

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. The proposal template should be completed in full and submitted to the University Provost's Office [mailto: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

College/School/Institute: College of Liberal Arts and Sciences
Department/Division/School: School of Civic and Economic Thought and Leadership
Proposing faculty group (if applicable):
Are two or more academic units collaborating on this program? No, this is not a joint degree program

If "Yes", list all the additional college(s)/school(s)/institute(s) that will be involved in the development and resources for the degree program by offering courses, faculty or facilities. Please note: This question does not refer to official joint degree programs. Official joint degree programs are ones in which the degree is jointly conferred by two colleges. If the program is jointly conferred, please complete the Proposal to Establish a New Joint Undergraduate Degree Program.

Degree type: BA-Bachelor of Arts
 If other, provide degree title and proposed abbreviation:
Name of degree program (major): Civic and Economic Thought and Leadership
Are any concentrations to be established under this degree program? No, concentrations will not be established.
Is a program fee required? No, a program fee is not required.
What is the first catalog year available for students to select on the undergraduate application for this this program? 2018-19

Delivery method and campus or location options: select all locations that apply
☐ Downtown Phoenix ☐ Polytechnic ☒ Tempe ☐ Thunderbird ☐ West ☐ Other: _____
☐ Both on-campus and ☐ ASU Online* - (check applicable campus(es) from options listed above)
☐ ASU Online only (all courses online and managed by ASU Online)

Note: Once students elect a campus or online option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus then complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

Proposal Contact

Name: Paul Carrese **Title:** Director and Professor
Phone number: 480-965-0380 **Email:** paul.carrese@asu.edu

DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and College/School levels of review. I recommend implementation of the proposed organizational change.

College/School/Division Dean name: Paul LePore

Signature:

Date:

OCTOBER 4, 2017
/ /20

College/School/Division Dean name:
 (if more than one college involved)

Signature:

Date:

/ /20

Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.

1. Purpose and Nature of Program

Provide a brief program description. Include the distinctive features of the program that make it unique.

The School of Civic and Economic Thought and Leadership (SCETL) seeks to prepare civic-minded citizens and leaders through the study of great works and great debates of civic, economic, political, and moral thought, primarily in the Western tradition but also comparatively. The core spirit of this transdisciplinary education is the nexus of study of classic sources with study about and experiences of leadership and statesmanship, to prepare students for both understanding and practice of leadership in 21st century America and a globalized world.

2. Student Learning Outcomes and Assessment Methods

A. Knowledge, Competencies, and Skills

List the knowledge, competencies, and skills students should have when they graduate from the proposed degree program. (You can find examples of program Learning Outcomes at (<https://uoeee.asu.edu/assessment>)).

Knowledge:

- to analyze fundamental works and debates of Western moral and political thought from the classical to contemporary worlds, with some comparative study;
- to analyze fundamental works and debates of American political and economic thought and American constitutionalism;
- to analyze fundamental works and debates of political economy in the Western tradition from the classical to contemporary worlds;
- to analyze great ideas, debates, and exemplars of leadership and statesmanship across history and civilizations to the present;
- to synthesize theory and practice in concrete settings of politics, policy, leadership, and service so as to analyze plausible ends, ways, and means of proposed actions.

Competencies and Skills:

- to discuss (in writing and orally) and practice fundamental concepts of civic ethics and political ethics;
- to effectively and reasonably discuss and debate, both in writing and orally, fundamental ideas of politics, policy, public affairs, and leadership;
- to demonstrate attributes of leadership to include framing goals, assessing effective ways and means, setting priorities, inspiring teams and followers, and working as a team member;
- to synthesize theory and practice in concrete settings of politics, policy, leadership, and service so as to assess and develop appropriate ends, ways, and means of actions or implemented plans;

B. Assessment

Describe the plan and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (<https://uoeee.asu.edu/assessment>)).

Outcome 1: Apply critical reasoning and historical perspective to compare and analyze foundational works and debates of Western moral, political and economic thought

- An embedded written assignment in CEL 100 Great Ideas of Politics and Ethics will trace and articulate the historical development of western political thought and ethics from its classical origins to modern thought in works by such thinkers as Plato, Aquinas, Maimonides, Rousseau, Tocqueville, Nietzsche and Martin Luther King, Jr. A faculty-designed rubric will be used to evaluate critical thought and historical perspective to develop a cohesive argument regarding the interplay of civic and political thought with philosophical and religious debates.
- In CEL 345 Classics of Modern Economic Thought: Smith to Hayek and Beyond, a major paper will use insights from some of the major economic thinkers of the 20th century to analyze the economic reasons leading to major economic crises such as the Great Depression, Stagflation, and the Great Recession and the subsequent policy responses to those crises. A faculty rubric will be applied to measure the student's integration of historical literacy and critical reasoning to successfully apply readings and insights from the first half of the course to the relationships between markets and morality in the modern nation state.

Outcome 2: Students will be able to compare and contrast the arguments made and positions taken in historical debates about public affairs and leadership and apply insights to articulate and analyze contemporary political and economic decisions about policy and strategy in both written and oral work product.

- In CEL 200 Great Debates in American Politics and Economics, a final paper will be evaluated using a rubric designed to measure the technical development and support of a thesis relating historical debates about liberty and equality, constitutionalism and democracy, and markets and government intervention to more recent political debates
- In CEL 475 Statesmanship and American Grand Strategy, a Marshall Brief presentation based on the student's digital research portfolio will be evaluated following a faculty rubric that measures application of historical readings to articles about current political events and debates in America drawn from a variety of current sources.

3. Academic Curriculum and Requirements

A. Major Map

Attach a copy of the "proposed" major map for this degree program. Instructions on how to create a "proposed major map" in BAMB can be found in the Build a Major Map Training Guide.

B. Summary of Credit Hours Required for this Program

Total credit hours must be 120 and include first year composition, general studies, core/required courses, program specific electives, and any additional requirements (e.g., concentration credits).

Requirements	Credit Hours
First Year Composition	6
ASU 101 (or Equivalent)	1
General Studies	35
Core/required courses	12
Program specific electives	27
Additional requirements	22
Other; please explain (University electives)	17
Total	120

C. Core/Required Courses

i. Total required and/or core course credit hours

12

ii. List the prefix, number, name and credit hours for each required/core course for this program

CEL 100 Great Ideas of Politics and Ethics (3)
 CEL 200 Great Debates in American Politics and Economics (3)
 CEL 300 Capitalism and Great Economic Debates (3)
 CEL 475 Statesmanship and American Grand Strategy (3)

D. Program Specific Electives

i. Total required program elective credit hours

27

ii. List the prefix, number, name and credit hours for any program specific electives for this program

- Students must choose one additional course from each of four curricular tracks in the School.
(12 credit hours total)

Track 1: Moral and Political Thought

CEL 305 Classical Political Philosophy and Statesmanship: The Greeks (3)
 OR

CEL 320 Modern Political Thought: Origins and Debates about Modern Liberty (3)

Track 2: American Political and Economic Thought

CEL 235 Federalists, Anti-Federalists, and the Enduring Debate over American Constitutionalism (3)

Track 3: Economic Thought and Political Economy

CEL 345 Classics of Modern Economic Thought: Smith to Hayek and Beyond (3)

Track 4: Leadership and Statesmanship for the 21st Century

CEL 375 Politics and Leadership in the Age of Revolutions, 1776-1826 (3)

b. Students must choose any three additional 3-credit hour CEL courses from the SCETL curriculum, two of which must be upper division. CEL 484 and CEL 499 may also be used to fulfill elective hours. (9 credit hours total, 6 credit hours of which are upper division)

c. Students must choose any two of the following 3-credit courses from those not used in Track electives above or from CEL 499 or CEL 484 as related-area electives, one of which must be upper division. (6 credit hours total, 3 credit hours of which are upper division)

ECN 211 Macroeconomic Principles (3) or

ECN 213 Honors Macroeconomics (3)

ECN 212 Microeconomic Principles (3) or

ECN 214 Honors Microeconomics (3)

HST 109 United States to 1865 (3)

HST 110 United States Since 1865 (3)

PHI 105 Intro to Ethics (3)

PHI 347 Philosophical Theories of Constitutional Law (3)

POS 110 American Government and Politics (3)

POS 150 Comparative Government (3)

POS 160 Global Politics (3)

POS 210 Political Ideologies (3)

POS 216 State and Local Government (3)

POS 465 International Organization and Law (3)

E. Additional Program Requirements, if any:

List and describe any capstone experiences, milestone, and/or additional requirements.

Second Language Requirement (16 credit hours)

CEL 484 Internship (3)

CEL 485 Capstone (3)

F. Concentrations

i. Are any concentrations to be established under this degree program? No, concentrations will not be established.

ii. If yes, are concentrations required? (Select One)

iii. List courses & additional requirements for the proposed concentration(s):

Concentration Name	Total credit hours	Core/Required Courses for Concentration (Prefix, # & Title)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)

4. New Course Development

A. Will a new course prefix (es) be required for this degree program? No

If yes, list prefix name(s) (i.e. ENG- English):

Note: A request for a New Prefix form must be completed for each new prefix required and submitted with this proposal: New prefix request form.

B. New Courses Required for Proposed Degree Program

List all new courses required for this program, including course prefix, number and course description.

CEL 100 Great Ideas of Politics and Ethics (3)

This course introduces fundamental debates and ideas of politics in both the West and beyond. It surveys ancient, medieval and modern thinkers in the Greek, Jewish, Christian and Muslim traditions, tracing their influences on contemporary debates with focus on the great questions of human nature, social and political life, and the relationship between religion and politics. We study both the ideas and historical statesmanship of such figures as Plato, Cicero, Tertullian, Aquinas, Saadyah Gaon, Maimonides, Al-Farabi, Ibn Rushd (Averroes), and Al-Ghazali, as well as various leaders and writers from modernity in America and abroad. This lecture course will include separate discussion sessions to encourage active learning, and students will be expected to write analytical papers and make a class presentation.

CEL 200 Great Debates in American Politics and Economics (3)

An introduction to fundamental ideas and debates about liberty and equality in American thought from the colonial era to the present, focusing on major political and economic figures and issues – ideas that continue to shape political and economic debates in 21st century America, thus providing crucial foundations for future leadership roles in either public affairs or the private sector. A major theme is the tensions between liberty and equality, and between constitutionalism and democracy, in three centuries as a democratic, commercial republic. This lecture course will include separate discussion sessions at the end of each week to encourage active learning, and students will be expected to write analytical papers and make a class presentation.

CEL 235 Federalists, Anti-Federalists, and the Enduring Debate over American Constitutionalism (3)

Examining the arguments and questions raised by the Federalists and Anti-Federalists during their debates over the 1787 Constitution, which provide resources to understand and contribute to contemporary political debates. Federalists and Anti-Federalists debated such fundamental issues as political power, federalism, republicanism, representation, separation of powers, protection of rights, slavery, and the character of the people and their leaders. They model how intellectually

deep, and morally serious, public discourse can be. Students will study their arguments, and with the help of Tocqueville's *Democracy in America*, apply these debates to current politics, while considering the rhetorical and other demands placed upon statesmen in constitutional, democratic systems. Students will write analytical papers and participate in a simulation of a modern-day constitutional convention.

CEL 300 Capitalism and Great Economic Debates (3)

Explores fundamental ideas and debates about economics and political economy in Western civilization, from ancient Greece to this globalized era, especially the major arguments about commerce and capitalism – ideas that continue to shape economic debates in America and internationally, thus providing crucial foundations for future leadership roles in either public affairs or the private sector. Classic thinkers discussed in this seminar course include Aristotle, Aquinas, Locke, Montesquieu, Smith, Marx, Keynes, and Hayek, to understand the larger concepts of political economy and justice that provide crucial context for continuing debates about free markets, capitalism, economic efficiency, and inequality or fair opportunity.

CEL 305 Classical Political Philosophy and Statesmanship: The Greeks (3)

This course will examine the themes of justice and leadership in democracy and war through the texts of classical political thinkers, including Plato's *Republic*, Aristophanes' *Clouds*, Aristotle's *Politics and Ethics*, and Thucydides account of *The Peloponnesian War*. Students will investigate questions of political leadership, ambition, and the common good. The course will proceed through discussion and student led presentations of the big questions these texts raise.

CEL 320 Modern Political Thought: Origins and Debates about Modern Liberty (3)

The course examines crucial debates in modern political thought, especially in the United States. A focus is defining what is distinctive about "modern thought," with recourse to Tocqueville's *Democracy in America* on the difference between ancien régime monarchies and modern liberal democratic polities. Other primary readings include works from such seminal moderns as Machiavelli, Hobbes, and Locke, but America (not Europe) is the ultimate focus. Students will query the core documents and ideas of the American Founding, and discern the complex interplay of classical republican and liberal intellectual traditions. Close reading of *The Federalist* and selected Anti-Federalist writings will prepare for a broader re-examination of the American political tradition, concluding with the ongoing dispute between progressivism, socialism, and conservatism.

CEL 345 Classics of Modern Economic Thought: Smith to Hayek and Beyond (3)

This seminar addresses how major economic thinkers since Adam Smith (and his contemporaries) have dealt with the political, moral, and economic issues that arise from modernity's embrace of the goal of economic progress. Course readings will cover the age of Smith and Rousseau up to the times of Thomas Piketty and Deidre McCloskey. The course will feature close readings and discussion of primary texts, and class presentations. Students will write analytical papers on these important authors and debates.

CEL 375 Politics and Leadership in the Age of Revolutions, 1776-1826 (3)

This course examines political thought and political leadership, in the era of the American, French, Haitian, and Latin American Revolutions. It begins with a look at Enlightenment political thought, focusing on natural rights, constitutionalism, and political economy. It then considers leading political ideas connected with each of the great upheavals that began with the American Revolution and ended, 50 years later, with the independence of Latin America. Along the way, the course will examine the record of political leadership during the same episodes, via biographies of figures such as Washington and Jefferson, Sieyès and Robespierre, Toussaint and Napoleon, Bolivar and San Martín.

CEL 475 Statesmanship and American Grand Strategy (3)

Discussing great ideas and figures in political leadership and statesmanship, from ancient Greece and early modern Europe to America's founding and the present global uncertainty, especially the major arguments about war, peace, and international affairs – ideas that shape foreign policy and grand strategy debates in the 21st century, thus providing crucial foundations for future leadership roles. Major thinkers and episodes discussed in this seminar course include Thucydides, Plutarch, Montesquieu, George Washington, Lincoln, Truman and the Cold War, and Reagan, as well as contemporary debates about America's post-Cold War strategies for its leadership role in global affairs.

CEL 485 Capstone (3)

The capstone seminar will integrate theory and practice by studying selected topics of the intellectual foundations for leadership with exemplars of leadership and statesmanship, culminating in a research presentation and paper.

Note: New course requests must be submitted electronically via Curriculum ChangeMaker and undergo all internal university review and approval steps including those at the unit, college, and university levels.

5. Program Need

Explain why the university needs to offer this program (include target audience and market).

An increased volatility in politics and markets has spawned a new generation of students anxious to make a difference by participating in governance and policy decision-making, and our fraying civic fabric suggests the need for educational attention to our civic foundations and deeper debates. This innovative degree's integrated curriculum in the history of political and economic thought, American politics, political economy, and the theory and ethical practice of leadership will serve students seeking leadership roles in the public and private sectors. In producing leaders with the skills and knowledge to guide the development of American government, industry, and civil society at local, national, and international levels, the BA in civic and economic thought and leadership fulfills the ASU charter by contributing to the economic and social health of the communities we serve.

6. Impact on Other Programs

List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

The two units most likely to be affected by this new School are the School of Politics and Global Studies (SPGS) and the History and Philosophy faculties within the School of Historical, Philosophical, and Religious Studies (SHPRS). We expect the School will draw interest from the expanding pool of students in Barrett, The Honors College toward the overlapping set of courses and activities offered by SCETL, SPGS, and SHPRS. We also anticipate some interest in SCETL from students and faculty in the W. P. Carey School of Business, but the approach to economics and political economy in SCETL will be substantially different from that which is offered in the Economics department and other units in the W.P. Carey School of Business.

Letters of support from the Directors of SHPRS, SPGS, Economics in the W.P. Carey School of Business, College of Integrative Sciences and Arts, School of Public Affairs and School of Social and Behavioral Sciences in the New College of Interdisciplinary Arts and Sciences are attached.

7. Projected Enrollment

How many new students do you anticipate enrolling in this program each year for the next five years?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 & 2 continuing + new entering)	4th Year (Yrs 1, 2, 3 continuing + new entering)	5th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	10	30	50	75	100

8. Accreditation or Licensing Requirements

If applicable, provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

None

9. Faculty & Staff

A. Current Faculty

List the name, rank, highest degree obtained, and area of specialization or expertise of all current faculty who will teach in the program, and estimate their level of involvement.

Paul Carrese, Director and Professor, PhD Political Science. Specialization/expertise: American constitutionalism, history of political philosophy, leadership and statesmanship, national security, and grand strategy.

Kent Wright, Associate Professor, PhD History. Specialization/expertise: Western intellectual history, political history, and history of the Enlightenment.

Peter McNamara, Professor of Practice, PhD Political Science. Specialization/expertise: political economy, history of economic thought, statesmanship and leadership.

Karen Taliaferro, Assistant Professor, PhD Political Science. Specialization/expertise: history of political philosophy, Western and Islamic political philosophy, leadership and public service.

Charles Drummond, Assistant Professor, PhD History. Specialization/expertise: Western intellectual and legal history, the Atlantic political tradition, right to bear arms, leadership and public service, national security.

Zachary German, Assistant Professor, PhD Political Science. Specialization/expertise: American constitutionalism and political thought, history of political philosophy, and religion in politics.

Carol McNamara, Associate Director of Public Programs and Sr. Lecturer, PhD Political Science. Specialization/expertise: history of political philosophy, classical political philosophy, leadership and statesmanship, and public service.

B. New Faculty

Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

The School seeks to add 3 faculty positions in 2017-18. Funding for additional faculty has been allocated by the Arizona legislature.

C. Administration of the Program

Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

Faculty Leadership will oversee curriculum and course development. Advising, recruitment and faculty support will be handled by staff positions. There are no admissions standards beyond those for the university.

10. Resources (necessary to launch and sustain the program)**A. Required Resources**

Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

NA

B. Resource Acquisition

Explain how the resources to support this program will be obtained.

Start-up funding has been provided by Arizona Legislature with option for renewal in 2018-19 academic year.

APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS
 (This information is used to populate the Degree Search/catalog website.)

1. Program Name (Major): Civic and Economic Thought and Leadership

2. Marketing Description (*Optional. 50 words maximum. The marketing description should not repeat content found in the program description*)

Join a new class of leaders in the School of Civic and Economic Thought and Leadership. Through the study of political and economic thought in class, direct contact with prominent public and academic leaders, and practical experience in dynamic internships, you will learn how to understand and meet the challenges of our times.

3. Program Description (*150 words maximum*)

The BA program in civic and economic thought and leadership inspires and prepares the next generation of leaders through transdisciplinary study in political philosophy, economic thought, political and intellectual history and American political thought and constitutionalism, combined with practical leadership experiences and the study of leadership and statesmanship. The degree program examines broad and fundamental concepts and questions across human civilization and the challenges of leadership and statesmanship in the 21st century world. Coursework is augmented by an internship experience, access to world-class scholars and intellectuals in the public affairs and speakers program, and contact with visiting Fellows. The multifaceted perspective and comprehensive educational resources of this degree program prepare students for graduate school, to compete for prestigious graduate scholarships, and for leadership roles in the public and private sectors. The result is a new breed of student who is uniquely positioned to address contemporary challenges through a traditional lens.

4. Contact and Support Information

Building code and room number: (<i>Search ASU map</i>)	DISC 213
Program office telephone number: (<i>i.e. 480/965-2100</i>)	480/965-0155
Program Email Address:	scetl@asu.edu
Program Website Address:	https://scetl.asu.edu

5. Delivery/Campus Information Options: On-campus only (ground courses and/or iCourses)

Note: Once students elect a campus or online option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus then complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request

6. Campus/Locations *indicate all locations where this program will be offered.*

☐ Downtown Phoenix
 ☐ Polytechnic
 ☒ Tempe
 ☐ Thunderbird
 ☐ West
 ☐ Other: _____

7. Additional Program Description Information

- A. Additional program fee required for this program? No
- B. Does this program have a second language requirement? Yes

8. Career Opportunities

Provide a brief description of career opportunities available for this degree program. (150 words maximum)

This rigorous program inspires and prepares students to lead and serve in civil society, public affairs or government. Students refine their ability to read closely, think analytically, write carefully and speak effectively. Internships provide the practical professional experience that employers desire. Some career paths students might pursue include business, campaign management, education, foreign service, journalism, law, political advising, national security affairs and public office.

9. Additional Freshman Admission Requirements

If applicable, list any freshman admission requirements that are higher than and/or in addition to the university minimum undergraduate admission requirements.

NA

10. Additional Transfer Admission Requirements

If applicable, list any admission requirements for transfer students that are higher than and/or in addition to the university minimum undergraduate transfer admission requirements.

NA

11. Change of Major Requirements

Standard change of major text is as follows: A current ASU student has no additional requirements for changing majors. Students should refer to <https://students.asu.edu/changingmajors> for information about how to change a major to this program.

If applicable, list any additional requirements for students who may change their major into this program.

NA

12. Keywords

List all keywords used to search for this program (limit 10). Keywords should be specific to the proposed program.

leadership, American politics, liberal education, service, economics, moral thought, civic education, internship, public affairs, international affairs,

13. Advising Committee Code

List the existing advising committee code to be associated with this degree.

UGLACE

Note: If a new advising committee needs to be created, please complete the following form:

[Proposal to create an undergraduate advising committee](#)

14. First Required Math Course

List the first math course required in the major map.

MAT 142

15. WUE Eligible

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE?

No

Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.

16. Math Intensity

a. List the highest math course required on the major map. (This will not appear on Degree Search.)

MAT 142

b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: <https://catalog.asu.edu/mathintensity>

General

17. ONET Codes

Identify ONET/SOC codes that should be displayed on Degree Search. ONET/SOC codes can be found at: <http://www.onetonline.org/crosswalk/SOC/>. Alternate titles displayed on Degree Search may vary and can be found at: <https://catalog.asu.edu/alternate-career-titles>.

23-1011.00	19-3094.00
19-3093.00	27-3022.00
19-3011.00	25-1199.00

11-1031.00

11-9033.00

23-1023.00

55-1019.00

18. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.

- | | |
|--|--|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Communications & Media | <input checked="" type="checkbox"/> Law, Justice, & Public Service |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Exploratory | |











B. Select **one (1)** secondary area of interest from the list below that applies to this program.

- | | |
|--|--|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Law, Justice, & Public Service |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> Science |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Exploratory | |

2018 - 2019 Major Map

Civic and Economic Thought and Leadership, (Proposed)

School/College:
TZXDTRI

Term 1 0 - 16 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 CEL 100: Great Ideas of Politics and Ethics	3	C	<ul style="list-style-type: none"> • An SAT, ACT, Accuplacer, IELTS or TOEFL score determines placement into first-year composition courses • Mathematics Placement Assessment score determines placement in mathematics course. • ASU 101 or college-specific equivalent First-Year Seminar required of all freshman students. • Select your career interest area and play me3@ASU. • Create a first draft resume.
ENG 101 or ENG 102: First-Year Composition OR			
ENG 105: Advanced First-Year Composition OR	3	C	
ENG 107 or ENG 108: First-Year Composition			
LIA 101: Student Success in the College of Liberal Arts and Sciences	1		
MAT 142: College Mathematics (MA)	3	C	
Social-Behavioral Sciences (SB) AND Cultural Diversity in the U.S. (C)	3		
Elective	3		
Term hours subtotal:	16		
Term 2 17 - 30 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 CEL 200: Great Debates in American Politics and Economics	3	C	<ul style="list-style-type: none"> • Network in your career interest area. • Join a student club or professional organization.
ENG 101 or ENG 102: First-Year Composition OR			
ENG 105: Advanced First-Year Composition OR	3	C	
ENG 107 or ENG 108: First-Year Composition			
Natural Science - Quantitative (SQ)	4		
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
 Complete ENG 101 or ENG 105 or ENG 107 course(s).			
Term hours subtotal:	14		
Term 3 31 - 44 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
CEL Elective	3	C	
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
Humanities, Arts and Design (HU) AND Historical Awareness (H)	3		
Natural Science - Quantitative (SQ) OR Natural Science - General (SG)	4		
 Complete First-Year Composition requirement.			
 Complete Mathematics (MA) requirement.			
Term hours subtotal:	14		
Term 4 45 - 60 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 Related Area Course	3	C	<ul style="list-style-type: none"> • See your academic advisor to explore internship opportunities. • Secure a part-time job or volunteer experience.
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	

Computer/Statistics/Quantitative Applications (CS)	3
Literacy and Critical Inquiry (L)	3
Social-Behavioral Sciences (SB) AND Global Awareness (G)	3
Term hours subtotal:	16

Term 5 61 - 76 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ CEL 300: Capitalism and Great Economic Debates	3	C	<ul style="list-style-type: none"> • CEL 499 and additional CEL 484 internship hours may be used to satisfy the CEL elective requirement. • Explore graduate programs with faculty and your advisor.
CEL 235: Federalists, Anti-Federalists, and the Enduring Debate over American Constitutionalism	3	C	
CEL Upper Division Elective	3	C	
Upper Division Literacy and Critical Inquiry (L)	3		
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
Term hours subtotal:	16		

Term 6 77 - 91 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
CEL 305: Classical Political Philosophy and Statesmanship: The Greeks OR CEL 320: Modern Political Thought: Origins and Debates about Modern Liberty	3	C	<ul style="list-style-type: none"> • Develop your professional online presence. • Use Handshake to research employment opportunities.
CEL 345: Classics of Modern Economic Thought: Smith to Hayek and Beyond	3	C	
Upper Division Related Area Course	3	C	
Humanities, Arts and Design (HU)	3		
Upper Division Elective	3		
★ Complete Cultural Diversity in the U.S. (C) AND Global Awareness (G) AND Historical Awareness (H) course(s).			
Term hours subtotal:	15		

Term 7 92 - 106 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ CEL 475: Statesmanship and American Grand Strategy	3	C	<ul style="list-style-type: none"> • Gather online references. • Update and polish your resume. • Apply to graduate programs.
CEL 484: Internship	3	C	
CEL Upper Division Elective	3	C	
Upper Division Elective	3		
Elective	3		
Term hours subtotal:	15		

Term 8 107 - 120 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ CEL 375: Politics and Leadership in the Age of Revolutions, 1776-1826	3	C	<ul style="list-style-type: none"> • Complete an in person or virtual practice interview. • Apply for full-time career opportunities.
★ CEL 485: Capstone	3	C	
Upper Division Humanities, Arts and Design (HU) OR Upper Division Social-Behavioral Sciences (SB)	3		
Upper Division Elective	3		
Elective	2		
Term hours subtotal:	14		

Hide Course List(s)/Track Group(s)

Related Area Courses

ECN 211: Macroeconomic Principles (SB) or
ECN 213: Honors Macroeconomics (SB)

ECN 212: Microeconomic Principles (SB) or
ECN 214: Honors Microeconomics (SB)

HST 109: United States to 1865 ((HU or SB)
& H)

HST 110: United States Since 1865 (SB & H)

PHI 105: Intro to Ethics (HU)

PHI 347: Philosophical Theories of
Constitutional Law

POS 110: American Government and Politics
(SB)

POS 150: Comparative Government (SB & G)

POS 160: Global Politics (SB & G)

POS 210: Political Ideologies (SB)

POS 216: State and Local Government (SB)

POS 465: International Organization and Law
(SB & G)

Notes:

- Please keep in mind that the applicability of a specific transfer course toward an ASU degree program depends on the requirements of the department, division, college or school in which you are enrolled at ASU. Transfer agreements that guarantee the completion of university level requirements do not necessarily meet college and major requirements. Please consult with an advisor for more information.

Total Hours: 120

Upper Division Hours: 45 minimum

Major GPA: 2.00 minimum

Cumulative GPA: 2.00 minimum

Total hrs at ASU: 30 minimum

Hrs Resident Credit for

Academic Recognition: 56 minimum

Total Community College Hrs: 64 maximum

Total College Residency Hrs: 12 minimum

General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2018 - 2019 academic year.

Date:	11/13/2017	Program Name:	BA in Civic and Economic Thought and Leadership	Status:	Approved by William Krause
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Comment

Assessment Plan

Outcome 1:	Apply critical reasoning and historical perspective to compare and analyze foundational works and debates of Western moral, political and economic thought
Measure 1.1	An embedded written assignment in CEL 100 Great Ideas of Politics and Ethics will trace and articulate the historical development of western political thought and ethics from its classical origins to modern thought in works by such thinkers as Plato, Aquinas, Maimonides, Rousseau, Tocqueville, Nietzsche and Martin Luther King, Jr. A faculty-designed rubric will be used to evaluate critical thought and historical perspective to develop a cohesive argument regarding the interplay of civic and political thought with philosophical and religious debates.
Performance Criterion 1.1	
Measure 1.2	In CEL 345 Classics of Modern Economic Thought: Smith to Hayek and Beyond, a major paper will use insights from some of the major economic thinkers of the 20th century to analyze the economic reasons leading to major economic crises such as the Great Depression, Stagflation, and the Great Recession and the subsequent policy responses to those crises. A faculty rubric will be applied to measure the student's integration of historical literacy and critical reasoning to successfully apply readings and insights from the first half of the course to the relationships between markets and morality in the modern nation state.
Performance Criterion 1.2	
Measure 1.3	
Performance Criterion 1.3	
Outcome 2:	Students will be able to compare and contrast the arguments made and positions taken in historical debates about public affairs and leadership and apply insights to articulate and analyze contemporary political and economic decisions about policy and strategy in both written and oral work product.
Measure 2.1	In CEL 200 Great Debates in American Politics and Economics, a final paper will be evaluated using a rubric designed to measure the technical development and support of a thesis relating historical debates about liberty and equality, constitutionalism and democracy, and markets and government intervention to more recent political debates
Performance Criterion 2.1	
Measure 2.2	In CEL 475 Statesmanship and American Grand Strategy, a Marshall Brief presentation based on the student's digital research portfolio will be evaluated following a faculty rubric that measures application of historical readings to articles about current political events and debates in America drawn from a variety of current sources.
Performance Criterion 2.2	
Measure 2.3	
Performance Criterion 2.3	
Outcome 3:	
Measure 3.1	
Performance Criterion 3.1	
Measure 3.2	
Performance Criterion 3.2	
Measure 3.3	
Performance Criterion 3.3	

Outcome 4:

Measure 4.1

Performance Criterion 4.1

Measure 4.2

Performance Criterion 4.2

Measure 4.3

Performance Criterion 4.3

Outcome 5:

Measure 5.1

Performance Criterion 5.1

Measure 5.2

Performance Criterion 5.2

Measure 5.3

Performance Criterion 5.3

If you would like to make additional revisions to the plan, please make revisions to this document and email to wkrause@asu.edu.

August 18, 2017

Paul Carrese, Director and Professor
School of Civic and Economic Thought and Leadership
Arizona State University

Re: Revised SCETL UG Program Proposal (BA)

Dear Professor Carrese,

This letter is to confirm support from the School of Historical, Philosophical & Religious Studies for the School of Civic and Economic Thought and Leadership's revised undergraduate program proposal. Our schools and faculties share many research and teaching interests with regards to history and political philosophy. It is therefore likely that there will be thematic overlaps between our course offerings and that course titles will share similar keywords. However, since our courses will have different course designations ("CEL" for SCETL; and "HST," "PHI," and "REL" for SHPRS) that allow for student credit hours to be tracked separately, I do not believe that the proposed SCETL undergraduate program will adversely impact SHPRS. I look forward to working with you and your colleagues to advance the mission of ASU.

Sincerely,



Matthew Delmont
Director and Professor
School of Historical, Philosophical and Religious Studies
College of Liberal Arts and Sciences
Arizona State University

P.F. Lengel

From: Paul Carrese
Sent: Wednesday, August 16, 2017 9:20 AM
To: P.F. Lengel
Cc: Susan Kells
Subject: FW: support statement

Hello P.F.,

Here is one of the statements of support that you said we needed – from SPGS.

Cameron sent an earlier message to me suggesting that we add a few more POS courses in our electives section for majors, and I agreed to do that. I'll forward that message to Susan Kells, and she can send you an amended file?

With best regards,

Paul

Paul Carrese
Director and Professor
School of Civic and Economic Thought and Leadership
Arizona State University
pcarrese@asu.edu
<https://scetl.asu.edu/>
Inspiring Leadership and Statesmanship for the Common Good

From: Cameron Thies
Sent: Wednesday, August 16, 2017 9:08 AM
To: Paul Carrese <Paul.Carrese@asu.edu>
Subject: support statement

Dear Paul,

I am pleased to support SCETL's new BA in "Civic and Economic Thought and Leadership." The degree program looks like it will nicely complement our BA in Political Science. We believe our political science courses that you have incorporated as options for your students are appropriate and will be offered regularly. Best of luck with the new program!

Best,
Cameron

Cameron G. Thies
Professor and Director
School of Politics and Global Studies
Arizona State University
6748 Lattie F. Coor Hall
Tempe, AZ 85287-3902

Telephone: 480.727.2518

Jenny Smith

From: Frederick Corey
Sent: Thursday, October 26, 2017 6:29 PM
To: Paul Carrese
Cc: Paul LePore; Jenny Smith; Duane Roen; Frederick Corey
Subject: Civic and Economic Thought and Leadership, BA

Dear Paul,

On behalf of Duane Roen, Dean of the College of Integrative Sciences and Arts, please accept this letter of support for the major and minor in Civic and Economic Thought and Leadership. The academic programs will be an excellent complement to the existing academic programs in political science, economics and organizational leadership. As noted in your proposal, your new academic programs will "prepare civic-minded citizens and leaders through the study of great works and great debates of civic, economic, political, and moral thought, primarily in the Western tradition but also comparatively."

I extend my best wishes for the continued success of your important work.

Fred

Frederick C. Corey, PhD
Vice Provost for Undergraduate Education
Arizona State University

Jenny Smith

From: GUSTAVO VENTURA <gventura1967@gmail.com>
Sent: Monday, October 30, 2017 2:24 PM
To: Paul Carrese
Cc: Patrick Kenney; Paul LePore; Jenny Smith
Subject: Re: FW: Proposal to establish a new undergraduate degree program - BA in Civic and Economic Thought and Leadership

Hi Paul.

I reviewed the material for the new major and minor. The new degree does not overlap with our major in Economics in WPCarey or CLAS, nor it overlaps with the joint degree that we have with the School of Politics and Global Studies ('BS in Politics and the Economy'). This is good.

I support the new degree subject to fixing a concern on the proposed plan of study. The issue is that students in a BA degree concerned with Economic Thought would not be exposed to courses in Economics. My simple suggestion to remedy this and move ahead with the degree would be to include in the list of elective courses for the major three additional classes (item C in Program Specific Electives). The classes would be **ECN 212/214 Introduction to Microeconomics** (ECN 214 in Barrett's), **ECN 211/213 Introduction to Macroeconomics** (ECN 213 in Barrett's) and **ECN 306 Survey of International Economics**.

Best, Gustavo

On Thu, Oct 26, 2017 at 5:22 PM, Paul Carrese <Paul.Carrese@asu.edu> wrote:

Dear Gustavo,

I just received this message from my Dean's office; they had just received the message below from the Provost's office. Our School is proposing a major (B.A.) and minor in "Civic and Economic Thought and Leadership;" the College asked me to obtain letters of support from two closely related or potentially affected programs (see the last attached file) and we did that earlier this fall; but now the Provost's office is requiring that SCETL receive four additional email messages from department chairs/school directors in support of the B.A. and the minor in CETL. AND – they would like these messages sent to Jenny Smith (copied on this message) by noon on this coming Tuesday, October 31.

I am available Friday, over the weekend, and on Monday & Tuesday -- if you have questions or would like to discuss anything; my cell is 719 235 3298. The first three attached files provide information about the major; I'll send a separate message with the information files about the minor.

With thanks and best regards,

Paul

Jenny Smith

From: Paul Carrese
Sent: Tuesday, October 31, 2017 7:56 AM
To: Donald Siegel
Cc: Cynthia Lietz; Paul LePore; Jenny Smith
Subject: RE: Letter of Support for SCETL's B.A. and minor in CETL from the School of Pubic Affairs

Dear Don,

Thanks very much for this message of support. I've copied my Dean's staff so that they have it.

With best regards,

Paul

Paul Carrese
Director and Professor
School of Civic and Economic Thought and Leadership
Arizona State University
pcarrese@asu.edu
<https://scetl.asu.edu/>
Inspiring Leadership and Statesmanship for the Common Good

From: Donald Siegel
Sent: Tuesday, October 31, 2017 5:37 AM
To: Paul Carrese <Paul.Carrese@asu.edu>
Cc: Cynthia Lietz <clietz@asu.edu>
Subject: RE: Letter of Support for SCETL's B.A. and minor in CETL from the School of Pubic Affairs
Importance: High

Dear Professor Carrese:

The purpose of this email is to express support from the School of Public Affairs for the School of Civic and Economic Thought and Leadership's proposal for a Bachelors of Arts degree and minor in Civic and Economic Thought and Leadership. I am cc'ing Professor Cynthia Lietz, Senior Associate Dean of the College Of Public Service and Community Solutions. Please let me know if you require any additional information.

Best regards,

Don Siegel

Dr. Donald Siegel
Professor of Public Policy and Management and Director
School of Public Affairs
Arizona State University
411 North Central Avenue, Suite 450
Phoenix, AZ, 85004
(602) 496-1101
<https://scholar.google.com/citations?user=mpaVyFgAAAAJ>
<https://isearch.asu.edu/profile/3164210>

Connect with ASU's [School of Public Affairs](#) online: [Facebook](#) – [Twitter](#) – [LinkedIn](#)

Jenny Smith

From: Scott Barclay
Sent: Tuesday, October 31, 2017 3:29 PM
To: Paul LePore; Jenny Smith
Cc: Patricia Friedrich; Scott Barclay
Subject: FW: Proposal to establish a new undergraduate degree program - BA in Civic and Economic Thought and Leadership

From: Scott Barclay
Sent: Tuesday, October 31, 2017 3:27 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Cc: Scott Barclay <Scott.W.Barclay@asu.edu>
Subject: RE: Proposal to establish a new undergraduate degree program - BA in Civic and Economic Thought and Leadership

Patricia,
The School of Social and Behavioral Sciences in the New College of Interdisciplinary Arts and Sciences is supportive of the development and implementation of the major and a minor in "Civic and Economic Thought and Leadership" by the School of Economic Thought and Leadership. We identify no negative impact on our current courses from these proposed courses.

Sorry for the delay.

Scott

Scott Barclay
Director and Professor
School of Social and Behavioral Sciences



Arizona State University
New College of Interdisciplinary Arts and Sciences

Scott.W.Barclay@asu.edu
602-543-8577

From: Paul Carrese
Sent: Thursday, October 26, 2017 5:29 PM
To: Todd Sandrin <Todd.Sandrin@asu.edu>
Cc: Patrick Kenney <pkenney@asu.edu>; Paul LePore <Paul.Lepore@asu.edu>; Jenny Smith <jenny.smith@asu.edu>
Subject: FW: Proposal to establish a new undergraduate degree program - BA in Civic and Economic Thought and Leadership
Importance: High

Dear Dean Sandrin,

I just received this message from my Dean's office; they had just received the message below from the Provost's office. Our new School is proposing a major (B.A.) and a minor in "Civic and Economic Thought and Leadership;" the College of Liberal Arts and Sciences asked me to obtain letters of support from two closely related or potentially affected programs (see the last attached file) and we did that earlier this fall; but now the Provost's office is requiring that SCETL receive four additional email messages from department chairs/school directors in support of the B.A. and the minor in CETL. AND – they would like these messages sent to Jenny Smith (copied on this message) by noon on this coming Tuesday, October 31. Per the notes below from the Provost via my CLAS colleagues, your message might address how Political Science in your College views these two proposals or might be affected.

I am available Friday, over the weekend, and on Monday & Tuesday – if you have questions or would like to discuss anything; my cell is 719 235 3298. The first three attached files provide information about the major; I'll send a separate message with the information files about the minor.

With thanks and best regards,

Paul

Paul Carrese
Director and Professor
School of Civic and Economic Thought and Leadership
Arizona State University
pcarrese@asu.edu
<https://scetl.asu.edu/>
Inspiring Leadership and Statesmanship for the Common Good

From: Paul LePore
Sent: Thursday, October 26, 2017 4:33 PM
To: Paul Carrese <Paul.Carrese@asu.edu>
Cc: Susan Kells <Susan.Kells@asu.edu>; P.F. Lengel <PFLengel@asu.edu>; Jenny Smith <jenny.smith@asu.edu>; Patrick Kenney <pkenney@asu.edu>; Paul LePore <Paul.Lepore@asu.edu>
Subject: FW: Proposal to establish a new undergraduate degree program - BA in Civic and Economic Thought and Leadership

Paul,

The Provost would like additional letters of support for your new degree, specifically:

- Economics in CLAS (Politics and the Economy) – Gustavo Ventura
- New College (Political Science) – Todd Sandrin
- CISA (Political Science) – Fred Corey (Duane Roen is out on leave)
- CPSCS (Public Service and Public Policy) – Jonathan Koppell

All we need are short emails from the persons listed above that say they support the development and implementation of your new BA. We would like to make the Oct 31 deadline so please forward these emails to Jenny Smith by noon on Tuesday, October 31.

We will work on the other changes requested below.

Thanks!
Paul