

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	Civic and Economic Thought and Leadership
Prefix:	CEL	Number:	394
Title:	Democracies in Crisis		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: Historical Awareness–H **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.

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):

Paul O. Carrese

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more wellinformed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Historical Awareness [H]

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus

<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<input type="checkbox"/> Courses that are merely organized chronologically.	
		<input type="checkbox"/> Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		<input type="checkbox"/> Courses whose subject areas merely occurred in the past.	

Historical Awareness [H]

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Course Prefix	Number	Title	General Studies Designation
CEL	394	Democracies in Crisis	H

Explain in detail which student activities correspond to the **specific** designation criteria. **Please use the following organizer to explain how the criteria are being met.**

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course is focused on the history of political thought, specifically regarding democratic (and/or republican) political institutions.	Course description
2	This course emphasizes how political ideas and political action shape history, but it does not deny the role played by other factors (e.g. cultural, economic, or religious). Indeed, the course will be open to examining how these different factors interact with politics.	Course description
3	The course tracks political thought about democracy from ancient Athens to ancient Rome, to early modern political theory, to the United States.	Course description
4	This course is squarely located at the nexus between politics and ideas.	Course description

CEL 394: Democracies in Crisis

Arizona State University SCETL

Instructor: Jakub Voboril **Semester:** Autumn 2018

Contact: jvobori1@asu.edu **Location:** TBA

Office Hours: 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 Niccolo 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 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.

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*, I.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.

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.