CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM AREA _________ HISTORY

1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

   HIST 272       CONSTITUTIONAL HISTORY OF THE US   (3)
   Three hours of lecture per week
   Examines the origins of American constitutional thought and practice, the framing and adoption of the Constitution and the Bill of Rights, the establishment of the U.S. Supreme Court and of its power of judicial review. Topics include: a series of critical tests to the constitutional framework in the context of a continuous social change, major decisions by the Supreme Court in history and their impacts on society. Meets Title V U.S. History and Constitution Requirement

2. Mode of Instruction.

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<tr>
<th>Lecture</th>
<th>Units</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
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<td>_______</td>
<td>3.0</td>
<td><em><strong>1</strong></em></td>
<td><em><strong>30</strong></em></td>
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<td>Seminar</td>
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<td>Laboratory</td>
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<td>Activity</td>
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3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

   This course meets i Title V requirement mandated by the State of California Educational Codes and is required for all our history majors in the future.
   
   The learning objectives for the course are 1) to explain the historical origins and development of the U.S. Constitution, 2) to demonstrate critical thinking skills in dissecting, writing, and presenting major Constitutional cases and controversies, and 3) to demonstrate analytical skills in synthesizing the impacts of significant Constitutional changes on society.

4. Is this a General Education Course  YES  NO

   If Yes, indicate GE category:
   
   A (English Language, Communication, Critical Thinking)
   B (Mathematics & Sciences)
   C (Fine Arts, Literature, Languages & Cultures)
   D (Social Perspectives)
   E (Human Psychological and Physiological Perspectives)

5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

   Course content:
   
   1: Historical background of the American constitutional tradition
   The English constitutional thought and experience. Law and the legal framework of colonial government. Imperial control and local government. The legal profession in colonial time.
   
   2: Enlightenment philosophies of balanced government
   John Locke and his Treatises on Government. Montesquieu and The Spirit of the Laws.

NEWCRSFR 9/30/02
The ideological origins of the American Revolution. Thomas Paine and his political ideology.

3: The experience of the American Revolution
   The Articles of Confederation. The Critical Period. State constitutional conventions and constitutions.

4: The Constitutional Convention of 1787

5: The early days of the Federal Supreme Court
   The Judiciary Act of 1789. The establishment of the power for judicial review.
   The Supreme Court under John Marshall.

6: Supreme Court decisions during the early national period

7: Society, law, and the issue of race

8: Law and business
   The Sherman Act of 1890. Standard Oil Co. v. United States (1911).

9: Law, government, and civil liberties

10: The New Deal and the law
    FDR, New Deal legislations, and the Supreme Court.

11: The law and racial equality

12: The structure of the Supreme Court and its members

13: Life or choice: the law and the controversy over abortion

14: Power, politics, and law

15: Understanding the role of the Constitution in American life: controversies, hopes, and realities
    Major constitutional amendments. Failed attempts to amend the Constitution in history.
    Myths, assumptions, and misassumptions about the Constitution.

6. References. [Provide 3 - 5 references on which this course is based and/or support it.]


7. List Faculty Qualified to Teach This Course.
   History Faculty
8. Frequency.
a. Projected semesters to be offered: Fall __X__  Spring __X__  Summer ______

9. New Resources Required.  NONE
   a. Computer (data processing), audio visual, broadcasting needs, other equipment
   b. Library needs
   c. Facility/space needs

10. Consultation.
   Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

   Frank Barajas  11-7-02
   ________________________________________________________
   Proposer of Course  Date