

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of Civic and Economic Thought and Leadership
Prefix:	CEL	Number:	100
Title:	Great Ideas of Politics and Ethics		Units:
			3

Course description: 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, Confucius, Cicero, Tertullian, Aquinas, 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 to encourage active learning, and students will be expected to write analytical papers and make a class presentation.

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials
_____ (Required)

Requested designation: Historical Awareness–H **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2018 Effective Date: October 1, 2017
For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Karen Taliaferro E-mail karen.taliaferro@asu.edu Phone 414-286-4242

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Paul Carrese Date: April 11, 2018

Chair/Director (Signature): *Paul O. Carrese*

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
CEL	100	Great Ideas of Politics and Ethics in Comparative Perspective	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Discuss in lectures how historical events and ideas in politics and ethics were intertwined. Students have to engage both history and ideas in written assignments	List of readings and assignments
2	History of ideas tied with history of institutions, technological and human developments presented in readings and lectures, encouraged in discussion, required engagement in essays and assignments	List of readings and assignments
4	This is a course on the history of political thought as it developed amidst social, political and economic events.	Table of contents of textbook, list of readings

CEL 100 Great Ideas of Politics and Ethics

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 modern leaders and writers in America and abroad. This lecture course will include separate discussion to encourage active learning, and students will be expected to write analytical papers and make a class presentation.

Instructor

Professor Karen Taliaferro

Office: Coor 6658; email: Karen.taliaferro@asu.edu

Office Hours:

Course Description and Learning Objectives

CEL 101 introduces students to the history of moral and political thought from antiquity to modernity, highlighting key debates and intellectual trends in classic texts. Combining readings from Michael Morgan's *Classics of Moral and Political Theory* with classroom lectures, it aims to present the main ethical, political and cultural debates in Western civilizational history and beyond. On successful completion of the course, students will have acquired:

- (a) familiarity with leading political and ethical texts;
- (b) knowledge of historical models of leadership from Mohammad to Martin Luther King, Jr.;
- (c) an introduction to the interplay of civic and political thought with philosophical and religious debates.

Required Materials

The only book required is Michael L. Morgan, *Classics of Moral and Political Theory*, Fifth Edition (Hackett, 2011), available at the ASU bookstore and online. Additional required readings will be made available to students via the course Blackboard site. Whether from book or blackboard, readings are to be completed *prior* to class meetings.

Requirements

Students' performance in the course will be assessed according to a 100-point scale:

- 1) A maximum of 30 points for six in-class quizzes (five points each) in the course of the semester; the quizzes will be unannounced, and cannot be made up after the fact;
- 1) A maximum of 30 points for the in-class presentation (15-20 minutes in length; rubric provided in class; due dates vary); written précis required one week prior to presentation.
- 2) A maximum of 40 points for the take-home final examination/essay (5 pages in length) due at the end of the final exam period scheduled for this class.

Attendance and expected class behavior

Attendance at all class meetings is required – almost a third of your grade is stake, in any case, thanks to those pop quizzes. Active engagement with the texts as well as your classmates and professor is expected; class participation makes or breaks the success of individual seminars. Late arrival and early departure are strongly discouraged; please notify the instructor or teaching assistant in advance, should it be necessary to miss all or

part of a class meeting. If a student needs to miss a class for either religious observance or university-sanctioned activities, please see me **in advance** of the absence.

Students share responsibility with the professor for the success of this course; as such, they are expected to be not only physically but mentally present throughout class time. This precludes the use of any electronics, including but not limited to laptops and phones, during class time. Students are expected to demonstrate respect for themselves, each other and the professor and avoid disruptive behavior. Please address the professor with any questions or for clarification.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as an E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Students with Disabilities

Students who feel they will need disability accommodation in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V) or 480-965-4000 (TTY). For additional information, visit www.asu.edu/studentaffairs/ed/drc.

Policy against threatening behavior

In keeping with university policy, all incidents and allegations of violent or threatening conduct by an ASU student whether on or off campus must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Technology

You will need the following technology in order to complete the work for this course:

- 1) A reliable computer and stable high speed internet access
- 2) Acrobat Reader § Microsoft Word or comparable word processing software

Please be sure to back up all of your work in case of a technology failure. If you have any technology-related difficulties, please contact the ASU Help Desk at 480.965.6500. Remember: keep copies of all your assignments; back up all of your work!

Grading Scale:

A+ 97-100	B- 80-82
A 93-96	C+ 77-79
A- 90-92	C 70-76
B+ 87-89	D 69-65
B 83-86	E 64 or less

Calendar of Readings

- Week 1 (August 16-17): Course introduction, no readings assigned
- Week 2 (August 20-24): Plato's *Republic* (selections, in Morgan)
- Week 3 (August 27-31): Aristotle's *Nicomachean Ethics* and *Politics* (selections, in Morgan)
- Week 4 (September 4-7; Sept. 3 is Labor Day): Epicurus, selections (Morgan) and Epictetus, *Encheiridion* (Morgan)
- Week 5 (Sept 10-14): Ancient Eastern Thought: *Bhagavad Gita* and Confucian's *Analects* (Blackboard)
- Week 6 (September 17-21): Jewish and Christian scriptures – selections from *Genesis, Exodus, I Samuel* (Blackboard); Christianity – selections from the New Testament (Matthew, Acts and the writings of St. Paul)
- Week 7 (September 24-28): Early Islam – selections from the Qur'an, Hadith of Al-Bukhari and the *Life of Muhammad* (Blackboard)
- Week 8 (October 1-5): Medieval Jewish thought: Maimonides, selection from *Guide for the Perplexed*, Saadyah Gaon, selections from *The Book of Beliefs and Opinions* (Blackboard)
- Week 9 (October 10-12; Oct. 8-9 are fall break): Medieval Christian thought: Augustine, selection from *The City of God* (Morgan) and Thomas Aquinas, *On Kingship* and *Summa Theologica* (Morgan)
- Week 10 (October 15-19): Medieval Islamic thought – Averroes' *Decisive Treatise* (Blackboard) and Alfarabi, *Attainment of Happiness*
- Week 11 (October 22-26): Early modernity: Hobbes' *Leviathan* (and Machiavelli's *Prince*?) (Morgan)
- Week 12 (October 29-November 2): Rousseau, *Discourse on Inequality* and *Social Contract* (selections, both in Morgan)
- Week 13 (November 5-9): Tocqueville, *Democracy in America* (Morgan)
- Week 14 (November 13-16; Nov. 12 is Veterans' Day): Nietzsche, *Genealogy of Morality* (Morgan)
- Week 15 (November 19-21; 22-23 are Thanksgiving Break): Al-Afghani (selection TBD) and Fazlur Rahman, *Islam and Modernity: Transformation of an Intellectual Tradition* (Blackboard)

- Week 16 (November 26-30): MLK, *Letter from a Birmingham Jail* and Gandhi (selection TBD)

Study Days (December 1-2)

Final exam (take-home) due by the end of final exam period for this class

CONTENTS:

Introduction

Preface to the Fifth Edition

Preface to the First Edition

Sophocles: *Antigone*

Plato: *Euthyphro*; *Apology*; *Crito*; *Phaedo Death Scene* (115B1–118A17); *Republic*

Aristotle: *Nicomachean Ethics*; *Politics* (Bk. I; Bk. II, 1–5, 9; Bk. III; Bk. IV, 1–15, 16 [abridged]; Bk. VII, 1–3, 13, 15; Bk. VIII, 1–3)

Epicurus: *Letter to Menoecus*; *Principal Doctrines*

Epictetus: *Encheiridion*

Augustine: *City of God* (Bk. XIX [abridged])

Aquinas: *On Kingship* (I, 1); *Summa Theologica* (I–II, Q.90. 1–4, Q.91. 1–4, Q.94. 1–6, Q.95. 1–4, Q.96. 1–6; II–II, Q.40. 1, Q.42. 2, Q.66. 1–2); *Disputed Questions on Virtue* [abridged] (On the Virtues in General, 1–9, 13; On the Cardinal Virtues, 1–2)

Machiavelli: *Letter to Francesco Vettori*; *The Prince*; *Discourses* (Bk. I, 1–2; Bk. II, 1–2, 20, 29; Bk. III, 1, 9)

Hobbes: *Leviathan* (Dedicatory, Introduction, Pt. 1–2, Review and Conclusion)

Locke: *Second Treatise of Government*; *A Letter Concerning Toleration*

Hume: *Treatise of Human Nature* (Bk. II, Pt. III, Sec. III; Bk. III, Pt. I, Sec. I–II; Pt. II, Sec. I–II)

Rousseau: *Discourse on the Origin of Inequality*; *On the Social Contract*

Kant: *Grounding for the Metaphysics of Morals*; *To Perpetual Peace*

Mill: *On Liberty*; *Utilitarianism*; *The Subjection of Women*

Marx: *Alienated Labor*; *On the Jewish Question*; *Communist Manifesto*; *Critique of the Gotha Program*

Nietzsche: *On the Advantage and Disadvantage of History for Life*; *On the Genealogy of Morality*

Weber: *Politics as a Vocation*