

## QUEST 1: AMERICAN CONSTITUTIONALISM (IDS 2935)

Professor Gutierrez  
p.gutierrez@ufl.edu  
352.273.2350  
011 Anderson

Fall 2022  
Location: Little Hall 0113  
Class Meetings: TR 4:05 PM - 4:55 PM ET  
Office Hours: MF 3:30-4:30pm ET

TA Vivienne Butera  
viviennebutera@ufl.edu  
407.702.9902  
Office Hours: W 11:00-1:00pm ET

### DESCRIPTION

The U.S. remains distinct in the veneration we show to our Constitution, the American Revolution, and the “Founding Fathers.” They are foundational as authorities and arbiters for assessing and adjudicating who we were, who we are, and who can be as a nation. Indeed, it remains difficult to have any major political debate or political decision without reference to them as authorities and arbiters. In this course, you will explore the Quest 1 themes of “Justice and Power” and “Identities” by examining long-running debates over the historical formation of the country and the Constitution—as well as our contemporary relationships to these formations. What role did power—and concerns over questions of class, race, and gender—play in the framing and ratification of the U.S. Constitution? What are the different ways we have and can relate to the Constitution, Revolution, and Founders? And how does our ongoing relationship to the U.S. Constitution and its historical contexts shape the prospects of working toward an even more just society?

As this is a Quest course designed for your first semester here at UF, we will be exploring these questions while also practicing skills that will be pivotal for your subsequent success in future semesters here at UF. First amongst these skills is building your comfortability with and confidence in listening and speaking in your classes. Actively, openly, and respectfully participating during lectures, in group and partner discussions, in sections, and on our Canvas site, often over difficult and contentious topics, is an important component of this course. Second, the class seeks to build your skills in writing and reading; you will be asked to write regularly, especially with the Thought Pieces, and to read scholarly writing from different disciplines at their highest levels. Third amongst these skills is developing the ability to engage critically with historical and political materials, whether historical letters from Thomas Jefferson or contemporary op-eds from the National Review; I hope you leave this course a more informed, critical, and active citizen, resident, or visitor of the U.S. Finally, this course also emphasizes experiential learning.

**GOALS AND OUTCOMES**

The following are the student learning outcomes (SLOs) for this class as a Quest 1 course that meets the Gen Ed Requirements of Humanities. Note that a minimum grade of C is required for general education credit.

- **Quest 1 Description:** Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.
- **Quest 1 SLOs:**
  - **Content:** Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.
  - **Critical Thinking:** Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.
  - **Communication:** Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.
  - **Connection:** Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.
- **Humanities Description:** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. You will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
- **Humanities SLOs:**
  - **Content:** Identify, describe, and explain the history, underlying theory and methodologies used in the course.
  - **Critical Thinking:** Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives
  - **Communication:** Communicate knowledge, thoughts and reasoning clearly and effectively.

Within these general outcomes, by the end of this course, you will be able to:

1. *Identify, describe, and explain what constitutions are, how they are distinct from or related to law generally, how they are distinct from or related to politics, and how constitutions help initiate, channel, and mediate power in societies.* We will explore this in class lectures introducing you to the histories, theories, and methodologies used to

study constitutions; class discussions over contemporary events that consider the U.S. Constitution as its primary topic; and in case studies that explore various features of constitutions. You will be assessed on how well you are doing on this goal through your Thought Pieces, Op-Ed, Final Paper, and Exams. (Quest SLOs of Content and Critical Thinking and Humanities SLOs of Content and Critical Thinking.)

2. *Analyze, evaluate, and critically reflect on how constitutions can serve as both means and barriers for ensuring and maintaining just societies.* We will explore this both in class lectures introducing you to the historical, philosophical, and legal methods for assessing how constitutions can both reproduce inequalities in society and allow for their contestation; class discussions over contemporary events that consider the U.S. Constitution as its primary reference; and in case studies that explore various features of constitutions. You will be assessed on how well you are doing on this goal through your exams and your prepared group memos ahead of each case study class meeting. (Quest SLOs of Content and Critical Thinking and Humanities SLOs of Content and Critical Thinking.)
3. *Analyze, evaluate, and critically reflect on the U.S. Constitution and competing arguments for explaining its historical formation.* We will explore this both in class lectures introducing you to different arguments emphasizing popular democracy, natural rights, or identity, inequality, and exclusion, respectively, for explaining the emergence and development of the U.S. Constitution, and in case studies that explore various explanations for the American Revolution, Founding, and Constitution. You will be assessed on how well you are doing on this goal through your Thought Pieces, Op-Ed, Final Paper, and Exams. (Quest SLOs of Content and Critical Thinking and Humanities SLOs of Content and Critical Thinking.)
4. *Analyze, evaluate, and critically reflect on our contemporary relationship to the U.S. Constitution, and what this means about American identity.* We will explore this in class discussions over contemporary events that consider the U.S. Constitution as its primary topic and in reflective essays that ask you to consider this relationship individually. You will be assessed on how well you are doing on this goal through your Thought Pieces, Op-Ed, and Final Paper. (Quest SLOs of Communication and Connection and Humanities SLO of Communication.)
5. *Develop and present clear and effective analyses in both oral and written forms appropriate to the relevant humanities disciplines incorporated into the course.* We will develop and practice these skills through all the written and oral activities of this course. You will be assessed on how well you are doing on this goal through your participation grade for class discussions and sections and your Thought Pieces, Op-Ed, Final Paper, and Exams. (Quest SLOs of Communication and Connection and Humanities SLO of Communication.)
6. *Be better equipped to critically consider the prospects of working toward an even more just society relative to the U.S. Constitution and how we continue to understand and relate to its historical formation.* All the assignments of this class are aimed at this overarching goal. The final section of the class—Weeks 10 to 15—are specifically dedicated to exploring how potential histories of exclusion and subjugation across race and gender in the histories of the American Revolution and U.S. Constitution might affect how we relate to the revolution and Constitution as sources for working toward a more just society today. You will be assessed on how well you are doing on this goal through your

participation grade for class discussions and sections and your Thought Pieces, Op-Ed, Final Paper, and Exams. (Quest SLO of Connection and Humanities SLO of Communication.)

### COURSE REQUIREMENTS

- **Reading:** This is a reading-intensive course. There is deliberately no textbook; the course seeks to provide you an initial introduction to and practice of reading scholarly writing from different disciplines at their highest levels, alongside primary source material and current events articles. Learning how to read difficult material and handle extensive reading assignments—what will characterize many of your future classes here at UF—is a central aim of the course. You should do the reading assigned for each class session prior to coming to class on that day; lectures and sections will be helpful if you have wrestled with and already reflected upon the readings.
- **Class Participation and Cold-Calling:** You are required to attend class and section meetings and be prepared for a discussion of the assigned course material. Learning how to effectively participate in class discussions and section meetings—what will also be expected of you in many of your future classes here at UF—is another central aim of the course. Note that physical attendance does not equal paying attention, active listening, and thoughtful participation. Your participation in Discussions Boards on the Canvas site for the course will also count. Each Thursday meeting of the class, in particular, will emphasize class discussion. In order to get a full score on this component of the course, you will be expected to participate at least once every week, whether on Tuesday, Thursday, or Friday, or on Canvas. The class also seeks to introduce you to a feature of some graduate-level training, especially in law schools: cold-calling. I will at times accordingly call out specific students to answer questions I pose to the class.
- **Guest Speaker:** The class will have a guest speaker in December. You will be asked to prepare questions for an interactive Q&A with this speaker. Our discussion with the guest speaker should inform your Op-Ed, due the following class.
- **Thought Pieces:** There are seven 150 to 200 words Thought Pieces for this class, beginning with Module 2. They ask you to reflect on the course material covered the preceding Tuesdays and to connect it to the class discussion component held on Thursdays throughout this course. The Thought Piece should: (1) present and defend an argument or thesis—that is, your viewpoint—in response to the discussion prompt for that Thursday, (2) drawing on and specifically citing one point or quote from the reading for Tuesday, and (3) written in a clear, compelling, and grammatically correct manner. If the Thought Piece fulfills (1), (2), and (3), it will be scored 4/4. For each of the components from (1) to (3) the Thought Piece fails to fulfill, it will be penalized 1 point, up to losing a total of 3 points. Your two lowest grades on these Thought Pieces will be dropped. Truly exceptional Thought Pieces will receive a grade of 5/4. You have to submit your Thought Piece by 12:00pm ET on Thursday through Canvas.

- **Op-Ed:** You will be asked to write an Op-Ed, ranging from 800-1,000 words, in response to the final discussion prompt on Dec. 1st. Think of this as a bigger, even more evidenced, version of your Thought Pieces. In contrast to your Thought Pieces, though, you will be expected to draw on the material we covered in all of our Modules, in addition to our engagement with the guest speaker on Dec. 1st. Extra points will be awarded should you be able to publish the Op-Ed in a reputable outlet.
- **Midterm Exam:** The class has one in-class midterm exam on Oct. 27<sup>th</sup>.
- **Final Essay:** The class has one analytical thesis-driven paper of 1,000 to 1,200 words due on Dec. 12th.

### GRADING

- **Grade Distribution:** Your course grade will be calculated as follows:
  - Participation: 20%
  - Thought Pieces: 20%
  - Midterm Exam: 20%
  - Op-Ed: 20%
  - Final Paper: 20%
- **Letter Grades:** Letter grades will be assigned as follows:
  - $\geq 94 = A$
  - 90–93 = A-
  - 87–89 = B+
  - 84–86 = B
  - 80–83 = B-
  - 77–79 = C+
  - 74–76 = C
  - 70–73 = C-
  - 67–69 = D+
  - 64–66 = D
  - 60–63 = D-
  - $< 60 = F$

### POLICIES

- **Class Environment:** You are expected to arrive to class and sections ahead of time and behave in a manner that is respectful to the instructor and to fellow students. We will be covering topics that can be controversial and difficult. I expect us all to maintain a thoughtful and open-minded environment for everyone to express their views. If you have concerns about any of this or feel uncomfortable with the classroom environment, please do come talk to me.
- **Office Hours:** You can sign up for the Office Hours of the TA or the Professor through the Calendar in the Canvas site for this course.
- **Other Electronics:** You are expected to silence your cell phone and put it away during class, unless we do a class activity in which you are asked to use your phone. Please also silence any other notifications on your computer that could interrupt the class.

- **Tech Assistance:** If you are having tech difficulties during or outside of class meeting times, you are encouraged to reach out to the UF Computing Help Desk for assistance. Visit their [website](#) or contact them at any time at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) or (352) 392-HELP (4357).
- **Writing Studio:** The writing studio is also committed to helping UF students meet their academic and professional goals by becoming better writers and is an excellent resource for you. Visit the writing studio online at <http://writing.ufl.edu/writing-studio> or in 302 Tigert Hall for one-on-one consultations and workshops, when possible.
- **Late Policies:** Thought Pieces submitted after 11:00am ET on Thursdays will receive a grade of 0/4. Op-Eds will be penalized 2/20 points for each day it is late. Final Papers will be penalized 2/20 points for each day it is late.
- **In-Class Recording:** In accordance with recent changes to Florida state law (CS/CS/HB 233), students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation. Most of this course will not constitute a “class lecture.”

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

- **University COVID-19 Protocols:** In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
  - If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](http://one.ufl.edu) for screening / testing and vaccination opportunities.

- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- **Academic Honesty:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). If you have any questions or concerns, please consult with the instructor or TA in this class.
  - **Communication:** Per university policy, you are expected to follow rules of common courtesy in all messages and other electronic communications. Note that under Florida law, GatorLink emails are public records. Per university and federal policies, grades may not be discussed via e-mail or over the phone. Please allow about 24-48 hours for a response from me or the TA.
  - **Course Evaluation:** You are expected to provide feedback on the quality of instruction in this course by completing online evaluations at: <https://evaluations.ufl.edu>. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>. Please complete both these evaluations and take them seriously; they are important for improving the course.
  - **Subject to Change:** This syllabus is subject to change at my discretion to accommodate instructional and/or student needs. I will provide proper notification to you of any changes.
  - **Accommodations:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting our [Get Started page](#). 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.
  - **Resources:** This is a difficult time for many of us. You are always welcome to contact me or the TA regarding any concerns related to the course. In addition, the UF offers the following campus resources to all its students:
    - *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

**REQUIRED TEXT:**

- The only text you need to procure for yourself for this course is the following:  
Wood, Gordon S. *The American Revolution: A History*. Modern Library Chronicles. Modern library ed. New York: Modern Library, 2002.
- The main course readings will be available through the course reserves at the library for this course, as linked through the Canvas site for this course. Further instructions on how to access these will be posted on the Canvas site.
- All other readings will be accessible through or on the Canvas site for this course.

**KEY DATES:**

Sept. 13: Reading Circle

Sept. 15: Reading Circle

Sept. 29: Thought Piece #1 Due

Oct. 6: Thought Piece #2 Due

Oct. 13: Thought Piece #3 Due

Oct. 20: Thought Piece #4 Due

Oct. 29: Midterm Exam

Nov. 3: Thought Piece #5 Due

Nov. 10: Thought Piece #6 Due

Nov. 17: Thought Piece #7 Due

Nov. 29: Guest Speaker

Dec. 1: Op-Ed Due

Dec. 12: Final Paper

## SCHEDULE

## ORIENTATION MODULE: INTRODUCTION

- **August 25: Introduction**
  - **Read:** Class Syllabus. Annotate it. Highlight important dates and points. List any questions you might have.

## MODULE 1 (WEEK 1-4): THE ONGOING HISTORY OF THE REVOLUTION, FOUNDING, AND CONSTITUTION

- **Aug. 30: Is “Hamilton” A Good Thing?**
  - **Read:** <https://www.nytimes.com/2016/04/11/theater/hamilton-and-history-are-they-in-sync.html>
  - **Read:** <https://www.today.com/tmrw/hamilton-review-race-2020-t186049>
  - **Read:** Andrew M. Schocket, “Hamilton and the American Revolution on Stage and Screen,” *Historians on Hamilton*.
  - **Read:** Renee Romano, “Hamilton,” *Historians on Hamilton*.
- **Sept. 1: The Living Founding**
  - **Read:** David Sehat, *The Jefferson Rule*. **Preface, Chapter One.**
  - **Read:** Andrew M. Schocket. *Fighting over the Founders*. **Introduction and Conclusion.**
- **Sept. 6: Should We Just Scrap the U.S. Constitution?**
  - **Read:** Andrew M. Schocket. *Fighting over the Founders*. **Chapter 1.**
  - **Read:** <https://www.nytimes.com/2012/12/31/opinion/lets-give-up-on-the-constitution.html>
  - **Read:** <https://jacobin.com/2022/07/chilean-us-new-constitution-reject-supreme-court-democracy>
  - **Watch:** <https://www.youtube.com/watch?v=aohkgMFfhS4>. (Up until 2:12.)

- **Sept. 8: On Reading the Revolution and Founding**
  - **Read:** Mortimer J. Adler, “How to Read History”
  - **Read:** Gordon Wood. *The American Revolution*. Preface, Chapter 1 (Pages xxiii-24).
  
- **Sept. 13: The Revolution and Founding**
  - **Read:** Gordon Wood. *The American Revolution*. Chapters 2-3 (Pages 27-62).
  
- **Sept. 15: An Ambiguous Constitution, Part 1**
  - **Read:** Gordon Wood. *The American Revolution*. Chapters 4-5 (Pages 65-109).
  
- **Sept. 20: An Ambiguous Constitution, Part 2**
  - **Read:** Gordon Wood. *The American Revolution*. Chapters 6-7 (Pages 113-166).
  
- **Sept. 22: The Declaration for Today**
  - **Read:** The Declaration of Independence

## MODULE 2 (WEEKS 5-6): A DEMOCRATIC CONSTITUTION

- **Sept. 27: “We The People”**
  - **Read:** Erwin Chemerinsky, “Rediscovering the Preamble.”
  - **Read:** Larry Kramer. *The People Themselves*. Introduction and Chapter 1.
  
- **Sept. 29: Should “The People” Have A Constitutional Veto?**
  - **Read:** Thomas Donnelly, “Making Popular Constitutionalism Work.”
  - **Read:** [https://www.washingtonpost.com/opinions/the-peoples-veto-a-way-to-keep-the-courts-in-check/2011/12/23/gIQAwIWOPP\\_story.html](https://www.washingtonpost.com/opinions/the-peoples-veto-a-way-to-keep-the-courts-in-check/2011/12/23/gIQAwIWOPP_story.html)
  - **Read:** <https://www.theguardian.com/news/2019/mar/11/referendums-who-holds-them-why-and-are-they-always-a-dogs-brexite>
  - **Read:** <https://www.nytimes.com/2016/10/05/world/americas/colombia-brexite-referendum-farc-cameron-santos.html>

- **Oct. 4: Judicial Review and Judicial Supremacy**
  - **Read:** Larry Kramer. *The People Themselves*. **Chapter 4 and Epilogue.**
  
- **Oct. 6: Should We “Democratize” the Supreme Court?**
  - **Read:** <https://www.theatlantic.com/ideas/archive/2022/06/supreme-court-power-overrule-congress/661212/>
  - **Read:** <http://bostonreview.net/law-justice/samuel-moyn-resisting-juristocracy>
  - **Read:** <https://www.washingtonpost.com/made-by-history/2022/08/02/supreme-court-wasnt-always-final-arbiter-constitution/>
  - **Read:** <https://harpers.org/archive/2019/10/constitution-in-crisis/>
  
  - **Visit:** <https://www.scotusreform.com/fast-facts>
  - **Do:** <https://www.scotusreform.com/find-your-reform>

### MODULE 3 (WEEKS 7-8): A CONSTITUTION OF RIGHTS

- **Oct. 11: The Primacy of Natural Rights**
  - **Read:** C. Bradley Thompson, *America's Revolutionary Mind*. **Introduction and Chapter 2.**
  
- **Oct. 13: Do We Need a Commission on Unalienable Rights?**
  - **Watch:** <https://www.state.gov/secretary-of-state-michael-r-pompeo-remarks-to-the-press-3/>
  - **Read:** Report of the Commission on Unalienable Rights. Pp. 1-26.
  - **Read:** <https://www.nationalreview.com/2020/08/the-american-misunderstanding-of-natural-rights/>
  - **Listen:** <https://www.npr.org/2020/07/16/892034483/pompeos-vision-of-human-rights-may-hurt-lgbtq-womens-rights-critics-say>
  - **Read:** <https://www.opendemocracy.net/en/justifying-american-exceptionalism-commission-unalienable-rights-undermines-modern-human-rights/>

- **Oct. 18: Self-Evident Truths**
  - **Read:** C. Bradley Thompson, *America's Revolutionary Mind*. **Chapter 3 and Epilogue.**
  
- **Oct. 20: Is the Constitution Capitalist?**
  - **Watch:** [https://www.youtube.com/watch?v=mqliLLnPq\\_E&feature=emb\\_title](https://www.youtube.com/watch?v=mqliLLnPq_E&feature=emb_title)
  - **Read:** <https://www.nationalreview.com/2019/05/america-best-defense-against-socialism-constitution-culture/>
  - **Read:** <http://bostonreview.net/law-justice/mark-tushnet-our-broken-constitution>
  - **Read:** <https://www.theatlantic.com/business/archive/2011/06/the-pursuit-of-happiness-what-the-founders-meant-and-didnt/240708/>

## MIDTERMS

- **Oct. 25: The Earth Belongs to the Living?**
  - **Read:** Thomas Jefferson, To James Madison, Sept. 6, 1789
  - **Read:** <https://www.governing.com/context/americas-constitution-in-2021-what-would-thomas-jefferson-do>
  - **Read:**  
[https://www.reddit.com/r/history/comments/7za2rv/did\\_thomas\\_jefferson\\_really\\_want\\_the\\_constitution/](https://www.reddit.com/r/history/comments/7za2rv/did_thomas_jefferson_really_want_the_constitution/)
  - **Read:** Beau Breslin, Preface, "2022"
  
- **Oct. 27: Midterm**

**MODULE 4 (WEEKS 10-13): A PROBLEMATIC CONSTITUTION**

- **Nov. 1: An Elitist Backlash**
  - **Read:** Terry Bouton, *Taming Democracy*. **Introduction, Chapter 8, Conclusion.**
  
- **Nov. 3: Is the Constitution Elitist by Design?**
  - **Read:** Sanford Levinson, *Our Undemocratic Constitution*. **Prelude and Introduction.**
  - **Read:** <https://www.nytimes.com/2018/08/09/opinion/constitution-founders-democracy-trump.html>
  - **Read:** <https://prospect.org/power/first-priority-making-america-democracy/>
  - **Read:** <https://www.forbes.com/sites/tomlindsay/2018/08/28/think-the-u-s-constitution-subverts-democracy-think-again/#29dc82ba3e54>
  - **Read:** <https://reason.com/2018/08/29/democracy-is-not-the-central-value-of-th/>
  
- **Nov. 8: The Slaveholder's Constitution**
  - **Read:** David Waldstreicher, *Slavery's Constitution*. **Preface and Epilogue.**
  - **Read:** Derrick Bell. *And We Are Not Saved*. **Introduction and Chapter 1.**
  
- **Nov. 10: Should the 1619 Project Be Cancelled?**
  - **Read:** <https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html>
  - **Read:** <https://www.theatlantic.com/ideas/archive/2019/12/historians-clash-1619-project/604093/>
  - **Read:** <https://www.theguardian.com/world/2020/jul/26/tom-cotton-slavery-necessary-evil-1619-project-new-york-times>
  - **Read:** <https://www.theguardian.com/commentisfree/2020/jul/28/tom-cotton-1619-project-cancel-culture>

- **Nov. 15: A Constitution for Men?**
  - **Read:** Linda K. Kerber, “A Constitutional Right to Be Treated Like American Ladies.”
  - **Read:** Joan Hoff, *Law, Gender, and Injustice*. **Selection.**
  - **Read:** Mary Beth Norton, “The Constitutional Status of Women in 1787.”
  - **Read:** Rogers M. Smith, “One United People.” **Selection.**
  
- **Nov. 17: Should There Be An Equal Rights Amendment?**
  - **Read:** <https://www.brennancenter.org/our-work/research-reports/equal-rights-amendment-explained>
  - **Watch and Read:** <https://ideas.ted.com/why-the-us-needs-to-pass-the-equal-rights-amendment-finally>
  - **Read:** <https://www.nytimes.com/2018/06/04/opinion/after-masterpiece-its-time-to-change-the-constitution.html>
  - **Read:** <https://www.kansascity.com/opinion/readers-opinion/guest-commentary/article229653684.html>
  
- **Nov. 22: A Settler Colonial Revolution and Constitution**
  - **Read:** Aziz Rana. *Two Faces of American Freedom*. **Introduction.**
  - **Read:** Gregory Ablavsky, “The Savage Constitution.” **Selections.**
  - **Read:** Maggie Blackhawk, “Federal Indian Law as Paradigm Within Public Law.” **Selections.**
  - **Read:** Jeffrey Ostler, “Locating Settler-Colonialism in Early American History.”

**MODULE 5 (WEEKS 14-15): CONCLUSION**

- **Nov. 29: Guest Speaker: Tour Guide from Monticello**
  - **Read:** [https://nypost.com/2022/07/09/monticello-draws-criticism-after-trashing-thomas-jefferson/?utm\\_source=twitter\\_sitebuttons&utm\\_medium=site%20buttons&utm\\_campaign=site%20buttons](https://nypost.com/2022/07/09/monticello-draws-criticism-after-trashing-thomas-jefferson/?utm_source=twitter_sitebuttons&utm_medium=site%20buttons&utm_campaign=site%20buttons)
  - **Read:** [https://www.tripadvisor.com/ShowUserReviews-g57592-d102649-r788377088-Monticello-Charlottesville\\_Virginia.html#REVIEWS](https://www.tripadvisor.com/ShowUserReviews-g57592-d102649-r788377088-Monticello-Charlottesville_Virginia.html#REVIEWS)
  - **Do: Virtual Tour of Monticello:** <https://www.monticello.org/house-gardens/virtual-tours-of-monticello/>
  
- **Dec. 1: Should Jefferson Fall?**
  - **Read:** [https://www.washingtonpost.com/national/as-statues-of-founding-fathers-topple-debate-rages-over-where-protesters-should-draw-the-line/2020/07/07/5de7c956-bfb7-11ea-b4f6-cb39cd8940fb\\_story.html](https://www.washingtonpost.com/national/as-statues-of-founding-fathers-topple-debate-rages-over-where-protesters-should-draw-the-line/2020/07/07/5de7c956-bfb7-11ea-b4f6-cb39cd8940fb_story.html)
  - **Read:** <https://foreignpolicy.com/2020/06/24/america-statues-monuments-washington-jefferson/>
  - **Read:** <https://www.nytimes.com/2020/07/06/opinion/thomas-jefferson-memorial-truscott.html>
  - **Watch:** <https://www.facebook.com/CNNReplay/videos/black-and-white-descendants-of-jefferson-call-for-monument-removals/1202184346795084/>
  
- **Dec. 6: Conclusion**