

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

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

| ASU - [HU] CRITERIA | | | |
|---|-----------|--|---|
| HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content. | | | |
| YES | NO | | Identify Documentation Submitted |

| | | | |
|-------------------------------------|--------------------------|--|----------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience. | Syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions. | Syllabus |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements: | Syllabus |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought. | Syllabus |
| <input type="checkbox"/> | <input type="checkbox"/> | b. Concerns aesthetic systems and values, especially in literature, arts, and design. | |
| <input type="checkbox"/> | <input type="checkbox"/> | c. Emphasizes aesthetic experience and creative process in literature, arts, and design. | |
| <input type="checkbox"/> | <input type="checkbox"/> | d. Concerns the analysis of literature and the development of literary traditions. | |
| | | THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN: | |
| | | <input type="checkbox"/> Courses devoted primarily to developing skill in the use of a language. <input type="checkbox"/> Courses devoted primarily to the acquisition of quantitative or experimental methods. <input type="checkbox"/> Courses devoted primarily to teaching skills. | |

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| Course Prefix | Number | Title | General Studies Designation |
|---------------|--------|-----------------------|-----------------------------|
| CEL | 394 | Democracies in Crisis | HU |

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 | This course examines the political and philosophical thought of a number of important thinkers: Thucydides, Plato, Aristotle, Plutarch, Machiavelli, Montesquieu, Rosseau, de Lolme, the <i>Federalist</i> , Tocqueville, and Lincoln. | Course Description, Schedule of Readings |
| 2 | This course is a thoroughly text-centered course. The course requires reading texts of the above authors before class, discussing them in class, and analyzing, interpreting, evaluating, and applying them in the course's main assignments. | Course Description, Assignments (Application Papers), Schedule of Readings |
| 4a | As per above, examines the political and philosophical thought of a number of important thinkers: Thucydides, Plato, Aristotle, Plutarch, Machiavelli, Montesquieu, Rousseau, de Lolme, the <i>Federalist</i> , Tocqueville, and Lincoln. | Course Description, Schedule of Readings |
| | | |

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 |

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: September 7

Topic: Athenian Theories of Democracy

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

Date: August 22

Topic: Athenian History

Reading: *Constitution of Athens*

Date: September 10

Topic: Athenian Theories of Democracy

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

Date: August 24

Topic: The Tyranny of Peisistratus

Reading: Plutarch's *Solon*

Date: September 12

Topic: Athenian Theories of Democracy

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

Date: August 27

Topic: The Tyranny of Peisistratus

Reading: Plutarch's *Solon*

Date: September 14

Topic: Athenian Theories of Democracy

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

Date: August 29

Topic: The Rule of the Five Hundred

Reading: Thucydides, 8.45-8.63

II. Rome

Date: September 17

Topic: The End of the Republic

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

Date: August 31

Topic: The Rule of the Five Hundred

Reading: Thucydides, 8.64-8.82

Date: September 19

Topic: The End of the Republic

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

Date: September 3

Topic: The Rule of the Five Hundred

Reading: Thucydides, 8.83-8.98

Date: September 21

Topic: The End of the Republic

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

Date: September 5

Topic: Athenian Theories of Democracy

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

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.