomas Jefferson as President in 1800.

The class will provide a broad introduction to the Founders' political science by considering (1) the political and philosophical debates that led to the Constitution, (2) the great debates over the implementation and meaning of the Constitution during the Age of Federalism, and (3) the varieties of statesmanship that contributed to the success of the American Founding.

Learning Objectives

1. Acquire knowledge of the ideas and theories that are embodied in the U.S. Constitution.
2. Understand and evaluate the fundamental debates over the meaning and implementation of the Constitution.
3. Understand and evaluate different kinds of political leadership that contributed to the American Founding.
4. Further develop capacities to analyze and write about important, enduring, and controversial issues.

Requirements

The grade for the course will be based on the following:

1. Two 5 page papers. 40%
2. A midterm exam. 30%
3. A final exam. 30%

Attendance: You may miss six classes without penalty. After that you will lose one point per unexcused class absence.

Grades

A	94-100	C+	77-79	F	63 or less
A-	90-93	C	74-76		
B+	87-89	C-	70-73		
B	84-86	D+	67-69		
B-	80-83	D	64-66		

In brief: “A” level work is *excellent* in all respects: writing, argumentation, use of evidence. “B” level work is *good or very good* but falls short in one or more important areas. “C” level work is *good or satisfactory* but contains serious shortcomings in more than one area. “D” work is *unsatisfactory*.

Books

I have ordered the following books:

The Anti-Federalist Papers and the Constitutional Convention Debates, ed. Ralph Ketcham.

The Essential Thomas Jefferson, ed. Jean Yarbrough. (ETJ)

Two other books are available on-line:

Hamilton, Madison and Jay, *The Federalist*.

Liberty and Order, ed. Lance Banning.

You might strongly consider purchasing print copies of these books. We will be making extensive use of them. In addition some materials will be posted on Canvas or distributed in class.


Readings and Class Schedule

This is a tentative schedule. In reality, our schedule will depend in large part to the pace of the class. If there is a particular topic you're interested in, we can spend more time on that topic.

August		
28 Introduction	30 Jefferson: "Summary View," ETJ, p. 3-17	
September		
		1 Jefferson: Declaration of Independence, ETJ, p. 18-26; to Henry Lee, ETJ, p. 267-268; to Weightman, ETJ, p. 277-278
4 No Class - Labor Day	6 Jefferson: <i>Notes on Virginia</i> , ETJ, p. 109-124	8 Jefferson: to Banneker, ETJ, p. 181; to Gregoire, ETJ, p. 205; to Holmes, ETJ, p. 254-255; to Coles, August 25, 1814, (Canvas)
11 Paine: Common Sense; Pennsylvania Constitution (Canvas)	13 Adams: Thoughts on Government, Massachusetts and Constitution (Canvas)	15 Articles of Confederation, Ketcham, p. 367-374; Pierce: "Character Sketches" (Canvas)
18 The Constitutional Convention: An Introduction <i>First Paper Due</i>	20 Ketcham, p. 31-69	22 Ketcham, p. 70-100
25 Ketcham, p. 100-133	27 Ketcham, p. 134-182	29 Ketcham, p. 365-385

October		
2 Ketcham, p. 189-225	4 Ketcham, p. 226-269	6 No Class
9 Ketcham, p. 270-308	11 Ketcham, p. 309-356	13 MIDTERM EXAM
16 <i>The Federalist</i> #1, 6, 9-10	18 <i>The Federalist</i> , #15, 23, 47, 51	19 (Thursday) No Class - Fall Break
23 <i>The Federalist</i> # 57, 62-63	25 <i>The Federalist</i> # 70-72, 78	27 Jefferson, on the Constitution: to James Madison, Dec. 20, 1787, ETJ, p. 168-171; to Adams, Nov. 13, 1787 (Canvas); to Donald, Feb. 7, 1788 (Canvas); on Revolution: to James Madison, Jan. 30, 1787 (Canvas); to Smith, Nov. 13, 1787 (Canvas); to Short, Jan. 3, 1793 (Canvas); on Parties: to Hopkinson, March 13, 1789 (Canvas); to Adams, June 27, 1813 (Canvas); to Lee, Aug. 10, 1824 (Canvas); on Hamilton: to Washington, Sept. 9, 1792, ETJ, p. 182-189; Selections from Jefferson's <i>Anas</i> and <i>Autobiography</i>

<p>30 Madison: to Jefferson, Oct. 24, 1787 (Canvas); Trist Memoranda, July 6, 1826; to Paulding, April, 1831 (Canvas); Hamilton: “Conjectures on the New Constitution,” Sept. 17-30, 1787 (Canvas); to Morris, Feb. 29, 1802 (Canvas); to Carrington, May 26, 1792, Banning, p. 115-120</p>		
<p>November</p>		
	<p>1 <i>The Federalist</i> # 84; House Debate, Banning, p. 21-33.</p>	<p>3 Jefferson: Bank Opinion, Feb. 15, 1791, Banning, p. 77-79</p>
<p>6 Madison: House Debate, Feb. 2, 1791, Banning, p. 73-76; to Thomas Jefferson, Banning, p. 86-88; Veto Message, Banning, p. 350-351</p>	<p>8 Hamilton: Report on Public Credit, Jan. 14, 1791 (Canvas); Notes on a Bank, Banning, p. 45-48</p>	<p>10 Hamilton: Report on Manufactures, Dec. 1, 1791, Banning, p. 94-101</p>

<p>13 Jefferson: Notes on Virginia, Query XIX, ETJ, p. 132-133; to Melish, January 13, 1813, ETJ, p. 568-572; to Austin, January 9, 1816 (Canvas); Madison: “Essays for the Party Press,” Banning, p. 102-107, 136-138</p> <p><i>Second Paper Due</i></p>	<p>15 A. Adams letters, Banning, p. 225-226; Sedition Act, Banning, p. 231; Congressional Report, Banning, p. 238-242</p>	<p>17 Virginia and Kentucky Resolutions, Banning, p. 233-237</p>
<p>20 Madison’s Report, Banning, p. 243-260</p>	<p>22</p> <p>No Class - Thanksgiving</p>	<p>24</p> <p>No Class - Thanksgiving</p>
<p>27 Jefferson, Autobiography, selections; Notes on Virginia, Query XVII, ETJ, p. 125-129; Act of 1779, ETJ, p. 27-28; to Danbury Baptists, 1802, ETJ, p. 59-60; to Carr, ETJ, p. 161-165; to Rush, Sept. 23, 1800 and April 21, 1803 (Canvas); to Adams, Oct. 13, 1813 and April 11, 1823 (Canvas); to Mrs. Adams, January 11, 1817 (Canvas) to Smith, Dec. 8, 1822 (Canvas)</p>	<p>29 Madison: Memorial and Remonstrance</p>	

December		
		1 Washington's Farewell Address, Banning, p. 215-221
4 Jefferson: First Inaugural Address, ETJ, p. 55-58	6 Jefferson: to Kercheval, July 12, 1816, ETJ, p. 239-245; to Taylor, May 28, 1816, ETJ, p. 233-236	8 Jefferson: "Report to the Commissioners for the University of Virginia," ETJ, p. 65-78
11	13 FINAL EXAM	15

Appendix I: University Rules on Cheating, Falsification, and Plagiarism

Article V, Section 2, Part A (p.4) of the University's "Code of Policies and Procedures for Students" prohibits cheating, falsification, plagiarism or other forms of academic dishonesty. Violations of this rule make the student subject to discipline. The code defines cheating, falsification, and plagiarism as follows:

- a. Cheating includes intentionally using or attempting to use or providing others with unauthorized information, materials or study aids in any academic exercise or activity. Substituting for another student, or permitting another student to substitute for oneself in taking an examination or preparing academic work is also considered a form of cheating.
- b. Falsification is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- c. Plagiarism is knowingly representing the words or ideas of another as one's own in an academic exercise or activity.

Note: The Political Science Department has purchased software that can identify plagiarism.

Appendix II: Students with Disabilities

If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette, or Braille.