

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

The College of Liberal Arts and Sciences (CLA)

Department/School

School of Civic & Economic Thought and Leadership (CCETL)

Submission Type

New Request

Requested Effective Date

Spring 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

CEL

Course Number

300

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Debating Capitalism

Course Catalog Description

Explores and debates the politics, economics and morality of 'capitalism'--the system of society that allows space for markets, profit-seeking and money-making. Readings cover the period from antiquity to modern commercial society. Authors studied include Aristotle, the Apostles, Aquinas, Locke, Franklin, Smith, Marx and Weber. Also serves as a broad introduction to the study of political economy. *Please note that a number change for this course from CEL 300 to CEL 352 is currently pending*

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 30 hours; Credit is allowed for only CEL 300 or CEL 394 (Capitalism and Great Economic Debates) OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[CEL 300 Gold Proposal.pdf](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

All three of the major assignments in this course (class discussion, document response, and research paper) emphasize using classic texts of political economy—both qualitative and quantitative—to understand various experiences of the emergence of capitalism. The final research essay is perhaps most emblematic of this because it asks students to conduct a close reading of a selected political economic text from the 16th–18th centuries and then conduct research in secondary sources from contemporary social scientists highlighting the historical economic, political, and social conditions to which it was a response. After selecting their primary source, the students will be asked to create an annotated bibliography of these secondary sources in which they describe the relevance of the historical context to the creation of their selected text. Afterward, the students will write a rough draft of their final paper on which they will receive feedback, present their findings to the rest of the class and have the opportunity to ask their classmates for any suggestions as they finalize their papers, and ultimately submit a revised final draft incorporating both peer and professor feedback. The final paper will be graded on its close internal analysis of the text itself, connections drawn to other theoretical approaches covered in the course, and using this unique perspective to explain a major facet of the development of early capitalism.

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

All three of the major assignments in this course (class discussion, document response, and research paper) emphasize the ability to bring divergent approaches to political economy into conversation as the students evaluate these differences. The document responses are perhaps the assignments that most directly ask the students to engage in this work because each requires both a close reading of a selected document and a clear recreation of its main arguments, evidentiary support, and general conclusions. During the semester, each student is asked to write three such document responses on subjects of their choice. They then become the discussion guide for the day of their selections. The intent is to ask them to summarize both the arguments and conclusions of these sources, distill the author's logic, and then help the class situate it within its intellectual and historical contexts to draw broader conclusions. In doing so, they must grapple with the relative strengths and limitations different perspectives offer on the history of economic and social life.

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

All three of the major assignments in this course (class discussion, document response, and research paper) emphasize using historical texts from political economy to understand the emergence of capitalism and debate its nature, progress, and outcomes. The class discussions that constitute the students' participation grade is perhaps where this is most clearly demonstrated because each day asks the students to make these connections explicit in an ongoing dialogue with the sources and with each other. Each day begins with a close reading of the text internally as the students unpack its structure, logic, and relevance. Once the class has a solid grasp of its meanings, they then express its viewpoints and relevance both within the historical context covered in mini-lectures. The ultimate goal of the course is to present political economy as a novel discursive field historically rooted in the emergence of capitalism and thus uniquely suited to provide both qualitative and quantitative evidence for advancing arguments about capitalism.

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

1. Understand basic historical arguments for and against market societies [SOBE LO3].

2. Identify the contributions of the key figures in the origins and development of political economy [SOBE LO2].
3. Contrast the differences between modern and pre-modern approaches to political economy [SOBE LO2].
4. Describe major theories about the rise of capitalism [SOBE LO1].

Form Submission - Proposer

Submitted for Approval | Proposer

Nicholas O'Neill - August 20, 2024 at 1:12 PM (America/Phoenix)

Department Approval

Approved

Richard Avramenko

Emily Rap - August 20, 2024 at 3:02 PM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - August 21, 2024 at 4:36 PM (America/Phoenix)

Proposal to add syllabus data currently at dean's designee level.

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - August 21, 2024 at 4:44 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - August 21, 2024 at 4:57 PM (America/Phoenix)

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Thank you for your submission. The SOBE subcommittee recommends revise and resubmit based on the following observations. Please provide more detailed information about the assignments that are being assessed in the Kuali form. Please provide enough detail about the assignment to show how it measures the learning outcome.

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Nicholas O'Neill

College Notification

Notification

Amanda Smith

Jenny Smith

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel

Erica Green
