

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	Department/School
The College of Liberal Arts and Sciences (CLA)	School of International Letters and Cultures (CLANLIT)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
SLC	394	3

Topic Information

If your request is approved:

- 1. Topics on [omnibus courses](#) carry a designation for one semester (including summer). Please ensure you have requested the term you plan to offer/schedule the topic. Once expired, a new request must be submitted.
- 2. Topics on **permanent courses** require mandatory review every five years.

Topic Title	List all other undergraduate courses where this topic exists and the sections will be combined in the schedule.
Athens, Rome, and American Democracy	GRK 394, LAT 394

Topic Description

American government did not spring fully formed from the minds of the Founding Fathers. It was the product of dialogue with the (anticipated) future, the present, and the past. That past went much further back than the essays of Montesquieu and Locke that so influenced the authors of the

Federalist Papers. Ultimately the roots of the American Constitution lie in the radical democracy of Athens, the much more conservative republic of Rome, and even the mixed militaristic constitution of Sparta—in short, classical antiquity. The classical past has raised its head time and again in the development of American government, even up to the present day. In this course, students will learn about the near-constant dialogue between Athens, Rome, and American democracy, both at the founding and throughout US history. The course is in English.

Has this topic been scheduled with a GS Gold designation? If so, list which semester(s), including past, current, and future terms.

No. Will be taught for the first time in Fall 2025.

Omnibus topics cannot hold a GS Gold designation for more than three semesters total.

If this topic has already been offered twice with a GS Gold designation, you must attach examples of student work in the next field confirming the measurement of all category learning outcomes. The proposal will not be reviewed without these files.

If this topic has been offered three times with a GS Gold designation, you must request a new permanent course, then request the General Studies designation under the permanent course number.

Student Work Examples

No Response

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

American Institutions (AMIT)

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

[Gen Std AMIT 394 ARAD Syllabus.pdf](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American

history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic or Source

Lecture F 9/5: "We're a republic, not a democracy": The case of Rome

Although the lecture is subtitled "the case of Rome," 2/3 of its readings are from the Founding Fathers (Adams and Madison). The lecture considers the way in which the Founding Fathers--largely propertied Christian white property holders--sought to find a form of government that avoided monarchical elements but did not embrace radical democracy, even though democracy is the opposite of monarchy and its principles lay at the core of the founding of the United States. In doing so, the Founders' closest model was the ancient Roman Republic. The justifications for their choice are covered in this lecture.

1. Location in Syllabus

Question 1. Should the popular majority rule?

2. Identified Topic or Source

Lecture F 9/12: The Tyranny of the Majority

The concept of majority rule is fundamental to democracy, but unchecked radical direct democracy can lead to the suppression of the minority—a concern as old as classical antiquity and one addressed by the Founding Fathers in the structure of the U.S. government. This lecture examines the dangers of majoritarian rule through historical and philosophical perspectives, including Alexis de Tocqueville's *Democracy in America*, Abraham Lincoln's *Opposition to Mob-Rule*, and James Madison's *Vices of the Political System*. The lecture builds on earlier readings expressing skepticism about democracy from Plato and Aristotle, with whom the founders were very familiar. By analyzing these texts, students explore how American constitutional democracy seeks to balance majority rule with minority protections through mechanisms such as the separation of powers, checks and balances, and the Bill of Rights. This discussion reinforces the importance of a republican form of government, in which institutional safeguards prevent the tyranny of the majority while maintaining democratic governance.

2. Location in Syllabus

Question 1. Should the popular majority rule?

AMIT Element 2: The US Constitution and major American constitutional debates.

1. Identified Topic or Source

Lecture W 9/10: Putting the Brakes On?

The U.S. Constitution establishes a system of checks and balances to prevent any one branch of government from gaining unchecked power, a principle rooted in both classical and modern political thought (Aristotle and Polybius, whose works the Founders knew). This lecture examines how constitutional mechanisms were designed to limit executive authority and ensure democratic stability. Students analyze excerpts from Aristotle's Constitution of the Athenians, Alexander Hamilton's Federalist 68, Justice Robert Jackson's dissent in Ray v. Blair, and Polybius' writings on Roman elections. These sources illustrate historical debates over the selection of leaders and the role of institutional constraints. By engaging with these texts, students gain insight into how the U.S. Constitution addresses the eternal debate about executive power and electoral integrity, reflecting broader questions on governance that continue to shape American democracy.

1. Location in Syllabus

Question 1. Should the popular majority rule?

2. Identified Topic or Source

Lecture M 11/7: Impeachment and the Defense of Liberty

The U.S. Constitution provides mechanisms to prevent executive overreach and ensure accountability, reflecting a long-standing debate on how to check an abusive leader. This lecture examines key constitutional provisions and historical discussions on impeachment and executive power. Students analyze Article II, Section 4 of the U.S. Constitution, which establishes the grounds for removing a president from office, alongside Hamilton's Federalist Papers 66 and 85, which defend the Senate's role in impeachment trials. The idea harks back to Aristotle's Constitution of the Athenians (excerpts on ostracism), illustrating how earlier societies sought to limit concentrated power. Additionally, the Second Amendment is considered in the broader context of resisting tyranny. Through these sources, students engage with major constitutional debates on executive accountability, reinforcing the role of institutional safeguards in American democracy.

2. Location in Syllabus

Question 5. How can individual tyranny be prevented and executive power checked?

AMIT Element 3: Founding documents that have shaped American institutions.

1. Identified Topic or Source

Lecture F 10/10: The Meaning of Citizenship

The concept of citizenship in the United States has been shaped by foundational documents that define national identity, rights, and responsibilities. Students learn about classical notions of citizenship, which often excluded large portions of the population, in Kenneth Minogue's "The Classical Greeks: How to Be a Citizen" and P. J. Rhodes' "Civic Ideology and Citizenship." This lecture explores in light of classical precedents Article II, Section 1, and the 14th Amendment of the U.S. Constitution, which set the legal framework for citizenship and presidential eligibility. Students also analyze John Jay's Federalist Papers 2, which emphasizes national unity and the collective identity of Americans, the same goals of ancient citizenship. By engaging with

these texts, students gain insight into how American institutions have defined and expanded citizenship over time, influencing political rights and democratic participation in elections.

1. Location in Syllabus

Question 3: Who votes? Citizenship, elections, class, and the franchise

2. Identified Topic or Source

Lecture M 10/6: The United States Expands the Franchise

The right to vote is a foundational principle of American democracy, yet it has evolved significantly since the nation's founding in ways different from classical antiquity, in which access to the courts expanded citizen rights. This lecture explores key constitutional amendments and debates that have shaped voting rights in the United States. Students analyze Article I, Section 4, and Article II, Section 1 of the U.S. Constitution, which establish the framework for elections, as well as Amendments 12, 14, 15, 19, 23, 24, and 26, which progressively expanded the franchise to include marginalized groups. Additional readings from The Federalist Papers (Hamilton's Federalist 59-61, 68) and Antifederalist 72 provide insight into early American debates on suffrage and electoral processes. By studying these foundational documents, students gain an understanding of how democratic participation has been contested and expanded, reinforcing the evolving nature of American institutions.

2. Location in Syllabus

Question 3: Who votes? Citizenship, elections, class, and the franchise

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Topic or Source

Lecture M 10/20: The Power of the Courts

The judiciary in the United States Constitution is quite different from classical courts, in which the people were sovereign. There was no sense of judges considering the legality of laws passed by popular assemblies or aristocratic councils. Yet the laws the courts are asked to consider have classical precedents. The Hoffman article outlines important instances of this, and as a primary source example students read excerpts from Chief Justice Marshall's majority decision on Marbury vs. Madison (1803), which expounds the ancient principle of ubi jus, ibi remedium ("where there is law, there is remedy") and claims it for a specific American usage, establishing the precedent of judicial review for American laws.

1. Location in Syllabus

Question 4. How can the courts preserve government and democracy?

2. Identified Topic or Source

Lecture F 10/24: Classics as Justification

Although the American court system has no true root in the classical past, the above source demonstrates the potential classical roots for specifically American legal approaches. So too have American jurists actively sought precedent in classical antiquity and support for their own decisions. In Chisholm vs. Georgia (1793, now superseded by the Eleventh Amendment to the

Constitution), widely identified as the first Supreme Court case of constitutional significance, Justice Wilson concurs while basing his arguments on classical precedents expressed by Isocrates and Cicero. In the majority opinion for *Roe vs. Wade* (1973; overturned by *Dobbs vs. Jackson*, 2022), Justice Blackmun turned to Hippocratic practice in ancient Greece and Roman law to root a right to privacy and hence abortion in the Constitution. His misrepresentation of true ancient attitudes is a relevant lesson to students in how in the American tradition classical precedents, in the legal or political arena, might be exploited as well as followed.

2. Location in Syllabus

Question 4. How can the courts preserve government and democracy?

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source

Lecture M 9/22: The Class Struggle and Economic Populism

This lecture explores the historical foundations of economic populism and class struggle, drawing on both ancient and American sources to illustrate how governments have responded to economic inequality. The readings, including Plutarch's *Life of Tiberius Gracchus* and Andrew Jackson's Bank Veto Message, highlight moments where leaders sought to redistribute wealth or curb elite financial power in the name of the common citizen. Alexander Hamilton's *Report on Manufactures* contrasts with these populist movements by advocating for state-supported industrialization, showing the role of government in shaping economic policy and taking Rome as his model. Abraham Lincoln's *Speech on the National Bank* further contextualizes financial regulation, linking it to broader concerns of economic fairness and national stability. Through these sources, students will analyze the role of government intervention in managing class tensions, comparing policies aimed at wealth redistribution, banking regulation, and economic opportunity. By engaging with both classical and American perspectives, the lecture helps students develop a critical framework for evaluating modern economic policies that affect both the public and private sectors.

1. Location in Syllabus

Question 2. What should be done about slavery and economic inequality?

2. Identified Topic or Source

Lecture F 9/26: The State as Class Equalizer

In this class we examine the role of government in mitigating economic inequality by drawing on both ancient and American sources that illustrate state intervention in class dynamics. The readings, including Plutarch's *Life of Solon* and Xenophon's *Poros*, explore how Athenian leaders attempted to balance politico-economic power through legal and institutional reforms. Emperor Augustus' *Res Gestae* provides a Roman perspective on state-sponsored economic stabilization, reflecting efforts to maintain social harmony through wealth distribution and public investment. In the American context, the Sherman Antitrust Act and Franklin Roosevelt's *Fireside Chats* demonstrate how U.S. policymakers have confronted economic monopolization and inequality through regulation and social programs. By engaging with these texts, students

analyze how classical leaders sought to mediate economic disparities, whether through legislation, economic restructuring, or direct intervention in markets. This lecture provides students with a critical framework for assessing modern policy debates on antitrust law, wealth redistribution, and government regulation of industry, highlighting the state's evolving role in balancing economic power between the public and private sectors.

2. Location in Syllabus

Question 2. What should be done about slavery and economic inequality?

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source

Lecture W 11/26: Factionalism: The Roman Civil Wars, Foreign Influence, and the Fear of the Founders

This lecture explores how the political instability of Rome's late republic—marked by civil wars, factionalism, and foreign influence—shaped the fears of America's Founders regarding the fragility of republican government. The readings, including Cicero's First Catilinarian Oration and letters, examine Rome's internal conflicts and the role of external actors in exacerbating domestic strife. James Madison's Federalist No. 10 and George Washington's Farewell Address provide the American perspective, highlighting concerns over factionalism and foreign entanglements in the early republic. By analyzing these sources, students will gain insight into how classical precedents informed the Founders' cautious approach to international engagement, balancing the need for stability with the risks of external influence. This lecture contributes to the broader course themes by illustrating how historical anxieties about internal division and foreign interference continue to shape American institutions and foreign policy decisions.

1. Location in Syllabus

Question 8: What were the Founders' concerns for the future?

2. Identified Topic or Source

Lecture M 12/1: Foreign Entanglements

The evolution of American foreign policy reflects a blend of classical influences and historical circumstances, shaping the nation's role on the global stage. Unlike the insular city-states of antiquity, the United States developed doctrines to manage its international presence, balancing isolationism with intervention. The readings for this lecture, including excerpts from James Monroe's 1823 State of the Union Address (Monroe Doctrine) and Theodore Roosevelt's 1904 State of the Union Address (Roosevelt Corollary), illustrate the transition from a defensive posture to a more proactive stance in global affairs. Classical precedents provide important context for these shifts. Thucydides' History explores the foreign policies of Athens and Sparta, including the tension between empire and democracy, while Xenophon's The Constitution of the Lacedaemonians details Sparta's isolationist approach to external relations. By engaging with these primary sources, students analyze how the United States justified its expanding international role using historical and ideological frameworks. This lecture, therefore, contributes to the course's broader goal of tracing the classical roots of American

institutions, demonstrating how historical examples inform contemporary political thought and decision-making.

2. Location in Syllabus

Question 8: What were the Founders' concerns for the future?

AMIT Learning Outcomes

Most of the course content should align with the Gold category learning outcomes.

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.**

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

The assignment that best measures AMIT Learning Outcome 1—demonstrating how ideas and groups have historically shaped the creation of and change in U.S. institutions—is **Essay #1** (15%). This essay, due at mid-semester, requires students to explore a set topic related to the major questions discussed in the first half of the course. Specifically, students must demonstrate familiarity with texts covered in class, including historical dialogues between Athens, Rome, and American democracy. By analyzing the influence of classical antiquity and the American elite who were educated in it, students will trace how classical ideas and the groups exposed to those ideas (e.g., the Founding Fathers, political philosophers, abolitionists) shaped U.S. governance structures and policies.

Additionally, **Essay #2** (25%) also contributes to measuring this learning outcome: Essay #2 is a longer research-based essay (6-8 pages) in which students choose a topic related to the course materials, engaging in critical analysis rather than summarization. Students will further investigate how classical ideas and historical groups knowledgeable of them influenced changes in U.S. institutions, reinforcing their understanding of the historical development of American governance.

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

This learning outcome is assessed through the following assignments:

Essay #1 (15%): This short essay (4-6 pages) requires students to analyze a major question covered in the first half of the semester. The set topic will involve examining U.S. institutions in dialogue

with classical antiquity on an issue such as slavery, class, or sex. Students must demonstrate familiarity with relevant American texts and historical contexts. By critically analyzing the historical development of key U.S. institutions, students assess their social, economic, and political impacts, particularly on different communities.

Essay #2 (25%): A longer research-based essay (6-8 pages) due at the end of the semester. The student selects a topic related to course themes, which can include an analysis of U.S. institutions and their differential impact on diverse communities. If this is the case, the essay requires an in-depth evaluation of how classical institutions shaped American governance, including disparities in representation, voting rights, and social stratification.

Student Presentations (20%): Each student delivers a 10-minute presentation on an assigned text, such as the Federalist Papers or writings from classical thinkers like Cicero and Aristotle. These presentations focus on institutional structures and governance models in ancient and modern contexts. The presentations encourage students to connect classical and U.S. institutions, assessing their evolution and effects on governance and policy decisions that impact different communities. These assessments ensure that students critically engage with the institutional framework of U.S. politics, connecting it to historical precedents and evaluating its varied impacts on society.

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

This learning outcome is assessed through the following assignments:

Essay #2 (25%): This research-based essay (6-8 pages) requires students to choose a topic connected to the themes of the course. Topics must explore how classical antiquity influenced American ideas of citizenship, political participation, or governance. Students must go beyond summary and provide an analysis backed by course materials. This assignment directly engages students in evaluating how historical figures (e.g., Aristotle, Cicero, Madison), key events (e.g., the drafting of the U.S. Constitution), and institutions (e.g., voting rights, the Supreme Court) have shaped American citizenship and democratic participation.

In the **Student Presentation (20%)**, each student delivers a 10-minute presentation on an assigned historical text relevant to citizenship, democracy, or governance. Possible topics include excerpts from *The Federalist Papers*, writings by classical philosophers, or U.S. founding documents. This presentation challenges students to connect historical texts with the evolution of American citizenship, demonstrating how classical ideas have shaped voting rights, representation, and civic engagement.

Reading Discussion via Perusall (20%): Students actively engage with assigned readings through Perusall, highlighting and commenting on key texts. These include foundational documents like the U.S. Constitution, Lincoln's speeches, and classical works on citizenship and democracy. In doing so, students will be able to draw connections between key ideas, people, events, institutions, and movements like the Civil Rights movement.

These assignments ensure that students develop a deep understanding of the historical forces that have shaped American civic identity and governance.

AMIT Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Communicating coherent arguments using evidence drawn from qualitative or quantitative sources is assessed through the following assignments:

Essay #1 (15%) requires students to analyze a major question from the first half of the semester, using primary and secondary sources covered in class. Students must construct an argument supported by qualitative evidence from classical antiquity and U.S. history on a set topic. This assignment evaluates students' ability to form structured arguments based on textual evidence, demonstrating critical engagement with historical materials.

Essay #2 (25%) allows students to select a topic related to course themes, requiring a deeper analysis of classical influences on American political institutions and democratic practices. Students must integrate qualitative evidence from multiple sources. The second essay requires students to build a comprehensive argument using historical texts, demonstrating their ability to synthesize qualitative evidence into a coherent academic discussion on a topic of their choice.

The **Student Presentation (20%)** is a 10-minute presentation on an assigned primary or secondary text, such as a Federalist Paper, a speech by a historical figure, or a classical political philosophy work. Presentations include visual aids (5-6 slides) and must make a clear argument based on the assigned reading. This assessment measures students' ability to construct and verbally communicate arguments supported by textual evidence, reinforcing their analytical and rhetorical skills.

In the **Reading Discussion via Perusall (20%)**, students annotate and discuss assigned readings using the Perusall platform, highlighting key ideas, posing analytical questions, and responding to classmates' comments. This assignment ensures that students engage with texts critically, articulate arguments in written form, and build toward supporting their claims in their essays and presentations with qualitative evidence.

List all course-specific learning outcomes. Where appropriate, identify the associated AMIT 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 an AMIT learning outcome.

1. demonstrate how ideas from classical antiquity and groups promoting those ideas have historically shaped the creation of and change in U.S. institutions [AMIT L01]
2. identify key institutions in U.S. politics, their impacts on social, economic or political outcomes for disparate communities and how those impacts and outcomes were guided by dialogue with classical antiquity [AMIT L02]
3. describe the impact of key ideas, people, events, institutions or movements on the nature, history and boundaries of American citizenship and the various forms of civic participation in a self-governing society, with an eye towards classical antiquity and the influence of its concepts of citizenship and democratic participation [AMIT L03]
4. communicate coherent arguments using evidence drawn from qualitative sources, namely primary sources in several media from classical antiquity and US history [AMIT L04]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Sarah Bolmarcich - February 9, 2025 at 6:45 PM (America/Phoenix)

Department Approval

Approved

Sara Beaudrie - February 9, 2025 at 6:52 PM (America/Phoenix)

Mike Tueller

GSC Coordinator Review

Approved

TJ Robedeau - February 10, 2025 at 8:02 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 10, 2025 at 4:57 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 11, 2025 at 8:25 AM (America/Phoenix)

April Randall

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey

Susan Miller

Ruby Arjona

Mark Ramirez - February 25, 2025 at 8:44 PM (America/Phoenix)

Needs revision.

For each element, please list a specific source where students will obtain the required element knowledge. In many cases, it is difficult to discern how or where students are gaining the required element information (Elements 1 to 4). We recommend a short description of the topic followed by a clear indication of the source e.g., Tocqueville, Democracy in America. It's unclear in the current descriptions how students will "analyze" various topics or what the term means in the context of this course.

E6: Example 2 works for this element, but example 1 needs to expose students to the application of these ideas to the role of the U.S. in foreign affairs. Also, the element requires students to learn about both 1) the role of the U.S. abroad and 2) a comparative assessment of U.S. institutions to similar institutions abroad.

It seems unlikely that the same assessments can be used to determine student understanding of different learning outcomes. We suggest choosing the best assessment for each learning outcome and providing the exact prompt students will encounter.

We would like to see a clearer articulate on how essay 1 satisfies both learning outcome 1 and learning outcome 2 since the objectives of these learning outcomes are different.

For learning outcome 2, essay 2 and the presentation do not provide an assessment of the category learning outcome. If students choose to discuss classical thinkers, they may not engage in the connections to U.S. institutions and no assessment of the learning outcome can be made. Please choose a single assessment that best measures student learning respective to the outcome and ensure students are examining the impact of U.S. institutions on different communities.

Learning outcome 3: Please choose the assessment or assessments that best measures student learning respective to the outcome. Avoid giving students choices on their assignments if those choices means students might not be assessed on the outcome. Show the prompt for the assessment. Keep in mind this outcome requires assessment linking institutions to civic engagement and institutions to citizenship.

Learning outcome 4: Please choose the single best assessment for the outcome and show the prompt for this assessment. We need more information about the assignment, such as specific prompts, to evaluate the assessment.

Brent Scholar

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores
Lauren Bates
Alisha Von Kampen

Proposer Notification

Notification

Sarah Bolmarcich

College Notification

Notification

Amanda Smith
Jenny Smith

DARS Notification

Notification

Leticia Mayer
Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp
Bronson Cudgel
