

**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	<b>Civic and Economic Thought and Leadership</b>
Prefix:	<b>CEL</b>	Number:	<b>394</b>
Title:	<b>Democracies in Crisis</b>		Units: <u>  3  </u>

Course description: **Is American democracy in a crisis? If it is, how can we respond? This course seeks guidance in answering these questions from the history of political thought. Throughout the course, we will be particularly interested in those ambiguous political leaders whose proponents saw them as populist heroes but whose opponents saw them as aspiring tyrants. The course will examine ancient Athens, ancient Rome, and early America and include writings by Plato, Plutarch, Montesquieu, and James Madison among many others.**

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:** Literacy and Critical Inquiry–L                      **Mandatory Review:** 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](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
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

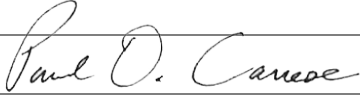
**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name      Jakub Voboril                        E-mail      Jakub Voboril                        Phone      480-965-0155  

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

Chair/Director name (Typed): Paul Carrese Date: 4/11/18

Chair/Director (Signature): 

**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><b>CRITERION 1:</b> 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>	syllabus
<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.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> 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>	syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			

2. Also:

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".

C-3

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> 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>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
CEL	394	Democracies in Crisis	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)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	This course requires two papers which make up 60% of the course grade.	Assignment (Application Papers)
2	The paper assignments ask the students to “gather, interpret, and evaluate evidence” by carefully studying one of the political-theoretic accounts the course discusses for each paper. (Students are also expected to research a contemporary political debate, but my expectations for this aspect of the paper are more modest.	Assignment (Application Papers)
3	The paper assignments are substantial in depth, quality, and quantity: they ask students to analyze, interpret, evaluate, and apply a political-theoretic account of the causes and character of democratic crises to a contemporary political debate. They are each 5-7 pages in length.	Assignment (Application Papers)
4	The first paper will be due October 12, 2018. The second paper will be due November 30, 2018. This timing will allow me to provide feedback after the first paper to help students improve performance on the second paper	Assignment (Application Papers)

# CEL 394: Democracies in Crisis

Arizona State University  
**Instructor:** Jakub Voboril  
**Contact:** [jvobori1@asu.edu](mailto:jvobori1@asu.edu)  
**Office Hours:** TBA

SCETL  
**Semester:** Autumn 2018  
**Location:** TBA  
**Day and Time:** MWF 11:50-12:40

Is American democracy in a crisis? If it is, how can we respond? This course seeks guidance in answering these questions from the history of political thought. Throughout the course, we will be particularly interested in those ambiguous political leaders from history whose proponents saw them as populist heroes but whose opponents saw them as aspiring tyrants. We will begin by asking what we might learn from ancient Athens, examining both its history and some of its greatest interpreters, like Thucydides, Plato, and Aristotle. We will continue with Rome, focusing on its transition from republic to empire, as described by the ancient biographer Plutarch. From there we will turn to the place of Greece and Rome in the work of such early modern political thinkers as Niccolò Machiavelli, Montesquieu, and Jean-Jacques Rousseau. We will conclude with a look at democracy and republicanism in early American political thought, drawing on the *Federalist*, Alexis de Tocqueville, and Abraham Lincoln.

Our efforts to answer the questions guiding this course will consist of two main tasks, one individual and one common. The individual task is, of course, to read the texts assigned. But this individual task must always be performed while keeping in mind the common task, which is for us to discuss these texts together each class session. These class discussions allow us each to take an active role in our common inquiry, keeping in mind that our goal is not merely discussion for the sake of discussion but rather to understand, evaluate, and apply political-theoretic accounts of the causes and character of democratic crises, as they are communicated through the texts we examine. In short, we may summarize the ambition of this course somewhat technically through the following basic learning goals.

## **Learning Goals:**

- 1) Analyze, interpret, and evaluate a variety of political-theoretic accounts of the causes and characters of democratic crisis.
- 2) Apply these accounts to contemporary political life.

## **Assignments:**

(20%) **Reading Assessments:** The most important aspect of this course is the discussions we will have each class session. For these discussions to have their intended effect, there are some necessary prerequisites. One prerequisite is that every student arrive in class having completed the required reading. To this end, each class will begin with a short quiz on the readings assigned for the day. These quizzes are not intended to presuppose complete comprehension; they are merely meant to provide a strong incentive to examine the assigned readings carefully enough to be prepared to discuss them in class.

(10%) **Class Attendance:** Another prerequisite for effective class discussions is, of course, that you be present in class. Therefore, you are only permitted one unexcused absence. Any additional unexcused absences will be penalized by a 20% loss of attendance grade (2% of overall grade). This course will follow university policy on excused absences.

(10%) **Class Presentation:** To further aid in eliciting class discussion, you will each be asked to give one brief (4 – 6 minutes), informal presentation for one class session. I stress that these class presentations are intended to be informal. Your task will simply be to briefly illuminate the themes raised by the day's readings and raise some thoughtful questions both about elements of the reading which are unclear and about appropriate topics for extended class discussion.

(60%) **Application Papers:** The main assignments for the class will be **two short paper assignments (5-7 pages each)**. The function of these papers is twofold. First, they complement class discussion insofar as they provide another way for you to take an active role in the course's inquiry. As a wise instructor of mine liked to say, you do not know or cannot be sure that you know something until you show that you can write about it competently. Second, these paper assignments provide a way to check whether class discussions are having their intended goal, whether they are succeeding in making you able to analyze, interpret, evaluate, and apply political-theoretic accounts of the causes and character of democratic crises. **The first paper will be due October 12, 2018.** The second paper will be due **November 30, 2018**. This timing will allow me to provide feedback after your first paper to help you improve your performance on the second paper. The paper submitted on October 12 should cover a theme raised in the first seven weeks of the course. The paper submitted on November 30 should cover a theme raised in the last seven weeks of the course. You are advised strongly encouraged to consult with the instructor before selecting a topic; students who decline do so at their own risk.

To complete this assignment: first, you should select some particular text which we have examined in class. Second, you should thoroughly familiarize yourself with the text you have selected. You should prepare yourself to be able to demonstrate a clear understanding of the arguments, strengths, and weaknesses of the text you have selected. You must be prepared to do more than simply summarize and repeat the arguments of the texts you examine. Above all, it is necessary for you to prepare yourself to defend or to criticize the basic soundness of the position the author of the text takes. Third, you should identify a contemporary political debate to which the text you have selected may be relevant and research that debate. Fourth, you should develop an argument contending either a) that your selected text provides useful guidance for understanding and confronting the selected contemporary controversy or else b) that the contemporary controversy shows the limitations, difficulties, or weaknesses of the position endorsed by the text you are examining. Above all, I am looking for each paper to demonstrate both a clear understanding of the argument of your selected text and a thoughtful ability to elaborate and evaluate the implications of that position for contemporary political life in a manner that demonstrates original insight.

Commented [JV1]: C-1

Commented [JV2]: C-4

Commented [JV3]: C-2, C-3



**Grading Scale:**

Letter Grade	Percent Range
A	93-100
A-	90-92
B+	87-89
B	83-86

B-	80-82
C+	77-79
C	73-76
C-	70-72
D	65-69
F	<65

**Late Work:** Late assignments will be penalized 10% of the assignment grade for each day late.

**Required Texts:**

Most, indeed all, of the readings for the course are available online. Therefore, the only text I am going to ask you to buy is a copy of the Modern Library edition of Plutarch's Lives. Students will, however, be required to print and bring a copy of each day's reading to class.

**Schedule of Readings:** The format of each class will be a close examination and seminar-style discussion of the readings scheduled for that day. Each reading is listed for the day it is to be discussed. I repeat: as this class is designed to be a seminar, it is essential that you come to class having read the course material. Even if you are not able to complete the reading, class discussion (and your reading assessment grades) will be better if you read as much as you can.

**I. Athens**

Date: August 20

Topic: Athenian History

Reading: *Constitution of Athens*

Date: August 22

Topic: Athenian History

Reading: *Constitution of Athens*

Date: August 24

Topic: The Tyranny of Peisistratus

Reading: Plutarch's *Solon*

Date: August 27

Topic: The Tyranny of Peisistratus

Reading: Plutarch's *Solon*

Date: August 29

Topic: The Rule of the Five Hundred

Reading: Thucydides, 8.45-8.63

Date: August 31

Topic: The Rule of the Five Hundred

Reading: Thucydides, 8.64-8.82

Date: September 3

Topic: The Rule of the Five Hundred

Reading: Thucydides, 8.83-8.98

Date: September 5

Topic: Athenian Theories of Democracy

Reading: Plato's *Republic*, 550c-561e

Date: September 7

Topic: Athenian Theories of Democracy

Reading: Plato's *Republic*, 562a-569c

Date: September 10

Topic: Athenian Theories of Democracy

Reading: Plato's *Republic*, 571a-580c

Date: September 12

Topic: Athenian Theories of Democracy

Reading: Aristotle's *Politics*, 1301a-1305a

Date: September 14

Topic: Athenian Theories of Democracy

Reading: Aristotle's *Politics*, 1307b-1310a, 1316a-1316b

## II. Rome

Date: September 17

Topic: The End of the Republic

Reading: Plutarch's *Caesar*, 199-212

Date: September 19

Topic: The End of the Republic

Reading: Plutarch's *Caesar*, 212-223

Date: September 21

Topic: The End of the Republic

Reading: Plutarch's *Caesar*, 223-234

Date: September 24

Topic: Responses to Caesar

Reading: Plutarch's *Caesar*, 234-244

Date: September 26

Topic: Responses to Caesar

Reading: Plutarch's *Brutus*, 572-583

Date: September 28

Topic: Responses to Caesar

Reading: Plutarch's *Brutus*, 583-597

Date: October 1

Topic: Responses to Caesar

Reading: Plutarch's *Brutus*, 597-609

Date: October 3

Topic: Responses to Caesar

Reading: Plutarch's *Cato the Younger*, 270-282

Date: October 5

Topic: Responses to Caesar

Reading: Plutarch's *Cato the Younger*, 282-292

Date: October 10

Topic: Responses to Caesar

Reading: Plutarch's *Cato the Younger*, 292-304

October 12

Topic: Responses to Caesar

Reading: *Cato the Younger*, 304-317

## III. Modernity

Date: October 15

Topic: Machiavelli's Rome

Reading: Machiavelli, *Discourses*, I.3-8

Date: October 17

Topic: Dictators and Decemvirs

Reading: *Discourses* I.34-35, 40

Date: October 19

Topic: The Roman People

Reading: *Discourses*, I.53, 57-60

Date: October 22

Topic: "Maintaining" a Republic

Reading: *Discourses*, III.1, 3, 24-25, 28, 49

Date: October 24

Topic: Montesquieu's Democracy  
Reading: Montesquieu's *Spirit of the Laws*, 2.1-2.2, 3.1-3, 4.1, 4.4.5-5.8

Date: October 26  
Topic: Montesquieu's Democracy  
Reading: *Spirit of the Laws*, 5.1-5.7, 5.19

Date: October 29  
Topic: Democratic Corruption  
Reading: *Spirit of the Laws*, 8.1-8.4, 8.12-16, 9.1-3

Date: October 31  
Topic: Montesquieu's England  
Reading: *Spirit of the Laws*, 11.1-6

Date: November 2  
Topic: Sovereignty and Government  
Reading: Rousseau's *Social Contract*, 1.6-8, III.1

Date: November 5  
Topic: Good and Bad Government  
Reading: *Social Contract*, III.9-18

Date: November 7  
Topic: "Maintaining" a Republic  
Reading: *Social Contract*, IV.1-2, 5-7

Date: November 9  
Topic: Representation  
Reading: De Lolme's *Constitution of England*, II.5-6

Date: November 12  
Topic: Representation  
Reading: *Constitution of England*, II.7-9

#### **IV. America**

Date: November 14  
Topic: Republican Remedies  
Reading: *Federalist* 9, 10

Date: November 16  
Topic: Republican Remedies  
Reading: *Federalist* 10, 14

Date: November 19  
Topic: Republican Remedies  
Reading: *Federalist* 39, 40

Date: November 21  
Topic: Republican Remedies  
Reading: *Federalist* 47, 48, 51

Date: November 26  
Topic: Republican Remedies  
Reading: *Federalist* 63, 71

Date: November 28  
Topic: Soft Despotism  
Reading: *Democracy in America*, 2.4.6

Date: November 30  
Topic: Champions and Tyrants  
Reading: Lincoln's *Perpetuation Address*

**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/academic-integrity>.

**Accommodations for Students with Disabilities**

Students who feel they will need disability accommodations in this 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).

**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.

**Title IX and University Policy**

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 to discuss any concerns confidentially and privately.

**Honors Contracts Available**

If you are interested in pursuing an Honors Enrichment Contract for this course, please consult with your instructor at the beginning of the semester. For more information about honors contracts, please see the following website: <https://barretthonors.asu.edu/academics/honors-courses-and-contracts/honors-enrichment-contracts>.

**In the interest of maintaining an atmosphere conducive to class discussion, cell phones, laptops, and tablet computers are not permitted in class.**

**This syllabus is subject to revision at the discretion of the instructor.**

