

**Syllabus**  
**POL-295C-01: Creating the US Constitution**  
**Fall Term, 2022**

**Instructor:** Lynn Uzzell

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**Office Location:** Holekamp 304

**Office Hours:** Mon., 4:30-5:30 pm ; Wed., 8:30-9:30 am, or by appt.  
(it is *not* an imposition to ask for an appointment)

**Location:**

**Meeting Time:** M/W/F: 2:45-3:45

**Course Description**

This course both examines and reenacts the creation of the U.S. Constitution. Students will first study the historic debates of the 1787 Convention, focusing on both the theoretical and the pragmatic arguments that framed the structure of our government. Later, in a role-playing game, each student will be assigned an individual character from the historic event, and the class will convene its own 1787 Convention. Once the instruction portion of the course is complete, the game begins and the students take over. Students will frame a constitution through persuasion, compromise, private deals, and parliamentary procedure. By the end of the class, the students/delegates will vote on a Constitution of their own devising. Outcomes often vary from the actual history, but the historical grounding of the first half of the semester will enable each student to compare the classroom Constitution to the real one.

**Texts:**

- ***1787: The Grand Convention***, by Clinton Rossiter (This book is out of print and therefore *not* offered at the bookstore. However, used copies are cheap and readily attainable.)  
ISBN: 978-0-393-30404-6
- ***Reacting to the Past: The Constitutional Convention of 1787*** by John Patrick Coby.  
ISBN: 978-1-4696-7088-1
- **Course Packet**, an edited and abridged version of James Madison's Notes on the Constitutional Convention.
- In addition to the above, which can be purchased at the bookstore, each student will have a number of readings assigned to their individual roles for the second half of the semester. Most of these sources can be found online; the remainder may be found in the W&L library or available to borrow from the instructor's library. This additional reading is not optional; it is expected that students will conduct the necessary research in these outside sources when preparing their speeches.
- Students should also peruse the "Additional Resources" at the end of this syllabus and become acquainted with the massive amounts of excellent resources available free online.

## Class Policies

As in all W&L courses, pledge papers and complete all work in compliance with the Honor System. You are welcome to use your laptops in class for note taking. On your honor, you are forbidden to web browse or access social media or your email account during class. No texting or use of cellphones while in class, please, with the sole exception that a delegate may find it necessary to pass notes to other delegates within the Convention (in which case you risk censure from the House, if caught, in accordance with normal parliamentary procedure).

This is an in-person class, and it is expected that the student will be physically present for all classes whenever possible. If a student must be absent *for good cause*, such as illness or travel for an extra-curricular activity, the instructor will try to make a Zoom option available. Students must make every effort to give at least 24 hours' notice of an expected absence (and to remind instructor of the Zoom class within 24 hours if notice was given far in advance).

**Late Assignment Policy:** Each written assignment has its own due date, and, if turned in late, there will be a 2% penalty deducted for each day it is late (e.g., an assignment turned in 5 days late will be a full letter grade lower than an assignment turned in on time). The penalty comes with no judgment (let she who has never turned in an assignment late cast the first stone). There are times when life gets unexpectedly busy, and something has to give. In that case, turning in an assignment late and accepting the penalty, rather than turning in subpar work on time, is a rational calculation. But I never waive the penalty except for truly dire circumstances (e.g., death in family, serious illness or accident, etc.), so please don't ask for a more ordinary reason. Speeches should be delivered when due unless there is an excellent excuse for not being ready.

## Assignments and Grading

### **Grading Scale** (final grades are not rounded up or down)

97-100% = A+	77-79.99% = C+	Everything below 60% = F
93-96.99% = A	73-76.99% = C	
90-92.99% = A-	70-72.99% = C-	
87-89.99% = B+	67-69.99% = D+	
83-86.99% = B	63-66.99% = D	
80-82.99% = B-	60-62.99% = D-	

Keeping track of assignments in this class is especially challenging. When submitting electronic assignments in character, please title the file: [Student's Last name]-[Delegate's Last name]-[Description of assignment]. Example: "Uzzell-Washington-1st speech."

Student bios can be titled: [Last name]-[First name]-[Student Bio]. Example: "Uzzell-Lynn-Student Bio."

<b>Assignments, in brief</b>	<b>Due date</b>	<b>% of Grade</b>
Student bio	Sept. 12	Not graded

Individualized syllabus	Oct. 13	Not graded
Quarter-term exam	Sept. 29	10%
Midterm exam	Oct. 20	10%
Writing assignments	Various and individual	50%
Class participation	Throughout	30%

**Student bio:** Each student will fill out a questionnaire, giving the instructor a little bit of insight into that student individually and the kind of role he or she would be most suited for. The blank form can be found on Canvas. The bio should be sent in both electronically as well as **printed out and handed in** at the beginning of the second week of class. This is the only assignment that should be turned in as a hard copy; all other writing assignments should be turned in electronically in Word format.

**Individualized syllabus.** The second ungraded assignment is an individualized syllabus. After students have been assigned their roles, they should determine on what days their own papers and speeches fall due, and input that data into the generic class syllabus. Once the students have received their role, creating an individualized syllabus is easy. Follow these steps:

1. Download a copy of the course syllabus and save it with your name (e.g., “Syllabus-Smith”)
2. Look up the assigned speeches for your role (in your role description).
3. Compare those speeches to the days when we will be discussing that issue in this class (listed under “*Convention Agenda Issues Addressed*” for each day in the syllabus)
4. For each speech assigned to your role, input these 3 pieces of information into your personalized syllabus:
  - i. The date when the rough draft must be uploaded into Canvas, 21 hours before the class on which it is delivered (i.e., by 7:30 on Monday or Wednesday evening);
  - ii. The class period on which that speech is assigned;
  - iii. And the date when the written paper, based on that speech, needs to be turned in electronically to the instructor. That date is 48 hours after it is delivered (i.e., by 4:30 Wednesday or Saturday afternoon).
5. Email completed syllabus to Instructor by 5:00 pm, Oct. 13.

*Added hint:* As students fill out their individualized syllabus, they should also be inputting these dates into their personal calendars.

**Take-home Quarter-term exam.** The midterm for this class is split in two. The first half, the quarter-term exam, will be sent a few days before it’s due. Students will be given a series of questions that need to be answered at their leisure, and submitted electronically to the instructor by 5:00 pm, Sept. 29. Worth 10% of the grade.

**Take-home Midterm exam.** One week before the midterm, students will be given another series of questions. These may be answered at their leisure, and submitted electronically to the instructor by 5:00 pm, Oct. 20. Worth 10% of the grade.

**Writing assignments.** Each student will turn in a total of **between 12 and 15 pages over the course of the semester**, and most (not all) of these papers will be read as speeches during the mock convention. But the precise writing assignments (how many papers, how long each one is, and when each one will be due) will be individualized, depending on the role that that student has assumed. Students are responsible for keeping track of their own assignments (which is the purpose of the individualized syllabus).

Papers and speeches will be graded according to all the criteria that make for good writing: evidence of research, substantive and accurate knowledge, cogent logic, graceful and appropriate style, correct grammar, spelling, and punctuation. Use the Writing Center and/or Williams School Communications Center **prior** to submitting papers on the due date. **Pledge** in full all written work.

Almost all of the papers will be research papers (Ellsworth's copy of the Constitution and Washington's speech before the final vote being a couple of possible exceptions). One of the primary sources of research will be the actual debates of the Constitutional Convention (found in the course packet and in different formats online), but each delegate's individual role sheet will suggest additional sources for researching the arguments to be developed for particular speeches. The student is not constrained by that list of sources in the role sheet, but research is not optional for these papers. Outside sources must be consulted for each speech, and when they are consulted they must be properly cited in the final draft (either MLA or Chicago style is fine). The role description may be cited in the paper, if it is used, **but information from the role description does not count as research**. Except in the rare cases when outside research is not needed for a particular written assignment (such as the draft of the constitution), **papers turned in without evidence of research and proper citations will receive no better than a C for that assignment. Evidence of plagiarism will result in a fail for the course.**

Each speech will be presented in three ways, but only the final, polished paper will count toward the writing grade. For each speech, the student must:

1. Upload a rough version of the speech onto Canvas at least 21 hours before it is delivered, so other delegates may preview the arguments that will be delivered the following day. This paper may or may not include complete citation information. If the delegate has any secrets to withhold until the "Big Reveal" during the debates – or if some arguments depend on the outcome of certain events the following day – that need to withhold parts of one's speech is respected. The rough version must simply give the gist of the arguments to be presented the next day.
2. The students must be prepared to deliver their speeches on the day that they are assigned. Occasionally, the Convention falls behind, and speeches aren't delivered until a later class period. The delegates must be patient, roll with the punches, and bide their time in the class Convention (just like in real life). If a topic gets postponed, the student must be prepared to deliver the speech during the following class. Students who are ill or in quarantine when their speech is due will be allowed to deliver it via Zoom. Failure to deliver a speech when it is due within the Convention debates will injure the participation grade.
3. The student will submit a final draft of the speech (in Word format) to Canvas within 48 hours of its delivery (by 4:30 pm on the following Thursday or Saturday). Stylistically, the final draft may remain in the form of a speech, but in all other respects it must be a serious research paper. The final draft will **include complete citation information**. It is

the final draft that will be graded toward the writing assignment portion of the course grade.

Students will turn in a different number of speeches, depending on the role assigned. But each student must turn in at least 12 pages and no more than 15 over the course of the semester. When graded papers are returned to the student, the score will give two numbers: the number of pages for that paper/ and the grade for that paper, based on a 100-point scale. The page count will be rounded up or down if the last page is incomplete. Students are responsible for keeping track of the number of pages they have turned in and for turning in the requisite pages by the end of the semester.

All students will give a brief presentation on their character during the final exam period, to be determined in the first weeks of class, giving a brief description of their characters' activities after the Convention (with a special emphasis on the 2-3 years immediately following). If some students have fallen short of their page count during the course of the Convention, they will have the opportunity to write a short paper (no more than 2-3 pages will be accepted on this topic) to turn in at this time.

At the end of the semester, the paper grades will be weighted according to the length of each paper, and the totality of all paper grades will be worth 50% of the entire course grade.

**Class participation.** This grade assesses verbal participation throughout the semester (both in the first half of the semester and during the Convention). As such, each student must come prepared to talk about the readings assigned for each day. Once the debates begin, this grade takes into account prepared speeches (delivered when they are supposed to be delivered); informal, extemporaneous debate; assembly management; negotiations, etc. Some characters will be more active in the debates than others, but all the roles have an important function in shaping the Constitution. Students will be expected to complete the readings before class and be prepared to debate the key points as their own character would. Chronic poor attendance will injure a participation grade (but good attendance is simply expected; it does nothing toward improving a participation grade). If students will be absent on a day they are slated to give a speech, they must notify both the instructor and George Washington in advance.

Some of a student's participation in the Convention takes place behind the scene. As part of the final presentations during the final exam period, students will have the opportunity to explain how their characters contributed to the outcome of the Class Convention (including ways that may not have been visible to the Gamemaster during class discussion).

***Winners and Losers:*** It is the nature of the game that some will win and others will lose. Students' grades, however, will be assessed independently from their scores in the game. Nevertheless, winning has its privileges. During the final exam period, high scores will be announced and the game's top winners will be honored.

**\*\*\*COURSE SCHEDULE\*\*\***

**WEEK 1:**

**Friday, September 9: Road to Philadelphia: Meeting at the Indian Queen to discuss how we got here and where we're going.**

Readings:

- "I. Road Leading to Philadelphia" (from the course packet, pp. 3-13).

Reading Questions:

- What were the circumstances that energized states to send delegates to Philadelphia in 1787, when there was little enthusiasm for even mild reforms the year before?
- What was the *political* role that Madison played to bring about the Convention?

**WEEK 2:**

**Monday, September 12: Road to Philadelphia, Cont.**

**\*\*\*Turn in Student Bio, both electronic copy and hard copy\*\*\***

Readings:

- *1787: The Grand Convention*, pp. 11-40

Reading Questions:

- What were the expectations, wishes and fears that the various delegates, drawn from various regions, bringing to Philadelphia?

**Wednesday, September 14: The Political and Intellectual Origins of the Constitution**

Readings:

- "I. INTRODUCTION" (from the course packet, pp. 14-40). It's OK to *skim* the Articles of Confederation and Madison's "Of Ancient & Modern Confederacies." Read everything else (pp. 30-40) more carefully.
- *1787: The Grand Convention*, pp. 41-75

Reading Questions:

- What was the political situation under the Articles of Confederation? What were the advantages and disadvantages of this system?
- What lessons was Madison drawn from past confederacies?
- What was the *intellectual* role that Madison played when designing the Constitution?
- What kind of government would the Virginia Plan have created?

**Friday, September 16: The Debates Begin: Ratification and Amendment process**

Readings:

- "I.h. The Debates Begin: Ratification and Amendment process" (from the course packet, pp. 41-58).

Reading Questions:

- Were the delegates exceeding their authority by scrapping the Articles of Confederation and designing an entirely new Constitution?
- Why was it so important to the Framers that the Constitution be ratified in the manner that it was?

**WEEK 3:**

**Monday, September 19: CONFEDERALISM vs. NATIONALISM**

Readings:

- “II. CONFEDERALISM vs. NATIONALISM” (from the course packet, pp. 59-75).

Reading Questions:

- What would a federal veto have done to the balance of power between the state and central governments, and why did the delegates finally balk at the idea?
- What measures were put in place in lieu of a federal veto?
- What measures were put in place to protect state powers?

**Wednesday, September 21: CONFEDERALISM vs. NATIONALISM, cont.**

Readings:

- “II. CONFEDERALISM vs. NATIONALISM” (from the course packet, pp. 76-87).
- *1787: The Grand Convention*, pp. 159-181

Reading Questions:

- The enumerated powers were added by a committee (the Committee of Detail) without a prior decision to add them by the Convention as a whole, and after some members had argued against enumerated powers. Yet no one objected to that addition. Why do you suppose that was?
- What measures were put in place to protect state powers?

**Friday, September 23: CONGRESS**

Readings:

- “III. CONGRESS” (from the course packet, pp. 88-115).
- *1787: The Grand Convention*, pp. 182-205

Reading Questions:

- What are the characteristics of a “federal” and “national” chamber of the legislature, and in what ways does the Constitution institute these features?
- What was the “Great Compromise,” and was it really a compromise, or did one side get what they wanted more than the other?

**WEEK 4:**

**Monday, September 26: CONGRESS, cont.**

Readings:

- “III. CONGRESS” (from the course packet, pp. 116-141).

Reading Questions:

- What are the characteristics of an “upper” and “lower” chamber, and in what ways does the Constitution retain these features?
- What possibilities were considered relating to the qualifications for suffrage, and why does the Constitution leave the question to the states?

**Wednesday, September 28: THE SLAVERY COMPROMISES**

Readings:

- “IV. THE SLAVERY COMPROMISES” (from the course packet, pp. 142-155).
- *1787: The Grand Convention*, pp. 206-227

Reading Questions:

- What reasons did the South give for wanting full representation for the slaves, and the North none at all?
- At what point did the three-fifths ratio get applied to taxation, and why? How important was the question of direct taxation to the final three-fifths compromise?

**Thursday, Sept. 29**

**\*\*\*Quarter-term Exam due by 5:00\*\*\***

**Friday, September 30: THE SLAVERY COMPROMISES, cont.**

Readings:

- “IV. THE SLAVERY COMPROMISES” (from the course packet, pp. 156-164).

Reading Questions:

- Why did the Convention agree to allow the slave trade to continue for 20 years?
- What was the “compromise”—how did each side relent?
- The compromise over apportionment is called “The Great Compromise.” Why is this one sometimes called “The Dirty Compromise”? What makes a compromise great or dirty?

**WEEK 5:**

**Monday, October 3: THE EXECUTIVE**

Readings:

- “V. THE EXECUTIVE” (from the course packet, pp. 165-182).
- *1787: The Grand Convention*, pp. 228-254

Reading Questions:

- What were the various measures proposed in order to keep the executive branch independent? What were the proposals for keeping it dependent? Which side won out?
- What are the president’s powers?



**Wednesday, October 5: THE EXECUTIVE, cont.**

Readings:

- “V. THE EXECUTIVE” (from the course packet, pp. 183-204).

Reading Questions:

- What were the various measures proposed in order to keep the executive branch independent? What were the proposals for keeping it dependent? Which side won out?
- What were the various proposals offered for selecting the president? Why did this question seem to bedevil the delegates as much as it did?

**Friday, October 7: THE JUDICIARY**

Readings:

- “VI. THE JUDICIARY” (from the course packet, pp. 205-224).

Reading Questions:

- Why was the question of jurisdiction so important for many of the delegates (both for those who wanted broad jurisdiction and those who wanted narrow jurisdiction)?
- What do the selection, tenure, and salary arrangements of the federal judges say about the sort of judiciary the Framers were aiming for?

**\*\*\*\**Role assignments will be passed out at the end of the class period*\*\*\*\***

**WEEK 6:**

**Monday, October 10:**

**THE JUDICIARY**

Readings:

- “VI. THE JUDICIARY” (from the course packet, pp. 225-231).

Reading Questions:

- What would a “Council of Revision” have done, and why was it rejected?
- What did the delegates mean by arguing that it would have given judges a “double negative,” and what does that argument imply about their assumptions for the judiciary?

**Wednesday, October 12: HOW DO WE PLAY THIS GAME, ANYWAY?**

Readings:

- *Reacting to the Past Game Book*, pp. 3-43
- Role descriptions, vote tally sheet, game agenda, etc.

Reading Questions:

- Just how do we play this game, anyway?

**Thursday, October 13:**

**\*\*\*\*Assignment:** Upload your **individualized syllabus** by 5:00 pm on October 13\*\*\*\*

**Friday, October 14: NO CLASS! \*\*\* Fall Reading Day**

**WEEK 7:**

**Monday, October 17: Last Minute Game Prep**

Readings:

- *Reacting to the Past Game Book*, pp. 66-165
- Review Paper/ Speech requirements in Syllabus

Reading Questions:

- What are the elements of a good speech/ paper?
- Parliamentary Procedure? Huh?

**Wednesday, October 19: Special Presentation. No Readings**

**Thursday, October 20**

**\*\*\*\*Take-home midterm due by 5:00 pm\*\*\*\***

**Friday, October 21: FIRST WEEK OF THE CONVENTION, Let the Games Begin ...**

[The “Convention Agenda Issues Addressed” for each day are approximations. Some flexibility is required, because the length of time it takes to debate and decide each issue may vary.]

Readings:

- *Reacting Game Book, Virginia Plan*
- Do the additional readings assigned to your character.
- You may want to review the debates on Congress

Convention Agenda Issues Addressed:

- Presentation of Virginia Plan
- House of Representatives:
  - Mode of Election
  - Term of Office, if there’s time.

**WEEK 8 OF CLASS, but FIRST WEEK OF THE CONVENTION, cont.:**

**Monday, October 24:**

Readings:

- Do the additional readings assigned to your character.
- You may want to review the debates on Congress

Convention Agenda Issues Addressed:

- House of Representatives:
  - Mode of Election (if not finished)
  - Term of Office
  - Stipends/ Mode of Pay
- Senate:
  - Begin Bicameralism, if there's time

**Wednesday, October 26:**

Readings:

- Do the additional readings assigned to your character.
- You may want to review the debates on Congress

Convention Agenda Issues Addressed:

- Senate:
  - Bicameralism
  - Mode of Election
  - Term of office
  - Stipends

**Friday, October 28:**

Readings:

- Do the additional readings assigned to your character.
- Read over the debates about ineligibility to offices (pp. 233-42 in the packet)
- You may want to review the debates on Enumerated Powers and the federal veto, and the supremacy clause. (pp. 66-87 in the packet)

Convention Agenda Issues Addressed:

- Senate:
  - Ineligibility
- Legislative Powers
  - Enumerated Powers
  - Negative
  - Supremacy

**WEEK 9 OF CLASS, *but* SECOND WEEK OF THE CONVENTION:**

**Monday, October 31:**

Readings:

- Do the additional readings assigned to your character.
- You may want to review the debates on the Executive

Convention Agenda Issues Addressed:

- Presidency

- Overall Structure
- Number, if there's time

**Wednesday, November 2:**

Readings:

- Do the additional readings assigned to your character.
- You may want to review the debates on the Executive

Convention Agenda Issues Addressed:

- Presidency
  - Number
  - Mode of Election
  - Term
  - Reelection
  - Stipend
  - Appointment Power
  - Council of Revision, if there's time

**Friday, November 4:**

Readings:

- Do the additional readings assigned to your character.
- You may want to review the debates on the Judiciary

Convention Agenda Issues Addressed:

- Presidency
  - Council of Revision
- Judiciary
  - Appointment
  - Inferior Tribunals
  - Judicial Review
- New Jersey Plan
  - The NJ Plan will be introduced, if there's time

**WEEK 10 OF CLASS, *but* THIRD/FOURTH WEEK OF THE CONVENTION:**

**Monday, November 7:**

Readings:

- Do the additional readings assigned to your character.
- “VII-b. Taxation and Trade” (from the course packet, pp. 243-249).
- You may want to review the debates on, well, pretty much everything, because, once the NJ Plan is introduced, everything is up for renegotiation. But perhaps especially review the debates on the legality of the Convention (in “Ratification and Amendment,” in the Introduction).

Convention Agenda Issues Addressed:

- New Jersey Plan
  - Legality and public opinion
  - Small republics vs. large republics

**Wednesday, November 9:**

Readings:

- Do the additional readings assigned to your character.

Convention Agenda Issues Addressed:

- New Jersey Plan
  - Republican Representation
    - Annual Elections
    - Instructed Voting
    - Payment by state legislatures
    - Recall
    - Rotation
    - Enlargement of the House's size

**Friday, November 11:**

Readings:

- Do the additional readings assigned to your character.
- You may want to review the debates on the Great Compromise

Convention Agenda Issues Addressed:

- NJ Plan, cont. (if necessary)
- State Representation
  - Proportional vs. equal Representation
  - Franklin proposal (if there's time)

**WEEK 11 OF CLASS, *but* FOURTH-FIFTH WEEK OF THE CONVENTION:**

**Monday, November 14:**

Readings:

- Do the additional readings assigned to your character.

Convention Agenda Issues Addressed:

- State Representation
  - Franklin proposal (if necessary)
  - Pinckney Proposal
  - Sherman Proposal
  - Begin origination of money bills (if there's time)

### **Wednesday, November 16:**

#### Readings:

- Do the additional readings assigned to your character.
- You may want to review the debates on the origination of money bills (within III.a in the Course packet)

#### Convention Agenda Issues Addressed:

- State Representation
  - Origination of money bills
- Election of Committee of Detail

### **Friday, November 18:**

#### Readings:

- Do the additional readings assigned to your character.
- “VII-c. Provisions Taken from the Articles of Confederation” (from the course packet, pp. 250-263). All students should take a look at this material, but delegates elected to the Committee of Detail should look through it more carefully.
- You may want to review the debates on Slavery, especially the slave trade

#### Convention Agenda Issues Addressed:

- Committee of Detail
  - All branches of government
- New Issues
  - Slave trading
  - Import tax, if there’s time

### **NOVEMBER 19-27: NO CLASSES! \*\*\*Thanksgiving Break\*\*\***

### **WEEK 12 OF CLASS, but FIFTH-SIXTH WEEK OF THE CONVENTION**

### **Monday, November 28:**

#### Readings:

- Do the additional readings assigned to your character.
- You may want to review all the debates on Slavery

#### Convention Agenda Issues Addressed:

- New Issues
  - Import tax
  - Slavery and representation
  - Taxation
  - Fugitive slave clause
  - Periodic census (if there’s time)

### **Wednesday, November 30:**

Readings:

- Do the additional readings assigned to your character.
- “VII-d. Western Territory and the Admission of New States” (from the course packet, pp. 264-71).

Convention Agenda Issues Addressed:

- New Issues
  - Periodic census (if not already covered)
  - Commerce (export tax & navigation acts)
  - Western states
  - Standing armies

**Friday, December 2:**

Readings:

- Do the additional readings assigned to your character.
- “VII-e. The Bill of Rights controversy” (from the course packet, pp. 272-76).
- You may want to review the debates on Ratification and Amendments

Convention Agenda Issues Addressed:

- New Issues
  - Bill of Rights
  - Amendments
  - Ratification
- Election of Committee of Style

**WEEK 13: OF CLASS, but SEVENTH WEEK OF THE CONVENTION**

**Monday, December 5:**

Readings:

- Do the additional readings assigned to your character.
- “VIII-a. Preamble” (from the course packet, pp. 277-281).

Convention Agenda Issues Addressed:

- Presentation of Report by Committee of Style
- Final Revisions

**Wednesday, December 7:**

Readings:

- Do the additional readings assigned to your character.
- “VIII-b. The Last Day of the Convention” (from the course packet, pp. 281-286).

Convention Agenda Issues Addressed:

- Should this Constitution be adopted? Final Vote.

**Friday, December 9: HISTORY OF THE RATIFICATION, THE BILL OF RIGHTS, AND THE NEW GOVERNMENT**

Topics under Discussion: The ratification history, and any unfinished business from the previous weeks. Signing ceremony for the Constitution (if it was adopted).

Readings:

- 1787: *The Grand Convention*, pp. 257-334
- “VIII-c. Ratification Debates” (from the course packet, pp. 287-292).

**Final Exam Period, December 10-16: Conclusion and post mortem, with pot-luck, at City Tavern.** The evening after the Constitution was signed, the delegates met at City Tavern for a final farewell. This class will do the same (during the final exam period, which we will determine by the last week of class). The fun and games include the following:

- George Washington will deliver a research paper.
- Every other student will deliver a short speech, giving a brief description of your character’s activities after the Convention (with a special emphasis on the 2-3 years immediately following). This speech may be extemporaneous, or, if students are 2-3 pages short on their paper count for the semester, it may be a formal paper to be sent to the instructor *before* the final exam period. Each student should take about 3-5 minutes *total* (i.e., *talkative students will be given the hook after 5 minutes!*)
- At this time, students will also reveal all of the secret machinations of your individual character during the Convention.
- During this Class, winners of the game will be announced.

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## **ADDITIONAL RESOURCES:**

### **Online:**

- One of the most useful sites on the Constitutional Convention is at Teaching American History (<http://teachingamericanhistory.org/convention/>). Not only does it have a good [Introduction](#), outlining the features of the site, but it has good [bios](#) of the individual delegates, a [day-by-day calendar](#) of the Convention’s speeches, taken by James Madison, and even an [interactive map](#) of Philadelphia in 1787. This site is highly recommended for this class.
- The most complete set (and best organized) of the records of the Constitutional Convention is Max Farrand’s *Records of the Federal Convention of 1787*. The first three volumes (the most important ones) are now in the public domain and available online through Liberty Fund’s “Online Library of Liberty”:
  - <http://oll.libertyfund.org/titles/farrand-the-records-of-the-federal-convention-of-1787-vol-1>
  - <http://oll.libertyfund.org/titles/farrand-the-records-of-the-federal-convention-of-1787-vol-2>
  - <http://oll.libertyfund.org/titles/farrand-the-records-of-the-federal-convention-of-1787-vol-3>
- Liberty Fund also puts out the massive 5-volume *Founders’ Constitution*, which they also make available online: <http://press-pubs.uchicago.edu/founders/tocs/toc.html>. The first volume is divided into “major themes,” and each subsequent volume addresses individual clauses of the 1787 Constitution and first 12 amendments. Each section is followed by fragments of primary-source documents from the Founding era. Highly recommended.
- New! Thanks in part to the tireless efforts of your instructor, the Library of Congress in 2018 released new, high-resolution images of Madison’s manuscript Notes of the Convention. For those who want to see what they look like, they can go here: <https://www.loc.gov/resource/mss31021a.01x01/?st=gallery>
- Or, to see the same images in a much more user-friendly way, ConSource has arranged them by date, and allows the viewer to see the manuscript on the left and the corresponding transcript on the right: <https://www.consource.org/library/?collections=james-madisons-notes-of-the-constitutional-convention>. ConSource also has numerous other documents in its library worth viewing: <https://www.consource.org/library/>
- The Quill Project in Oxford has some nifty graphics about the decision points that led to the final Constitution. (I don’t even fully understand all of these graphics myself, but they look very nifty): <https://www.quillproject.net/quill>

### **Print:**

The instructor will keep numerous print volumes on the Constitution and the Convention in her office. Students are welcome to browse through them, and volumes may be “checked out” by responsible students for short periods of time.