

IDS 2935: The Rule of Law

Quest 2

I. General Information

Class Meetings

- Spring 2025
- Required 100% In-Person, no GTAs, 35 residential students
- T 5:10 PM – 6:00 PM, R 5:10 PM – 7:05 PM
- ARCH 0213
- 3 Credits

Instructor

- Neil Rogachevsky
- CSE 572
- Office hours: TR: 2:50–4:50, and by appointment
- neil.rogachevsky@ufl.edu
- 352-294-2135

If you need to schedule an appointment outside of office hours, please email the course instructor.

Course Description

What is constitutional government? When can a state be called constitutional? Does a state require a formal written constitution to be constitutional? What are the political, legal, and moral factors required for constitutional government, and how might these differ across space and time?

This course examines core perspectives and debates on the nature of constitutional government, from antiquity to the present. It will begin with an examination of contemporary constitutional controversies in America and Israel. It will then examine how great thinkers and practitioners have sought to define (and defend) constitutional government. The course will study various differing and sometimes clashing views among these writers and practitioners about the political and legal arrangements most conducive to constitutional government. Perspectives to be considered include: Aristotle and Xenophon on the constitutions of Greek cities, Isaac Abarbanel on the constitution of ancient Israel, John Locke and Montesquieu on the executive, the separation of powers, and the danger of tyranny, Edmund Burke on constitutional monarchy, and the views of constitutionalism at the American founding expressed by Federalists, anti-Federalists, and Thomas Paine.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- Writing Requirement (WR) 2000 words

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S–U.

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Required Readings and Works

- Required Readings: Readings will be posted as PDFs or links on Canvas.
- The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd edn. (Oxford University Press, 2016). ISBN: 9780198767251.
- Additional *recommended* readings will be available as PDFs or links on Canvas.
- Materials and Supplies Fees: N/A.

Course Objectives

- Identify, describe, and explain the methodologies used across social science disciplines to examine essential ideas about the rule of law, constitutions, and constitutional government.
- Identify, describe, and explain key ideas and questions about the rule of law, constitutions, and constitutional government.
- Analyze different approaches to the rule of law and constitutionalism of significant political practitioners, social scientists, analysts, from a variety of different historical contexts.
- Evaluate competing perspectives on the rule of law, the constitution, and constitutional government and use these perspectives to think through contemporary debates on constitutional issues, using close reading, critical analysis, class discussion, and personal reflection.
- Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts, and experiential learning activities.
- Communicate well-supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections on the rule of law and constitutional government.
- Develop the background, concepts, and vocabulary to actively participate in academic and civic conversations about the past, present, and future of constitutionalism and the rule of law.
- Reflect on students' own and others' experience with issues related to the rule of law and constitutional government, in America and around the world, in class discussion and written work.

II. Graded Work

Description of Graded Work

1. Active Participation and Attendance: 20%
 - a. Participation: 10%
 - i. An exemplar participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants. See participation rubric below. (R)
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. Class attendance will be recorded daily. You may have two unexcused absences without any penalty, but starting with the third class missed your grade will be affected. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A- becomes a B, and so on.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy. Excessive unexcused absences (10 or more) will result in failure of the course. If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.
2. Experiential Learning Component: 10%

During the semester, the class will attend a guest lecture at the University of Florida on theory or practice of constitutional government. After the lecture, students will be expected to write a short piece on the experience, reflecting on how it relates to the material considered in the classroom. NB: One class session may be canceled to allow for QUEST experience.
3. In-class assignment 1: 20%
 - a. In Week 5, an in-class assignment will be administered in class. The examination will be an in-class, 50-minute exam including short-essay and short-answer questions. Professor will provide written feedback on your essay and/or short-answer questions. See examination rubric below. (R)
4. In-class Assignment 2: 25%
 - a. In Week 10, a second in-class assignment will be administered in class. The examination will be an in-class, 50-minute exam including essay and short answer questions. Professor will provide written feedback on your essay and/or short-answer questions. See examination rubric below. (R)
5. Final Analytical Paper: 25%

- a. During Week 13, you will submit a 2,000 word (minimum) analytical essay addressing a prompt provided to you by Week 7. You will develop an analytic argument based on your own thesis responding to the prompt. You will be able to choose among several prompts, but all prompts will require students to draw on several thinkers considered in the class. See Canvas for more details. Professor will provide written feedback. See writing rubric below.
(R)
- b. Professor will evaluate and provide written feedback, on all the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- c. You may want to access the university's Writing Studio.
- d. An additional writing guide website can be found at OWL.

III. Annotated Weekly Schedule

WEEK 1 (JAN. 14 & 16): THE CONTEMPORARY DEBATE

Is there a crisis of constitutional government in the United States and in other countries around the world? What role does the US constitution play for the courts and in our politics today? How might that role be reexamined? How are populist political movements affecting the current constitutional order?

This week, as an introduction to the course, we will look at the contemporary debate on the state of constitutional government today. We will look at perspectives which argue that the US constitutional structure has passed its prime and others which argue that the constitution ought to be reinforced. We will compare an argument which holds that the original understanding of the constitution ought to guide the Supreme Court's interpretive work today with another that argues that the Court must decisively evolve along with changing standards. We will also consider the question of populism and the US constitution. While we can do no more than scratch the surface of the current debate, this survey should give us a sense of the intellectual, political, and legal stakes involved in the analysis of the rule of law and constitutional government.

Readings (43 pages):

1. Michael P. Zuckert, "Populism and the Rule of Law," *National Affairs*, Spring: 2019
2. Ryan Doerfler and Samuel Moyn, "The Constitution is Broken and Should Not be Reclaimed," *New York Times*, August 19, 2022
3. Mark Tushnet, "Progressive Constitutionalism—What is it?" *72 Ohio St. L.J.* 1073 (2011)
4. Reva Siegel, "The Trump Court Limited Women's Rights using 19th-Century Standards," *Washington Post*, June 25, 2022
5. Mary Ann Glendon and O. Carter Snead, "The Case for Overturning Roe," *National Affairs*, Fall: 2021

WEEK 2 (JAN. 21 & 23): TWENTIETH-CENTURY POLITICAL PERSPECTIVES

Due to major political, social, and economic upheaval, and the rise and fall of totalitarian governments and democracies, constitutional drafting, as well as constitutional interpretation, became a major preoccupation at different times in the twentieth century. This week, we will examine the perspectives of three significant twentieth-century political leaders who attempted to shape the public understanding of constitutional government in their countries: the Americans Woodrow Wilson and Calvin Coolidge, and the Israeli David Ben-Gurion. We will compare Wilson's vision of a progressive constitutionalism, Coolidge's natural rights constitutionalism, and David Ben-Gurion's opposition to written constitutions. We will also consider some similarities and contrasts between these perspectives and the perspectives covered in Week 1.

Readings (45 pages):

1. Woodrow Wilson, "What is Constitutional Government?" in *Constitutional Government in the United States*, (Columbia University Press: 1908), pp. 25 - 54
2. Calvin Coolidge, "Address on the Celebration of the 150th anniversary of the Declaration of Independence," July 5, 1926, University of California Santa Barbara Presidency Project
3. David Ben-Gurion, "Speech to the Knesset's Committee on Constitution, Law, and Justice," trans. Neil Rogachevsky, July 13, 1949, *Mosaic Magazine*

WEEK 3 (JAN. 28 & 30): A CONSTITUTION AS “WAY OF LIFE”

Entering the theoretical component of the course, we will spend a few weeks studying the ancient understanding of constitutionalism. Our guides will be two of the greatest Greek philosophers and political thinkers, Xenophon and Aristotle. This week, we will study Xenophon’s subtly provocative essays on the regimes of the two most outstanding cities of Greek antiquity, Athens and Sparta. We will compare Xenophon’s view of the constitutions of Athens and Sparta, and analyze his view that the constitution of a city refers to the entire way of life of the citizens and not merely the content of laws, written or unwritten. .

Readings (63 pages):

1. Xenophon, “The Regime of the Lacedaemonians,” trans. Susan Collins and Catherine Kuiper, Gregory McBrayer, Ed., *Xenophon: The Shorter Writings* (Cornell University Press: 2018), pp. 107–125
2. Susan Collins, “Introduction to the Regime of the Lacedaemonians,” *Xenophon: The Shorter Writings*, pp. 126–149.
3. Xenophon, “The Regime of the Athenians,” *Xenophon: The Shorter Writings*, pp. 149–160.
4. Gregory McBrayer, “Introduction to the Regime of the Athenians,” *Xenophon: The Shorter Writings*, pp. 160–174.

WEEK 4 (FEB. 4 & 6): CONSTITUTIONALISM AND THE VARIETY OF REGIMES

After considering Xenophon's literary analysis of two really existing Greek cities, we turn to a consideration of Aristotle's classic theory of regime types in his founding work of political science, *The Politics*. Briefly touching on his treatment of citizenship, we will analyze his argument that understanding the regime of a city is the key to understanding its politics, laws, and even the character of the citizens. We will look at his treatment of "democratic" and "oligarchic" regimes, and consider whether his understanding of regime types ought to be compared to our idea of different constitutions for different states.

Readings (29 pages):

1. Aristotle, *Politics*, Book III, trans. Carnes Lord, second edition, (University of Chicago Press: 2013), pp. 82-111.

WEEK 5 (FEB. 11 & 13): THE RULE OF LAW AND THE HEBREW BIBLE

Is there a biblical doctrine of constitutional government? Can sources for certain practices associated with modern constitutional government, such as religious toleration, be derived from the Hebrew Bible? In the early modern and modern periods there were many attempts, by Jews, Christians, and others, to draw on the Hebrew Bible to argue for limits on monarchical power, equality under the law, and the separation of powers. This week, we will study one such attempt from within the Jewish tradition, written by the great Jewish thinker and politician Don Isaac Abarbanel, the leader of the Jewish community of Spain before the expulsion of 1492. We will consider Abarbanel's anti-monarchical and even republican interpretation of Hebrew scripture, as well as his biblical understanding of the separation of powers. Studying the biblical texts and Abarbanel's analysis side-by-side, we will consider whether Abarbanel's efforts were successful, and reflect more generally on the question of the biblical sources for constitutional government.

Readings (67 pages):

1. Deuteronomy 16-17, Jewish Publication Society
2. Don Isaac Abarbanel, Commentary on Deuteronomy 17, Sefaria
3. Exodus 18, Jewish Publication Society
4. Don Isaac Abarbanel, Commentary on Exodus 18, Sefaria
5. Eric Nelson, *The Hebrew Republic*, pp. 88-137

Assignment: In-class assignment #1 **Thursday February 13**

WEEK 6 (FEB. 18 & 20): JOHN LOCKE I: NATURAL RIGHTS AND CONSTITUTIONAL GOVERNMENT

John Locke's *Two Treatises on Government* is often considered the founding text of modern constitutional government, as it provides both a theory of the origins of legitimate government and an account of how government ought to be structured to preserve its legitimacy and avoid the threat of tyranny. Over two weeks, we will engage in a close reading of Locke's *Second Treatise*. We will pay careful attention to his doctrine of individual natural rights, the separation of powers between parliament and the executive and the limits to the powers of both, the prerogative of the executive, the threat of tyranny, and the popular right to revolution.

Readings (65 pages):

1. John Locke, *Two Treatises on Government*, "Second Treatise," (Haffner: 1947), Chapters 1-9, (pp. 121-186)

WEEK 7 (FEB. 25 & 27): JOHN LOCKE II: SEPARATION OF POWERS, PREROGATIVE,
TYRANNY, AND REVOLUTION

This week, we will continue our study of John Locke's *Second Treatise*.

Readings (58 pages):

1. John Locke, *Two Treatises on Government*, "Second Treatise," Chapters 10-14, 17-19, (pp. 186-208, 221- 250)

WEEK 8 (MAR. 4 & 6): MONTESQUIEU AND THE SEPARATION OF POWERS

Like his English predecessor John Locke, the eighteenth-century French aristocrat Montesquieu is known as a father of a modern constitutional government. Montesquieu was particularly influential at the time of the American founding; as we will see later in the semester, his writings were cited frequently by *both* supporters and opponents of the US constitution. While John Locke had argued for two branches of government, the executive and legislative, Montesquieu's argued for a unique third branch, the judiciary, while advancing a doctrine of the separation of powers between the branches. We will focus on Montesquieu's discussion of the separation of powers, while also reflecting more generally on his views on the secret to dynamic, strong, yet still constitutional and non-tyrannical government. Montesquieu's views are found not only in his masterwork, *The Spirit of Laws*, but also in his strange and philosophic reinterpretation of Roman history, *Considerations on the Causes of the Greatness of the Romans and their Decline*.

Readings (53 pages):

1. Baron de Montesquieu, *Considerations on the Causes of the Greatness of the Romans and their Decline*, trans. David Lowenthal (Hackett: 1999), Chapters 8-10, pp. 83-101
2. Montesquieu, *The Spirit of the Laws*, trans. William B. Allen, (Anthem: 2024), Book 11, pp. 164-199

WEEK 9 (MAR. 11 & 13): EDMUND BURKE AND THE BRITISH CONSTITUTION

Responding to the early days of the French Revolution, the Ireland-born British statesman Edmund Burke penned one of the most extraordinary critiques of the role of Enlightenment philosophy in governmental affairs, *Reflections on the Revolution in France* (1790). Burke presented a unique and highly influential interpretation of the British constitution and the British model of constitutional change. We will study the first section of Burke's work, and pay special attention to his assessment of the role of the individual natural rights doctrine in the politics of his day.

Readings (45 pages):

1. *Reflections on the Revolution in France*, pp. 1-45, Early Modern Texts

WEEK 10 (MAR. 25 & 27): EDMUND BURKE AND AMERICA

Edmund Burke, who would later oppose the French Revolution, supported the American Revolution—or at least conciliation with the American colonists, rather than the hardline policy of King George III. This week, we will study Burke’s great speech on the situation in America, and try to ascertain how we see the American constitutional situation in relation to Britain, the British constitution, and the British Empire.

Readings (65 pages):

1. Edmund Burke, “Thoughts on the Cause of the Present Discontents,” (J Dodsley, 1770)
University of Michigan online edition, pp. 1–65.
- 2.

Assignment: **In-class assignment #2 Thursday March 27**

WEEK 11 (APR. 1 & 3): THOMAS PAINE AND THE ILLEGITIMACY OF MONARCHY

Last week, we discussed attempts to defend constitutional monarchy. Reading Thomas Paine, the great pamphleteer and polemicist of the American Revolution, we will encounter a strident denunciation of monarchy. In fact, the radical Thomas Paine defended the republican form of government as the only legitimate one. Paine's influence on the American Revolution was immense. We aim to understand that influence but also address the substance of his theoretical claim. Is monarchy necessarily unconstitutional? Must we advocate for a republic in all circumstances and at all times?

Readings (62 pages):

1. Thomas Paine, *Common Sense*, People's Pocket Editions, University of Michigan Online Editions, pp. 13–75 [62 pages]

WEEK 12 (APR. 8 & 10): CONSTITUTIONALISM AND THE AMERICAN FOUNDING

This week, we begin our study of the basic constitutional texts of the American founding. We will commence with an in-depth examination of the Declaration of Independence, paying careful attention not only to that text's argument against British outrages but particularly its argument on the basis and ends of government, which should remind us of Locke and Montesquieu, among other figures. Then, we will begin our weeks' long investigation of *The Federalist Papers*. Authored by "Publius" (Alexander Hamilton, James Madison, and John Jay), the papers defended the 1787 constitution and attempted to define what American constitutional government ought to look like. Studying the opening numbers of the papers this week, we will analyze Publius' case that national unity and a strong state is a prerequisite for constitutional government and not opposed to it.

Readings (60 pages):

1. A. Thomas Jefferson, "Rough Draft of the Declaration of Independence," Library of Congress
B. The Declaration of Independence, Avalon Project, Yale University
2. *The Federalist* Ed. Charles Kesler, (Signet Classics, 2023), nos. 1-10, pp. 1-51

WEEK 13 (APR. 15 & 17): FEDERALISTS AND ANTI-FEDERALISTS

This week, we will continue our in-depth investigation of *The Federalist Papers*, covering core topics of constitutionalism such as the separation of powers, federalism, and the role of tradition vs. the role of reason in good government. We will draw links between Publius' views on such matters with other perspectives encountered in the semester, particularly those of Montesquieu. We will then place Publius' perspective in dialogue with contrasting opinions espoused by anti-Federalists, a loosely knit coalition of writers and politicians who opposed the Constitution of 1787. Studied less than the Federalist writers today, the anonymous anti-Federalist writers advanced powerful arguments against a strong executive and the centralization of power. They wrote powerfully about potential monarchical or imperial temptations in the 1787 constitution. We will debate together, as a class, the Federalist and anti-Federalist positions.

Readings (50 pages):

1. *The Federalist*, nos. 37-39, 49-53, 62-63, pp. 192-214, 281-303.
2. "Brutus" no. 1, University of Texas texts
3. "Cato" no. 4, University of Wisconsin texts
4. "Centinel" no. 1, University of Wisconsin texts

Assignment: Analytical Essay Due April 18, 09:00 am

WEEK 14 (APR. 22): LIMITS AND POSSIBILITIES OF CONSTITUTIONAL GOVERNMENT

In this final week, we will look at how two great American statesmen of the nineteenth century, Abraham Lincoln and Frederick Douglass, dealt with the legacy of the American founding and the American constitution. Studying two remarkable speeches by Lincoln and Douglass, we will reflect on the possibilities and limits of the American constitution and any constitution. We will conclude with a broad discussion about how the material covered in the course can help us think about the challenges of constitutional government today.

Readings (22 pages):

1. Abraham Lincoln, "The Perpetuation of Our Political Institutions" (Address before the Young Men's Lyceum of Springfield, January 27, 1838), University of Michigan text
2. Frederick Douglass, "Fourth of July" (1852), San Diego State University text

Experience: In-Class Pizza Party

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90–100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80–89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70–79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60–69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90–100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80–89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument’s logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70–79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60–69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest the General Education student learning outcomes for Social and Behavioral Sciences).

Social and Behavioral Sciences (S) Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- Identify, describe, and explain the methodologies used across social science disciplines to examine essential ideas about the rule of law, constitutions, and constitutional government (Quest 2, S). **Assessment:** in class assignments, analytical essay.
- Identify, describe, and explain key ideas and questions about the rule of law, constitutions, and constitutional government (Quest 2, S). **Assessment:** midterm exam, analytical essay.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Analyze different approaches to the rule of law and constitutionalism of significant political practitioners, social scientists, analysts, from a variety of different historical contexts. (Quest 2, S). **Assessment:** analytical essay, in-class assignments.
- Evaluate competing perspectives on the rule of law, the constitution, and constitutional government and use these perspectives to think through contemporary debates on constitutional issues, using close reading, critical analysis, class discussion, and personal reflection. (Quest 2, S). **Assessment:** analytical essay, in-class assignments, class participation.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts, and experiential learning activities (Quest 2, S). **Assessments:** analytical essay, in-class assignments.
- Communicate well-supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections on the rule of law and constitutional government. (Quest 2, S). **Assessments:** active class participation, experiential learning component.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Develop the background, concepts, and vocabulary to actively participate in academic and civic conversations about the past, present, and future of constitutionalism and the rule of law. (Quest 2). **Assessments:** experiential learning component, analytical paper, in-class assignments.
- Reflect on students' own and others' experience with issues related to the rule of law and constitutional government, in America and around the world, in class discussion and written work (Quest 2). **Assessments:** experiential learning component, analytical paper, in-class assignments.

VI. Quest Learning Experiences

1. Details of Experiential Learning Component

During this semester, the class will visit the Harold & Mary Jean Hanson Rare Book Collection in the UF Smathers Library. Students will meet with the collection's curator, and examine a wide range of manuscripts and printed books related to constitutions and constitutional government. Students will experience handling these rare materials with their own hands and examining them directly. They will complete a short assignment during the session about the materials they are handling (instructions to be given during the session).

2. Details of Self-Reflection Component

Self-reflection is built into class discussions as well as the Experiential Learning Component. Throughout the course, students will be continuously asked to reflect on how course discussion and readings change their perspective on the task of citizenship and the challenges of constitutional government in the contemporary world.

VII. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).