

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from Class Search/Course Catalog.

**School of Civic and Economic  
Thought and Leadership**

College/School College of Liberal Arts and Sciences Department/School \_\_\_\_\_

Prefix: CEL Number: 394 Title: Ideological Origins of Anglo-American Liberty Units: 3

Course description: **The tumultuous seventeenth and eighteenth centuries were marked by the English Revolution (1642-51), the Glorious Revolution (1688-89), the American Revolution (1775-83) and the French Revolution (1789-99). These centuries were also marked by the emergence of great thinkers including Thomas Hobbes, James Harrington, John Locke, Thomas Jefferson, James Madison, and Edmund Burke. This course examines the development of political thought in early modern Great Britain and early America. It takes as its centerpiece the text and context of the Declaration of Independence and the U.S. Constitution. While the focus of the course is chiefly historical, students will additionally focus on the enduring legacy of the Atlantic republican tradition and the Founding Fathers in contemporary political discourse.**

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? No

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.*

NO

**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](mailto: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 *See above.*
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

N/A

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

**Contact information:**

Name Charles Drummond E-mail Charles.Drummond@asu.edu Phone \_\_\_\_\_

734-673-9142

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Dr. 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.

<b>ASU--[H] CRITERIA</b>			
<b>THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:</b>			
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 checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<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
		<b>THE FOLLOWING ARE NOT ACCEPTABLE:</b>	
		• <b>Courses that are merely organized chronologically.</b>	
		• <b>Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.</b>	
		• <b>Courses whose subject areas merely occurred in the past.</b>	

Course Prefix	Number	Title	General Studies Designation
CEL	394	Ideological Origins of Anglo-American Liberty	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	This is a history class examining early modern British and early American history.	Throughout the syllabus. <i>See also the "Course Description," p. 1.</i> (See also the "Course Description")
2	The course chronologically traces the development of political thought throughout the seventeenth and eighteenth centuries.	Throughout the syllabus. <i>See also the "Course Description"</i> (See also "Course Description")
3	Institutions like parliament, the Crown, the common law courts, the Church of England, Congress, the Presidency, and the Supreme Court are extensively examined as they change over time.	Throughout the syllabus.
4	The course employs extensive contextualization to tell the story of the development of Anglo-American ideas and institutions.	Throughout the syllabus. <i>See also the listed "Learning Outcomes," p. 2.</i> (See also "Learning Outcomes")

# CEL 394/320 IDEOLOGICAL ORIGINS OF ANGLO-AMERICAN LIBERTY

## *Four Modern Revolutions*

*"Nescire autem quid ante quam natus sis acciderit, id est semper esse puerum." ("To know nothing about what happened before you were born is to remain merely a child.")*

-Cicero

Fall 2018

MWF 9:40 AM - 10:30 AM

Tempe DISCOVERY 120

**PROFESSOR CHARLES ROBERT DRUMMOND, IV.**

**ADDRESS:** COOR HALL 6620.

**PHONE:** (734) 673-9142.

**EMAIL:** charles.drummond@asu.edu.

**OFFICE HOURS:** MONDAY AND FRIDAY 3PM.

**COURSE DESCRIPTION:** The tumultuous seventeenth and eighteenth centuries were marked by the English Revolution (1642-51), the Glorious Revolution (1688-89), the American Revolution (1775-83), and the French Revolution (1789-99). These centuries were also marked by the emergence of great thinkers including Thomas Hobbes, James Harrington, John Locke, Thomas Jefferson, James Madison, and Edmund Burke. This course examines the development of political thought in early modern Great Britain and early America. It takes as its centerpiece the text and context of the Declaration of Independence and the U.S. Constitution. While the focus of the course is chiefly historical, students will additionally focus on the enduring legacy of the Atlantic republican tradition and the Founding Fathers in contemporary political discourse.

H1  
H2

**COURSE REQUIREMENTS:** Students' performance in the course will be assessed according to a 1000-point scale:

1. **Attendance and participation in classroom discussions:** 200 points.
2. **Response papers:** 100 points; guidelines will be distributed.
3. **Brief research talk:** 100 points. In some class sessions a student will be tasked with presenting a 10-minute talk on a lesser-known political thinker from an

historically underrepresented community. The instructor will provide recommendations for subjects, and the political thinker chosen will need to be related either chronologically or thematically to the class session in question.

4. **Two papers during the semester:** 100 points (5 pp.) and 200 points (6 pp.). Writing guidelines will be distributed, along with paper assignments.
5. **Final 8 pp. research paper:** 300 points. Writing guidelines will be distributed, along with paper assignments.
6. **N.B. Timely feedback will be provided for all papers.**

*N.B.* Students will be graded according to the traditional letter grade system (A+, A, A-, B+, B, B-, C+, C, D, and E). At ASU, grades of C-, D+, D- and F are not final grade options. Unexcused absences will not be tolerated and will adversely affect a student's performance in this course, but exceptions will be made according to ASU's policy in **ACD 304-04**, for (1) religious observances/practices and (2) university-sanctioned activities.

#### **REQUIRED READING MATERIALS:**

- *All readings will be provided in class or are available online, they will always be selections between 20-30pp. long.*

#### **LEARNING OUTCOMES:**

- *Upon successful completion of this course students will be able to articulate the key themes, figures, and discursive practices found in the history of American political thought since the founding.*
- *Upon successful completion of this course students will be able to summarize how American thought developed within changing social, political, and economic contexts.*
- *Upon successful completion of this course students will be able to do original research and write on aspects of the history of American political thought.*

**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 a grade of 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>.

**ACCOMMODATING STUDENTS WITH DISABILITIES:** Students who feel they will need disability accommodations in the class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

**EXPECTED CLASSROOM BEHAVIOR:** Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior will not be tolerated. The use of laptops (unless for notetaking) cell phones, etc. are strictly prohibited during class. In addition, ASU expressly prohibits discrimination, harassment, and retaliation based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

**POLICY AGAINST THREATENING BEHAVIOR:** 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.

#### **MODULE I: FOUNDATIONS [ALL READINGS ARE SELECTIONS]**

Quentin Skinner, "Meaning and Understanding in the History of Ideas."

Leo Strauss, "What is Political Philosophy?"

#### **MODULE II: ORIGINS**

J.G.A. Pocock, *The Machiavellian Moment*.

Paul Rahe, *Republicans Ancient & Modern*.

J.G.A. Pocock, *The Ancient Constitution and the Feudal Law*.

Glenn Burgess, *The Politics of the Ancient Constitution*.

\*James I, *Political Writings*.

\*Robert Filmer, *Patriarcha*.

### **Module III: The English Revolution**

Jonathan Scott, *England's Troubles*.

\*John Milton, *Political Writings*.

Quentin Skinner, *Liberty Before Liberalism*.

\*Thomas Hobbes, *Leviathan*.

\*James Harrington, *Oceana*.

### **Module IV: The Glorious Revolution**

\*John Locke, *Two Treatises of Government*.

Steven Pincus, *1688*.

Lois Schwoerer, *The Declaration of Rights*.

### **Module IV: The Eighteenth Century**

J.H. Plumb, *The Origins of Political Stability*.

\*John Trenchard and Thomas Gordon, *Cato's Letter*.

Caroline Robbins, *The Eighteenth Century Commonwealthman*.

\*Henry St John, Viscount Bolingbroke, *The Idea of the Patriot King*.

### **Module V: The American Revolution**

Jack Greene, *Peripheries and Center*.

Bernard Bailyn, *The Ideological Origins of the American Revolution*.

\**Pamphlets of the American Revolution, 1750-1776*.

Thomas Paine, *Common Sense*.

\*The Declaration of Independence.

### **Module VI: The U.S. Constitution**

Gordon Wood, *The Creation of the American Republic*.

\*The U.S. Constitution.

\**The Federalist Papers*.

Herbert Storing, *What the Anti-Federalists Were For*.

\*The Bill of Rights.

### **Module VII: The French Revolution**

Yuval Levin, *The Great Debate*.

\*Edmund Burke, *Reflections on the Revolution in France*.

\*Thomas Paine, *Rights of Man*.

### **Module VIII: The Legacy of this Tradition**

John Courtney Murray, *We Hold These Truths*.

Michael Zuckert, *The Natural Rights Republic*.

Thomas West, *The Political Theory of the American Founding*.

Patrick Deneen, *Why Liberalism Failed*.