Disclaimer
This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class.
Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

THE AMERICAN FOUNDING
School of Civic and Economic Thought and Leadership
Arizona State University
Fall 2022

Professor Sheehan
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Coor Hall. 6th Floor
Office Hours: By appointment

I. COURSE DESCRIPTION
This course examines the fundamental issues of the American founding era, and in particular, focuses on these ideas as manifested in the constitutional ratification debates of 1787-88. These issues include: the nature of the federal union, the meaning of sovereignty, the problem of majority faction, the practicability of the extended republic, the idea of representation, the efficacy of separation of powers and checks and balances, the institution of slavery, the character of popular government and the need (or lack thereof?) for civic responsibility/civic virtue. Our focus this semester is on *The Federalist*; we will also read selections from The Anti-federalists and "other" Federalists.

II. READINGS
Required:
- Hamilton, Madison & Jay, *The Federalist Papers*, ed. Clinton Rossiter and Charles Kesler (Signet Classics, 1999). ISBN: 80451528810
- *The Essential Antifederalist*, eds. Willian B. Allen and Gordon Lloyd (Rowman & Littlefield, 2002). 2nd Ed. ISBN: 9780742521889
- *Friends of the Constitution,* eds. Colleen Sheehan and Gary McDowell (Indianapolis: Liberty Fund Press, 1998). ISBN: 9780865971554
- Highly Recommended Resource: http://teachingamericanhistory.org/library/constitution/

III. CLASS PREPARATION AND CONTRIBUTION
A. This class will contain a significant portion of in-class discussion and dialogue. Please attend class regularly, complete the readings for each class, and spend time thinking about the issues raised in the materials you have read.

IV. PAPER
Term Paper: Your paper should be approximately 12-15 pages and focus on one essay (or possibly a small grouping of the essays) of *The Federalist*, the Anti-federalist essays, or the "Other" Federalist essays. It should be philosophical and analytical (not merely descriptive); it is due the last week of class (see schedule below). Please submit your paper on CANVAS by the last day of class.

NOTE: As you prepare to write for these class assignments, please be sure you are familiar with the university policy about writing with integrity. Plagiarism will not be tolerated in this course.

V. Debates
Each student will be responsible for two debates, taking the side of either The Federalists or Anti-federalists. Each segment will feature such a debate; you and your debate partner will craft a specific question related to the general theme of the segment and present your arguments to the class in the following format:

Federalist: opening statement: 1 min
Antifederalist: opening statement: 1 min.
Federalist argument: 4 min.
Antifederalist argument: 4 min.
Open argumentation: 3 min.
Federalist: closing argument: 1 min.
Antifederalist: closing argument: 1 min.

A sign up sheet for the debates will be made available the second week of class.

VI. Final Oral Exam
There will be a comprehensive final oral exam in this course.

VII. GRADING FOR THIS COURSE

Class Contribution	20%
Debates	20%
Paper:	40%
Final Exam:	20%

VIII. LEARNING OUTCOMES

- Upon successful completion of this course students will be able to identify the key figure and political events of the American Founding period.
- Upon successful completion of this course students will be able to identify the core political ideas and prescribed political practices of the key figures of the American Founding period.
- Upon successful completion of this course students will understand the essential point of agreement and disagreement between the Federalists and Anti-federalists.

- Upon successful completion of this course students will understand and be able to articulate the central principles and process of the United States Constitution.

IX. SCHEDULE

The following reading segments reflect the approach of an exegesis of the text of *The Federalist*. Some segments will require more time than others.

Segment 1: Introduction and Historical Background
Readings: The Declaration of Independence; Articles of Confederation
Alexander Hamilton, June 18th speech (http://teachingamericanhistory.org/library/constitution/); James Wilson, "State House Speech" (in *Friends*); The Constitution.

Segment 2: The Nature of the Union
Federalist 1-9

Segment 3: The Extended Republic
Federalist 10-14

Segment 4: Federal Union
Federalist 15-36

Segment 5: The New Federal Republic
Federalist 37-46

Segment 6: Inventions of Prudence, Justice, & the General Good
Federalist 47-51

Segment 7: Legislative Power
Federalist 52-66 (pay attention to *Fed.* 54 & 55 on morality and republican government)

Segment 8: Executive Power
Federalist 67-77

Segment 9: Judicial Power
Federalist 78-84

Segment 10: Summary
Federalist 85

Following is an overview of selected Antifederalist, "Other" Federalist essays,

and secondary source readings, as they are to be read in context with The Federalist essays.

Segment 2: Nature of the Union and Sovereignty (Emphasis: *Fed.*1-9, 20, 39)
The Essential Antifederalist (*EA*): Chapter One recommended; Chapter Two: Intro, Federal Farmer: Letters I and XVII; Patrick Henry (pp. 75-96; 127-140).
Friends of the Constitution (*Friends*) 1-5, 65-70, 71-87, 88-92, 250-256.

Segment 3: Parties, Factions, Proper Size of a Republic: (Emphasis: *Fed.* 10, 14)
EA: Centinel: 96-105, Brutus: 105-115, Agrippa: 122-123;
Friends 183-195, 332-336, 340-344, 345-348, 349-354, 491-497, 52-56.

Segment 6: Justice & the General Good: (Emphasis: *Fed.* 47-51)
EA: Brutus III, V; Federal Farmer VII, IX; Cato V, VII. *FP* #s 47-51.
Friends 179-182, 217-226.

Segment 6, continued: Contemporary Sources
Martin Diamond, "Ethics and Politics" in Robert Horwitz, ed., *Moral Foundations of the American Republic* (University of Virginia Press, 1986). ISBN-10: 081391082X, http://www.citizenship-aei.org/wp-content/uploads/Diamond_American_Way.pdf

William Allen, "Justice and the General Good: *Federalist* 51 in Charles R. Kesler, ed., *Saving the Revolution* (Free Press, 1987). ISBN-10: 0029197309
http://williambarclayallen.com/chapters/Justice_and_General_Good.htm

Alan Gibson, "Veneration and Vigilance: James Madison and Public Opinion, 1785–1800," in *Review of Politics*, 67:01, Winter 2005. (Including Matthews' and Sheehan's responses).
https://www.jstor.org/stable/pdf/25046381.pdf?refreqid=excelsior%3A57965b080097e349fee73283485839c0

Matthews' Response:
https://www.jstor.org/stable/pdf/25046383.pdf?refreqid=excelsior%3Aef42efe1d65f44a24b88c9f616eb70d

Sheehan's Response:
https://www.jstor.org/stable/pdf/25046382.pdf?refreqid=excelsior%3Af768d6c252a288e9fe641d6f9f2a527e

Gibson's Response to Matthews and Sheehan:
https://www.jstor.org/stable/pdf/25046384.pdf?refreqid=excelsior%3Aafb9ffe3f9231bdeecfa0dfba41f0ee2

Larry Kramer, "The Interests of Man," *Valparaiso University Law Review*, Winter 2007, Vol. 41, No. 2.
https://scholar.valpo.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1174&context=vulr

Segment 7: Representation of the People (Emphasis: *Fed.* 35, 57, 62, 63)
EA: Federal Farmer III; Brutus IV. *Friends* 196-200, 201-216, 322-327.

Segment 7+: The Nature and Character of Popular Government; Bill of Rights; Liberty, Property, and Slavery; Civic Virtue (Emphasis: *Fed.* 54, 55)

EA: Federal Farmer IV; Brutus II; Maryland Farmer III (Part 2) and VII (Part 1) - pp. 281-88. *FP* #s 11, 12, 54, 55.
Friends 366-372, 441- 449, 450-456, 457-458, 484-486, 410-413, 421-424, 477-479, 487-491.

Segments 8 & 9: The Executive and the Judiciary, including judicial review (Emphasis: *Fed.* 71, 73, 78, 84)
EA: Brutus XV.

Final Oral Exam Schedule TBA

X. SCETL ATTENDANCE POLICY

The ASU leadership has encouraged departments and schools to consider how to convey to students the important benefits of intensive participation from students in ASU Sync courses and iCourses. Because courses in the School of Civic & Economic Thought and Leadership emphasize discussion-based learning, student attendance and active participation are crucial for all students to receive the distinctive benefits of a SCETL education.

For SCETL courses offered via ASU Sync, students must have a working video camera, and it must be used and turned on in order to receive attendance and participation credit.

SCETL iCourses also attempt to provide a more engaging and discussion-oriented experience for students than do many other iCourses. Instructors may require regular check-ins or other assignments that ensure continuous and regular engagement by

enrolled students.

XI. ASU GENERAL INFORMATION & POLICIES

Technology Requirements for CEL598
ASU has a laptop and WiFi hotspot checkout program available through ASU Library.

Who is eligible?

- Any currently enrolled ASU student is eligible to checkout a laptop. The current availability oflaptops can be found here.
- Borrowing and returning laptop rules
- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They canbe returned at any time, but will be due at the conclusion of the fall 2020 semester.
- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses. (Pleasecheck online for current library hours) ○ Downtown Phoenix campus Library
- ○ Polytechnic campus Library
- ○ Tempe: Hayden and Noble Libraries
- ○ West campus: Fletcher Library
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and ElectronicCommunications Policy.
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession.
  Borrowers should verify the condition of the laptop at the time of check-out and uponcheck-in.

Additional Requirements:
This course requires the following technologies:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (Microsoft 365 is free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos. Student Success Tobe successful:
- read and respond to course email messages and Canvas announcements as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

● access ASU Student Resources

Grading
Grades reflect your performance on assignments and adherence to deadlines. This course will be graded on an A-E plus/minus scale. % Grade
97 to 100% A+; 93 to < 97% A; 90 to < 93% A- 87 to < 90% B+
83 to < 87% B 80; to < 83% B- 77 to < 80% C+; 70 to < 77% C
60 to < 70% D; Below 60 % E

Absences and/or late submissions
Please submit all work on time.
Excused absences related to religious observances/practices that are in accordance with ACD 304–04 "Accommodations for Religious Practices."

Excused absences related to university-sanctioned vents/activities that are in accordance with ACD 304–02 "Missed Classes Due to University-Sanctioned Activities."

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

Accommodating 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.

Expected classroom behavior
If we can and do so choose to meet on Zoom in addition to using

Canvas be sure to be online on time for class. Excessive tardiness will be subject to sanctions.

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.

Reporting Title IX violations
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://eoss.asu.edu/counseling, is available if you wish discuss any concerns confidentially and privately.

Policy on Sexual Discrimination
Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color,

religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted materials
Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; I reserve the right to delete materials on the grounds of suspected copyright infringement