

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: 100	Title: Great Ideas of Politics and Ethics; K Taliaferro	Units: 3

Course description: This course introduces fundamental debates and ideas of politics in both the West and beyond. It surveys ancient, medieval and modern thinkers in the Greek, Jewish, Christian and Muslim traditions, tracing their influences on contemporary debates with focus on the great questions of human nature, social and political life, and the relationship between religion and politics. We study both the ideas and historical statesmanship of such figures as Plato, Confucius, Cicero, Tertullian, Aquinas, Maimonides, Al-Farabi, Ibn Rushd (Averroes), and Al-Ghazali, as well as various leaders and writers from modernity in America and abroad. This lecture course will include separate discussion to encourage active learning, and students will be expected to write analytical papers and make a class presentation.

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
_____ (Required)

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** (Choose one)

*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 Karen Taliaferro E-mail karen.taliaferro@asu.edu Phone 414-286-4242

Department Chair/Director approval: (Required)

Chair/Director name (Typed):

Paul Carrese

Date: August 20, 2018

Chair/Director (Signature):

Paul D. 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 checked="" 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>Syllabus; see "Assesments and Essays"</p> <p>For #1 below (it won't allow me to write in that field), the assignments and grade proportions are as follows:</p> <p>1) A maximum of 25 (out of the semester's total of 100) points for the midterm essay (approximately 1200 words), due Friday, October 19; this should analyze the thought of one of the thinkers we have discussed in class up to fall break.</p> <p>2) A maximum of 45 (out of the semester's total 100) points for the take-home final examination/essay (approximately 2500 words*) due in draft form Thursday, November 29 in class and in final form Wednesday, December 5 at 5 p.m.; this should incorporate your revised first essay and add another thinker from the second half of the</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.

2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

C-1

ASU - [L] CRITERIA

<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>See "Assessment and Essays" and "What to Expect in Class" on syllabus.</p> <p>Regarding the question in the box below, this is addressed in the course design first by the type of reading and evidence gathering required on a daily basis. Students are expected to read for content, comprehension, and comparison (see "What to Expect in Class" on syllabus), which is tested in pop quizzes, then demonstrated in their essays, which are meant to reflect such close readings of the texts as we exemplify in seminars. The example I provide in the "Assessment and Essays" demonstrates the sort of critical inquiry expected in the essays.</p>
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1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-2".

C-2

ASU - [L] CRITERIA

<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>"Assessments and Essays" on syllabus</p> <p>For the box below, the two relevant assignments are the midterm and final essays. As per the syllabus' description, the will choose a theme, highly recommended in consultation with me, that can extend across different thinkers and time periods, then proceed in three parts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> First, an essay on one thinker, discussed in the first half of the semester, and one theme, due as midterm essay on Friday, October 19. I will grade and provide extensive feedback on that essay by the first week in November. <input type="checkbox"/> Second, a discussion of a thinker we have discussed in the second half of the semester, addressing the same theme. This is due in class only as a draft for our writing workshop on the last day of class, Thursday, November 29. <input type="checkbox"/> Third, the final exam/essay, which will combine the two first essays, incorporating revisions as suggested by my feedback and peers evaluations during the in-class writing workshop, then combine the essays and provide your own analysis of the theme across the two sources. This is due to my inbox by 5 p.m. on Wednesday, December 5.
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			

ASU - [L] CRITERIA

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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></p>	<p>Syllabus under "Assessment and Essays"</p> <p>Students will receive substantial on their first essay within two weeks, which will be approximately three weeks before the draft of their next essay, which will be workshopped in class and receive peer editing. This will be 6 days before the due date of their final paper, thus allowing time for incorporating this second set of feedback.</p> <p>The essay sequence is designed to allow students both their own work without feedback (first essay submission), feedback from the professor (on the first essay, which will be incorporated into the final), and feedback from peers (feedback on the second essay draft, which is also incorporated into the final essay).</p>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4

Course Prefix	Number	Title	General Studies Designation

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 grade is determined from analytical and exegetical essays	See "Assessment and ESSays" as well as explanation for criterion 1 above.
2	The two essays require close reading, analysis and argumentation of difficult classic texts of political philosophy and religion.	See "Assessment and Essays" and "What to Expect in Class" on syllabus as well as explanation for criterion 2 above.
3	The essays require argumentation based on textual exegesis as well as analysis of the ideas therein.	See both "Assessment and Essays" and "What to Expect in Class," the latter for my expectations of students' reading.
4	Students are given two chances at revising their essays - first, on the first essay/midterm, which I provide substantial feedback on, and which, when revised, forms a part of the final, and secondly, on the second essay, which students will workshop in class with peer editors (and me for consultation).	See "Assessment and Essays" on syllabus

ASU – Fall 2018

CEL 100 – Honors Section
Great Ideas of Politics and Ethics in Comparative Perspective

This course introduces fundamental debates and ideas of politics in both the West and beyond. It surveys ancient, medieval and modern thinkers in the Greek, Jewish, Christian and Muslim traditions, tracing their influences on contemporary debates with focus on the great questions of human nature, social and political life, and the relationship between religion and politics. We study both the ideas and historical statesmanship of such figures as Plato, Cicero, Tertullian, Aquinas, Saadyah Gaon, Maimonides, Al-Farabi, Ibn Rushd (Averroes), and Al-Ghazali, as well as various modern leaders and writers in America and abroad. This lecture course will include separate discussion to encourage active learning, and students will be expected to write analytical papers and make a class presentation.

Instructor

Professor Karen Taliaferro
Office: Coor 6658; email: Karen.taliaferro@asu.edu
Office Hours: After class and by appointment

Course Description and Learning Objectives

CEL 101 introduces students to the history of moral and political thought from antiquity to modernity, highlighting key debates and intellectual trends in classic texts. Combining readings from Michael Morgan's *Classics of Moral and Political Theory* with classroom lectures, it aims to present the main ethical, political and cultural debates in Western civilizational history and beyond. On successful completion of the course, students will have acquired:

- (a) familiarity with leading political and ethical texts;
- (b) knowledge of historical models of leadership from Mohammad to Martin Luther King, Jr.;
- (c) an introduction to the interplay of civic and political thought with philosophical and religious debates.

Required Materials

The only book required is Michael L. Morgan, *Classics of Moral and Political Theory*, Fifth Edition (Hackett, 2011), available at the ASU bookstore and online. Additional required readings will be made available to students via the course Blackboard site. Whether from book or blackboard, readings are to be completed *prior* to class meetings.

Assessment and Essays

Students' performance in the course will be assessed according to a 100-point scale:

- 1) A maximum of 30 points for six in-class quizzes (five points each) in the course of the semester; the quizzes will be unannounced, and cannot be made up after the fact;
- 1) A maximum of 25 points for the midterm essay (approximately 1200 words), due **Friday, October 19**; this should analyze the thought of one of the thinkers we have discussed in class up to fall break.
- 2) A maximum of 45 points for the take-home final examination/essay (approximately 2500 words*) due in draft form **Thursday, November 29 in class** and in **final form Wednesday, December 5 at 5 p.m.**; this should **incorporate your revised first essay and add another thinker from the second half of the semester.**

*It is often said that a good essay is not written, it is rewritten. To that end, your final exam will be a product of your writing during the entire semester. You will choose a theme, *highly recommended* in consultation with

Commented [MOU1]: C-3

Commented [MOU2]: C-1

me, that can extend across different thinkers and time periods, then begin work on your essay, proceeding in three parts:

- First, an essay on one thinker, discussed in the first half of the semester, and one theme, due as your midterm essay on **Friday, October 19 (emailed to me by 5 p.m.)**. I will grade and provide extensive feedback on that essay by the **first week in November**.
- Second, a discussion of a thinker we have discussed in the second half of the semester, addressing the same theme. This is due **in class only** as a draft for our writing workshop on the last day of class, **Thursday, November 29**.
- Third, your final exam/essay, which will combine the two first essays, incorporating revisions as suggested by my feedback and your peers' evaluations during the writing workshop, then combine the essays and provide your own analysis of the theme across the two sources. This is due to my inbox by **5 p.m. on Wednesday, December 5**.

Commented [MOU3]: C-4

Commented [MOU4]: C-4

Commented [MOU5]: C-4

Example:

Theme: Equality and Inequality

- **First essay:** Discussing Aristotle's *Politics*
 - How does Aristotle treat the idea of equality of citizens? Does this affect his idea of what democracy is and whether it is feasible or even advisable?
- **Second essay:** Discussing Qutb's *Islam is the Real Civilization*.
 - Does Qutb's vision of Islam allow for a society in which all citizens are equals? How or how not? Does religion advance or inhibit equality? Why/how, according to Qutb?
- **Final essay:** After combining the two essays, you will provide your own evaluation of equality and inequality in light of the two texts. How, given what you have learned from these two thinkers, is equality best advanced in a society? Does equality come at a price, e.g., do (as some thinkers have suggested) freedom and equality stand in tension with each other, or is more equality always a good thing? Does Aristotle's or Qutb's vision of politics better achieve equality? Does one or the other thinker understand inequality in society better than the other?

Whichever theme and thinkers you choose, it is important always to **support your argument with text**. We will discuss this in class prior to the midterm as well as in an in-class writing workshop during the final week of class, during which you will also evaluate your peers' essays (in pairs). All of this is intended to help you better compose a final essay—honing your writing and analytical skills more generally in the process.

Commented [MOU6]: C-3

Commented [MOU7]: C-2

Essays should be submitted, in Microsoft Word or similar format (i.e., NOT pdf, please!), by 5 p.m. on their due dates, to me at karen.taliaferro@asu.edu.

What to expect in class

Attendance at all class meetings is required – almost a third of your grade is stake, thanks to those pop quizzes! For this class to be a success, we need active engagement with the texts as well as with your classmates and me as your professor. This means reading with an eye not only for content—i.e., “what is the author saying?”—but also for comprehension—“what does it mean? What are the implications?”—as well as comparison between a given text and other texts we have read.

Commented [MOU8]: C-2

Please notify me should it be necessary to miss all or part of a class meeting for whatever reason (and note that unexcused absences are no good for your participation grade). If you need to miss a class for either religious observance or university-sanctioned activities, please see me **in advance** of the absence.

In order to devote full attention to our seminar discussion (and **lower stress levels**), I ask that you refrain from using electronics, including but not limited to laptops and phones, during class. Students are expected to

demonstrate respect for themselves, each other and the professor and avoid disruptive behavior. Please feel free to address me with any questions or for clarification.

Grading Scale:

A+ 99-100	B- 80-82
A 93-98	C+ 77-79
A- 90-92	C 70-76
B+ 87-89	D 69-65
B 83-86	E 64 or less

Calendar of Readings

- Week 1 (August 16-17): Course introduction, no readings assigned
- Week 2 (August 20-24): Plato's *Republic* (selections, in Morgan)
- Week 3 (August 27-31): Aristotle's *Nicomachean Ethics* and *Politics* (selections, in Morgan)
- Week 4 (September 4-7; Sept. 3 is Labor Day): Ancient Eastern Thought
 - *Bhagavad Gita* (Blackboard)
 - Confucian's *Analects* (Blackboard)
- Week 5 (Sept 10-14): Jewish and Christian scriptures
 - Selections from *Genesis, Exodus, I Samuel* (Blackboard);
 - Consider Yoram Hazony, "[Does the Bible Have a Political Teaching?](#)" from *Hebraic Political Studies* (Winter 2006); also see interview with Hazony on [Jon Silver's podcast](#)
 - Christianity – selections from the New Testament (*Matthew, Acts* and the writings of St. Paul)
- Week 6 (September 17-21): Early Islam – selections from the Qur'an, Hadith of Al-Bukhari and the *Life of Muhammad* (Blackboard)
- Week 7 (September 24-28): Medieval Jewish thought:
 - Maimonides, selection from *Guide for the Perplexed*
 - Saadyah Gaon, selections from *The Book of Beliefs and Opinions* (Blackboard)
- Week 8 (October 1-5): Medieval Christian thought
 - Augustine, selection from *The City of God* (Morgan)
 - Thomas Aquinas, *On Kingship* and *Summa Theologica* (Morgan)
- Week 9 (October 10-12; Oct. 8-9 are fall break): Medieval Islamic thought
 - Averroes' *Decisive Treatise* (Blackboard)

- Alfarabi, *Attainment of Happiness* (Blackboard)
- Week 10 (October 15-19): Early modernity: Hobbes' *Leviathan* (and Machiavelli's *Prince*?) (Morgan)
 - **MIDTERM DUE OCTOBER 19 (FRIDAY)!**
- Week 11 (October 22-26): Rousseau, *Discourse on Inequality* and *Social Contract* (selections, both in Morgan)
- Week 12 (October 29-November 2): Tocqueville, *Democracy in America* (Morgan)
- Week 13 (November 5-9): Nietzsche, *Genealogy of Morality* (Morgan)
- Week 14 (November 13-16; Nov. 12 is Veterans' Day):
 - Tuesday November 13: Sayyid Qutb, *Milestones*, chapter 7: "[Islam is the Real Civilization](#),"
 - Thursday, November 15: Nasr Abu Zayd, [The Qur'anic Concept of Justice](#) chapter 8.
- Week 15 (November 19-21; 22-23 are Thanksgiving Break):
 - Tuesday, November 20: Martin Luther King, Jr., *Letter from a Birmingham Jail*
- Week 16 (November 26-30):
 - Tuesday, November 27: Mohandas Gandhi
 - [Autobiography, or The Story of My Experiments with the Truth](#), chapters 10 ("Glimpses of Religion"), 20 ("Acquaintance with Religions") and 21 ("Nirbal Ke Bal Ram")
 - "[Nonviolent Resistance](#)" speech
 - "[To Every Englishman Living in India](#)," Letters 1 and 2, pp.26-38
 - **Thursday, November 29: Writing Workshop: Draft of second essay due in class**

Study Days (December 1-2)

Final exam (take-home) due electronically by 5 p.m. on Wednesday, December 4

Appendix 1: Further information on the course and policies

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 an 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>.

Students with Disabilities

Students who feel they will need disability accommodation in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V) or 480-965-4000 (TTY). For additional information, visit www.asu.edu/studentaffairs/cd/drc.

Policy against threatening behavior

In keeping with university policy, 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

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://coss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Technology

You will need the following technology (at home, not in class!) in order to complete the work for this course:

- 1) A reliable computer and stable high speed internet access
- 2) Acrobat Reader and Microsoft Word or comparable word processing software

Please be sure to back up all of your work in case of a technology failure. If you have any technology-related difficulties, please contact the ASU Help Desk at 480.965.6500. Remember: keep copies of all your assignments; back up all of your work!

Appendix 2: START HERE FOR RESEARCH

Not all research tools are created equally, and certainly not all online content counts when you're trying to learn something true. Below are a few good places to start:

- 1) Stanford Encyclopedia of Philosophy: plato.stanford.edu
Start here instead of Wikipedia. Just about every thinker and major topic we tackle in this class has an entry, or is covered in another entry, in the SEP. Want to know more about Plato's *Republic*? (Hint: yes.) There's an entry on ethics and politics in the *Republic* on SEP. Or do you want to read about Gandhi's approach to social change? Check out "Pacifism" or "Civil Disobedience." Every entry is written by a professor who has studied the topic or thinker for years, so you know that you're getting a well-researched view. Also, don't miss the bibliography at the end of every entry; that's another great starting point for research.
- 2) The Great Thinkers: thegreatthinkers.org
Here, too, you'll find the majority of the thinkers we discuss in this class covered with introductions, video interviews and helpful bibliographies. There's a strong influence of Leo Strauss in the selection of thinkers and in the interpretations presented—and if you don't know who Leo Strauss is, hey look! He's got his own SEP entry☺
- 3) History of Philosophy without Gaps: historyofphilosophy.net
This podcast series is ambitious as it sounds—it covers many major figures of history of philosophy in the West, Judaism, Islam, Byzantium, India and Africa from early antiquity to early modernity. The podcasts are fairly easily digestible (and only about 20 minutes each) so make for a great introduction to a new thinker or topic, review of someone we've covered in class or a more in-depth exploration of something you're curious about.
- 4) Great Books Podcast: www.nationalreview.com/podcasts/the-great-books/
Another podcast series, this one covers not only books you might expect (Thucydides' *History of the Peloponnesian War*, Homer's *Odyssey*) but also more fiction and modern works (T.S. Eliot's *The Waste Land*, F. Scott Fitzgerald's *The Great Gatsby* and Laura Ingalls Wilder's *Little House on the Prairie*). As with most podcasts, this may be less of a "research" source in the sense that you would cite it in your papers, but you could well get good ideas for a paper or be introduced to new books and ideas from listening to them.

	Strong Work	Needs Development	Unsatisfactory
Audience	Assumes audience is student who has read assigned texts carefully; paper uses evidence to make points rather than to summarize	Spends inappropriate amount of time merely summarizing text or repeating material covered in class	Shows little evidence of having read the text; ideas mostly taken from class notes or class discussion
Thesis	Single clear thesis that would be insightful and interesting to someone who had already studied the texts	Thesis is either somewhat unclear or all too obvious to most thoughtful readers	No clear thesis, or multiple theses
Introductory paragraph(s)	Avoids inflated generalizations and gratuitous praise; sets brief context; introduces clear thesis	Extraneous generalization; connection to thesis not entirely clear; thesis statement not clear	No clear thesis statement or sense of where the paper is going
Paragraphs in body of paper	Strong topic sentences, supported by evidence and argumentation; topic sentences support main thesis	Some topic sentences do not support thesis, or are not supported by evidence in paragraph	No topic sentences; or little relationship between topic sentences and thesis; or no evidence for topic sentences
Argument	All necessary points in proving or developing thesis are made; makes compelling argument for thesis; paper does not assume reader agrees with author	Some missteps are made in proving or developing thesis; argument only compelling to someone who already agrees	Essay fails to prove or develop any sort of compelling thesis
Organization	Argument intelligently ordered and easy to follow, reflected in order of points and paragraphs	Logical flow of argument needs improvement by reordering some points and/or paragraphs	Material is disorganized with no clear logical order between points and/or paragraphs
Use of Evidence	Draws evidence from close reading of a variety of passages; evidence is appropriate to points being made; all quotations cited using Chicago format	Evidence drawn from only one or two passages in text; some evidence does not support points made; citations present but not in correct format	Little evidence used; does not support points made; drawn entirely from class discussion; material quoted without citation
Conclusion	Hints at implications, broader conclusions, or insightful ideas to think about, based on analysis so far	Summarizes everything that has been said so far but does not leave the reader with something further to think about	Essay fails to offer a satisfactory conclusion and/or simply recycles the introductory paragraph.
Mechanics	Nearly flawless grammar, spelling, and word choice; sentences read smoothly and are clear without being wordy	Grammar, spelling, word choice, sentence structure and/or word economy need attention	Serious problems with grammar, spelling, word choice, sentence structure and/or word economy

An A-level paper will be strong in most categories; B papers will be strong in some but need development in others; C papers need significant development; D papers are typically unsatisfactory in most categories; most people who get F's haven't read these criteria.

CONTENTS:

Introduction

Preface to the Fifth Edition

Preface to the First Edition

Sophocles: *Antigone*

Plato: *Euthyphro*; *Apology*; *Crito*; *Phaedo Death Scene* (115B1–118A17); *Republic*

Aristotle: *Nicomachean Ethics*; *Politics* (Bk. I; Bk. II, 1–5, 9; Bk. III; Bk. IV, 1–15, 16 [abridged]; Bk. VII, 1–3, 13, 15; Bk. VIII, 1–3)

Epicurus: *Letter to Menoecus*; *Principal Doctrines*

Epictetus: *Encheiridion*

Augustine: *City of God* (Bk. XIX [abridged])

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