

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: Humanities, Arts and Design-HU **Mandatory Review:** (Choose one) NO

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 Charles Drummond E-mail Charles.Drummond@asu.edu Phone 974-673-9142

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
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
CEL	394	Ideological Origins of Anglo-American Liberty	HU

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"</i> (See also "Course Description")
2	The class examines numerous primary source documents from this period.	Throughout the syllabus
3	The course has a number of writing assignments that accomplish this goal.	Syllabus, pp. 1-2.
4	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")

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.

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.

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*.