

# IDS 2935: Life, Liberty, and Happiness

## Quest 1: Justice and Power

### I. General Information

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#### Class Meetings

- Spring 2024
- 100% In-Person, no GTAs, 35 residential students

#### Instructor

- Dr Max Skjönsberg
- Email: skjonsbergm@ufl.edu

#### Course Description

Society is an essential component of the human condition. But how can heterogenous populations live together as fellow citizens? In short, what does it mean to live collectively within politically self-imposed limits? We sometimes call this *constitutionalism*, a condition which this course investigates from a plethora of angles and through multiple disciplines. What constitutional structures will secure justice and enable human freedom and flourishing? What does it mean for individuals to have rights against the state? What are the rules, procedures, and mechanisms that ensure the protection of individual rights and responsible government, and how have they developed historically? How can political power be checked? These and other related questions, which remain relevant today, have captivated Western public life and culture since antiquity. We will examine them through a wide range of interdisciplinary sources: philosophical, legal, historical, sociological, political, and literary. This will allow us to think clearly, laterally and critically about concepts and ideas that are crucial for understanding modern politics and society, including concepts such as civil rights, popular sovereignty, the rule of law, freedom of speech, the separation of powers, checks and balances, and the separation of church and state. The US Constitution will be considered against the backdrop of long-term debates that collectively have given birth to modern liberal democracy.

#### Quest and General Education Credit

- Quest 1
- Humanities

*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.*

- Writing Requirement (WR) 2,000 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 a writing as a tool to facilitate learning. Course grades have two components. To receive the writing requirement credit, a student must receive a grade of C or higher and satisfactory completion of the writing component of the course.*

## Required Readings and Works

1. R. M. Ritter, *The New Oxford Style Manual* (Oxford, 2016). ISBN: 978-0198767251.
2. All other readings and works are available in Canvas or will be provided in class.
3. Materials and Supplies Fees: n/a.

## II. Graded Work

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### Description of Graded Work

- Active Participation and Attendance: 20%
  - a. 10% of your total course grade is based on discussion participation: an exemplar participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants. See participation rubric below. (R)
  - b. 10% of your total course grade is based on attendance. On-time class attendance is required for this component of the course grade. You may have two unexcused absences without any penalty. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A- becomes a B, and so on.
  - c. Except for absence because of religious holiday observance, documentation is required for excused absences, per [UF attendance policy](#). If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.
  - d. Students who do not feel comfortable speaking in discussion-driven classes need to reach out directly to the instructor about this.
- In-class Reading Quizzes (5 in the semester): 20%
  - a. Reading quizzes will be taken at the start of class on Wednesday, five times throughout the semester. They will test the student's knowledge of the week's readings, and will contain short-answer, true/false, and multiple-choice questions.
  - b. Due weeks 2, 5, 8, 10, 13
- The class will be divided into groups of seven at the beginning of the semester. Each group will draft up an ideal constitution and/or a charter of civil rights, which they will present to the class in Week 15 ("Experiential Learning Component"): 25%

- a. 20% of the mark will be based on your presentation of your constitution at the mock constitutional convention. You will be marked on the coherence of your constitution, in other words, does each point make sense and is not contradicting other statements (10%); and the presentation itself, that is, is it clearly communicated, appealing and easy to follow (10%). On the day their group is presenting their ideal constitution, students will be required to turn in a brief, informal 300-wd paragraph on how preparing their ideal constitution or charter led them to reflect on their own attitudes and beliefs regarding constitutional government. What is their own sense of duties and freedoms in relation to the state? How have they experienced that sense in the last two to three years? This self-reflection component accounts for 5% of the mark.
  - b. See description below. (R)
  - c. The mock constitutional convention will take place in week 15.
- Long Paper (Week 12): 35%
    - a. The end-of-term paper will be a 2000-word analytical essay. The topic will be provided on Canvas.
    - b. Professor will evaluate and provide written feedback on all written assignments with respect to grammar, punctuation, clarity, coherence and organization.
    - c. You may access the university's Writing Studio ([www.writing.ufl.edu](http://www.writing.ufl.edu)).
    - d. For grading standards, see the Writing Assessment Rubric (below).
    - e. Due in week 12.

### 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

	<b>Excellent</b> (90–100%)	<b>Good</b> (80–89%)	<b>Average</b> (70–79%)	<b>Insufficient</b> (60–69%)	<b>Unsatisfactory</b> (below 60%)
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<b>Knowledgeable: Shows evidence of having done the assigned work.</b>					
<b>Thoughtful: Evaluates carefully issues raised in assigned work.</b>					
<b>Considerate: Takes the perspective of others into account and listens attentively.</b>					

### Writing Rubric

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Thesis and Argumentation</b>	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	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.	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.	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.
<b>Use of Sources</b>	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Primary and/or secondary texts are absent.

<p><b>Organization</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>Grammar, mechanics, and MLA Style</b></p>	<p>No errors.</p>	<p>A few errors.</p>	<p>Some errors.</p>	<p>Many errors.</p>

### III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Introduction to the Quest; What is Constitutionalism?</li> <li>• <b>Summary:</b> What is constitutionalism and how did it emerge historically since antiquity? What have been the challenges for constitutionalism in the past and in more recent years? We begin our study of constitutionalism by looking at some of the most notable modern interpretations within political science, legal studies, and intellectual history.</li> <li>• <b>Required Readings/Works (53 pages):</b> <ol style="list-style-type: none"> <li>1. Charles Howard McIlwain, <i>Constitutionalism: Ancient and Modern</i> [revised edition 1947], (Indianapolis, 1975), pp. 1–21 (ch. 1: “Some Modern Definitions of Constitutionalism”).</li> <li>2. Carl J. Friedrich, <i>Constitutional Government and Democracy: Theory and Practice in Europe and America</i> (New York, 1941), pp. 4-5, 25-32.</li> <li>3. Jeremy Waldron, <i>Political Theory</i> (Cambridge, MA, 2016), ch. 2: “Constitutionalism: A Skeptical View.”</li> </ol> </li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Greek Constitutionalism</li> <li>• <b>Summary:</b> Where does our political and constitutional vocabulary come from? Who invented words such as <i>democracy</i> (rule of the many), <i>aristocracy</i> (rule of the best), and indeed <i>politics</i> itself? Are we all Greeks? This week takes us back to the beginning by considering one of the founding texts of Western political philosophy: Aristotle’s <i>Politics</i>.</li> <li>• <b>Required Readings/Works (53 pages):</b> <ol style="list-style-type: none"> <li>1. Aristotle, <i>Politics</i> (Cambridge, 1988), pp. 51–104 (Books 3 and 4).</li> </ol> </li> <li>• <b>Assignment:</b> Reading quiz (R)</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Roman Republic</li> <li>• <b>Summary:</b> How and why did the Roman Republic rise to greatness and how did it lose its liberties and riches? The history of the Roman Republic and Empire plays a crucial role in the history of constitutionalism and the history of Western political ideas more broadly. It tells the story of how a people rose from poverty to greatness, but also how its glory was lost as the republic and empire declined and was finally sacked by Visigoths. This week, we approach the Roman Republic through classical history, political science, and literary analysis, and we will reflect on how its history and reception has shaped our modern political vocabulary.</li> <li>• <b>Required Readings/Works (41 pages):</b> <ol style="list-style-type: none"> <li>1. Machiavelli, <i>Discourses on Livy</i>, trans. Harvey C. Mansfield and Nathan Tarcov (Chicago, 1996), pp. 15-23.</li> <li>2. Polybius, <i>Fragments of Book 6 in The Histories</i>, trans. Robin Waterfield (Oxford, 2010), pp. 372-85, 402-413.</li> </ol> </li> </ul>

Week	Topics, Homework, and Assignments
	<p>3. William Shakespeare, <i>The Tragedy of Coriolanus</i>, ed. R. B. Parker (Oxford, 1994), Act 1, Scene 1, pp. 159–168. (A full adaption of the play can be viewed <a href="#">here</a>).</p>
Week 4	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Middle Ages</li> <li>• <b>Summary:</b> Are there higher laws of nature that can restrict the remit of political leaders and institutions? What part did English legal charters such as Magna Carta have in inspiring later struggles for political freedom? The medieval period is sometimes misleadingly caricatured as the “dark ages,” but it was in fact a critical period in the history of constitutionalism. More specifically, it was a time when concepts such as natural law were refined, building on Roman authorities such as Cicero, and foundational documents like Magna Carta were drafted. In addition to interpreting these medieval charters and philosophical texts, we will reflect on the relics the Middle Ages have bequeathed to us.</li> <li>• <b>Required Readings/Works (33 pages):</b> <ol style="list-style-type: none"> <li>1. Thomas Aquinas, <i>Political Writings</i>, ed. R. W. Dyson (Cambridge, 2002), pp. 126-31, 137-49.</li> <li>2. Magna Carta, in Ellis Sandoz (ed.), <i>The Roots of Liberty</i> (Indianapolis, 1993), pp. 343–350.</li> <li>3. Sir John Fortescue, <i>On the Laws and Governance of England</i>, ed. Shelley Lockwood (Cambridge, 1997), pp. 17–27.</li> </ol> </li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Crisis of the Seventeenth Century</li> <li>• <b>Summary:</b> How can we explain the emergence of societies and politics sociologically and philosophically? What gives certain people authority and the right to rule? These and related questions were hotly debated during the turbulent seventeenth century against the backdrop of civil wars and revolutions. This week considers some of the most important among the competing theories of authority and human sociability within early-modern political philosophy. We will also consider how the debate between Hobbes and Locke is still reflected in modern politics.</li> <li>• <b>Required Readings/Works (35 pages):</b> <ol style="list-style-type: none"> <li>1. Sir Robert Filmer, <i>Patriarcha</i> [1680], ed. Johann P. Sommerville (Cambridge, 1991), pp. 1–12.</li> <li>2. Thomas Hobbes, <i>Leviathan</i> [1651], ed. Richard Tuck (Cambridge, 1996), pp. 111–121 (chs. 16-17).</li> <li>3. John Locke, <i>Two Treatises of Government</i> [1689], ed. Peter Laslett (Cambridge, 1960), pp. 350–63 (chs. 9–11).</li> </ol> </li> <li>• <b>Assignment:</b> Reading quiz (R)</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Ancient Constitutionalism</li> <li>• <b>Summary:</b> Is constitutional and political freedom something that we can construct out of nothing or is it an inheritance from our forefathers? How important is history and tradition in explaining why certain constitutions and political cultures succeed or fail? Such questions are hardly considered today, but they were once the cornerstone of political theory. This week examines the ideology of “ancient constitutionalism” in</li> </ul>

Week	Topics, Homework, and Assignments
	<p>early-modern intellectual history. Through its recovery, we will not only learn about the past but also reflect critically on roads not taken in history.</p> <ul style="list-style-type: none"> <li>• <b>Required Readings/Works (41 pages):</b> <ol style="list-style-type: none"> <li>1. Bolingbroke, <i>Political Writings</i>, ed. David Armitage (Cambridge, 1997), pp. 111-131.</li> <li>2. Edmund Burke, “Speech on the Reform of Parliament” (1782-84), in <a href="#">Select Works of Edmund Burke. Vol. 4: Miscellaneous Writings</a>, eds. John Edward Payne and Francis Canavan (Indianapolis, 1999), pp. 15–30.</li> <li>3. Edmund Burke, <i>Reflections on the Revolution in France</i> (1790), in <i>Revolutionary Writings</i>, ed. Iain Hampsher Monck (Cambridge, 2014), pp. 32–38.</li> </ol> </li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Enlightenment Constitutionalism</li> <li>• <b>Summary:</b> What is the ultimate purpose of a constitution, and indeed government itself? What does “sovereignty” mean, and does supreme power reside in the people or in their elected representatives? What about the separation of powers and checks and balances? Such questions were analyzed in the Age of Enlightenment, when constitutionalism as we know it came of age. This week we discuss the political and legal culture of the European Enlightenment, and its legacy for us today.</li> <li>• <b>Required Readings/Works (50 pages):</b> <ol style="list-style-type: none"> <li>1. Montesquieu, <i>The Spirit of the Laws</i> [1748], ed. Anne M. Cohler et al (Cambridge, 1989), pp. 154–187 (Part 2, Book. 11: “On the laws that constitute political freedom in their relation to the constitution”).</li> <li>2. David Hume, <a href="#">Essays, Moral, Political and Literary</a> [1741–1777], ed. Eugene Miller (Indianapolis, 1985), pp. 37–41.</li> <li>3. William Blackstone, <i>Commentaries on the Laws of England: Vol. 1: Of the Rights of Persons</i> (1765), ed. David Lemmings (Oxford, 2016), pp. 98–110 (Book 1, ch. 2).</li> </ol> </li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Republican Constitutionalism</li> <li>• <b>Summary:</b> What is a republic and how is it different from a monarchy? How is it related to democracy? What is a mixed constitution? This week looks at the history of modern republicanism in the years before the American Revolution through two of its most notable proponents within early-modern political philosophy and historiography: the Genevan Rousseau and the republican historian Catharine Macaulay.</li> <li>• <b>Required Readings/Works (32 pages):</b> <ol style="list-style-type: none"> <li>1. Jean-Jacques Rousseau, <i>The Social Contract</i> [1762], in <i>The Social Contract and later political writings</i>, ed. Victor Gourevitch (Cambridge, 1997), pp. 82–99, 110–120 (Book 3, chs. 1–6, 12–18).</li> <li>2. Catharine Macaulay, <i>Political Writings</i>, ed. Max Skjönsberg (Cambridge, 2023), pp. 103–108.</li> </ol> </li> <li>• <b>Assignment:</b> Reading quiz (R)</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The American Revolution</li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Summary:</b> What were the ideas that inspired the American Revolution? Why did the Americans take the final step to separate from the British empire, even when many of them idolized the English constitution in theory? The American Revolution is arguably the single most important event for the development of modern constitutionalism. This week, we examine the political culture of the Revolutionary era through key texts within American studies and literary analysis of songs.</li> <li>• <b>Required Readings/Works (56 pages):</b> <ol style="list-style-type: none"> <li>1. John Dickinson, “<a href="#">The Liberty Song</a>” [1768]. A recording can be found <a href="#">here</a>.</li> <li>2. Thomas Paine, <i>Common Sense</i> (1776), in <i>Political Writings</i>, ed. Bruce Kuklick (Cambridge, 2000), pp. 1–46.</li> <li>3. John Adams, “Thoughts on Government” [1776], in <i>Revolutionary Writings, 1775–1783</i>, ed. Gordon Wood (New York, 2016), pp. 49–56.</li> <li>4. US Declaration of Independence, in <a href="#">The Federalist: The Gideon Edition</a>, ed. George W. Carey and James McClellan (Indianapolis, 2001), pp. 495–499 (Appendix 1).</li> </ol> </li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• <b>Topic:</b> American Constitutionalism</li> <li>• <b>Summary:</b> What were the ideas that inspired the framing of the US Constitution? How important was the failure of the Articles of Confederation? How was the Constitution defended and criticized in the immediate aftermath? To what extent did the Bill of Rights address the early criticism of the Constitution? This week, we tackle the key questions debated at the time of the drafting and ratification of the American Constitution through analysis of constitutional and legal documents alongside literary sources. To what extent are these questions echoed in and to what extent have they disappeared from today’s debates about the Constitution?</li> <li>• <b>Required Readings/Works (53 pages):</b> <ol style="list-style-type: none"> <li>1. Articles of Confederation, in <i>The Federalist: The Gideon Edition</i>, ed. George W. Carey and James McClellan (Indianapolis, 2001), pp. 500-9 (Appendix 2).</li> <li>2. Benjamin Franklin, <i>The Autobiography and other Writings on Politics, Economics, and Virtue</i>, ed. Alan Houston (Cambridge, 2004), pp. 360-3.</li> <li>3. US Constitution, in <i>The Federalist: The Gideon Edition</i>, pp. 526-51.</li> <li>4. <i>The Federalist Papers</i>, in <a href="#">The Federalist: The Gideon Edition</a>, Nos. 1, 10, 51 (pp. 1-4, 42–49, 267-272).</li> </ol> </li> <li>• <b>Assignment:</b> Reading quiz (R)</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The French Revolution</li> <li>• <b>Summary:</b> What makes a revolution successful and when does it go too far? How can authority and liberty be combined and balanced? Can we explain the excesses of the French Revolution by analyzing it through a constitutional lens? This week, we examine the French Revolution through literary analysis of the most famous play written about this momentous event in world history: Büchner’s <i>Danton’s Death</i>. We will reflect on disciplinary differences: what are the benefits and disadvantages of approaching an event through an artistic, fictional work as opposed to a work of history?</li> <li>• <b>Required Readings/Works (50 pages):</b></li> </ul>

Week	Topics, Homework, and Assignments
	<p>1. Georg Büchner, <i>Danton's Death</i> (1835), in Büchner, <i>Complete Plays, Lenz and Other Writings</i>, ed. John Reddick (New York, 1993), pp. 3-25, 42-70.</p>
Week 12	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Liberal Constitutionalism</li> <li>• <b>Summary:</b> What is the difference between the liberty of the ancients and the liberty of the moderns? How is constitutionalism related to the liberal tradition, in its original nineteenth-century European meaning? What is the appropriate relationship between the state and religion? What did the “English constitution” mean to “liberals” of the early nineteenth century? These questions are explored this week via some of the most important constitutional thinkers within modern European political philosophy (and any period). These thinkers invite us to reflect on the difference between “our” modern notion of freedom and that of the ancient world.</li> <li>• <b>Required Readings/Works (49 pages):</b> <ol style="list-style-type: none"> <li>1. Hegel, <i>Elements of the Philosophy of Right</i> (1820), ed. Allen W. Wood (Cambridge, 1991), pp. 282–305 (Part III, Section 3, A: Constitutional Law).</li> <li>2. Benjamin Constant, “The Liberty of the Ancients Compared with That of the Moderns”, in <i>Political Writings</i>, ed. Biancamaria Fontana (Cambridge, 1988), pp. 309-328.</li> <li>3. Germaine de Staël, <a href="#"><i>Considerations on the Principal Events of the French Revolution</i></a> (Indianapolis, 2008), pp. 723–729 (ch. 9: “Can a Limited Monarchy Have Other Foundations Than That of the English Constitution?”).</li> </ol> </li> <li>• <b>Assignment:</b> Longer paper due (2,000 wds).</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Weber and Weimar Germany</li> <li>• <b>Summary:</b> What is the modern “state” and how is it distinguished from earlier forms of political association? How can political power be legitimized? What role does charisma play in political leadership? What is the difference between liberalism and democracy? Are they complementary or in tension? Such questions were debated in Germany in the aftermath of the First World War, when Germany enjoyed a short period of constitutional government, between 1918 and the rise of Adolf Hitler and Nazism in 1933. This week zones in on the pathbreaking work of the sociologist and economist Max Weber and his pathbreaking work on the modern state and modern political leadership.</li> <li>• <b>Required Readings/Works (62 pages):</b> <ol style="list-style-type: none"> <li>1. Max Weber, <i>Politics as a Vocation</i>, in <i>The Vocation Lectures</i>, ed. David Owen and Tracy B. Strong (Indianapolis, 1994), pp. 32–94.</li> </ol> </li> <li>• <b>Assignment:</b> Reading quiz (R)</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• <b>Topic:</b> The Rule of Law</li> <li>• <b>Summary:</b> What is the “rule of law” and how is it connected with constitutionalism? What is the modern <i>Rechtsstaat</i> and is it as important an idea as democracy? How does it relate to capitalism and other ideas? F. A. Hayek is best known as an economist, but this week we look at his writings on the rule of law and constitutionalism, alongside those by British philosopher Michael Oakeshott. Their work invites us to think about the content of this entire course and its meaning for us today.</li> </ul>

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> <li>• <b>Required Readings/Works (48 pages):</b> <ol style="list-style-type: none"> <li>1. F. A. Hayek, <i>The Constitution of Liberty</i>, ed. Ronald Hamowy (Chicago, 2011), pp. 232–260 (ch. 11).</li> <li>2. Michael Oakeshott, “The Rule of Law,” in <i>On History and Other Essays</i>, ed. Timothy Fuller (Indianapolis, 1999), pp. 129–31, 161-78.</li> </ol> </li> </ul>
Week 15	<ul style="list-style-type: none"> <li>• <b>Topic:</b> Constitutionalism Today</li> <li>• <b>Summary:</b> This week our Experiential Learning Activity will involve each group presenting to class their project on an ideal constitution and/or a charter of rights. The presentations will take place on Monday and Wednesday, and they will be debated on Friday.</li> <li>• <b>Required Reading:</b> none.</li> <li>• <b>Assignment:</b> Mock Constitutional Convention and Debate</li> </ul>

## IV. Student Learning Outcomes (SLOs)

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At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

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

- Identify, describe, and explain the history and underlying theories of constitutionalism ancient, medieval and modern, their importance for the American Revolution and American culture in its wake, as well as nineteenth and twentieth century critical debates concerning justice, power and freedom (H). **Assessments:** In-class reading quizzes, long paper.
- Identify, describe, and explain the origins of debates in Western Civilization concerning constitutionalism (Quest 1, H). **Assessments:** In-class reading quizzes, long paper.
- Identify, describe, and explain how the values and virtues of constitutionalism have transformed politics and the lives of individuals in America and the Western world since antiquity (Quest 1, H). **Assessments:** In-class reading quizzes, long paper.

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

- Analyze and evaluate specific accounts of the ideals of constitutionalism, across diverse texts and works from a specific historical period, using close reading, critical analysis, group discussion, and personal reflection. (Quest 1, H). **Assessments:** Active class discussion, reading quizzes, long paper.
- Analyze primary documents, situate them in historical and literary contexts, and develop critical interpretations of their significance to the emergence of modern conceptions of justice, power and freedom. (Quest 1, H). **Assessments:** Reading quizzes, long paper.
- Evaluate multiple perspectives on constitutionalism (Quest 1, H). **Assessments:** Reading quizzes, long paper.

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

- Develop and articulate in writing clear and effective responses to central questions about the historical development of constitutionalism. (Quest 1, H). **Assessments:** Long paper.
- Communicate orally and in writing the significance of the debates regarding political power vs. the rights of individuals (Quest 1, H). **Assessments:** Active class participation, reading quizzes, long paper.

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

- Connect course themes such as justice, freedom, political power, and checks and balances to their own intellectual, personal, and professional development at UF and beyond (Quest 1). **Assessments:** reading quizzes, Experiential Learning Component, long paper. (R)
- Reflect on their own experience of contemporary issues concerning constitutionalism (Quest 1). **Assessments:** Experiential Learning Component.

- Reflect on how the battle for the organization of society according to the principles of constitutionalism is visible in their own society or political organization today (Quest 1). **Assessments:** Experiential Learning Component.

## V. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

As a group of seven, you will draft your own ideal constitution and/or a charter of rights, drawing on the material discussed on the course and your own reflections. 20% will be based on the presentation of your constitution at the mock constitutional convention in Week 15, and how well you can defend it in debate. You will be marked on the coherence of your constitution, in other words, does each point make sense and is not contradicting other statements (10%); and the presentation itself, that is, is it clearly communicated, appealing and easy to follow (10%). On the day their group is presenting their ideal constitution, students will be required to turn in a brief, informal 300-wd paragraph on how preparing their ideal constitution or charter led them to reflect on their own attitudes and beliefs regarding constitutional government. What is their own sense of duties and freedoms in relation to the state? How have they experienced that sense in the last two to three years? This self-reflection component accounts for 5% of the mark. See more details on required elements in Canvas.

### 2. Details of Self-Reflection Component

Self-reflection is built into all of the group discussions every week, as well as in many of the assignments, primarily through the analytic essay assignment, and the Experiential Learning Component (see above). Through these opportunities for self-reflection offered by specific activities throughout the course, students will contemplate on the broader implications of the themes of the course, considering the impact to themselves and/or to a wider community. They will consider the many sources and origins – historical, literary and philosophical – of current constitutional and political arrangements, and reflect on them from a plethora of perspectives and using multidisciplinary approaches, including literary analysis, law and sociology, political and philosophical analysis, and history (intellectual, social, and cultural). Throughout the course, students are encouraged to relate these sources to their own experiences and understanding of modern society.

## VI. Required Policies

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### 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 at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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 at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## University Honesty Policy

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

## Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## In-Class Recordings

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, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

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.