

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; K Taliaferro	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: Literacy and Critical Inquiry–L **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 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 D. Carrese

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right; color: red;">■ syllabus</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment. Final paper (40%) and in-class presentation plus written précis (30%)</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="text-align: left;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry extending beyond opinion and/or reflection.</p> <p style="text-align: right; color: red;">The final written paper and in-class presentation require reading and evaluating textual and (some)</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="text-align: left;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
<p>1. Please provide relatively Final written assignment (5 pages) as well as in-class presentation, which together account for 70% of the student's grade, require</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="text-align: left;">C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p> <p style="text-align: right;">Written précis of in-class presentation is required one week</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
CEL	100	Great Ideas of Politics and Ethics	L

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 checklist)	How course meets spirit (contextualize specific examples in next column) course	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	requires two written assignments	Highlighted section for C1
2	Course consists of reading, discussing, writing and presenting on classic texts	Highlighted C2 section
3	Required paper and presentation evaluated on basis of close engagement with text	Highlighted C3 section
4	Professor gives feedback on class presentation in advance	Highlighted C4 section

ASU – Fall 2018

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.

Commented [MOU1]: C4

Commented [MOU2]: C1, C2, C3

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

Commented [MOU3]: C3

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://coss.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*