

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of Civic and Economic Thought and Leadership
Prefix:	CEL	Number:	394
Title:	Democracy in America		Units: 3

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

Is this a cross-listed course? No If yes, please identify course(s): N/A

Is this a shared course? No If so, list all academic units offering this course: N/A

*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**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Humanities, Arts and Design - HU

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

Area 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. 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.

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

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name	Zachary German	E-mail	zgerman@asu.edu	Phone	480-727-2131
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Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Paul Carrese Date: 02/22/2021

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

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 with reading schedule
<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 with reading schedule
<input type="checkbox"/>	<input checked="" 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 with reading schedule
<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 with reading schedule
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" 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:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
CEL	394	Democracy in America	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	In this course, students will study Alexis de Tocqueville's social, political, and moral values, as well as his political philosophy. Students will also study Tocqueville's analyses of the values, philosophies, and religious beliefs and practices characteristic of democratic and aristocratic societies, as well as of American society more specifically.	Please see in the syllabus: (1) Course Description (2) Course Learning Objectives and Outcomes (3) Course Schedule Please also see the table of contents for Democracy in America
2	The course will focus upon the interpretation, analysis, and evaluation of Alexis de Tocqueville's most famous work, titled Democracy in America.	Please see in the syllabus: (1) Course Description (2) Course Learning Objectives and Outcomes (3) Two Analysis Papers and Final Research Paper (under Course Requirements) (4) Discussion Question Assignments (under Course Requirements) (5) Course Schedule
4a	This course will concern Alexis de Tocqueville's thought, especially his political philosophy. The course will further address Tocqueville's understanding of how philosophies, religious beliefs, and other dimensions of human thought develop in democratic and aristocratic societies.	Please see in syllabus: (1) Course Description (2) Course Learning Objectives and Outcomes (3) Course Schedule

CEL-394: DEMOCRACY IN AMERICA

T/Th 10:30-11:45; Coor Hall L1-84

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

– Alexis de Tocqueville

INSTRUCTOR: Professor Zachary German

Office: Coor Hall 6632

E-Mail: zgerman@asu.edu

Phone: 480-727-2131

Office Hours:

- In Person: T/Th, 12:00-1:30; or contact instructor via email to schedule an appointment.
- Via Zoom: Contact instructor via email to schedule an appointment.

COURSE DESCRIPTION

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

COURSE LEARNING OBJECTIVES AND OUTCOMES

The readings, discussions, and assignments are intended to enhance students’ ability to:

- (a) **interpret** and **analyze** *Democracy in America* carefully in order to understand Tocqueville’s political philosophy and social and political analyses
- (b) **differentiate** between the key features of *democratic* and *aristocratic* social states (in Tocqueville’s account), and **compare** these features with other conceptions of democracy
- (c) **explain** the causal relationships that Tocqueville draws between democratic society and social, political, and cultural phenomena in the United States
- (d) **evaluate** Tocqueville’s thought, including his political philosophy, his diagnoses of democratic societies, and his prescriptions for them
- (e) **assess** the extent to which Tocqueville’s thought sheds light on the problems and possibilities of democratic societies in the twenty-first century
- (f) **communicate** clearly and effectively through public speaking and written work

REQUIRED TEXT

The text listed below should be purchased and brought to each class session. All other assigned readings will be posted on Canvas.

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

COURSE REQUIREMENTS

Assignment	Points	Portion of Grade	Due Date
Attendance and Participation	200	20%	N/A
Discussion Question Assignments	200	20%	10 assignments, once per week during Weeks 2-6 and 8-12
First Analysis Paper	150	15%	Sep. 30
Second Analysis Paper	200	20%	Nov. 9
Final Research Paper (with Paper Proposal)	250	25%	Proposal: Nov. 23 Paper: Final Exam Date
TOTAL	1,000	100%	

A. ATTENDANCE AND PARTICIPATION (20%)

Consistent attendance and engaged participation are essential to your and your classmates' learning. Quality participation is contingent upon carefully reading the assigned materials and being prepared and willing to participate in class discussion. Raising questions, advancing ideas or arguments about the topic at hand, and participating in class activities are all part of quality course participation.

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

If you accrue more than 7 *unexcused* absences over the course of the semester, you will be ineligible to pass the course. If you accrue more than 7 *excused and unexcused* absences combined, you should consult with your instructor about making arrangements to make up for missed class sessions.

B. DISCUSSION QUESTION ASSIGNMENTS (20%)

Once per week during assigned weeks (see below), you will submit what you consider to be the 2 most important questions that readers should ask and discuss about an assigned reading, and take a paragraph to explain the significance of each question. These questions should be genuinely open for discussion, without clear, undisputed answers. You should connect your questions to specific passages of the assigned readings.

You will submit a total of **10** Discussion Question Assignments, once per week during **Weeks 2-6** and **Weeks 8-12**.

C. TWO ANALYSIS PAPERS (FIRST: **15%**, DUE SEPTEMBER 30; SECOND: **20%**, DUE NOVEMBER 9)
 You will write two **5-7 page** papers (double-spaced, 12-point standard font) that develop and support a thesis concerning some aspect of the semester's readings. The first paper will relate to Volume 1 of *Democracy in America*, while the second paper will concern Volume 2. The papers may provide an explication, defense, or critique of Tocqueville, or they may apply Tocqueville's analyses to a contemporary social or political issue, question, or problem.

D. FINAL RESEARCH PAPER (WITH PAPER PROPOSAL) (**25%**, PROPOSAL DUE: NOVEMBER 23; PAPER DUE: FINAL EXAM DATE)

Your final paper will be an **8-10 page** research paper (double-spaced, 12-point standard font) that examines a contemporary problem in American democratic society and develops an argument as to why Tocqueville's thought does or does not provide a valuable resource for understanding or solving that problem. Your paper should bring to bear not only a mastery of *Democracy in America*, but it should incorporate additional resources about contemporary American society, as well.

A paper proposal, due **November 23**, will account for 50 points (5%) of your Final Research Paper grade. Details about this assignment will be provided in class.

GRADING SCALE

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

TECHNOLOGY SUPPORT

For technical assistance 6:30 a.m. – 12:30 a.m., daily, please contact the University Technology Office Help Desk:

- Email: helpdesk@asu.edu
- Phone: 480-965-6500

For information on systems outages, please see the ASU systems status calendar:

<http://systemstatus.asu.edu/status/calendar.asp>

COURSE AND UNIVERSITY POLICIES

I. ATTENDANCE AND ABSENCES

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

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

II. 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/>.

III. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. The SAILS campus office is located on the first floor of the Matthews Center Building. SAILS staff can also be reached by phone at (480) 965-1234 or via email at DRC@asu.edu. For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

IV. CLASSROOM DECORUM AND TECHNOLOGY POLICY

This course aims to provide a learning environment in which we consider and respect diverse viewpoints. We have both the opportunity and the responsibility to engage in civil discourse and civil disagreement. To that end, we should practice attentive listening and respectful interactions. Please silence your phone and all other electronic devices in the classroom, and refrain from holding side conversations in class.

In addition to all the distractions and temptations that electronic devices pose in the classroom, they also tend to create physical and figurative walls between you, your fellow students, and your instructor. Research further suggests that notetaking by hand is more beneficial than typed notes. Thus, in order to promote robust discussion and optimal learning, **please refrain from the usage of electronics during class.**

V. POLICY AGAINST THREATENING BEHAVIOR

In accordance with [SSM 104-02](#) (“Handling Disruptive, Threatening or Violent Individuals on Campus”) in the Student Services Manual, “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.”

VI. 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.

VII. UNIVERSITY POLICY ON SEXUAL DISCRIMINATION

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

VIII. COPYRIGHTED MATERIALS

Students should be careful to refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not students' original work, unless students first comply with all applicable copyright laws. The instructor reserves the right to delete materials on the grounds of suspected copyright infringement.

IX. LATE ASSIGNMENTS

It is best for your own learning to submit assignments according to the syllabus due dates. Thus, as an incentive for students to submit assignments on time, and in fairness to all the students in the course, late assignments will receive an immediate deduction of one letter grade and subsequent deductions of a letter grade for each week that they are late.

It is understandable that extenuating circumstances arise from time to time. Adequate documentation of your extenuating circumstance should be provided in these cases. The sooner these are submitted, the more likely an accommodation may be made.

X. EXTRA-CREDIT OPPORTUNITIES

The School of Civic and Economic Thought and Leadership will host a number of events this semester. If you attend an event **and** submit a reflection paper about it (approximately 250 words) **or** discuss it with me during office hours, you may increase your final grade by 5 points (out of 1,000). You may complete up to 5 extra-credit assignments over the course of the semester.

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

XI. COMMUNICATION WITH THE INSTRUCTOR OUTSIDE OF CLASS

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

XII. HONORS CONTRACTS AVAILABLE

If you are interested in pursuing an Honors Enrichment Contract for this course, please consult with your instructor at the beginning of the semester. For more information about honors contracts, please see the following website:

<https://barretthonors.asu.edu/academics/honors-courses-and-contracts/honors-enrichment-contracts>

UNIVERSITY WRITING CENTERS

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

COURSE SCHEDULE

The following course schedule is subject to change. You will be notified if/when such changes are made. Assignment due dates and holidays are listed in **bold**. Unless otherwise noted, all reading assignments are from *Democracy in America*.

Week/Day	Assignments
Week 1: Introduction to the Course	
Thursday, August 19	<ul style="list-style-type: none"> • Review of Syllabus • Introduction to Tocqueville Watch: “This is Water” – David Foster Wallace: https://www.youtube.com/watch?v=Sm95eZ1PZL0

Week 2: Points of Departure	
<p>Tuesday, August 24:</p> <p>The Equality of Conditions and Tocqueville’s Philosophy of History</p>	<ul style="list-style-type: none"> • “Author’s Introduction,” 3-15.
<p>Thursday, August 26:</p> <p>The Democratic Social State and the Foundations of American Democracy</p>	<p>Volume 1, Part 1: 27-45; 45-53; 53-55</p> <ul style="list-style-type: none"> • Ch. 2: “On the Point of Departure and Its Importance for the Future of the Anglo-Americans” • Ch. 3: “Social State of the Anglo-Americans” • Ch. 4: “On the Principle of the Sovereignty of the People in America”
Week 3: The Governments of the States and the Union	
<p>Tuesday, August 31:</p> <p>The Government of the States</p>	<p>Volume 1, Part 1: 56-66; 82-93</p> <ul style="list-style-type: none"> • Ch. 5: “Necessity of Studying What Takes Place in the Particular States before Speaking of the Government of the Union” (<u>selections</u>)
<p>Thursday, September 2:</p> <p>The Federal Constitution and the Government of the Union</p>	<p>Volume 1, Part 1: 105-108; 120-128; 141-161</p> <ul style="list-style-type: none"> • Ch. 8: “On the Federal Constitution” (<u>selections</u>)
Week 4: The Nature of American Democracy and Its Advantages	
<p>Tuesday, September 7:</p> <p>The Nature of American Democracy</p>	<p>Volume 1, Part 2: 165; 172-180; 180-187; 187-199</p> <ul style="list-style-type: none"> • Ch. 1: “How One Can Say Strictly That in the United States the People Govern” • Ch. 3: “On Freedom of the Press in the United States” • Ch. 4: “On Political Association in the United States”

	<ul style="list-style-type: none"> Ch. 5: “On the Government of Democracy in America” (selections)
<p>Thursday, September 9:</p> <p>The Advantages of American Democracy</p>	<p>Volume 1, Part 2: 220-235</p> <ul style="list-style-type: none"> Ch. 6: “What Are the Real Advantages That American Society Derives from the Government of Democracy”
Week 5: Tyranny of the Majority and Its Remedies	
<p>Tuesday, September 14:</p> <p>Tyranny of the Majority</p>	<p>Volume 1, Part 2: 235-249</p> <ul style="list-style-type: none"> Ch. 7: “On the Omnipotence of the Majority in the United States and Its Effects”
<p>Thursday, September 16:</p> <p>Tempering the Tyranny of the Majority</p>	<p>Volume 1, Part 2: 250-264</p> <ul style="list-style-type: none"> Ch. 8: “On What Tempers the Tyranny of the Majority in the United States”
Week 6: The Maintenance of the American Democratic Republic / The Three Races in the United States	
<p>Tuesday, September 21:</p> <p>The Maintenance of the American Democratic Republic</p>	<p>Volume 1, Part 2: 274-292</p> <ul style="list-style-type: none"> Ch. 9: “On the Principal Causes Tending to Maintain a Democratic Republic in the United States” (selections)
<p>Thursday, September 23:</p> <p>The Three Races in the United States: Native Americans</p>	<p>Volume 1, Part 2: 302-325</p> <ul style="list-style-type: none"> Ch. 10: “Some Considerations on the Present State and the Probable Future of the Three Races That Inhabit the Territory of the United States” (selections)
Week 7: The Three Races in the United States	
<p>Tuesday, September 28:</p> <p>The Three Races in America: Black Americans</p>	<p>Volume 1, Part 2: 326-348</p> <ul style="list-style-type: none"> Ch. 10: “Some Considerations on the Present State and the Probable Future of the Three Races That Inhabit the Territory of the United States” (selections)

Thursday, September 30: Open Discussion Day	<u>FIRST ANALYSIS PAPERS DUE</u> Open Discussion / Student-Led Discussion of First Papers
Week 8: Democratic History, Philosophy, Literature, and Art	
Tuesday, October 5: Democratic Philosophers and Democratic Historians	Volume 2, Part 1: 403-407; 407-410; 411-415; 415-416; 425-426; 426-428; 469-472 <ul style="list-style-type: none"> • Ch. 1: “On the Philosophic Method of the Americans” • Ch. 2: “On the Principal Source of Beliefs among Democratic Peoples” • Ch. 3: “Why the Americans Show More Aptitude and Taste for General Ideas than Their English Fathers” • Ch. 4: “Why the Americans Have Never Been as Passionate as the French for General Ideas in Political Matters” • Ch. 7: “What Makes the Mind of Democratic Peoples Lean toward Pantheism” • Ch. 8: “How Equality Suggests to the Americans the Idea of the Indefinite Perfectibility of Man” • Ch. 20: “On Some Tendencies Particular to Historians in Democratic Centuries”
Thursday, October 7: Democratic Writers and Democratic Artists	Volume 2, Part 1: 428-433; 439-443; 445-450; 458-463; 463-464; 465-469. <ul style="list-style-type: none"> • Ch. 9: “How the Example of the Americans Does Not Prove That a Democratic People Can Have No Aptitude and Taste for the Sciences, Literature, and the Arts” • Ch. 11: “In What Spirit the Americans Cultivate the Arts” • Ch. 13: “The Literary Face of Democratic Centuries” • Ch. 14: “On the Literary Industry” • Ch. 17: “On Some Sources of Poetry in Democratic Nations” • Ch. 18: “Why American Writers and Orators Are Often Bombastic”

	<ul style="list-style-type: none"> • Ch. 19: “Some Observations on the Theater of Democratic Peoples”
Week 9: Democratic Science and Democratic Education	
Tuesday, October 12: Fall Break	Fall Break – No Class
Thursday, October 14: Democratic Science and Democratic Education	<p>Volume 2, Part 1: 433-439; 450-452</p> <ul style="list-style-type: none"> • Ch. 10: “Why the Americans Apply Themselves to the Practice of the Sciences Rather than to the Theory” • Ch. 15: “Why the Study of Greek and Latin Literature Is Particularly Useful in Democratic Societies”
Week 10: Individualism, Materialism, and Community	
Tuesday, October 19: Individualism, Restiveness, and Materialism	<p>Volume 2, Part 2: 479-482; 482-484; 506-508; 508-509; 511-514; 514-517; 521-522.</p> <ul style="list-style-type: none"> • Ch. 1: “Why Democratic Peoples Show a More Ardent and More Lasting Love for Equality than for Freedom” • Ch. 2: “On Individualism in Democratic Countries” • Ch. 10: “On the Taste for Material Well-Being in America” • Ch. 11: “On the Particular Effects That the Love of Material Enjoyments Produces in Democratic Centuries” • Ch. 13: “Why the Americans Show Themselves So Restive in the Midst of Their Well-Being” • Ch. 14: “How the Taste for Material Enjoyments among Americans Is United with Love of Freedom and with Care for Public Affairs” • Ch. 16: “How the Excessive Love of Well-Being Can Be Harmful to Well-Being”

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	<ul style="list-style-type: none"> • Pt. 2, Ch. 12: “Why Certain Americans Display Such an Exalted Spiritualism” • Pt. 2, Ch. 15: “How Religious Beliefs at Times Turn the Souls of the Americans toward Immaterial Enjoyments”
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<p>Week 13: Mores and Manners in Democratic Society</p>	
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<p>Tuesday, November 16: The Democratic Centralization of Power</p>	<p>Volume 2, Part 4: 639-640; 640-643; 643-645; 646-650</p> <ul style="list-style-type: none"> • Ch. 1: “Equality Naturally Gives Men the Taste for Free Institutions” • Ch. 2: “That the Ideas of Democratic Peoples in the Matter of Government Are Naturally Favorable to the Concentration of Powers” • Ch. 3: “That the Sentiments of Democratic Peoples Are in Accord with Their Ideas to Bring Them to Concentrate Power” • Ch. 4: “On Some Particular and Accidental Causes That Serve to Bring a Democratic People to Centralize Power or Turn It Away from That”

Thursday, November 18: Democratic Despotism	Volume 2, Part 4: 661-665; 666-673; 673-676 <ul style="list-style-type: none"> • Ch. 6: “What Kind of Despotism Democratic Nations Have to Fear” • Ch. 7: “Continuation of the Preceding Chapters” • Ch. 8: “General View of the Subject”
Week 15: Thanksgiving Break	
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Thursday, November 25	Thanksgiving Holiday – No Class
Week 16: Democracy, America, and the Future	
Tuesday, November 30: Informal Presentations and Workshopping of Final Paper Projects	No Readings – Bring Final Research Paper Proposal and Other Research Materials
Thursday, December 2: Closing Discussion – The Future of Democracy in America and Beyond	Readings TBD
Week 17: Finals Week	
Final Exam Date	<u>FINAL RESEARCH PAPER DUE</u>

Alexis de Tocqueville

Democracy in America

TRANSLATED, EDITED, AND WITH AN INTRODUCTION BY

HARVEY C. MANSFIELD AND DELBA WINTHROP

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