

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:	394
Title:	Tocqueville on Liberty, Equality, and Democracy		Units:
			<u>3</u>

Course description: This course will examine the political philosophy, social and political analyses, and contemporary significance of Alexis de Tocqueville’s Democracy in America, which has been described as “the best book ever written on democracy and the best book ever written on America.” What this description suggests is that Tocqueville’s writings contain deep insight into the nature of democratic societies and the character of the United States beyond his particular historical context. Tocqueville prompts us to consider the relationship between democracy and politics, community, law, philosophy, religion, economics, the arts, education, the family, and more. We will read Democracy in America closely, and we will evaluate the extent to which “Tocquevillean” analyses shed light on contemporary democratic challenges in the United States and beyond. Students will lead class discussions and write analytic papers.

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

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** Yes

*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 Zachary German E-mail zachary.german@asu.edu Phone 480-727-2131

Department Chair/Director approval: *(Required)*

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

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> <p style="text-align: right;">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.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <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>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;">Syllabus and paper handout</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: 20px; text-align: center;"> <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>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 style="text-align: right;">Syllabus</p>
<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;"> <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>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 and paper feedback template
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 data-bbox="212 695 1382 905" style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"><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> C-4			

Course Prefix	Number	Title	General Studies Designation
CEL	394	Tocqueville on Liberty, Equality, and Democracy	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	Major assignments in the course include two 5-7 page analysis papers and one 8-12 page research paper. First analysis paper: 15% of final grade Second analysis paper: 20% Final research paper: 30%	Please see grading breakdown and descriptions of assignments, both under Course Requirements and both labeled C-1.
2	The two analysis papers require students to interpret Alexis de Tocqueville's work, Democracy in America, and to provide textual evidence to support their interpretation. The final research paper requires students to gather evidence outside of this main text, and to evaluate how evidence about contemporary society compares to what Tocqueville's analyses would lead us to expect to see in contemporary society.	Please see descriptions of assignments, under Course Requirements, labeled C-2, as well as a paper handout distributed to students.
3	The major writing assignments include two 5-7 page analysis papers and one 8-12 page final research paper.	Please see descriptions of writing assignments, under Course Requirements, labeled C-3.
4	Detailed and timely feedback is provided for each writing assignment on the quality of students' arguments, the quality of the evidence that they use, and the quality of their writing. Students will have feedback on each assignment with ample time prior to submitting a subsequent writing assignment.	Please see assignment due dates, labeled C-4, as well as a paper feedback template.

CEL-394 (315): TOCQUEVILLE ON LIBERTY, EQUALITY, AND DEMOCRACY

T/Th 10:30-11:45; Languages & Literature (LL) 241

3 credits

“One will perhaps be astonished that, while I am firmly of the opinion that the democratic revolution to which we are witness is an irresistible fact against which it would be neither desirable nor wise to struggle, in this book I often come to address such severe words to the democratic societies this revolution has created. I shall respond simply that it is because I was not an adversary of democracy that I wanted to be sincere with it. Men do not receive the truth from their enemies, and their friends scarcely offer it to them; that is why I have spoken it.”

– Alexis de Tocqueville

INSTRUCTOR: Professor Zachary German

Office: Coor Hall 6662

E-Mail: zgerman@asu.edu

Phone: 480-727-2131

Office Hours: T 12:30-2:00; Th 1:00-2:30; or by appointment (scheduled by e-mail)

COURSE DESCRIPTION

This course will examine the political philosophy, social and political analyses, and contemporary significance of Alexis de Tocqueville’s *Democracy in America*, which has been described as “the best book ever written on democracy and the best book ever written on America.” What this description suggests is that Tocqueville’s writings contain deep insight into the nature of democratic societies and the character of the United States beyond his particular historical context. Tocqueville prompts us to consider the relationship between democracy and politics, community, law, philosophy, religion, economics, the arts, education, the family, and more. We will read *Democracy in America* closely, and we will evaluate the extent to which “Tocquevillean” analyses shed light on contemporary democratic challenges in the United States and beyond. Students will lead class discussions and write analytic papers.

COURSE LEARNING GOALS

The course readings, discussions, and assignments are intended to equip students to be able to:

- (a) **read** *Democracy in America* carefully in order to understand Tocqueville’s political philosophy and social and political analyses
- (b) **differentiate** the key features of the *democratic* social state from the key features of the *aristocratic* social state, as well as from the key features of other conceptions of democracy
- (c) **explain** the causal relationships that Tocqueville draws between democracy and social, political, and cultural phenomena in the United States, such as philosophy, religion, economics, the arts, education, the family, and more
- (d) **evaluate** Tocqueville’s diagnoses of and prescriptions for democracy, and **assess** the extent to which his thought sheds light on the problems and possibilities of democracy in the twenty-first century
- (e) **derive** from Tocqueville’s analyses some of the unique challenges that face leaders in democratic societies
- (f) **communicate** clearly and effectively through public speaking and written work

REQUIRED TEXT

The following text should be purchased/rented and brought to the class sessions during which it will be discussed. All other assigned readings will be posted on or linked from Blackboard.

- (1) Tocqueville, Alexis de. *Democracy in America*. Translated and edited by Harvey C. Mansfield and Delba Winthrop. Chicago: University of Chicago Press, 2000. [ISBN: 0226805360]

Various English translations of *Democracy in America* are available. However, it is a lengthy text, and it is difficult to discuss it effectively and efficiently when time and attention are spent searching for passages in the text because students cannot appeal to the same page numbers as a standard of reference. For that reason, you are required to acquire this edition.

C-4

C-1

COURSE REQUIREMENTS

Assignment	Points	Portion of Grade	Due Date
Attendance and Participation	150	15%	N/A
Discussion Facilitators	200	20%	Schedule TBD in class
First Analysis Paper	150	15%	September 25
Second Analysis Paper	200	20%	November 6
Final Research Paper	300	30%	Final Exam Date
TOTAL	1,000	100%	

A. ATTENDANCE AND PARTICIPATION (15%)

This course offers you the rare opportunity to grapple deeply with questions of public importance *and* to discourse weekly with colleagues who are reflecting on those same questions. You can only fully seize this opportunity, however, by coming to class, carefully reading the assigned materials, and being prepared and willing to participate in class discussion. Raising questions, advancing ideas or arguments about the topic at hand, and participating in class activities are all part of quality course participation.

You are permitted 2 unexcused absences—in other words, one week’s worth of classes—without penalty over the course of the semester. Beginning with a third unexcused absence, each such absence will be accompanied by a loss of 30 points (or 3% of your final grade) of the Attendance and Participation portion of your grade. If you accrue more than 7 unexcused absences over the course of the semester, you will be ineligible to pass the course.

B. DISCUSSION FACILITATORS (20%)

On a rotating basis throughout the semester, you will be assigned the role of “discussion facilitator” for designated class sessions. In this capacity, you will be required to bring at least three questions for discussion, one passage from the text that you think is worthy of attention, and one observation about the contemporary significance (or lack thereof) of the assigned reading. In short, as discussion facilitator, you will prepare to foster class discussion beyond your normal participation. Serving as discussion facilitator should encourage you to read the assigned texts carefully, and it should help you to engage with the course content in a deeper and more lasting way. Moreover, it will give you the opportunity to refine your

**C-1,
C-2 &
C-3**

public speaking in an informal setting, and it will promote more thoughtful, more fruitful class discussion.

Bring a printout of your questions, passage, and observation to class, both to remind yourself of your thoughts and to submit at the end of class.

C. TWO ANALYSIS PAPERS (FIRST: **15%**, DUE SEPTEMBER 25; SECOND: **20%**, DUE NOVEMBER 6)
 You will write two **5-7 page** papers (double-spaced, 12-point standard font) that develop and support a thesis concerning some aspect of the semester's readings. The first paper will relate to Volume 1 of *Democracy in America*, while the second paper will concern Volume 2. The papers may provide an explication, defense, or critique of Tocqueville, or they may apply Tocqueville's analyses to a contemporary political issue, question, or problem. Some prompts will be provided, but you are welcome to devise your own topic in consultation with your instructor.

D. FINAL RESEARCH PAPER (**30%**, DUE: FINAL EXAM DATE)
 Your final paper will be an **8-12 page** research paper (double-spaced, 12-point standard font) that examines a contemporary problem in American democratic society and develops an argument as to why Tocqueville does or does not provide a valuable source of insight for understanding or solving that problem. Your paper should bring to bear not only a mastery of *Democracy in America*, but it should incorporate outside research, including but not limited to the contemporary texts discussed during the last segment of the course.

GRADING SCALE

Grade	Points	Percentage	Description of Work Quality Expected
A+	980-1,000	98-100%	Exemplary work throughout the course
A	930-979	93-97%	Excellent work on a consistent basis
A-	900-929	90-92%	Very good, sometimes excellent, work
B+	880-899	88-89%	Very good work on a consistent basis
B	830-879	83-87%	Good work
B-	800-829	80-82%	Good work, with some exceptions
C+	780-799	78-79%	Above average work
C	700-779	70-77%	Average work
D	600-699	60-69%	Passing work
E	0-599	00-59%	Failing work

COURSE AND UNIVERSITY POLICIES

I. 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/>.

II. 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.

III. 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.

IV. 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.

V. CLASSROOM DECORUM AND ELECTRONICS USAGE

This course aims to provide a learning environment in which we consider and respect diverse viewpoints. We should reflect that consideration and respect through attentive listening and respectful interactions. To that end, please silence your phone and all other electronic devices in the classroom, and refrain from holding side conversations in class.

When you use electronics for extracurricular purposes in the classroom, your mind is not fully present. You and your classmates lose the benefit of your full engagement in the course, and the use of electronics is distracting to others. For those reasons, the use of laptops/tablets is permitted only for electronic readings and note-taking. ***All other uses of electronic devices are prohibited.***

VI. ATTENDANCE AND ABSENCES

Attendance at all class meetings is required. Late arrival and early departure are discouraged, though preferable to a complete absence. Your attendance record will impact your Attendance and Participation grade and will likely influence your performance on other assignments in the course, as well. Please notify me ***in advance*** if it is necessary to miss all or part of a class meeting. When applicable, submit documentation for excused absences in accommodation of religious observances/practices and university-sanctioned activities in accordance with ACD 304-04 and ACD 304-02 in the Academic Affairs Manual.

For more on attendance policies, please consult the Course Requirements.

VII. LATE ASSIGNMENTS

In fairness to all the students in the course and as an incentive for you to plan your semester accordingly, the following late assignment policies will be followed:

- Discussion Facilitator Assignments: An unexcused absence on a day that you are assigned as a discussion facilitator will result in a 0 for that portion of your grade. Absences for your discussion facilitator assignments may be excused ***only*** with documented extenuating circumstances.
- Writing Assignments: For each calendar day that a writing assignment is late, it will receive a 5-point deduction. Please be aware that these penalties stack up more quickly than you may realize. For your final paper, due on our final exam date, acceptance of late submissions cannot be guaranteed. If acceptance is possible, the same late penalty will apply.

VIII. EXTENUATING CIRCUMSTANCES

Part of the informal apprenticeship of college life is to learn how to manage your time and priorities well. However, extenuating circumstances do arise from time to time. Adequate documentation of your extenuating circumstance should be provided in these cases. The sooner these are submitted, the more likely an accommodation may be made.

IX. EXTRA-CREDIT OPPORTUNITIES

The School of Civic and Economic Thought and Leadership will host a number of public events this semester. If you attend an event ***and*** submit a reflection paper about it (2-pages, double-spaced, 12-point standard font) ***or*** discuss it with me during office hours, you may choose to (1) increase your grade on any written assignment by up to 5 points, (2) absolve an unexcused absence, or (3) replace your lowest discussion facilitator grade. You may complete up to 5 extra-credit assignments over the course of the semester.

In a reflection paper, you should briefly summarize the event's content. You should then address what you found most important about the event and questions that the event raised in your mind. If you choose the office hours alternative, you should be prepared to discuss the same matters. ***You should submit your paper or make your office visit no later than two weeks after the event takes place.***

X. COMMUNICATION WITH THE INSTRUCTOR OUTSIDE OF CLASS

While I strive to respond to e-mails quickly, a good rule of thumb is to expect that it will take at least 24 hours to receive a response to your correspondence. Please plan accordingly.

XI. 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>

UNIVERSITY WRITING CENTERS

Writing well is a difficult skill to develop, and learning to assess one's own writing may be an even more challenging task. Students are thus encouraged to take advantage of the assistance and resources offered by the ASU Writing Centers. For information on the writing centers, please consult the following website: <https://tutoring.asu.edu/student-services/writing-centers>.

COURSE SCHEDULE

The following course schedule is subject to change. Depending upon the pace of class discussion, one or more units may be reduced or eliminated entirely. You will be notified if/when such changes are made. Assignment due dates and holidays are listed in **bold**.

Week/Day	Assignments
Week 1: Introductory Matters	
Thursday, August 16	Read: <ul style="list-style-type: none">• Syllabus• Tocqueville, "Author's Introduction," <i>Democracy in America</i>, 3-15. Watch: "This is Water" – David Foster Wallace: https://www.youtube.com/watch?v=Sm95eZ1PZL0
Week 2: Points of Departure	
Tuesday, August 21: The Democratic Social State and the Foundations of American Democracy	Volume 1, Part 1: 27-45; 45-53; 53-56 <ul style="list-style-type: none">• Ch. 2: "On the Point of Departure and Its Importance for the Future of the Anglo-Americans"• Ch. 3: "Social State of the Anglo-Americans"• Ch. 4: "On the Principle of the Sovereignty of the People in America"
Thursday, August 23: The Government of the States	Volume 1, Part 1: Selections TBD <ul style="list-style-type: none">• Ch. 5: "Necessity of Studying What Takes Place in the Particular States before Speaking

	of the Government of the Union” (selections)
Week 3: The Government of the Union	
Tuesday, August 28: The Federal Constitution and the Government of the Union	Volume 1, Part 1: Selections TBD <ul style="list-style-type: none"> • Ch. 8: “On the Federal Constitution” (selections)
Thursday, August 30: The Nature of American Democracy	Volume 1, Part 2: 165; 172-180; 180-187; 187-199 <ul style="list-style-type: none"> • Ch. 1: “How One Can Say Strictly That in the United States the People Govern” • Ch. 3: “On Freedom of the Press in the United States” • Ch. 4: “On Political Association in the United States” • Ch. 5: “On the Government of Democracy in America” (selections)
Week 4: The Advantages of American Democracy / The Three Races in America	
Tuesday, September 4: The Advantages of American Democracy	Volume 1, Part 2: 220-235 <ul style="list-style-type: none"> • Ch. 6: “What Are the Real Advantages That American Society Derives from the Government of Democracy”
Thursday, September 6: The Three Races in America	Volume 1, Part 2: Selections TBD <ul style="list-style-type: none"> • Ch. 10: “Some Considerations on the Present State and the Probable Future of the Three Races That Inhabit the Territory of the United States” (selections)
Week 5: Tyranny of the Majority and Its Remedies	
Tuesday, September 11: Tyranny of the Majority	Volume 1, Part 2: 235-250 <ul style="list-style-type: none"> • Ch. 7: “On the Omnipotence of the Majority in the United States and Its Effects”
Thursday, September 13:	Volume 1, Part 2: 250-264

Tempering the Tyranny of the Majority	<ul style="list-style-type: none"> Ch. 8: “On What Tempers the Tyranny of the Majority in the United States”
Week 6: The Maintenance of the Republic / Philosophy and History in Democratic Societies	
Tuesday, September 18: The Maintenance of the American Republic	<p>Volume 1, Part 2: Selections TBD</p> <ul style="list-style-type: none"> Ch. 9: “On the Principal Causes Tending to Maintain a Democratic Republic in the United States” (selections)
Thursday, September 20: Democratic Philosophers and Democratic Historians	<p>Volume 2, Part 1: 403-407; 407-411; 411-415; 415-417; 425-426; 426-428; 469-472</p> <ul style="list-style-type: none"> Ch. 1: “On the Philosophic Method of the Americans” Ch. 2: “On the Principal Source of Beliefs among Democratic Peoples” Ch. 3: “Why the Americans Show More Aptitude and Taste for General Ideas than Their English Fathers” Ch. 4: “Why the Americans Have Never Been as Passionate as the French for General Ideas in Political Matters” Ch. 7: “What Makes the Mind of Democratic Peoples Lean toward Pantheism” Ch. 8: “How Equality Suggests to the Americans the Idea of the Indefinite Perfectibility of Man” Ch. 20: “On Some Tendencies Particular to Historians in Democratic Centuries”
Week 7: Education, the Arts, and the Sciences	
Tuesday, September 25: Democratic Writers and Democratic Artists	<p><u>First Analysis Paper Due</u></p> <p>Volume 2, Part 1: 428-433; 439-443; 445-450; 458-463; 463-465; 465-469.</p> <ul style="list-style-type: none"> Ch. 9: “How the Example of the Americans Does Not Prove That a Democratic People Can Have No Aptitude and Taste for the Sciences, Literature, and the Arts”

	<ul style="list-style-type: none"> • Ch. 11: “In What Spirit the Americans Cultivate the Arts” • Ch. 13: “The Literary Face of Democratic Centuries” • Ch. 14: “On the Literary Industry” • Ch. 17: “On Some Sources of Poetry in Democratic Nations” • Ch. 18: “Why American Writers and Orators Are Often Bombastic” • Ch. 19: “Some Observations on the Theater of Democratic Peoples”
<p>Thursday, September 27:</p> <p>Democratic Science and Democratic Education</p>	<p>Volume 2, Part 1: 433-439; 450-452</p> <ul style="list-style-type: none"> • Ch. 10: “Why the Americans Apply Themselves to the Practice of the Sciences Rather than to the Theory” • Ch. 15: “Why the Study of Greek and Latin Literature Is Particularly Useful in Democratic Societies”
<p>Week 8: Individualism, Materialism, and Community</p>	
<p>Tuesday, October 2:</p> <p>Individualism, Restiveness, and Materialism</p>	<p>Volume 2, Part 2: 479-482; 482-484; 506-508; 508-510; 511-514; 514-517; 521-522.</p> <ul style="list-style-type: none"> • Ch. 1: “Why Democratic Peoples Show a More Ardent and More Lasting Love for Equality than for Freedom” • Ch. 2: “On Individualism in Democratic Countries” • Ch. 10: “On the Taste for Material Well-Being in America” • Ch. 11: “On the Particular Effects That the Love of Material Enjoyments Produces in Democratic Centuries” • Ch. 13: “Why the Americans Show Themselves So Restive in the Midst of Their Well-Being” • Ch. 14: “How the Taste for Material Enjoyments among Americans Is United with Love of Freedom and with Care for Public Affairs”

	<ul style="list-style-type: none"> Ch. 16: “How the Excessive Love of Well-Being Can Be Harmful to Well-Being”
<p>Thursday, October 4:</p> <p>Palliatives for Individualism, Restiveness, and Materialism</p>	<p>Volume 2, Part 2: 485-489; 489-493; 493-496; 496-500; 500-504; 522-525.</p> <ul style="list-style-type: none"> Ch. 4: “How the Americans Combat Individualism with Free Institutions” Ch. 5: “On the Use That the Americans Make of Association in Civil Life” Ch. 6: “On the Relation between Associations and Newspapers” Ch. 7: “Relations between Civil Associations and Political Associations” Ch. 8: “How the Americans Combat Individualism by the Doctrine of Self-Interest Well Understood” Ch. 17: “How in Times of Equality and Doubt It Is Important to Move Back the Object of Human Actions”
Week 9: Economic Inequality / Religion	
<p>Tuesday, October 9:</p> <p>Economic Inequality and the New Industrial Aristocracy</p>	<p>Volume 2, Parts 2-3: 530-532; 546-553; 553-555; 555-558.</p> <ul style="list-style-type: none"> Pt. 2, Ch. 20: “How Aristocracy Could Issue from Industry” Pt. 3, Ch. 5: “How Democracy Modifies the Relations of Servant and Master” Ch. 6: “How Democratic Institutions and Mores Tend to Raise the Price and Shorten the Duration of Leases” Ch. 7: “Influence of Democracy on Wages”
<p>Thursday, October 11:</p> <p>Democratic Religion</p>	<p>Volume 2, Parts 1-2: 417-424; 424-425; 504-506; 510-511; 517-521.</p> <ul style="list-style-type: none"> Pt. 1, Ch. 5: “How, in the United States, Religion Knows How to Make Use of Democratic Instincts” Ch. 6: “On the Progress of Catholicism in the United States”

	<ul style="list-style-type: none"> • Pt. 2, Ch. 9: “How the Americans Apply the Doctrine of Self-Interest Well Understood in the Matter of Religion” • Ch. 12: “Why Certain Americans Display Such an Exalted Spiritualism” • Ch. 15: “How Religious Beliefs at Times Turn the Souls of the Americans toward Immaterial Enjoyments”
Week 10: Democratic Family and American Women	
Tuesday, October 16	Fall Break – No Class
Thursday, October 18	<p>Volume 2, Part 3: 558-563; 563-565; 565-567; 573-577</p> <ul style="list-style-type: none"> • Ch. 8: “Influence of Democracy on the Family” • Ch. 9: “Education of Girls in the United States” • Ch. 10: “How the Girl is Found beneath the Features of the Wife” • Ch. 12: “How the Americans Understand the Equality of Man and Woman”
Week 11: Mores and Manners in Democratic Society	
Tuesday, October 23: Democratic Mores	<p>Volume 2, Part 3: 535-539; 539-541; 541-544; 544-546; 567-573.</p> <ul style="list-style-type: none"> • Ch. 1: “How Mores Become Milder as Conditions Are Equalized” • Ch. 2: “How Democracy Renders the Habitual Relations of the Americans Simpler and Easier” • Ch. 3: “Why the Americans Have So Little Oversensitivity in Their Countries and Show Themselves to Be So Oversensitive in Ours” • Ch. 4: “Consequences of the Preceding Three Chapters” • Ch. 11: “How Equality of Conditions Contributes to Maintaining Good Mores in America”

<p>Thursday, October 25: Democratic Manners</p>	<p>Volume 2, Part 3: 578-582; 582-585; 585-587; 587-589; 599-604</p> <ul style="list-style-type: none"> • Ch. 14: “Some Reflections on American Manners” • Ch. 15: “On the Gravity of the Americans and Why It Does Not Prevent Their Often Doing Ill-Considered Things” • Ch. 16: “Why the National Vanity of the Americans Is More Restive and More Quarrelsome than That of the English” • Ch. 17: “How the Aspect of Society in the United States Is at Once Agitated and Monotonous” • Ch. 19: “Why One Finds So Many Ambitious Men in the United States and So Few Great Ambitions”
<p>Week 12: Democratic Despotism</p>	
<p>Tuesday, October 30: The Democratic Centralization of Power</p>	<p>Volume 2, Part 4: 639-640; 640-643; 643-646; 646-651</p> <ul style="list-style-type: none"> • Ch. 1: “Equality Naturally Gives Men the Taste for Free Institutions” • Ch. 2: “That the Ideas of Democratic Peoples in the Matter of Government Are Naturally Favorable to the Concentration of Powers” • Ch. 3: “That the Sentiments of Democratic Peoples Are in Accord with Their Ideas to Bring Them to Concentrate Power” • Ch. 4: “On Some Particular and Accidental Causes That Serve to Bring a Democratic People to Centralize Power or Turn It Away from That”
<p>Thursday, November 1: Democratic Despotism</p>	<p>Volume 2, Part 4: 661-666; 666-673; 673-676</p> <ul style="list-style-type: none"> • Ch. 6: “What Kind of Despotism Democratic Nations Have to Fear” • Ch. 7: “Continuation of the Preceding Chapters” • Ch. 8: “General View of the Subject”

Week 13: Mobility and Place in America	
Tuesday, November 6	<p><u>Second Analysis Paper Due</u></p> <ul style="list-style-type: none"> • Frederick Lewis Allen, “The Automobile Revolution” • Tyler Cowen, “Why Have Americans Stopped Moving, Or Is Your Hometown Really So Special?,” in <i>The Complacent Class</i> • James J. Fink, “The Triumph of the Automobile”
Thursday, November 8	<ul style="list-style-type: none"> • Philip Bess, “Democracy’s Private Places” • Joel Kotkin, “The Childless City” • James Kunstler, <i>Geography of Nowhere</i> (selections) • Richard Thomas, “From Porch to Patio”
Week 14: Community and Social Fabric	
Tuesday, November 13	<ul style="list-style-type: none"> • Robert Putnam, “Bowling Alone” • Malcom Gladwell, “Small Change”
Thursday, November 15	<ul style="list-style-type: none"> • Charles Murray, <i>Coming Apart</i> (selections) • Robert Putnam, <i>Our Kids</i> (selections)
Week 15: Thanksgiving Break	
Tuesday, November 20	Assignment TBD – No Class Meeting
Thursday, November 22	Thanksgiving Holiday – No Class
Week 16: Democracy in the Age of Social Media	
Tuesday, November 27	<ul style="list-style-type: none"> • Cass Sunstein, <i>#Republic</i> (selections)
Thursday, November 29	<ul style="list-style-type: none"> • Ben Sasse, <i>The Vanishing American Adult</i> (selections) • Jean M. Twenge, “Have Smartphones Destroyed a Generation?”
Week 17	
Final Exam Date	<u>Final Research Paper Due</u>

CEL-394: A SUCCESSFUL PAPER

Your success on the writing assignments in this course is mostly the product of the effort that you invest and the writing habits that you employ. The more checkmarks that you follow below, the more likely you are to perform well on the next paper assignment.

I. MY INTRODUCTION AND THESIS

- ✓ My introduction effectively describes the interest and importance of the question that my paper answers.
- ✓ My thesis clearly and fully summarizes the argument that I make in this paper.
- ✓ My introduction provides a brief outline or “roadmap” of how my paper proceeds in proving my argument.
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my introduction and thesis.

II. MY ARGUMENT

- ✓ My argument is carefully thought out and developed. It does not contain logical flaws or logical leaps. If I take on the mindset of a critic of my own position, I do not see obvious or serious weaknesses to my argument.
- ✓ I anticipated and engaged with the best counterarguments to my position. I gave those counterarguments adequate attention, and I made the case for why my argument is the best interpretation of the evidence.
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my arguments.

III. MY EVIDENCE

- ✓ I incorporated a variety of pieces of evidence to prove my argument.
- ✓ I incorporated a variety of sources to prove my argument.
- ✓ The key points of my argument are substantiated with evidence.
- ✓ I included only reliable sources. I did *not*, for instance, cite web resources of questionable credibility.
- ✓ For every reference to a source, I included full citation information, including page numbers and essay numbers (where applicable).
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my use of evidence.

IV. MY WRITING

- ✓ I began the writing process well in advance of the due date, so that I have had ample time to proofread and revise.
- ✓ I drafted the paper during the day, when I am alert and energized, rather than during the middle of the night, when I am more likely to make mistakes and miss mistakes.
- ✓ I slowly and carefully proofread my paper at least two times.
- ✓ I had a second reader proofread my paper.
- ✓ I carefully read my paper out loud to catch errors, awkward phrasings, or awkward word choices.
- ✓ I understand the feedback given on previous assignments, and I implemented the suggestions for improving my writing.

Student Name
CEL-394: First Paper
Grade:

Grade Scale: Very Good – Good – Okay – Needs Improvement – Poor

I. INTRODUCTION/THESIS

II. QUALITY OF ARGUMENT

III. QUALITY OF EVIDENCE

IV. QUALITY OF WRITING