Fall 2022
Government 312L – Writing Flag

Issues and Policies in American Government:
THE CONSTITUTIONAL DEBATES

Professor Budziszewski
Depts. of Government and Philosophy

SYLLABUS

Class meets: MW 11:30am-1:00pm in SZB 4.144.

Discussion sections: Meeting times to be announced. The discussion sections are very strongly recommended, but not required. They will focus not only on the material, but also on building skills in analytical reading, logical thinking, and clearly argued writing.

Prof's office hours: MW 2:30-4:00pm in MEZ 3.106

Prof's email: For official university correspondence, for example asking about your grades, use Canvas, or email me at jbudziszewski@austin.utexas.edu. For personal correspondence, for example telling me how you're doing after you graduate, email me at jbud@undergroundthomist.org.

Prof's office phone: Use email instead

TA: To be announced
TA's email: To be announced
TA's office hours: To be announced

Course website: Canvas

Course policies: Visit the Teaching page of my own website, https://undergroundthomist.org. Scroll down to the bottom section, "Other Things My Students May Need." Read the "Frequently Asked Questions," "My Pledge," "Your Norms," and "How to Read and Outline Analytically." These four items are required reading. The other pages of the website – for example the Writing page, the Faith page, and the blog -- reflect personal material, such as my publications, my personal journey from nihilism to faith, and my occasional reflections. These pages are not part of the course, and you are not required to read them (although, of course, you are welcome to do so).

PREREQUISITES, FLAGS, AND FIELD

This course fulfills the second half of the legislative requirement for 6 hours of American Government. Because it carries a writing flag, it may also be used to fulfill three hours of the communication component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, teamwork, and personal responsibility.

DESCRIPTION

Americans are often said to be obsessed with their Constitution. So be it; but then it behooves us to know something about it. The approach taken in this course is to return to the early debates surrounding its writing and ratification. We make no use at all of textbooks; rather we study the political thinking of the early Americans in their own words.

Another old saw is that history is written by the winners. However, this will not be a course in winner-worship: Equal attention and respect are given, on the one hand, to those who wrote the Constitution and argued for its ratification, and on the other, to those who argued against it or demanded sweeping changes in its content. There are several good reasons for such evenhandedness. One is that, for all we know, the losers might have been right. Another is that they might have had some influence on the winners. Still a third is that we can't fully understand the arguments by which the winners won unless we understand what they were arguing against.

Having spoken of history, I had better explain that this is not a "history course" in the ordinary sense. Rather it is a course in early American political thought -- in political theory and philosophy. Another thing that you should understand is that this course puts heavy emphasis on the development of skills in interpretive reading, critical thinking, analytical writing, and logical response to what you are hearing. For instance, it doesn't matter that you can read what a writer has written and figure out what he believes. What matters is whether you can learn to figure out *why* he believes it, and *how it is logically related to other* things he believes. In other words, when you read you are expected to look for arguments, not just propositions.

REQUIREMENTS

Unit 1: Required analytical outline (25%)
Unit 2: Required take-home essay (25%). Extra credit for analytical outline.
Unit 3: Required whole-course reflection journal (25%). Extra credit for analytical outline.
Additional: Short quizzes (*curved* average 25%).

You will *write and turn in* one reflection on the assigned readings each class day. Each should be up to a half a page. These should also be included in your whole-course reflection journal, *along with any other* reflections you may add, not about the assigned readings, but about the lectures, the recommended readings, the applicability of the readings to current events, or anything else you may think of. A good target is to add three or four reflections to your journal each week (the two daily reflections plus one or two more).

During Unit 1, students are *required* to bring first drafts of analytical outlines to office hours for preliminary feedback before submitting their final drafts. During Units 2 and 3, they are *urged* but not required to do so for extra credit. For essays and reflection journals, feedback is provided both in writing and in office hours by the instructor. In addition, anonymous passages from student work are discussed in teamwork fashion during class.

Each essay is no more than 1800 words in length, which comes for 4 full pages using the formatting I require, which is explained in the FAQ at my personal website. I assign problems for the essays ahead of time. The essay assignments are also discussed in class.

Each quiz is composed of a small number of short-answer questions. The quizzes are designed to check how well you are keeping up with the reading and retaining it. This is explained further on the first day of class. Rach student's TWO lowest quiz grades are dropped, and remaining quiz grades averaged. Second, this average is "curved" – it's actually a linear transform, because I divide by two and add fifty.

In Unit 2, students may earn a maximum of 8 points, added to the Unit 2 grade, for turning in an analytical outline of *each* of the Unit 2 readings. The same is true for Unit 3.

Class participation and attendance modify grades. Scholastic dishonesty results in a failing grade for the course.

I do not use plusses and minuses in reporting semester grades.

A guide to analytical outlining is available at https://undergroundthomist.org/how-to-read-and-outline-analytically, and I discuss analytical outlining in class.

See the "Other things my students may need" section at the bottom of the Teaching page at my personal website, https://undergroundthomist.org/teaching, especially the course policies in the FAQ, which I expect you to know.

TEXTS

The following required books have been ordered. Each book must be purchased (in other words, don't just rely on the library). Always bring with you to class the books we are using at the moment.

1. Ralph Ketcham, ed., *The Anti-Federalist Papers and the Constitutional Convention Debates.* **FOR UNIT 1**, read the section on *The Federal Convention of 1787,* which begins with "James Madison to George Washington (April 16, 1787)" and ends with "Signing the Constitution (Sept. 17)." I'm not giving you page numbers, because they differ in each edition.

2. Alexander Hamilton, James Madison, and John Jay, *The Federalist.* **FOR UNIT 2**, read the essays listed in the course calendar.

3. Herbert J. Storing, ed., with Murray Dry, *The Anti-Federalist,* excerpts. **FOR UNIT 3**, read the essays, sometimes called letters, listed in the course calendar.

If you prefer to use the reserves room or read online, then if the need arises to consult the physical texts in class, you must be prepared to look over a willing classmate's shoulder. No electronics are permitted in the classroom.

ADDITIONAL MATERIAL THE UNIVERSITY ASKS FACULTY TO INCLUDE

No course materials used in this class may be shared online, or with anyone outside the class, unless you have my explicit, written permission. This is the University's rule, but I agree with it fully. "Course materials" means *all* course materials – handouts, videos, quizzes, essay prompts, and so forth. Faculty are well aware of the websites some students use for sharing course materials, but the use of them is an act of academic dishonesty and a violation of the Student Honor Code. I am required to report violations to the Dean of Students, who takes all violations of academic honesty very seriously. Of course, violations also include plagiarism. You can find the University Honor Code here.

By University policy, you must notify me of any pending absence due to your observance of a holy day of your religion at least fourteen days prior to the day. Since the only exams are take-home exams, University policies about exams and assignments missed because of holy days do not apply to us.

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities. Call 471-6259, or find the office at www.utexas.edu/diversity/ddce/ssd .

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. You should follow my instructions, and familiarize yourself with all exit doors of the seminar room and the building in which is it located, bearing in mind that that the nearest exit door may not be the one you normally use. If you require assistance in evacuation, the University requires you to inform me in writing during the first week of class. In the event of evacuation, do not re-enter the building unless given instructions by the Austin Fire Department, the University Police Department, or the Fire Prevention Services office. The Behavior Concerns Advice Line is 512-232-5050. You can find more information about emergency procedures and evacuation routes at this link.

FOR THE COURSE CALENDAR, GO TO THE NEXT PAGE

THE CONSTITUTIONAL DEBATES

COURSE CALENDAR

UNIT 1:
THE CONSTITUTIONAL CONVENTION
AND ITS BACKGROUND

Lectures during Unit 1 provide background; they do not track specific portions of the reading. For example, there is no section of Madison's Notes *with the title, "Common Threads in Early American Political Thought," but there is a lecture on that topic.*

Session 1, Monday 22 August: Course introduction. Read the Syllabus and the Course Calendar on Canvas. Familiarize yourself with the course requirements. Read Handout #1, on puzzling terms in the Constitution, also on Canvas.

> For study: Make sure you understand the Constitutional terms on the handout, for example "attainder," "ex post facto," and "corruption of blood." Read the course policies FAQ at the bottom of https://undergroundthomist.org/teaching, for example the attendance policy.
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> *Study suggestions like those above are provided for each day. These are not meant to be exhaustive; they are just to get you started. Some study questions are about the readings, some about the lectures. Of course you should be using the ones about the readings* before *you come to class.*

Session 2, Wednesday 24 August: Remarks on constitutionalism in general. Before coming to class, carefully read both the Articles of Confederation and the U.S. Constitution, and complete a first quick reading of the assigned pages from Madison's *Notes on the Constitutional Convention*. In the Ketcham anthology, these pages are titled "Part I: The Federal Convention of 1787." The corresponding page numbers in the mass market paperback edition are 31-180, but in some editions they are slightly different.

> For study: In the lecture, consider the differences between justiciable and nonjusticiable rules, and between written and unwritten rules. Distinguish between the document called the Constitution and what I call the "comprehensive constitution." In the readings, identify the main features of both the Articles of Confederation and the Constitution, and ponder why they are so different. Begin working out the *arguments* offered by the speakers at the Constitutional Convention.

Session 3, Monday 29 August: Quiz 1, on the Articles of Confederation and the U.S. Constitution. Topic 1: How to put together your analytical outlines. Topic 2: Historical background on the ratification debates. Handout 2, on pitfalls in reading, is available on Canvas. This will be the first day I collect daily reflections from you. Some days – including today – I provide feedback on them during class. Normally, though, I don't note these occasions on the

calendar, so just remember to bring in a reflection each day.

> For study: In the lecture, what surprises you about the Constitutional Convention and about the history leading up to it? In the readings, continue working out the arguments offered by the speakers at the Constitutional Convention.

Session 4, Wednesday 31 August: Topic 1: Republics and democracies. Topic 2: Common threads in early American political thought, part 1. Before coming to class, complete a third reading of the assigned pages from Madison's *Notes.*

> For study: In the lecture, ponder the unanticipated consequences of various constitutional arrangements such as universal suffrage. The material on republics and democracies isn't difficult, but think hard on the "common threads in early American political thought" to make sure you understand each one.

No class on Monday 5 September -- Labor Day

> For study: Enjoy your labor day – but don't turn off your mind!

Session 5, Wednesday 7 September: Quiz 2, on Madison's *Notes*. Common threads in early American political thought, part 2.

> For study: Continue pondering the common threads.

Session 6, Monday 12 September: Unit 1 in-class discussion day. REQUIRED: Come in with two copies of a brief TYPED discussion question, one to use during discussion, one to turn in.

> For study: Review everything. Ask questions you *really want to know the answers to,* rather than just coming up with something to fulfill the requirement. Don't be afraid to speak up.

UNIT 2:
THE ARGUMENTS OF
THE FEDERALISTS

> *Lectures during this unit focus on the assigned texts. By the day I lecture on a given text, you should have read it several times. The quiz on a given day may cover anything up to and including the texts I lecture about on that day.*

Session 7, Wednesday 14 September: Unit 2 introduction.

> For study: Distinguish virtues, interests, and passions as motivations that operate in politics. Consider examples of them, as well as examples of the four constitutional strategies for dealing with these motives. Don't restrict yourself to the examples I offer in lecture.

Session 8, Monday 19 September: Remarks on Federalist 2, 10. DEADLINE for analytical outlines of Madison's *Notes.* Quiz 3.

> For study: Federalist 2 is important, but Federalist 10 is more so – it is universally considered one of the classics of American political thought. What does Madison identify as the disease that threatens all republics? Why does he say that a certain kind of remedy to it can't work? What kind of remedy is he looking for?

Session 9, Wednesday 21 September: Continuation of remarks on Federalist 10; remarks on Federalist 14.

> For study: In Federalist 10, what then is the remedy that Madison proposes? Does he think it will work at both the state and federal level, or only at the federal level? How does it employ what your professor calls "filtration," and how does it employ what he calls "cancellation"? How, in Federalist 14, does Madison reply to objections? Bearing in mind what we saw during Session 7 about virtues, interests, and passions, what does Madison say about virtues and interests? (We won't say much more about passions until Federalist 6, by Hamilton.)

Session 10, Monday 26 September: Remarks on Federalist 37, 39.

> For study: Federalist 37 isn't so much about the Constitution itself, but about the problems anyone trying to devise a Constitution must face: Study it from this point of view. In Federalist 39, your focus should be on how Madison defends himself against two objections: That the Constitution isn't truly republican, and that it isn't truly federal. He argues that it *is* truly republican. Does he also argue that it is truly federal – or does he do something unexpected?

Session 11, Wednesday 28 September: Quiz 4. Remarks on Federalist 47, 48, 49.

> For study: Why should the executive, legislative, and judicial functions be separated, and why is "encroachment" bad?? Concerning Montesquieu's theory of the separation of functions, what do the Anti-Federalists say about it? What does Madison say about it? Is an utter and complete separation of functions *better* or *worse* than a partial one? How does the proper arrangement of checks and balances depend on guessing right about the relative strengths of the three branches? What would happen if one guessed wrong? Why does Madison think Jefferson's proposed solution to the problem of encroachment is wrong?

Session 12, Monday 3 October: Remarks on Federalist 51, 62, 63. Handout #3, on Federalist 62, 63, is available on Canvas. BRING A COPY TO CLASS.

> For study: Federalist 51 systematically lays out the theory that the previous few essays have been leading up to. He sets forth a fact, describes a consequence that flows from this fact, and explains why these consequences pose a problem for constitutional theory. See if you can work out the fact, the consequence, and the problem *before* I lecture about

them. Like Federalist 10, Federalist 51 is considered one of the classics of American political theory. Federalist 62 and 63, which are less elegantly written, aren't as often described as classics, but your professor thinks they ought to be. See if you can figure out why. Try to understand, too, the paradox of self-government that what republics *want* may be different from what they *need.* Actually, the Federalist essays are full of such paradoxes. See if you can make a list of them.

Session 13, Wednesday 5 October: Quiz 5. Remarks on Federalist 1, 6, 9.

For study: We are now leaving Madison's behind and reading some of the ones written by Hamilton. How are their themes similar, and how are they different? In Federalist 1, consider how Hamilton paints the Anti-Federalists, and whether his portrait of them is accurate – you won't be able to give a complete answer to this until Unit 3, of course. Now remember that we have distinguished among virtues, interests, and passions. Madison said quite a bit about virtues and interests in several of his essays, especially Federalist 10. In Federalist 6, Hamilton says a great deal about passions; make sure you understand it. In Federalist 9, look for Hamilton's replies to three different kinds of arguments: Arguments against republics, arguments against having a large territory, and arguments against federalism, or at least the kind of federalism proposed in the Constitution.

Session 14, Monday 10 October: Quiz 6. Remarks on Federalist 15, 16, 23, 70. Handout 4, on one of Hamilton's arguments in Federalist 23, is available on Canvas. BRING A COPY TO CLASS.

For study: In Federalist 15 and 16, what does Hamilton identify as the "great and radical vice" in the design of the Articles of Confederation? What does he think is so bad about it? In Federalist 23, how does Hamilton defend the *sheer power* that he says the government would have under the Constitution? Consider whether any of his premises and inferences are flawed, because you will see later, in Unit 3, how the Anti-Federalists criticized them. In Federalist 70, how does he argue for a *unitary* executive? By the way, what are the two kinds of plural executive? Does he think plural executives are *always* bad, or bad *only for republics?* What is the effect of plurality on what he calls the *energy* of the executive, and what is its effect on its *accountability?* Why wouldn't the same considerations apply to the legislature – isn't the legislature plural?

Session 15, Wednesday 12 October: Quiz 7. Remarks on Federalist 78, 84, and 85. Handout #5, on Federalist 84, is available on Canvas.

For study: Federalist 78 is often described as Hamilton's defense of judicial review. That's not quite accurate. Actually it's his defense of the judicial *term of office,* but judicial review comes into the argument in an important way. Federalist 84 is his argument *against* having a bill of rights. Does he think bills of rights are bad in general, or just bad in a federal constitution? Does he think a bill of rights is a bad idea because he doesn't believe in rights, or because he thinks a bill of rights is a bad way to protect rights? If it is a bad way, why is it a bad way? What does he think would be a good

way? Obviously, Hamilton lost the argument, for we do have a bill of rights. However, that doesn't make him wrong! It may even make his arguments *more* important, so be sure that you understand them. Finally, as to Federalist 85: I'm not lecturing on this one, because it's a grab-bag of replies to a lot of different objections, but I do want you to read and understand each of them.

Session 16, Monday 17 October. End-of-unit discussion. Problems for Unit 2 take-home essay exam distributed. REQUIRED: Come in with two copies of a brief TYPED question, one to using during discussion, one to turn in.

For study: By now you should have *lots* more interesting things to ask about and talk about!

UNIT 3:
THE ARGUMENTS OF
THE ANTI-FEDERALISTS

As in Unit 2, lectures during this unit focus on the assigned texts. By the day I lecture on a given text, you should have read it several times. The quiz on a given day may cover anything up to and including the texts I lecture about on that day.

Session 17, Wednesday 19 October: Unit 3 introduction. Handout #6, to assist in outlining lecture, is available on Canvas. Bring a copy to class.

For study: History is written by the winners (at least until long, long afterward). That doesn't make the losers wrong, so I want you to consider how the Anti-Federalists may have been right just as carefully as how the Federalists may have been right. It may also be helpful to make a list of Federalist and Anti-Federalist predictions, and ponder which side was better at prophecy. As you know, I often say that you should just listen and think during lecture, rather than frantically trying to write everything down. In this case, though, unless you have excellent memory, you should probably take careful notes. We know what the Anti-Federalists were *against*, but I'll be discussing what they were *for*, and the topic is complicated by the fact that they weren't all for the same things.

Session 18, Monday 24 October: Quiz 8. Remarks on Centinal 1, Federal Farmer 1, 2. Deadline for Unit 2 take-home essay, and for the extra credit Unit 2 analytical outline, if you do it.

For study: Most of the Anti-Federalist essays are written less gracefully than the Federalist essays. Try not to hold this fact against them, because, since they were on the defensive – the Constitutional Convention wasn't supposed to write a new Constitution at all! – they have to write in greater haste. In Centinal 1, you will find two different things: A laundry list of things wrong with the proposed Constitution, and an argument tying all of these complaints together. The items on the laundry list are easy to identify. Although the argument tying them all together is thoughtful and important, it is *not* easy to identify, so look for it! In Federal Farmer 1 and 2, identify the three different forms of free government that a reasonable person might consider suitable for the United States, and

then consider the Federal Farmer's argument that on closer examination, only one of them is suitable. One more thing: A *free* government is a *self-governing* government, that is, a republic.

Session 19, Wednesday 26 October: Quiz 9. Remarks on Federal Farmer 3. Handout #7, on terminology for confederal, federal, and unitary forms of government, is available on Canvas.

For study: The main purpose of Federal Farmer 3 is to discuss the organization of the proposed national government. Make sure you understand what the Federal Farmer means when he says that some powers have been improperly given to it; that some powers have been prematurely given to it; that some powers are undefined; and that some powers are unsecured (though in letter 3 he discusses only the first two of these four categories).

Session 20, Monday 31 October: Quiz 10. Remarks on Federal Farmer 7 and 16.

For study: By now you've already seen Anti-Federalist arguments about how important it is to make the legislature large enough to provide equal representation to every "order" in the community. Federal Farmer 7 elaborates these arguments. Make sure you know what an "order" is, why the Federal Farmer considers equal representation for all of them so important, and why he thinks that they *won't* have equal representation under the proposed Constitution. Federal Farm 16 concerns the need for the Bill of Rights to limit the government's powers. You will find it helpful to *contrast* his views with those of Hamilton in Federalist 84. Don't just notice that they say opposite things; focus on the *reasons that they give* for these opposite things. After all, they are not just opinionating in a barroom someplace -- they are debating each other.

Session 21, Wednesday 2 November: Quiz 11. Remarks on Agrippa 4, 8.

For study: Agrippa is fun because his arguments are different not only from those of the Federalists but even from those of some Anti-Federalists. In Agrippa 4, ponder his explanation of the things that make different regions different, especially climate, and why it is unreasonable to expect all such regions to abide under exactly the same laws. In Agrippa 8, make sure you understand not only why he thinks commerce is so important as a bond, but also *what conditions must be satisfied for it to have* this bonding effect, and why he thinks the Constitution doesn't satisfy these conditions. You will find it helpful to compare and contrast what he says about commerce with what Hamilton says about it.

Session 22, Monday 7 November: Quiz 12. Remarks on Brutus 1, 2, 3.

For study: Brutus is a profoundly important writer. Concerning most topics, although he always has something new to say, his arguments and emphases are not very different from those of most Anti-Federalists. On the other hand, concerning the judicial power, he is unparalleled. That topic won't come up until later. For now: In Brutus 1, focus on his arguments as to why small is beautiful. In Brutus 2, focus on the similarities and

differences between his views of natural rights and some we have seen earlier, and see how he brings this into his case for a Bill of Rights. In Brutus 3, he brings up a theme we have seen before – the inadequacy of representation in the House – but you should focus on what is new in it. Notice too what he says against slavery, and why the Constitution doesn't deal adequately with it.

Session 23, Wednesday 9 November: Quiz 13. Remarks on Brutus 4, 5, 6, 7.

For study: In Brutus 4, focus on the nature of tyranny, identify the many reasons by a large representation is good, and why the Constitution works against having a large representation. Concerning whether rulers will abuse their powers, pay attention to the incident he mentions from biblical history. In Brutus 5, focus on the powers improperly granted to the legislature and how they are granted, and pay close attention to his discussion of whether Congress must really be able to tax anything that it wants to. In Brutus 6 and 7, focus on his replies to Federalist objections to his arguments. You should especially contrast his argument with the one Hamilton offered in Federalist 23.

Session 24, Monday 14 November: Quiz 14. Remarks on Brutus 8, 9, 10, 11. INFORMAL course survey.

For study: In Brutus 8, 9, and 10, focus on the evils of unrestricted borrowing, the dangers of standing armies, and why the proposed Constitution invites both. In Brutus 11, we shift gears and consider Brutus's view of the Constitutional provisions concerning the judicial power. Bear in mind that Brutus was a New York judge, so not only does he know his judicial history, but he also thinks he knows how judges think – and he considers what fellows like Madison and Hamilton believe about how judges think is desperately wrong. Pay close attention to what he says about both the *independence* and the *finality* of judicial decisions; to his criticism of allowing judges to rule not only on the meaning of the laws but also on the meaning of the Constitution; and to his criticism of allowing them to rule not only on law but also on equity (make sure you understand what equity is). Ponder his reasons for thinking that the national courts will interpret the Constitution in such a way as to expand the powers of the national government, and contract the powers of the states. Work out how his analysis of checks and balances differs from Madison's, and why the disagreement is so important.

Session 25, Wednesday 16 November: Quiz 15. Remarks on Brutus 12, 13, 14, 15. FORMAL course survey.

For study: In Letter 11, Brutus said that the courts would expand the powers of Congress, enlarge their own jurisdictions, and destroy the powers of state courts and legislature; now, in 12, he begins to tell how all this will take place, so focus on that. In Brutus 13, consider what he says about the jurisdiction of national courts in cases between a state government and a citizen of another state, and why what the Constitution says about this is so disastrous. Brutus 14 is about double jeopardy (though at first this may not be clear). In Brutus 15, you should again contrast his arguments about the dangers of excessive judicial independence with those of Hamilton in Federalist 78.

Notice the importance of the question, *from whom* will judges be independent? This matters because in a republic, the answer is different than in a monarchy.

No class on Monday 21 November or Wednesday 23 November – Thanksgiving holiday

For study: I wish all of you a good Thanksgiving, but don't stop thinking about what we've been studying! After all, Grandma and Grampa may ask you about it.

Session 26, Monday 28 November: Final lecture. Handout 8 will be made available online AFTER class. Zoom class at regular time; Zoom office hours 6:00-7:30pm.

For study: Before coming to class, review everything you've learned, especially but not exclusively in Unit 3. My lecture will dwell on three things: (1) what the Anti-Federalists thought should be in the Bill of Rights, (2) the difference between Federalist and Anti-Federalist predictions about the constitutional future of the republic if the Constitution were to be ratified, and last but not least, (3) my own Federalist and Anti-Federalist sympathies (you aren't required to agree with me, but you are entitled to know what they are!

Session 27, Wednesday 30 November: End-of-UNIT discussion: Any question related to the Constitution, Constitutional politics, Constitutional violations, or regime design in general is fair game. REQUIRED: Well before class, email to me a brief final unit question, and keep your copy to use during discussion. FILENAME: First name, last name, the course number, and the word "question." Zoom class at regular time; Zoom office hours 6:00-7:30pm.

For study: What do you *really* want to ask about or discuss concerning the issues of Unit 3?

Session 28, Monday 5 December: End of COURSE discussion: Anything goes. REQUIRED: Well before class, email me your whole-course reflection journals. If you want Unit 3 extra credit, do the same with Unit 3 analytical outlines. ALSO REQUIRED: Well before class, email to me a brief whole-course question, and keep your copy to use during discussion. FILENAMES: First name, last name, the course number, and either the word "journal," the word "outline," or the word "question," depending. Zoom class at regular time; Zoom office hours 6:00-7:30pm.

For study: What do you *really* want to ask about or discuss concerning the issues of the entire course? You may range widely – the discussion doesn't have to be confined to things in the readings or the lectures. After all, these are matters of concern to any citizen of a free republic. As always, questions for each other are just as good as questions for me – and as always, if you decide during class that you want to discuss a different question than the one you emailed, or additional questions, that's fine.

There is no sit-down comprehensive final examination in this course.