

**SYLLABUS**  
**THE UNITED STATES CONSTITUTION**

**SCHC 382G**  
**SECTION 501**

**THE UNIVERSITY OF SOUTH CAROLINA HONORS COLLEGE**  
**FALL SEMESTER, 2010**

**INSTRUCTOR JOEL W. COLLINS, JR., ESQUIRE**  
**ADMINISTRATIVE ASSISTANT RHONDA P. COLLINS**  
**ASSOCIATE INSTRUCTOR BRIAN A. COMER, ESQUIRE**

**REQUIRED READING LIST:**

Edward J. Larson & Michael P. Winship – The Constitutional Convention

Materials found at Wikipedia.org under the headings The Federalist Papers, The Letters of Brutus and a Biography of each student's assigned Founding Father

The letters from The Federal Farmer found at [www.constitution.org/afp/fedfar00.htm](http://www.constitution.org/afp/fedfar00.htm).

The three letters of "Fabius."

Materials to be provided by the Instructor

**AVAILABLE READING LIST:**

James Madison – Notes of Debates in the Federal Convention of 1787

David O. Stewart – The Summer of 1787

Katherine Drinker Bowen – Miracle at Philadelphia

Carol Berkin – A Brilliant Solution Inventing the American Constitution

Robert A. Dahl – How Democratic is the American Constitution?

Linda Monk – The Words We Live By – Annotated Guide to the Constitution

Susan Dunn – Something That Will Surprise the World – The Essential Writings of the Founding Fathers

Sara Robins – Law, a Treasury of Art and Literature

Ross M. Lence – Union and Liberty – The Political Philosophy of John C. Calhoun

George W. Carey - In Defense of the Constitution

Marty D. Matthews – Forgotten Founder – The Life and Times of Charles Pinckney

Friends of the Constitution

Edited by Colleen A. Sheehan and Gary L. McDowell

Colonial Origins of the American Constitution

Edited by Donald S. Lutz

George W. Carey - In Defense of the Constitution

Clinton Rossiter – 1787 – The Grand Convention

Edited by Terry W. Lipscomb – The Letters of Pierce Butler, 1790-1794 – Nation Building and Enterprise in the New American Republic

Richard Brookhiser – What Would the Founders Do?

M. J. C. Vile - Constitutionalism and the Separation of Powers – 2<sup>nd</sup> Edition

Heinrich A. Rommen - The Natural Law – A Study in Legal and Social History and Philosophy

John Maxcy Zane - The Story of Law – 2<sup>nd</sup> Edition

Fame and the Founding Fathers – Essays by Douglass Adair

Edited by Trevor Colbourn

Tinsley E. Yarbrough - The Rehnquist Court and the Constitution

Archibald Cox - The Court and the Constitution

American Historical Documents 1000-1904 (Harvard Classics)

Edited by Charles W. Eliot, LL.D.

## **OBJECTIVE:**

This course is an undergraduate course offered by the Honors College of The University of South Carolina. Fifteen students will be offered the opportunity to take this course. Seniors will be given the first opportunity with the students of other classes in descending order having the remaining opportunities. The purpose of the course is to give the student an understanding and appreciation of that unique document in the history of representative democratic government, the United States Constitution. Each student will be expected to attend regularly, come to class prepared, participate in classroom discussions, conduct independent study and share with the class the results of their research. Attendance and classroom participation will constitute 25% of the final grade. Classroom participation will be judged by the instructor on both a quantitative and qualitative basis.

## **COURSE REQUIREMENTS:**

1. Daily preparation, attendance and participation in classroom discussions. Any absences should be justified.
2. Compliance with the University of South Carolina academic integrity policies including, but not limited to, policies relating to plagiarism. These policies may be found on the University website.
3. Each student will be assigned a “Founding Father.” When the debates are recreated or discussed, that student will provide the points of view and opinions of his or her Founding Father.
4. Each student will be expected to select two books and give oral reports to the instructor and to the class, regarding those books. One of the books should be a biography of the student’s assigned “Founding Father.” The books listed on the

5. Prior to studying the Constitution and the Convention, the class will explore the historical context, the events leading up to the Convention, the philosophical roots of the concepts embraced in the Constitution and the important cases of the United States Supreme Court interpreting the Constitution.
6. Classroom participation is important. Quantity and quality of the class participation will be subjectively evaluated by the instructor. Students with views and opinions which contradict those of the instructor or other students will not be penalized. If well reasoned, those contrary views will increase the students' class participation grade. Class participation will be a factor in the final grade.
7. The final exam will likely be a combination of short answer questions and essay questions. The final exam score will constitute 50% of the final grade. No student will exempt the final exam. The Instructor retains the option to have a mid-term exam, shorter tests and pop quizzes.

**POLICY ON LATE WORK:**

Students will be expected to give book reports in a timely fashion. Where a deadline cannot be met due to an excused absence or for justifiable reasons, deadlines may be extended by the instructor.

**ATTENDANCE POLICY:**

Students will be allowed to miss no more than three classroom sessions without an excuse. Unexcused absences may cause the student to lose a substantial portion of his or her

classroom participation grade credit. If a student is not committed to attending every class, coming prepared and participating in the classroom sessions, enrolling in this class is inadvisable.

**ANTICIPATED CLASSROOM ACTIVITIES:**

Rigid adherence to this Syllabus may prove to be difficult. Some flexibility in the approach and content will be necessary on the part of the instructor and the students. Current events including decisions rendered by the United States Supreme Court during the semester will be discussed. Lively and spontaneous classroom discussions will be a goal of every classroom session.