

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. _____ (Required)

Requested designation: Literacy and Critical Inquiry-L **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.

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
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>	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. 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-1".</p> </div> <p>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>	Syllabus
<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: 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-2".</p> </div> <p>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>	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>			
<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-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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>	Syllabus
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			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;">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".</div> C-4			

Course Prefix	Number	Title	General Studies Designation
CEL	394	Ideological Origins of Anglo-American Liberty	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	70% of the course grade is based on written assessments.	Syllabus, pp. 1-2
2	The papers demand a sophisticated use of evidence and a high level of analysis by students.	Syllabus, pp. 1-2 <i>See also the list "Learn's Outcous" on p. 2.</i>
3	The syllabus demands not two but three such assignments.	Syllabus, pp. 1-2
4	This is explicitly stated.	Syllabus, pp. 1-2

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.**

Comment [Office1]: C1, C2, C3, C4

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*.

