

Instructor: Dr. Mogg
Office: CL136
Phone: (401) 456-8378
Email: jmogg@ric.edu

POL 201-05 (20515)
TR 4-5:20
CL224
Spring 2009

Office Hours:

Monday 9-11; Thursday 2-3
Or by appointment

Course Description:

The title of this course, "The Development of American Democracy," is more than a little misleading as many of us simply take for granted that America is characterized by a democratic form of government. The problem with this is twofold:

- First, use of the term 'development' suggests that American politics did not start out with the democratic quality that many associate with it today. Development suggests that this is something that emerges in American history. If so, we must consider the following:
 - Out of what did democracy develop?
 - Has America always been democratic and is it the case that we are simply more democratic today?
 - Or, did we begin with less than democratic political institutions only to see democracy develop over time?
 - If so, where did we begin and why are these earlier understandings of American politics undemocratic?
- Second, just how democratic are we? Is it the case that the voice of every American is heard?

When we consider these two problems together we are forced to address the fundamental underlying question which will be a primary focus all semester: *Is democracy, in fact, a good thing?*

In order to address these questions we will have to make some sense out of the place democracy holds in American politics and there is no better place to do this than with Tocqueville's *Democracy in America*. Excerpts from Tocqueville's classic study will serve as the starting point for the many tours we will make through American political landscape. Tocqueville is particularly valuable because he does two things in his work. First, he offers us insight into the nature of democracy itself which provides us with a baseline understanding of democracy. Second, Tocqueville offers extensive insight into the place of democracy in America. More specifically, Tocqueville speaks to the question of why democracy seems to work in America where, historically speaking, it has failed elsewhere. Further, Tocqueville attempts to distill his analysis into lessons that the rest of the world can use. What are these lessons and what are we supposed to learn from them? In applying these lessons to this course, we will consider the the civil war, the civil rights movement, and the woman's movement.

Before beginning our journey with Tocqueville as our guide it is necessary to come to terms with the political thought of the American founding. In order to understand where American democracy goes it is necessary to understand where we started. To this end, this course begins with an overview of the key principles of American politics as provided in the political philosophy of John Locke who the American founders drew so heavily upon, *The Declaration of Independence*, the U.S. Constitution, and selections from *The Federalist*.

Books and Readings:

Development of American Democracy (Pearson Publishing)

There will also be several readings that will either be handed out in class or available for you to access online through WebCT. Reading of assigned material should be done prior to class and will serve as a basis for lecture and discussion.

Email/WEBCT:

Reading materials, course outlines, class announcements including cancellations and/or changes to the syllabus and weekly discussion questions will be posted on WebCT. To login to WebCT from the RIC Homepage, go to Online Services and select WebCT. I may occasionally contact the class via email using the email address you have listed with the college. You will be expected to check your email and WebCT on a regular basis- "I did not check my email" or "I do not know how to use WebCT" are not acceptable excuses for missing assignments.

Course Requirements:

There are four requirements for this course: 1) attendance; 2) completion of the readings as assigned in the syllabus throughout the semester; 3) class participation and; 4) three exams. Let me say a word about each.

Attendance. The only way you will learn this material is by coming to class. Much of the assigned reading in this course is difficult and your understanding of the texts will be helped by lecture and discussion. In order to encourage attendance, extra credit will be given as follows:

0-1 absence	5 points added to final average
2 absences	4 points added to final average
3 absences	3 points added to final average
4 absences	2 points added to final average

Attendance will be taken every day and *I do not distinguish between excused and unexcused absences*. As absences count only as extra credit, this is ***non-negotiable***. Should you miss a class, you are encouraged to contact a classmate to find out what you missed. After reviewing your classmate's notes, feel free to see me to review the material if you have any questions. To facilitate monitoring attendance, a seating chart will be established the second week of class.

Readings. The assigned readings should be completed prior to the class on the specific day. If you fail to complete the assigned readings you will have a difficult time following the discussion and my ability to clarify points will be greatly diminished. **You must bring a hard copy (book and/or printout) of all the material for a particular class to class on the assigned day.** It is also recommended that you bring a copy of the discussion questions posted on WebCT.

Class Participation. This type of material is learned not only by reading and writing but also through discussion and debate. Every class will begin with the opportunity for students to raise questions about the assigned reading. It is my hope that these questions will spur discussion. There will also be discussion questions posted on WebCT prior to class. You are expected to consider these questions prior to class and will be the basis of group assignments given over the course of the semester.

Exams. There are three exams over the course of the semester. Dates are provided in the syllabus and are subject to change. Each exam will consist of both a take home essay (posted on WebCT 24 hours before the exam) as well as an in class multiple choice/short answer portion. More information will be provided closer to the date of the first exam.

Grades:

Your grade is based on class participation and your performance on the exams with each counting for 25% of your final average. **No extra credit, other than that based on attendance, will be given in this course.** Letter grades will be assigned as follows:

93-100	A	90-92	A-	87-89	B+	83-86	B
80-82	B-	77-79	C+	73-76	C	70-72	C-
67-69	D+	63-66	D	60-62	D-	0-59	F

Miscellaneous:

Make sure that all cell phones and beepers are turned off or muted and put away before you come to class. They are a distraction to your Professor and your fellow students and will not be tolerated in this class. *If you are caught using your cell phone (including texting) in class, you will lose credit for attendance for the day.* Finally, the use of laptop computers is strictly prohibited in this class.

Academic Honesty:

Cheating of any kind, including copying the work of a fellow student or claiming another person's work as your own (plagiarism) is unacceptable in this class. This includes copying papers off the internet. Anyone who violates the College's Academic Honesty Policy will be punished according to College policy. This includes anything up to and including receiving a zero for the assignment, failing the course or expulsion from the College. If you have any questions or would like a copy of the College's Academic Honesty Policy, please see me.

Course Outline:

1/22	Intro	
1/27 – 1/29	Tocqueville	Handout (3-15; 27-37)
2/3 – 2/5	Characteristics of Democracy	Book, Section 2
2/10 – 2/12	Locke; <i>Declaration</i>	Book, Sections 1 & 3
2/17 – 2/19	U.S. Constitution	Book, Section 4
2/24 – 2/26	Federalists 10, 51, 78	Book, Sections 5-7
3/3	Catch up & Review	
3/5	Exam One	
3/9-3/13	<i>Spring Break</i>	
3/17	Tocqueville	Handout
3/19 – 3/24	States' Rights	Book, Sections 8-11
3/26 – 3/31	Lincoln	Book, Sections 12-15
4/2	Exam Two	
4/7 – 4/9	Tocqueville	Handout
4/14	Civil Rights: Race	Book, Section 16
4/16 – 4/21	MLK; Malcolm X	Book, Sections 17-18/WebCT
4/23	Civil Rights: Women	Book, Section 16
4/28 – 4/30	Speeches and Letters	Book, Sections 19-24

*Exam Three on date of scheduled final exam (TBA).

PS 201: DEVELOPMENT OF AMERICAN DEMOCRACY

Fall, 2009

Prof. Laurence Weil

Office: Craig-Lee 220

Phone: 456-8723

<mailto:lweil@ric.edu>

An online version of this syllabus—with active links—can be found by going to my course homepage at <http://www.ric.edu/lweil/polcourses.html> and clicking on the syllabus link under Political Science 201. Because it is subject to revision, you should *check it often for updates*.

Assignments and weights:

- ❖ 20% Web Assignment
- ❖ 40% In-class Mid-term, tentatively scheduled for October 22
- ❖ 40% In-class Final, date to be determined

Book

- ❖ Christine Barbour and Gerald Wright, ***Keeping the Republic*** (Brief Edition).

Occasionally you will be assigned readings from material handed out in class or on closed reserve in the library. These, just as much as the assignments from the book you purchase, are required, and you are expected to complete them for the day they are assigned.

You will also be expected to stay well informed about current events by reading a major newspaper, preferably the *New York Times* (available on the web at <http://www.nytimes.com>). If you find the Times too heavy going, the next best choice is the *Boston Globe*. It is less comprehensive, but perhaps more readable. Other good sources of national news are the *Washington Post* (<http://www.washingtonpost.com>), or National Public Radio (In Providence, you can get NPR on AM 1290 WRNI—its daily news shows in the morning and evening are excellent). These sources, as well as many other excellent sites are available on the internet. For a daily index of important political news, I recommend you visit [PoliticalWire.com](http://www.PoliticalWire.com). Weekly quizzes will include current events as well as assigned readings.

Reading Schedule (Subject to Change—Check Back for Updates)

PART I: Origins And Constitutional Framework.

Introduction

August 31

- ❖ No readings

September 2

- ❖ Barbour and Wright, Chap. 1
- ❖ Web reading: Take the survey at <http://www.self-gov.org/quiz.html>. Be prepared to discuss the survey in class.

September 7 — NO CLASS — LABOR DAY

The Establishment of the Republic

September 9

- ❖ No additional reading

September 14

- ❖ Handout: Locke, "Second Treatise on Government"
- ❖ Handout: Bellah *et al*, excerpt from *Habits of the Heart*

September 16

- ❖ Barbour and Wright, Chap. 2

September 21

- ❖ Handout: Parenti, "The Constitution as an Elitist Document"
- ❖ United States Constitution (in back of textbook)

Rules of the Game: Separation of Powers, Federalism, and Civil Liberties

September 23

- ❖ Madison, Federalist 10 and Federalist 51 (in back of textbook)

September 28 — NO CLASS — I will be out for the Jewish holiday, Yom Kippur**September 30**

- ❖ Barbour and Wright, Chap. 3

October 5

- ❖ Barbour and Wright, Chap. 4

October 7

- ❖ Handouts: John Stuart Mill, "On Liberty," and *Texas v. Johnson*

October 12 — NO CLASS — Columbus Day

PART II: Politics.

Equality and Social Movements

October 14

- ❖ Barbour and Wright, Chap. 5
- ❖ Handout: Caro, excerpt from *LBJ: Master of the Senate*

October 19

- ❖ Handout: Geoghegan, excerpt from *Which Side Are You On?*

Check out the AFL-CIO Homepage

>> October 21—Midterm Exam <<

Political Parties, Interest Groups, and Elections

October 26

- ❖ Barbour and Wright, Chap. 11
- ❖ Websites of interest: <http://www.democrats.org>, (Democratic Party)
<http://www.greens.org/na.html>, (Green Party) www.rnc.org, (Republican Party) and
www.lp.org (Libertarian Party).

>>> Web Assignment Handed Out Today <<<

October 28

- ❖ Barbour and Wright, Chap. 12 (material on parties)
- ❖ Handout: Guinier, excerpt from Tyranny of the Majority

Interest Groups

November 2

- ❖ Barbour and Wright, Chap. 12 (material on interest groups)

>>> Web Assignment Due Today <<<

November 4

- ❖ TBA

Media

November 9

- ❖ Barbour and Wright, Chap. 13

November 11 — NO CLASS — VETERANS DAY

PART III: Institutions

Congress: Representation and Lawmaking

November 16

- ❖ Barbour and Wright, Chap. 6

November 18

❖ TBA

Presidency

November 23

❖ Barbour and Wright, Chap. 7

November 25 — NO CLASS — I will be out of town

November 30

❖ Constitution, Amendments 12, 20, 25 (in back of book).

❖ Check out the [Electoral College Homepage](#) (online).

The Bureaucracy

December 2

❖ Barbour and Wright, Chap. 8

❖ Goddard and Riback: "[Government Cannot Be Run Like a Business](#)" (online)

The Judiciary

December 7

❖ Barbour and Wright, chap. 9

December 9

❖ Handouts: Bork and Brennan on Constitutional interpretation

POL 201 Development of American Democracy
Fall 2009
Dr. Robert Harrall
Tuesday and Thursday 8:00-9:20

Office Hours: Before or after class or by appointment
Email Bobharrall@aol.com
Phone 401-785-9821

This course is a basic introduction to United States government. Although emphasis will be on government at the national level, we will include consideration of the state and local level where relevant. The course stresses philosophic, theoretic, and historic underpinnings of governance in this country, vehicles for implementing that governance, and description and analysis of the major players in that implementation. We are interested not only in how governance is carried out in the United States, but why it behaves as it does, and what impact that behavior has on our lives as residents of the United States. We will be particularly interested in how the various "players" decide on their roles in our system and what factors; institutional, procedural, socio-economic, etc. impact those decisions.

We will also discuss current issues in government as they occur during the semester. Students are expected to follow national governance events by the use of whatever media they wish.

TEXTS

Wilson and Dilulio; American Government. The Essentials (11th Edition)

Assorted handouts by professor

The texts are important, and it is expected that you will have done the required readings prior to class. However, the readings form a basis only, and class lecture and discussion will supplement and aid in the analysis of the topic at hand.

DISCUSSION OF ASSIGNED READINGS IS CRITICAL. READ THEM!

GRADING

- 1) 40% of the final grade is based on 2 (20% each) exams

September 15-17	<p>Federalism: A Sharing of Power Wilson, Chapter 3 Declaration of Independence (Text) Constitution (Text)</p>
September 22	<p>Federalism (Continued) Marbury vs. Madison (Handout) Fourteenth Amendment (Text)</p>
September 24-29	<p>The Constitution and the Individual: Civil Liberties Wilson, Chapter 5</p>
October 1-6	<p>The Constitution and the Individual: Civil Rights Wilson, Chapter 6 Brown vs. Board of Education (Handout)</p>
October 8	<p>First Exam</p>
October 13	<p>The Executive Wilson, Chapter 14 Federalist #69</p>
October 15	<p>The Bureaucracy Wilson, Chapter 15</p>
October 20-22	<p>The Congress Wilson, Chapter 13 Federalist #52 and #62</p>
October 27-29	<p>The Judiciary Wilson, Chapter 16 Federalist #78</p>

November 3-5 **Political Parties and Elections**
Wilson, Chapters 8, 9, 10

November 10 **Second Exam**

November 12-17 **Groups and Interests**
Wilson, Chapter 11

November 19-24 **Public Opinion and the Media**
Wilson, Chapter 12

December 1-3 **Foreign Policy**
Discussion by Professor

December 8-10 **Economic Policy**
Discussion by Professor

FINAL EXAM TO BE SCHEDULED

Department of Political Science—Rhode Island College
Development of American Democracy, POL 201, Section 3
Fall 2009
Craig-Lee 224
Monday and Wednesday: 9:30-10:50

Professor: Michelle Brophy-Baermann
Office: Craig-Lee 214
Office phone: 456-8720
Office hours: M, T and TH 1:00 to 2:30 by appointment
E-mail: mbrophy@ric.edu
Blackboard(WebCT): <https://blackboard.ric.edu/>

Course description

This course is an introduction to the development of American democracy. It is a required course for students interested in teaching, for it is, in large part, America's teachers who are charged with promoting democratic citizenship. Whether or not they are succeeding in this endeavor will be up for discussion throughout the semester.

The student who actively learns and participates in this class should come out of it, not only with a basic understanding of the history, actors, institutions and processes of U.S. government, but with a better ability to critically analyze current political controversies and assess the state of our democracy. Ideally, you would leave this class and be able to remember the particulars about American democracy years from now. Realistically, you should be able to apply the fundamental principles of this course to political issues for many years to come. Facts are simple enough to memorize, but fade so quickly. Thinking and analyzing stay with you forever.

Down the road, as you plan your lessons for your students, you'll always be able to "look up" the details and the facts. Excellent teachers know: it's how you use those facts, how you tell the story, that is the key to engaging young people and promoting democratic values. Democratic citizens aren't born. They're made.

Assigned reading (required):

Living Democracy, Brief National Edition, Books a la Carte Plus MyPoliSciLab, 2/E
Daniel M Shea, Christopher Smith and Joanne Connor Green. 2009. Pearson Higher Ed.
ISBN-10: 0205702392
ISBN-13: 9780205702398

<http://www.mypoliscilab.com/> MyPoliSciLab is an online resource for students. In some ways, it's like Blackboard, but it is tailored to work with the *Living Democracy* book and it's basically all about helping you measure your own progress and understanding of the text. I will be providing you with an access code.

I also encourage you to follow current national political events. I strongly recommend a national newspaper like *The New York Times*, which you can access for no cost on the Internet.

Grading policy

Grades will be based on participation, assignments and exams as follows:

participation	10%
assignments	20%
exams (3 @ 20%, 20% and 30%, respectively)	70%
total	100%

Participation: While it is often easier to just sit in class and take notes, or to skip class and read the text, I have found that most students learn more by being in class and doing. I expect you to stay on top of reading, come to class regularly, participate in discussion of course materials and in activities on MyPoliSciLab. Even if you're having a difficult time with the material, the fact that you do those three things (read, attend, participate) will show me you are willing to be responsible for your education. This will also make it easy for me to give you a nice grade for Participation. Ten percent may not seem like a lot, but think of it this way; it's the difference between an 80 (B-) and a 90 (A-). Any spontaneous quizzes, assignments or reaction papers will also be included under Participation.

Assignments: I'd like this course to be a class that does more than give you the basics of our political system. I want it to give you *tools* that will help you navigate the political system for your own benefit. To do this, you will complete a series of assignments designed to aid you in understanding who you are and what that means in terms of how you might want to consider participating in the system. I have chosen to have you focus on your economic, rather than social, interests. Given that you are in this class because you are interested in becoming a teacher, you will be examining the ways in which teachers are connected to the American political system. You will use the Internet for this research.

Each week, you will find a prompt for the next assignments under "Assignments" in Blackboard. We will discuss in more detail the other assignments the week before they're due, but the general idea is that you will write a one page "brief" on the connection between your profession (educators) and the topic at hand. (Note, your first assignment will be 2 pages and will not require any outside research). This is something we will then discuss briefly during the class. For each brief, I expect you to integrate what you have learned in the reading for the topic with additional web research. I would like you submit all your assignments to the appropriate folders in Blackboard. A note on grading: for all of the assignments, you should be able to receive full credit if you do them. In the event they are not up to standard, you may receive partial credit.

Exams: We will further discuss the format and content of exams in class.

The final grade: I will calculate your final grade using a straight percentage scale with pluses and minuses. In other words a 70 to 72 will be a C-, 73 to 76 a C, and 77 to 79 a C+, etc.

Instructor's policies

In the classroom: Not surprisingly, I'd appreciate it if you'd take class seriously. Remember to turn off cell phones. This means no texting, of course. If some special circumstance requires that you leave your phone on, please turn off the ringer. And if you have to leave class early for some reason, please tell me in advance (unless of course, you are ill). Coming in late to class is disruptive. I know it happens sometimes (ah, parking at RIC), but please try to be in class and ready to go at 9:30 am. Also, politics, by its very nature, is controversial, conflictual and personal. We won't always agree. That's okay. But we do need to respect each other. That's democracy in action.

About attendance: Though I may not call the roll on a daily basis, I do take note of your attendance. It's obvious that you can't participate if you're not in class, so more than a few absences will affect your participation grade. I think you'll find your test grades negatively affected as well.

Keeping in touch: If you don't already use Blackboard, you'll need to. I will use Blackboard to e-mail you with reminders, last minute changes, etc. Therefore, I would advise you to check it on a daily basis, especially the day before class. I also check my RIC email daily, so feel free to email me at mbrophy@ric.edu.

Make-up exams and due dates: Students are expected to take the exams at the regularly scheduled times. I will penalize your exam one letter grade for each day it is late up to three days. After that you will not receive credit for the exam. I also reserve the right to penalize your project grade in a similar fashion. Prior permission or certification by a doctor are the *only* conditions under which a make-up will be given or an assignment will be accepted late with no grade penalty.

Academic dishonesty: Using material from another source (website, journal, another student, etc.) without proper acknowledgment is cheating. So is looking at another student's exam or the use of crib sheets, etc. during exams. These and other forms of cheating could result in an automatic grade of F for the assignment or the test.

Course schedule

Below you will find a general overview of the schedule. We will generally try to cover a topic a week. It is very likely we will not cover all of the topics in lecture. I *require* you to keep up with the basic text, *Living Democracy*, which we will cover in class. Exam dates and other due dates (when applicable) will be given in class and on Blackboard/WebCT.

Week 1 **What Kind of Democracy?** Introduction to Basic Concepts
Living Democracy (Living): ch. 1

Week 2 **Rules of the Game/The Constitution**
Living: ch. 2

Week 3 **The Special Rule(s)/Federalism**
Living: ch. 3

Week 4 **Freedom from Government/Civil Liberties**
Living: ch. 5, pp. 139-71

Week 5 **Protecting the People/Civil Rights**
Living: ch. 5, pp. 171-209

MIDTERM 1

Topic 6 **The Invisible Influence?/Interest Groups and More**
Living: ch. 11

Topic 7 **The Party's Over?/Political Parties**
Living: ch. 13

Topic 8 **The Consent of the Governed/Political Socialization and Public Opinion**
Living: ch. 9

Topic 9 **Where Have all the Voters Gone?/Political Participation and Elections**
Living: ch. 12

Topic 10 **America's Mouthpiece?/The Media**
Living: ch. 10

MIDTERM 2

Topic 11 The People's Branch?/Congress
Living: ch. 6

Topic 12 **Commander-In-Chief?/The Presidency**
Living: ch. 7

Topic 13 **The "Fourth" Branch/The Bureaucracy**
Living: ch. 8

Topic 14 **The Last Resort/The Judiciary**
Living: ch. 4

Topic 15 **What Kind of Democracy, Revisited/Domestic and Foreign Policy**
Living: ch. 14

FINAL EXAM: TBA

RHODE ISLAND COLLEGE
DEPARTMENT OF POLITICAL SCIENCE
POLITICAL SCIENCE 201: THE DEVELOPMENT OF AMERICAN
DEMOCRACY

Instructor: Milburn J. Stone

Office: Craig Lee 215

Phone: (401) 456-8749 (W-Voice Mail), (860) 779-3172 (H)

Email: mstone @ ric.edu or milburnstone @ msn.com

Office Hours: Tu and Th: 1:00PM – 2:00 PM, M. 6:30 PM-7:00 PM
Other times by Appointment.

Introduction

This course is about the values, the documents, the thinking, the traditions, the rules and practices which support the development of democracy in the United States. As such, it treats both the history of the country and its politics. The course is based on the assumption that the clearest view of democracy occurs at those moments when democracy itself is in crisis. Crises occur when democratic values and practices confront non-democratic values and practices. Crisis also occurs when democratic values and practices are not clearly understood by citizens and practitioners of politics or when the values and practices of democracy are themselves contradictory.

This course is designed for students seeking to enter the program in elementary education at Rhode Island College. It is a requirement for admission to that program. The course may not be taken for credit by political science majors who should instead, enroll in Political Science 202: American Government and Political Science 204: Introduction to Political Thought. The course is not recommended for students in other majors. If you are enrolled in this course and are not planning to enter the program in elementary education, contact the professor who will assist you in getting a place in another class.

Texts

The following texts are required and should be available in the campus store:

Linda R. Monk, The Words We Live By. (Monk in Syllabus)

Additional reading will be required and will be made available in handouts, from the library, or through the internet.

Evaluation, Requirements, Grades

Your grade in this course will be determined by the quality of your work and performance in each of the following areas.

Participation. 20%. Participation begins with regular attendance, thorough preparation for class and active engagement in class activities. There are some specific participation activities which you must be faithful in completing. First, you will be expected to write a brief note to the instructor at the end of each class unless otherwise directed. Your note should comment on your progress in the course from your point-of-view, the instructor's success in helping you, or any other thing which seems relevant to you. Also, you will be asked to participate in an oral presentation and panel discussion. There may be other oral and collaborative activities which you will be asked to complete as part of class assignments. You will be a part of a task group which will work on assignments throughout the course and this will be the group which is your panel discussion group.

Examinations. (50%) There will be six examinations. Each examination will have an objective and an essay component. Each will count for 10% of your grade. No make-up quizzes will be given but you will be permitted to drop the lowest quiz/exam grade. There will be no final examination, though your instructor reserves the right to use the time allotted for a final examination to make up work necessary to complete the course.

Formal Writing. (30%) This will be a major portion of your grade. You will be asked to complete a critical book review which will count for 30% of your grade. You will have a chance to improve your grade by rewriting this according to rules and deadlines established by the professor. Your report will be presented as part of a panel discussion. Your performance in the panel setting will be evaluated in the participation category.

Schedule of Events, Activities, Deadlines

First Week

Introduction to the Course. Dilemmas of Democracy.
The American Political System. The Struggle to Write the Constitution.
Amending and Ratifying the Constitution As a Democratic Dilemma.
READ: "An Agricultural Problem" – Handout.
Madison and Hamilton, The Federalist #10, #51, #78.
Monk: Article Five and Article Seven.

Second Week

The Structure and Design of the Constitution. Do we have a democratic culture?
Do we have a Democratic Constitution? OR What are the UnDemocratic Elements of the U.S. Constitution?

READ: Monk: The Constitution as a Conversation and the Preamble.
Dahl: Handout Provided.

First Examination.

Third Week

Federalism: The Necessary Innovation. Interstate Commerce, Bankruptcy, Patents and Copyrights, Limitations on State and National Power in the Context of Federalism, Full Faith and Credit, Republican Form of Government, Privileges and Immunities, National Supremacy.

READ: Monk, Article # 1 section 8, 9, 10. Section IV. Section VI.
Lockard, "Federalism: An Assessment" (Handout)

Fourth Week

Continued Discussion and Analysis of Federalism.

READ: Exercises and Analysis to be provided.

Second Examination.

Fifth Week

The Bill of Rights History and Basic Concepts. Rights found in the main body of the Constitution. The First Amendment. The Second Amendment. The Third Amendment.

READ: Monk, The First Amendment. The Second Amendment. The Third Amendment.

Sixth Week

Rights of People in Trouble with the Law. Life, Liberty, Property, Due Process, Equal Protection.

READ: Monk, The Fourth, Fifth, Sixth, Seventh, and Eighth Amendments.
Amendments Nine and Ten.

Third Examination.

Seventh Week

The Courts. Judicial Review. Essential Rules and Procedures.

READ: Monk, Article III.

Spring Break.