

**GOV 312L: Issues and Policies in American Government:
THE CONSTITUTIONAL DEBATES
Professor Budziszewski
SYLLABUS PACKET**

Unique number: 38615
Lecture: MW 3:30-5:00pm in WEL 2.308

Discussion section options --

Option 1: M 5:00-6:00pm in WAG 112
Option 2: T 11:00am-Noon in WAG 208

Professor: J. Budziszewski
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TA: Luke Perez
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Course website: Blackboard

Substantial writing component. Fulfills second half of legislative requirement for 6 hours of American Government. Includes strongly encouraged, but voluntary, Supplemental Instruction discussion sections, which are statistically associated with higher grades for those students who participate.

**UPDATES TO THIS SYLLABUS PACKET WILL BE
ANNOUNCED IN CLASS AND POSTED ON BLACKBOARD**

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 is not to 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 should now admit 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, and analytical writing. 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

For Unit 1, analytical outlines are required and are the basis of the grade. You submit a first draft, receive feedback, then receive a second draft which is graded.

Analytical outlines are *not* required for Units 2 and 3, but for each of these units you may receive up to five extra credit points for analytical outlines. To receive extra credit points for a unit, you must analytically outline every reading in the unit, and your work must be original. Any extra credit points that you earn will be added to your grade for that unit's examination. Your analytical outlines for a unit should be turned in on the same day as your take-home exam for that unit. By the way, even aside from extra credit, analytical outlining strongly improves performance on quizzes and exams, and it trains you in ways that will help you in other courses too.

The examinations for Units 2 and 3 are 5-page take-home essays. For Unit 2, students will turn in a first draft, for feedback, then a second draft, for a grade. For Unit 3, students will turn in only the final draft, for a grade. Several days are allowed for each examination. Students may study together *before* an examination has been assigned, but after that point, they must work independently: Any sharing of notes, drafts, or ideas during an examination period is treated as scholastic dishonesty. For each day that an examination is late, the grade for the examination is reduced by one letter.

Thirteen short-answer-format quizzes will also be administered. Only one is based on the lectures. The others are based on the readings. They cannot be passed unless you stay on schedule in studying and outlining the assigned texts. *You are permitted to use hard copies* (not electronic copies) *of your analytical outlines during quizzes*, but you may not use other any other materials during quizzes. *No electronic devices may be used during class. All must be turned off and stowed away out of sight.*

SI discussion section attendance – which is *STRONGLY* recommended but not required – is statistically correlated with better performance and therefore higher grades.

Final grades are calculated in four steps. First, each student's TWO lowest quiz grades are dropped, and remaining quiz grades averaged. Second, this average is "curved." Third, the uncurved exam grades and the curved quiz average are weighted, as follows:

Unit 1 analytical outlines	25%
Unit 2 take-home exam (uncurved, <i>counting</i> extra credit points)	25%
Unit 3 take-home exam (uncurved, <i>counting</i> extra credit points)	25%
Curved quiz average	25%

Fourth: The raw semester grades resulting from the previous calculation will be modified as follows. (1) Any student who commits scholastic dishonesty will fail the course and be recommended to the dean for further disciplinary penalties. (2) Class participation affects grades strongly in cases where the mathematical average is on the borderline (which happens more often than you might think). (3) Attendance affects grades in the manner explained in the Attendance Policy, which will be included in the Class Policies packet distributed on the first day of class. (Be sure to read it; it may surprise you.)

I sometimes provide class information by email, so *you must check your email regularly*. My teaching assistant also maintains blackboard.

REQUIRED TEXTS

The following required books have been ordered. Each book must be purchased. Bring the books we are using at the moment to class.

1. Ralph Ketcham, ed., *The Anti-Federalist Papers and the Constitutional Convention Debates*. We will be reading pp. 31-180.
2. George W. Carey and James McClellan, eds., *The Federalist*. We will be reading the essays listed in the course calendar.
3. Herbert J. Storing, ed., with Murray Dry, *The Anti-Federalist*. We will be reading the essays listed in the course calendar.

The following readings are also required:

4. *The U.S. Constitution*. This can be found in Rossiter, in Ketcham, or in many locations online.
5. *The Articles of Confederation*. This can be found in Ketcham or in many locations online, but not in Rossiter.

At the beginning of each unit, scan *all* of the assigned readings at least three times. The first time get the shape of the forest; the second time the trees; the third time the limbs and leaves.

The best time to construct analytical outlines (if you do that, as I recommend) is during your third reading.

HOW TO CONTACT ME

For short questions, email me at <jbud@grandecom.net>. For long questions or conversations, see me during office hours. In urgent cases, or by appointment, you may phone my home between 8:00pm and 9:00pm. My number is listed in the telephone book.

I'm always delighted to receive your visit in my office, but IF YOU'RE WAITING, please let me know that you're out there, by knocking. Do that even if I am speaking with someone else. Otherwise you may wait forever, because I won't know you're waiting.

Never leave messages on my University telephone, in my University mailbox, or underneath my University office door. I don't check the first, the second is unreliable, and the third will be swept up by the cleaning lady.

SYLLABUS PACKET CONTINUES ON NEXT PAGE

CALENDAR

UNIT 1: THE CONSTITUTIONAL CONVENTION AND ITS BACKGROUND

Session 1	Wednesday 24 August	Course introduction. Unit 1 introduction. Syllabus packet distributed; also Handout #1, on puzzling terms in the Constitution.
Session 2	Monday 29 August	Historical background. By this time you should have carefully read both the Articles of Confederation and the U.S. Constitution, and completed your first quick reading of the assigned pages from Madison's <i>Notes on the Constitutional Convention</i> , in Ketcham, pp. 31-180.
Session 3	Wednesday 31 August	Quiz 1, on the Articles of Confederation and the U.S. Constitution. Pitfalls to avoid in reading; remarks on republics and democracies. By this time you should have completed your second reading of the assigned pages from Madison's <i>Notes</i> .

NO CLASS MONDAY 5 SEPTEMBER – ENJOY YOUR LABOR DAY

Session 4	Wednesday 7 September	Common threads in early American political thought, part 1. By this time you should completed your third reading of the assigned pages from Madison's <i>Notes</i> . DEADLINE FOR FIRST DRAFTS of analytical outlines of Madison's <i>Notes</i> . You're submitting these for feedback, not for a grade.
Session 5	Monday 12 September	Quiz 2. Common threads in early American political thought, part 2. First drafts of analytical outlines will be RETURNED WITH COMMENTS today.
Session 6	Wednesday 14 September	Unit 1 in-class discussion day.

REQUIRED: Come in with two copies of a brief typed question, one to keep, one to turn in.

**UNIT 2:
THE ARGUMENTS OF
THE FEDERALISTS**

Session 7	Monday 19 September	Unit 2 introduction.
Session 8	Wednesday 21 September	Remarks on Federalist 2, 10. DEADLINE FOR SECOND DRAFTS of analytical outlines of Madison's <i>Notes</i> . You're submitting these for a grade. Quiz 3.
Session 9	Monday 26 September	Continuation of remarks on Federalist 10; remarks on Federalist 14.
Session 10	Wednesday 28 September	Remarks on Federalist 37, 39.
Session 11	Monday 3 October	Quiz 4. Remarks on Federalist 47, 48, 49.
Session 12	Wednesday 5 October	Remarks on Federalist 51, 62, 63. Handout #2, on Federalist 62, 63.
Session 13	Monday 10 October	Quiz 5. Remarks on Federalist 1, 6, 9.
Session 14	Wednesday 12 October	Quiz 6. Remarks on Federalist 15, 16, 23, 70.
Session 15	Monday 17 October	Quiz 7. Remarks on Federalist 78, 84, 85. Handout #3, on Federalist 84.
Session 16	Wednesday 19 October	End-of-unit discussion. Unit 2 Exam assigned. REQUIRED: Come in with two copies of a brief typed question, one to keep, one to turn in.

**UNIT 3:
THE ARGUMENTS OF
THE ANTI-FEDERALISTS**

Session 17	Monday 24 October	Unit 3 introduction. Handout #4, to assist in outlining lecture.
Session 18	Wednesday 26 October	Remarks on Centinal 1, Federal Farmer 1, 2. Deadline to turn in <i>first drafts</i> of Unit 2 Exam essays, for feedback.
Session 19	Monday 31 October	First part of remarks on Federal Farmer 3, 7, 16. Handout #5, on terminology for confederal, federal, and unitary forms of government. The first drafts of the Unit 2 Exam essays will be returned, with feedback.
Session 20	Wednesday 2 November	Quiz 8. Second part of remarks on Federal Farmer 3, 7, 16.
Session 21	Monday 7 November	Quiz 9. Remarks on Agrippa 4, 8. Deadline for <i>final drafts</i> of the Unit 2 essays, this time for a grade.
Session 22	Wednesday 9 November	Remarks on Brutus 1, 2, 3.
Session 23	Monday 14 November	Quiz 10. Remarks on Brutus 4, 5, 6.
Session 24	Wednesday 16 November	Quiz 11. Remarks on Brutus 7, 8, 9.
Session 25	Monday 21 November	Remarks on Brutus 10, 11, 12.
Session 26	Wednesday 23 November	Quizzes 12 and 13. Remarks on Brutus 13, 14, 15.

ENJOY YOUR THANKSGIVING HOLIDAY ON THURSDAY

Session 27	Monday 28 November	Final lecture. Course-instructor survey.
Session 28	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. Unit 3 Exam assigned. REQUIRED: Come in with two copies of a brief typed question, one to keep, one to turn in.

The Unit 3 Exam is due on Wednesday 7 December. The University no longer allows us to use drop boxes or mailboxes for exam submission, so deliver your examination essay in person to your TA; he will announce a time and place to bring it to him. Do not put it in his mailbox (or mine), and do not slide it under his door (or mine); it may not even be discovered that way. If you are out of town on the 7th, you may snailmail it to him, but make sure that the postmark is no later than the deadline. Send it to him by name at Department of Government, University of Texas at Austin, 1 University Station A1800, Austin, TX 78712-0119.

There is no sit-down exam.

SYLLABUS PACKET CONTINUES ON NEXT PAGE

Tips on Analytical Outlining

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INTRODUCTION

Many college students take notes the same way they did in high school: they jot down whatever seems important as they go along. That works for predigested material like what one finds in the typical high school textbook. As you have no doubt already discovered, it does not work for material one has to digest for oneself -- especially arguments written from unfamiliar perspectives.

Learning to take notes in a new way is not enough. You must learn to read in a new way. Analytical outlining helps with both. It is a new way of taking notes, and it encourages a new way of reading. Analytical outlining forces you to look beyond the author's propositions to his arguments: Beyond his beliefs to his reasoning for his beliefs.

Because it helps you to respond to the author with your intelligence rather than your prejudices, it is a liberating experience. *Liberation*, in exactly this sense, is the purpose of the *liberal arts*. It isn't the only kind of liberation, or even the most important kind. But it's nothing to sneeze at.

Resist efforts at re-enslavement! Some people (even some university teachers) say that all reasoning is a fraud; that all arguments are forms of propaganda; that truth is a chimera, and that arguments are really just ways of seizing power. To be sure, some arguments are power plays. Perhaps even most are power plays. But not all are power plays. In order to pierce the veil -- in order to know which arguments are simply grabs for power and which are reaches for truth -- you have to begin by taking them seriously as arguments. For that matter, even when an argument *is* intended simply as a grab for power, that doesn't let you off the hook. You still have to take it seriously, because the fact that an argument is offered by a bad man or from a bad motive doesn't make it invalid. Only false premises, unclear terms, or faulty logic can make an argument invalid.

Besides, the argument that all arguments are grabs for power is self-defeating. The next time someone expresses it to you, try turning it around. Ask the speaker, "What kind of power are *you* grabbing for with *that* argument?" The answer may be interesting.

Don't begin an analytical outline of a difficult text before you have read it at least three times. Following is *part* of my own analytical outline of *The Federalist*, essay No. 10, by James Madison. You must use your own judgment as to how much detail to put into your outline. Base this judgment on the logical complexity of the text itself and your own ease or difficulty in understanding it.

- 1 A faction, says Madison, is (1) any number of citizens, whether a minority or a majority of the whole, who are (2) united and (3) actuated by some (4) common impulse of (5) passion or (6) interest which is either (7) adverse to the rights of other citizens or (8) contrary to the aggregate interests of the community. These phrases need explanation.
 - a Phrase 1 means ...
 - b Phrase 2 means ...
 - c Phrase 3 means ...
 - d Phrase 4 means ...
 - e Phrase 5 means ...
 - f Phrase 6 means ...
 - g Phrase 7 means ...
- 2 Because the disease of faction is fatal, it needs remedy.
 - a However, Madison distinguishes between two types of remedy.
 - i One is removing their *causes*. This means ...
 - ii The other is controlling their *effects*. This means ...
 - b What Madison goes on to show is that removing the causes of factions is out of the question. Therefore, if there is any hope for the Union at all, it must rest on controlling their effects.
- 3 But *why* is it out of the question to remove the causes of factions? Because there are only two ways to do it, and neither is feasible.
 - a The first way would be and it isn't feasible because

- b The other way would be ... and it isn't feasible for the following two reasons.
 - i One reason is that
 - ii The other reason is that ...

Treat every analytical outline as a first draft. Leave it alone for awhile to clear your mind, then return and see if it needs any changes. One reason for revising your outline is that you've left out the author's silent premises. For instance, consider the following argument.

- 1 The proposed system of government isn't national.
- 2 Therefore the proposed system of government must be federal.

The silent premise here is that every system of government is either national or federal. Put it in, as follows.

- 1 The proposed system of government isn't national.
- 2 But every system of government is either national or federal (silent premise).
- 3 Therefore the proposed system of government must be federal.

Another reason for revising your outline is that your author mentioned his points in a different order than their logical order. When this happens you need to put them back in logical order so that you can tell what his conclusion is and how he derives it from his premises. Suppose, for instance, that on page 1 your author says "The proposed government is a tyranny," on page 6 he says "The proposed government concentrates all powers in the same hands," and on page 16 he says "Concentration of all powers in the same hands is tyranny." Confusingly, he has put his conclusion first, his minor premise second, and his major premise last. In your analytical outline, go ahead and reorder them as follows.

- 1 Concentration of all powers in the same hands is tyranny. (Major premise.)
- 2 The proposed government concentrates all powers in the same hands. (Minor premise.)
- 3 Therefore, the proposed government is a tyranny. (Conclusion.)

Yet another reason for going back and revising your outline is that in the meantime you've learned about the *objections* raised by his opponents. For example, the first draft of your analytical outline of *The Federalist*, No. 10, might include the following argument of Madison's.

The Impartiality Argument. Madison says large electoral districts are better than small ones, because the smaller the district, the more apt elected officials are to put local interests before the good of the country.

But later you learn of an Anti-Federalist objection to this argument, so you put it in.

- a *Objection.* But if electoral districts are too large, won't elected officials know too little about local circumstances to be good representatives?

Whenever you add an objection, you should also figure out the author's reply.

- b *Probable reply.* No, because the federal government has power to legislate only about those "great and aggregate" objects enumerated in the Constitution. "Local and particular" objects are reserved for the states to make laws about. Federal elected officials don't need to know about them.

What if the author's opponents object to his reply? Then you put the new objection in too.

- i *Objection.* But the "necessary and proper" clause "stretches" the powers of the Congress so much that it might try to make laws about "local and particular" objects too.

If at any point in such a debate you think that this time the author is stumped, say so! But if you think he can answer, go ahead and put his answer in.

- ii *Probable reply.* According to Madison and the other Federalists, the "necessary and proper" clause doesn't give Congress any more power than it would have had even had the clause been omitted from the Constitution.

Finally remember that you may put your *own* objections to an author's argument in your analytical outline, too. Just remember to give him equal time -- and reason out his answer from *his* beliefs, not yours.

SYLLABUS PACKET CONTINUES ON NEXT PAGE

COURSE POLICIES

Communication Policy

For short questions, email me at jbud@grandecom.net . For long questions or conversations, see me during office hours. In urgent cases, or by appointment, you may phone my home between 8:00pm and 9:00pm. Yes, my telephone number is listed.

I'm always delighted to receive your visits during office hours, but if I am already speaking with someone when you arrive, don't wait in silence -- KNOCK to let me know that you're waiting. Otherwise you may wait forever.

Never leave messages on my University telephone, in my University mailbox, or underneath my University office door. The telephone doesn't take voicemail, the mailroom is locked, and notes slipped underneath my door will be swept up by the cleaning lady.

I sometimes provide class information by email, so check your email regularly. Don't count on finding information on Blackboard, because I am still learning how to use it.

Freedom of Reasoning Policy

Obviously the authors have opinions, and so do I. But I also believe in fairness. I take my role as teacher and moderator seriously, but I like it when you speak up. Your grade will not be affected by whether you agree or disagree with the author, by whether you agree or disagree with other students, or by whether you agree or disagree with me. What matters is whether your meaning is expressed clearly, whether you back up what you say by giving reasons, and whether you understand the arguments of the author, other students, and your professor. Disagreement is not discourteous, but of course you should be courteous in disagreement: Not only when you disagree with someone else, but also when someone disagrees with you.

Grading Policy

Each take-home essay examination counts the same. Your curved quiz average counts the same as one take-home essay examination. To calculate your raw semester grade, I average these elements. Missed quizzes are not counted in the curved quiz average, although absences matter in other ways (see below).

Analytical outlines are strongly encouraged but not required. For a complete set of good, original analytical outlines, up to five extra credit points may be awarded per unit. Any extra credit points earned will be added to your grade for the examination for that unit.

If your raw semester average lies in the gray zone between two letter grades, I decide which final grade to award by considering your class participation.

Electronic Device Policy

All electronic devices, such as laptops, palmtops, cellphones, iPhones, and Blackberries, must be turned off and stowed away, away from your desk, at all times.

Attendance Policy

Attendance matters not only for your own sake but also because you owe it to your classmates to participate in discussion with them. I do record attendance.

Normally I take attendance every day, using an attendance sheet on which you must put both your name and your signature. On days when a quiz is administered, I use the quiz itself to take attendance. If you have some good reason to leave class early, such as an interview with a prospective employer, please let me know ahead of time, and sit close to the door of the room so that your departure does not disturb other students.

- 1 For any day that you fail to sign the attendance sheet, you will be considered absent. If for any reason you arrive late, so that the attendance sheet has already been collected, you may ask to sign it at the end of class, but in this case a half-absence will be recorded. A half-absence will also be recorded if for any reason you leave class early.
- 2 Having someone else sign an attendance sheet for you is treated as scholastic dishonesty, just like having someone else take a quiz or an examination for you.
- 3 No distinction is made between excused and unexcused absences; instead I count total absences. The sole exception is in rule 10, below.
- 4 Classes missed because you added the course late *still count in your total absences*.
- 5 If you have only 1 or 2 total absences, nothing happens. (Notice that I also drop your two lowest quiz grades.)
- 6 If you have 2-1/2 to 3-1/2 total absences, your grade is reduced by a full letter.
- 7 If you have 4 to 5 total absences, your grade is reduced by two full letters.
- 8 If you have 5-1/2 to 6-1/2 total absences, your grade is reduced by three full letters.

- 9 If you have 7 or more total absences, you cannot pass the course at all.
- 10 If you miss a class missed because of an obligatory holy days of your religion, or because class meets at a different day or time than usual and you have a conflict, your absence is not included in your number of total absences. *For each class missed for one of these two reasons, however, you must arrange with your professor or TA to write a 2-page makeup essay on an assigned topic. Otherwise it will be counted as an absence anyway.*

Quiz Policy

In my experience, U.T. students are both interested in what faculty have to teach, and capable of learning it. The best students are as good as the best at any institution in the country. However, students who carefully read what they are assigned to read by the day they are supposed to read it are a rare and vanishing species. Whether the reasons for this fact are good or bad don't concern me; I simply state it.

I never mind explaining something that you've read but don't fully understand. That's what I'm here for. Because you are adults, though, I do expect you to read the assignment first. If everyone did, I wouldn't give quizzes. Because not everyone does, I do. It provides an incentive to do the reading on time, it makes class more interesting, and it also makes it more worthwhile.

The quizzes aren't designed to measure comprehension. For that, I use exams. Quizzes don't ask you to reason about concepts, but to recall details from an author's discussion of the concepts. What kind of details? All sorts -- for example the author's definitions, distinctions, metaphors, examples, and technical terms -- perhaps even the more colorful and memorable of his turns of phrase! Not all of these details will strike you as "significant"; I don't worry about that, because until you've read a work carefully, you're not in a position to decide which details are significant and which details aren't.

You are permitted to use hard copies of your own analytical outlines during quizzes. That's another good reason for writing them. Writing good analytical outlines doesn't guarantee that you'll remember the details that quizzes ask about, but it certainly makes it more likely.

Except for hard copies of your own analytical outlines, you aren't allowed to use any other aids during quizzes. No, not even ordinary notes! Let your analytical outlines be your notes.

I do expect precision. A student once complained to me, "The wording of the first question on today's quiz was unfair. It asked which provision of the Constitution the author was defending. I took that to mean which governmental power he was defending, but you didn't accept my answer." Translated, that means

- 1 It's unfair to expect me to know that 'power' and 'provision' aren't synonyms!
- 2 It's unfair to expect me to know what the author was really writing about!

Nobody would have made such silly objections in 1950; college standards have slipped. But not in this courses. The slippage began during my generation, for which I apologize. High standards are how I make it up to you.

How hard then should quiz questions be? I aim at the same standard as designers of standardized college admission tests: The average well-prepared student, answering the average quiz question, should have a fifty-fifty chance of getting it right. In my class, a student counts as well-prepared if he has read his readings for the day several times and then analytically outlined them -- preferably in writing, but at least in his head.

Because I think *all* students to be well-prepared, the average raw quiz grade should be a 50. Here then is how I calculate the quiz curve (though I call it a curve, algebra buffs will notice that it's really a linear transformation.) First, although I don't allow students to make up missed quizzes, I drop the student's two lowest quiz scores, including zeros from absences; anyone may have a bad day or miss class due to illness or some such thing. Then I average the remaining quiz scores; this gives me the raw quiz average. Finally I take *half* of the raw quiz average, and add 50 points. That gives me the curved quiz average.

Example #1: A raw quiz average of 0 becomes a curved quiz average of 50 (an F-). Why? Because half of 0 is 0, and 0 plus 50 is 50.

Example #2: A raw quiz average of 50 becomes a curved quiz average of 75 (a C). Why? Because half of 50 is 25, and 25 plus 50 is 75.

Example #3: A raw quiz average of 84 becomes a curved quiz average of 92 (an A-). Why? Because half of 84 is 42, and 42 plus 50 is 92.

The curved quiz average counts as much as one exam grade, though essay grades aren't curved.

Some people do a little better on quizzes than on essays, and some do a little better on essays than on quizzes. However, my experience has been that curved quiz averages correlate very closely with essay averages. That is, students who turn in a middling performance in essays generally turn in a middling performance in quizzes; students who turn in a superior performance in essays generally turn in a superior performance in quizzes; and so forth. As a result, quiz grades change overall grades in the course very little -- unless you aren't keeping up with the reading!

Handwriting Policy

Except for quizzes and signatures, everything you turn in should be typed. With my bad eyes, I find it almost impossible to read other people's cursive handwriting. Even on quizzes, please print your answers, like this:

This is what TO do.

-- rather than using cursive, like this:

This is what NOT to do.

Formatting Policy

Type everything you turn in. Use 14-point font, on 8-1/2" by 11" paper, with one-inch margins all around. Insert page numbers at the bottoms of pages. For essays, *single-space within* paragraphs, but *double-space between* paragraphs. For analytical outlines, *single-space within* sections, but *double-space between* sections. Staple your sheets together. Do not use clips or binders. Do not make a cover page; at the top of the *regular* first page, put your name, course number, exam number, and problem number. These requirements accomplish four purposes:

- 1 They make the essays easy for me to read. This is important because I am so nearsighted.
- 2 They make the essays easy to carry around and handle.
- 3 They provide enough room for me to write comments.
- 4 They make all essays comparable in length.

Following are illustrations of essay format and analytical outline format, just to show you what I mean.

Illustration of Essay Format

This is an example of essay formatting. See? I've switched to 14-point font, and I'm single-spacing within the paragraph.

Just now I double-spaced between the last paragraph and this one, but I'm single-spacing again within the paragraph itself.

For some reason, some of my students think this is mysterious, but I think you'll see that it's pretty easy.

Illustration of Analytical Outline Format

- I. Size of font.
 - A. Use 14-point throughout.
 - B. I'm using 14-point font right now. It's much easier for my poor old eyes to read.
- II. Spacing within section.
 - A. Always single-space within sections.
 - B. I'm single-spacing within this section. But as you can see, I'm *not* single-spacing *between* sections.
- III. Spacing between sections.
 - A. Always double-space between sections.
 - B. By doing so, you give me a place to write comments.
- IV. Avoid "orphans" – there should be no I without a II, no A without a B, no 1 without a 2, etc.
 - A. Just to show you what NOT to do, notice that this paragraph is labeled A, but there is no paragraph B. DON'T DO THIS. To write "A" is to say "I am about to begin a series, and this is the first item in the series." But if there is no B, there isn't any series, is there?

Take-Home Essay Exam Policy

For each exam, choose *one* of the problems to write about. Don't write about all of them.

Deadlines for the essays are shown on the course calendar. For some essays you have more time to write, for others less. For each day an essay is late, the grade for the essay is reduced by one full letter, so turn them in on time.

Assuming that your essays are formatted as directed under the formatting policy: If the course has three units, then each essay should be no longer than 4 pages (this comes to about the same number of words as a 5 page essay formatted the way essays are formatted in most courses). If the course has four units, each essay should be no longer than 3-1/2 pages (this comes to about the same number of words as a 4 page essay formatted the way essays are formatted in most courses). Nothing over the length limit will be read; this forces you to learn concision!

Naturally, grammar, spelling, and other such things count. A clear and orderly mind expresses itself in a clear and orderly fashion.

You may study with other students before an examination has been assigned, but after that point, you must work independently. Any sharing of notes, drafts, or ideas during an examination period is treated as scholastic dishonesty. So does plagiarism (obviously). If you don't know what plagiarism is, see the webpage cited in the Scholastic Dishonesty Policy, below.

Unless asked for your own views, explain the author's views, not yours. Get right to the point; don't waste time explaining who the author was or why it's important to study him. Approach your topic as you would a puzzle in geometry. In other words, the purpose of your essay shouldn't be to "tell me about" something, but to present a solution to a problem.

You'll be evaluated on the basis of your ability to construct a good argument based on a careful reading of the assigned text. A good argument is not the same as "what the professor said in class," and you're not required to agree with my opinions. Nor is a good argument the same as merely asserting something. Don't just tell what the author or speaker thinks; tell how you know he thinks it, and why he thinks it's true.

You are welcome to use additional *primary* sources, but avoid secondary sources. By the end of the semester, I hope you will have learned enough about the topic to judge for yourself which secondary sources are sound -- but you aren't there yet. Read for yourself.

Finally: Relax, and think before you write. Allow yourself to be interested in your topic. Develop a strategy of argument even before you outline. Outline first, wait a day, write a first draft, wait a day, then write a second draft.

University Writing Center Policy

You are more than welcome to use the free, individualized services of the Undergraduate Writing Center, FAC 211, 471-6222, <http://www.uwc.utexas.edu> , which are available either by appointment or by drop-in. I tell you this because I am often asked. But please don't think you aren't welcome during my own office hours! You may visit me (or my TA, if I have one) for help at any stage of writing an analytical outline or an essay. If what you are writing is an exam, we won't give you help on *content*, because that's what you're being tested on. Even then, though, we will be glad to help you with logic and with the mechanics of writing.

Policy for Submitting Essays Due After the Last Day of Class

The University no longer allows us to use drop boxes or mailboxes for exam submission, so you should deliver your essay to me in person. I will let you know in class on what day and at what time I or my teaching assistant will be in my office to receive essays. My office is Mezes 3.106.

If you cannot drop off your essay at the drop-off time, you have three options. (1) You may have a friend drop it off, but only if the friend understands the "don'ts" listed below. (2) You may snailmail it. If the address is not given in your syllabus, then ask me for it. I will regard the date of the postmark as the date on which the essay was submitted. If you want to make sure that I am able to post your grade before the College's deadline, I strongly suggest express mail rather than ordinary mail. (3) You may drive it to my home. Telephone ahead of time to make sure I'm there. My telephone number is listed.

What not to do: (1) DON'T leave your essay in my University mailbox. (2) DON'T slip your essay under my University office door. (3) DON'T send your essay to me through campus mail. (4) DON'T snailmail your essay to my university address. *If you do any of these things, I may not receive your essay until after the grading deadline. In fact I may not receive it at all.*

Reading Policy

Reading is a vanishing art, but in this course we still practice it. Read each assigned text at least three times.

One kind of reading is scanning. This is fairly rapid reading in which you look for broad themes and overall relationships -- in which you get the "drift" of the author's arguments without concentrating on their logical structure.

Another kind of reading is studying. This is close reading in which you try to find out exactly

how the author's arguments unfold. An important part of studying is interrogating the author. First, at every point, ask questions like these: "Why do you say that? How do you know that? What does that imply? Where does it lead? How does it square with what you said three paragraphs ago? Given what you've said, how would you respond to the objections of that other fellow whose text I read yesterday?" Second, scrutinize the text in order to figure out *how the author would probably answer* your questions.

After you've scanned and studied a text, you'll need to read it yet again in order to outline it. There are several different kinds of outline. Unfortunately, the kind most commonly taught in schools is probably the least useful. This is the "topical" outline, which is merely a list of topics and subtopics with which an author deals. When finished, it looks like a table of contents. Another kind of outline is the "propositional" outline, which lists the claims the author is trying to get you to believe. It isn't much more useful than a topic outline, because it doesn't tell why he considers them believable. An analytical outline -- the kind that I want you to compose -- is a different kettle of fish. Instead of merely listing the author's topics, or merely listing his claims, it breaks down the text into arguments. It shows premises, conclusions, and the reasoning that ties them together. It also includes the reasoning that lies behind the author's willingness to accept these premises in the first place. I'll say more about analytical outlining in class.

You should never assume that you understand everything about a reading just because you understand everything I've said about it in class. The lectures are designed to help you to analyze the texts on your own -- not to offer a substitute for doing so. Remember this. It's absolutely crucial.

Bring your books to both lecture and discussion section so that you can follow along. If you write out your analytical outlines, rather than just doing them in your head -- a practice that I strongly encourage -- then bring them too.

Disability Policy

I comply with the University policy that students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd> .

Holy Day Policy

I comply with the University policy that students who may not work or attend class on holy days of their faiths may request alternative accommodations. According this policy, you must notify me of your pending absence at least fourteen days prior to the date of the holy day. Quizzes missed on such days are excused.

Scholastic Dishonesty Policy

Naturally, scholastic dishonesty results in a failing grade for the course, as well as a disciplinary referral to your dean. The University of Texas Honor Code, and an explanation of what constitutes plagiarism, can be found at <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html> .

For a quotation, you *must* use quotation marks and identify the source. For a paraphrase, you should not use quotation marks, but you *must* still identify the source. Changing a few words in someone else's writing, then presenting the passage as your own, is still plagiarism. Plagiarism without the intention to plagiarize is still plagiarism.

Emergency Evacuation Policy

In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly.

Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office.

Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as the way they typically enter buildings.

Students who require assistance in evacuation must inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.

Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.