

The Federalist Papers

An Honors (Un)common Read Course

IDH2930

Section 2409

Spring 2024, Class # 29671

T 1:55-2:45 (7th Period)

Little 119

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Office Hours 12.30-1:30 Tuesday (and by appointment)

Course Description:

The *Federalist Papers* is an essential text for understanding the US Constitution and the American tradition. It is also a pivotal work in the context of world history and a classic in Enlightenment political thought, grounded in historical reflection and the political philosophy of Montesquieu and David Hume. While the *Federalist Papers* has acquired a reputation as a masterpiece of American political science and literature, the work originated as a series of 85 newspaper articles, written by Alexander Hamilton, John Jay, and James Madison, and published in 1787 and 1788 to promote ratification of the Constitution of the United States. This course will engage with all 85 essays that make up the *Federalist Papers* over an entire semester. It will seek to examine them as historical documents rooted in their own time and place, and as contributions to political philosophy, leading to a deeper understanding of key terms of modern politics such as republicanism, federalism, factionalism, the separation of powers, checks and balances, and many others.

Texts:

The Federalist: The Gideon Edition, ed. George W. Carey and James McClellan (Indianapolis, 2001).

Course Requirements:

In-Class Participation/Attendance 20%

Weekly Canvas Comments	20%
Written Analysis:	60%

Learning Outcomes:

Critical Thinking

Students will be able to:

- Identify and analyze key elements and influences that shape the *Federalist Papers*.
- Identify, describe, and explain the intellectual origins of the US Constitution via close engagement with the *Federalist Papers*.
- Identify, describe, and explain how the *Federalist Papers* can illuminate larger questions of political philosophy and crucial terminology such as republicanism, federalism, factionalism, separation of powers, checks and balances, and others.

Communication

Students will be able to:

- Effectively communicate the history and the core ideas of the essays in the *Federalist Papers*.
- Articulate strong historical, political, and philosophical explanations of the ideas contained in the *Federalist Papers* and the US Constitution.

Course Expectations:

Read all the essays in the *Federalist Papers* by the date assigned for class discussion. Each week you will complete a "Weekly Canvas Comment" of 3-4 sentences. See "Canvas Comment Assignment" below. You will write two gobbet essays, which will each account for 30% of your grade. For class each day, you should be ready to discuss the essays for that day, and to pose questions regarding any confusions or difficulties you have with language, argument, structure, context, etc. Class participation will influence your final grade (for the better or worse in any borderline cases), and you will be evaluated according to your level of preparation for each day's discussion (see "In-Class Participation" below).

Description of Graded Work

1. In-Class Participation and Attendance: 20%

- a. 10% of your total course grade is based on verbal, in-class discussion participation: an exemplar participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants. See participation rubric below.
- b. 10% of your total course grade is based on attendance. On-time class attendance is required for this component of the course grade. You may have two unexcused absences without any penalty. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A becomes a B+, and so on. Excessive tardy attendance (3 or more) will also reduce your attendance grade: for each 3 tardies, your attendance grade will be reduced by 1/3.
- c. Except for absence because of religious holiday observance, documentation is required for excused absences, per [UF attendance policy](#). Excessive unexcused absences (6 or more) will result in failure of the course. If you miss 6 or more classes (excused or not), you will miss material essential for successful completion of the course.

2. Weekly Canvas Comments: 20%

- a. Every week you will post a three- to four-sentence Canvas Comment on the reading for that day, due Thursday by noon before our Friday class. You will post these to the weekly module on our Canvas page.

3. Gobbet Essays: 60%

A gobbet is a form of analysis developed in the United Kingdom, utilized at the University of Oxford, the University of St Andrews, and elsewhere. Students are given a short excerpt from a text, in this case one of the essays in the *Federalist Papers*. They are then asked to write a short piece of writing which (1) engages in a close reading of the passage, (2) connects the passage to the broader work of the author, (3) connects the passage to a broader historical context, (4) explains the significance of the text. In this class, a gobbet will consist of approximately 1,000 words. Students will write two gobbets that will be worth 30 % each. I will provide more information on Canvas regarding the Gobbet Essay.

Weekly Canvas Comments (Due Monday by noon)

ALL students are required to post a question or comment on that week's reading on Canvas by Monday at noon. There is no length requirement for these posts—your interests and questions will help to structure and focus our discussion for that week—three to four sentences are sufficient, but they can be slightly longer. You may simply pose a question of context or fact, such as the literal meaning of a term. You may also draw attention to interesting arguments and passages you would like to discuss in class. A Weekly Canvas Comment is considered late if it is posted at any time after noon on Monday. Late responses (after 12:00) will have a full grade deducted from the grade received for each day the response is late (An A will be reduced to a B, etc.). You will receive full credit (an "A") for meeting the minimum requirements described above. Points are taken off only for late comments.

Class Participation

Grading for class discussion follows a *general* rubric of A=speaking 2-3 times each class period; B=speaking once a class period; C=speaking every other week or so; D=speaking a couple times a semester. F=attending class but not speaking at all. If you have trouble speaking up in class, feel free to prepare beforehand a question or two to pose during class, and that counts as contributing to productive class discussion.

Gobbet Essay

A gobbet is a form of analysis developed in the United Kingdom, utilized at the University of Oxford, the University of St Andrews, and elsewhere. Students are given a short excerpt from a text. They are then asked to write a short piece of writing which (1) engages in a close reading of the passage, (2) connects the passage to the broader work of the author, (3) connects the passage to a broader historical context, (4) explains the significance of the text. In this class, a gobbet will consist of approximately 1,000 words. Students will write two gobbets that will be worth 30 % each. I will provide more information on Canvas regarding the Gobbet Essays.

Rubrics and Grading

Gobbet Rubric

	Excellent	Good	Average	Insufficient
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Close reading: Eloquently assesses key words, sentence structure, and important content				
Literary Context: Using effective prose, connects the passage to the work				
Historical context: Effectively connects the passage to the historical context				
Significance: Persuasively communicates the significance of the key concept of the text				

Participation Rubric

	Excellent	Good	Average	Insufficient
Knowledgeable: Shows evidence of having done the assigned work.				
Thoughtful: Evaluates carefully issues raised in assigned work.				
Considerate: Takes the perspective of others into account and listens attentively.				

Grading

For information on how UF assigns grade points, visit:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

VI. Required Policies

Grading Policy

A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. Once you have earned a final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Completion credit.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus/Academic Resources:

Honors Program

The Honors Program office is found at 201 Walker Hall, 352-392-1519. Questions for an Honors advisor can be directed to advisor@honors.ufl.edu. You may also schedule an Honors advising appointment via Microsoft Bookings at <https://bit.ly/ufhonorsadvising>.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab

sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

<u>Date</u>	<u>Reading</u>
Jan. 9	Introduction, pp. 1-4; Articles of Confederation, pp. 500-509; Constitution of the United States, pp. 526-551.
Jan. 16	The Federalist Nos. 2-5, pp. 5-20
Jan. 23	The Federalist Nos. 6-10, pp. 20-49.
Jan. 30	The Federalist Nos. 11-14, pp. 49-67.
Feb. 6	The Federalist Nos. 15-20, pp. 68-99.
Feb. 13	The Federalist Nos. 21-28, pp. 99-139.
Feb. 20	The Federalist Nos. 29-36. pp. 140-179.

- Feb. 27 The Federalist Nos. 37-44, pp. 179-237.
- Mar. 5 The Federalist Nos. 45-51, pp. 237-272.
Gobbet Essay 1 Due
- Mar. 12 SPRING BREAK
- Mar. 19 The Federalist Nos. 52-61, pp. 272-318.
- Mar. 26 The Federalist Nos. 62-66, pp. 319-347.
- Apr. 2 The Federalist Nos. 67-72, pp. 347-378.
- Apr. 9 The Federalist Nos. 73-77, pp. 379-400.
- Apr. 16 The Federalist Nos. 78-83, pp. 401-442.
Gobbet Essay 2 Due
- Apr. 23 The Federalist Nos. 84-85, pp. 442-458.