

**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 SCETL  
 Prefix: CEL Number: 494 Title: Great American Leaders Units: 3

Course description: **We will focus on the lives, times and leadership qualities of prominent American leaders throughout our history. Leadership has taken many forms in American history, both political — as in the cases of George Washington, Abraham Lincoln, Ronald Reagan or Barack Obama — and non-political — as in the cases of Frederick Douglass, Elizabeth Cady Stanton, Jane Addams or Martin Luther King, Jr.**

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_  
 Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No  
 If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. \_\_\_\_\_ (Required)  
 Chair/Director Initials

**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](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

**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 jvoboril@asu.edu Phone 3166165886

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Paul Carrese Date: June 27, 2019

Chair/Director (Signature):

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*Paul O. Canoe*

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**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><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			

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><b>CRITERION 4:</b> 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>	Syllabus
<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</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
CEL	394	Great American Leaders	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)
C-1	This course requires three papers which make up 70% of the course grade	Assignments (Profiles in Virtue)
C-2	The paper assignments ask the students to “gather, interpret, and evaluate evidence” by carefully studying one of the texts assigned for the course or a similar text of the student’s choice.	Assignments (Profiles in Virtue)
C-3	The paper assignments are substantial in depth, quality, and quantity: they ask students to analyze, interpret, and evaluate, the life and virtue of a great American leader. They are each 5-7 pages in length.	Assignments (Profiles in Virtue)
C-4	The papers will be due October 4, November 6, and December 6. This timing will allow me to provide feedback after each paper to help students improve feedback on subsequent papers. Because the paper assignments are meant to be linked and to build upon one another, students will also be expected to revise each of the first two papers when they are returned with the quality of each earlier	Assignments (Profiles in Virtue)

	paper contributing to the grade for each later paper.	
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# CEL 494: Great American Leaders

Arizona State University

**Instructor:** Jakub Voboril

**Contact:** jvobori1@asu.edu

**Office Hours:** By Appointment

SCETL

**Semester:** Fall 2019

**Location:** Music E275

**Day and Time:** MWF 12:55p-1:45p

What is the character of a great leader? The classic answer given to this question in the history of Western political thought is that a great leader possesses virtue. This answer, however, only raises another question: what kind of virtue or virtues does a great leader need to have? In particular what kind of virtue or virtues does a great leader need to have in a political community like the United States of America? There are two ways to answer this question. One would be to take a theoretical approach: to examine the theories of statesmanship offered by classic authors in the history of political thought. In this course, we will adopt a more practical approach. We will attempt to answer the question, "What is the character of a great American leader?" by carefully studying the lives of a few American leaders conventionally acknowledged to have been great. While remaining open to the possibility that the conventional wisdom is mistaken in whole or in part, we will attempt to derive from these lives some practical guidance on what makes an American leader great.

Our efforts in this course will consist of two main tasks, one individual and one common. The individual task is, of course, to read the texts assigned. In this course, we face the practical difficulty that political biographies are generally quite lengthy, which means that the reading load for this course will be somewhat heavy. Of equal or greater significance, however, is our 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 what virtues characterize a great American leader.**

## **Assignments:**

(10%) **Class Attendance:** 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 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.

(20%) **Reading Assessments:** Another prerequisite is that every student arrive in class having completed the required reading. To this end, each class will involve a reading assessment. For each reading assignment, I will ask you to write a brief reflection (250-300 words) identifying and elaborating one virtuous character trait which you see the leader we are investigating display in that reading selection. These reflections, in turn,



will provide building blocks for your major writing assignment for this course, your Profiles in Virtue.

(10%/20%/40%) **Profile in Virtue:** The main assignments for the class will be **three short paper assignments.**

Commented [JV1]: C-1

Each paper is expected to be 1500-2100 words in length. Throughout this class, we will encounter several potentially great American leaders. For each assignment, you should select one scene, topic, or theme in the life of one of these leaders which you find particularly interesting. You may also select a scene, topic, or theme from the life of any other American leader whom you think exemplifies greatness. Once you have selected your scene, topic, or theme, you should determine what particular virtue you think this leader displays in your selection. Finally, you should write a paper defending your analysis.

Commented [JV2]: C-3

This paper is expected to have a firm basis in a close and careful reading either of one of the texts assigned for this course or (if you choose to examine a leader we do not discuss) a similar text.

Commented [JV3]: C-2

Although these three papers are independent of one another to a degree, you will need to be prepared show some relationship among them. Each time one of your paper assignments are returned to you, you will be asked to revise them, for a grade. Papers will be due October 4, November 6, and December 6.

Commented [JV4]: C-4

#### 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

#### 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](http://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>.

**This syllabus is subject to revision at the discretion of the instructor.**

### **Required Texts:**

Benjamin Franklin, *The Autobiography of Benjamin Franklin* (Dover Publications, 1996).

Martin Luther King, Jr., *Stride Toward Freedom: The Montgomery Story* (Beacon Press, 2010).

All other texts will be available electronically, but students are *recommended* to purchase the following editions of these other texts:

Frederick Douglass, *Autobiographies*, edited by Henry Louis Gates, Jr. (New York: Literary Classics of the United States, 1994).

Lord Charnwood, *Abraham Lincoln: A Biography* (Madison Books, 1998).

John Marshall, *The Life of George Washington* (Liberty Fund, 2000).

**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. Benjamin Franklin**

Date: August 28

*Autobiography*, 567-587

Date: August 30

*Autobiography*, 587-606

Date: September 4

*Autobiography*, 606-626

Date: September 6

*Autobiography*, 626-645

Date: September 9

*Autobiography*, 645-664

Date: September 11

*Autobiography*, 664-684

Date: September 13

*Autobiography*, 684-704

Date: September 16

*Autobiography*, 704-724

Date: September 18

*Autobiography*, 724-729

## **II. George Washington**

Date: September 20, Valley Forge

John Marshall, *Life of Washington*, 131-147

Date: September 23, Newburgh and Resignation

John Marshall, *Life of Washington*, 285-298; Speech to the Officers of the Army at Newburgh, March 15, 1783; Resignation Address, December 23, 1783

Date: September 25, Citizen Genet

John Marshall, *Life of Washington*, 378-396; Proclamation of Neutrality, April 22, 1793

Date: September 27, Foreign Wars and Domestic Parties

John Marshall, *Life of Washington*, 397-413

Date: September 30, Foreign Wars and Domestic Parties

John Marshall, *Life of Washington*, 421-439; Message to the House Regarding Documents Relative to the Jay Treaty, March 30, 1796

Date: October 2, Shays' Rebellion

John Marshall, *Life of Washington*, 415-420

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Date: October 4, Retirement

John Marshall, *Life of Washington*, 450-452; Farewell Address, September 19, 1796

**First Paper Due**

**III. Abraham Lincoln**

Date: October 7

Lord Charnwood, *Abraham Lincoln: A Biography*, 199-225

Date: October 9

Lord Charnwood, *Abraham Lincoln: A Biography*, 227-243

Date: October 11

Lord Charnwood, *Abraham Lincoln: A Biography*, 245-262

Date: October 16

Lord Charnwood, *Abraham Lincoln: A Biography*, 262-286

Date: October 18

Lord Charnwood, *Abraham Lincoln: A Biography*, 286-305

Date: October 21

Lord Charnwood, *Abraham Lincoln: A Biography*, 307-326

**IV. Frederick Douglass**

Date: October 23, Introduction and John Brown

Douglass, *Life and Times*, 912-914, 715-719, 743-748, 754-760, 763-764

Date: October 25, "Secession and War"

Douglass, *Life and Times*, 773-788

Date: October 28, "Minister to Haiti"

Douglass, *Life and Times*, 1026-1045

**V. Suffragettes**

Date: October 30

Elizabeth Cady Stanton, "Susan B. Anthony," in *Our Famous Women*, 53-74

Date: November 1

Mary Clemmer, "Lucretia Mott," in *Our Famous Women*, 462-479

Date: November 4

Mary Clemmer, "Lucretia Mott," in *Our Famous Women*, 479-495

Date: November 6

Laura Curtis Bullard, "Elizabeth Cady Stanton," in *Our Famous Women*, 602-623

**Second Paper Due**

**VII. Martin Luther King, Jr.**

Date: November 8

*Stride Toward Freedom*, 1-19

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Date: November 13  
*Stride Toward Freedom*, 19-38

Date: November 15  
*Stride Toward Freedom*, 39-57

Date: November 18  
*Stride Toward Freedom*, 57-79

Date: November 20  
*Stride Toward Freedom*, 79-100

Date: November 22  
*Stride Toward Freedom*, 100-122

Date: November 25  
*Stride Toward Freedom*, 122-142

Date: November 27  
*Stride Toward Freedom*, 142-164

Date: December 2  
*Stride Toward Freedom*, 164-182

Date: December 4  
*Stride Toward Freedom*, 182-201

Date: December 6  
Library Visit  
**Third Paper Due**