

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Civic and Economic Thought and Leadership

College/School College of Liberal Arts and Sciences Department/School _____
 Prefix: CEL Number: 394 Title: Justice and Virtue: Ancient Political Thought Units: 3

Course description:

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

Requested designation: Literacy and Critical Inquiry–L

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 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

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

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Jakub Voboril E-mail jakub.voboril@asu.edu Phone 316-616-5886

Department Chair/Director approval: (Required)

Chair/Director name (Typed): _____ Date: _____

Chair/Director (Signature): _____

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

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	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: 20px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
CEL	394	Justice and Virtue	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)
1	The course requires three major papers, each worth 25% of the course grade, for a total of 75% of the overall course grade.	Assignments (Analysis Papers)
2	The paper assignments ask the students to “gather, interpret, and evaluate evidence” by carefully studying portions of one of the primary sources they are asked to read for the course.	Paper Instructions, especially paragraph 3
3	The paper assignments are substantial in depth, quality, and quantity: they ask students to analyze, interpret, and evaluate. They are each 1250-1750 words in length	Assignments (Analysis Papers), Paper Instructions, especially paragraph 4
4	The first paper will be due roughly one third of the way through the semester. The second paper will be due two thirds of the way. The third paper will be due at the end of the semester. This timing will allow me to provide feedback after the first and second papers to help students improve performance on subsequent papers	Assignments (Analysis Papers)

CEL 394: Justice and Virtue: Ancient Political Thought

Instructor: Jakub Voboril **Semester:** Spring 2019

Contact: Jakub.voboril@asu.edu **Location:** Discovery 181

Office Hours: MW 4:30p-5:30p and TTh 3p-4p **Day and Time:** TTh 1:30p-2:45p

My office phone number is 480-965-8683. To schedule an appointment outside of office hours, please contact me by email.

Course Description and Objectives

What is justice? This course explores this question through the lens of ancient political thinkers such as Plato, Aristotle, and Cicero. Students will philosophize alongside great ancient minds through critical reading, analysis, and comparison of primary source texts in a participatory classroom environment. They will further enrich their perspective on perennial themes at the heart of politics and ethics: justice, citizenship, political and personal virtues, the rule of law, and the origins and purpose of political life.

Our overarching goal is to develop and then demonstrate the ability to **interpret, analyze, and evaluate key texts and ideas in ancient political thought.**

Our efforts to achieve this goal will consist of two main tasks. The individual task is to read the texts assigned carefully. I have generally kept the readings relatively short to make it easier for you to read each text slowly, carefully, and preferably more than once.

Our common task is to discuss these texts together each class session. These class discussions will allow us each to take an active role in our common inquiry.

Assignments:

To facilitate our main tasks for this course and to evaluate your achievement of our course goal, you will complete a couple different types of assignments throughout the semester.

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, you must be present in class. Any absence will be penalized by a 2% loss of your overall grade for this course.

Students may mitigate this penalty by scheduling a half-hour meeting with the instructor to discuss the material covered during the absence. For an excused absence, you will receive the full 2% back. If your absence is unexcused, you will receive half credit (1%) back. Excused absences include any absence covered by ACD 304-02, "Missed Classes Due to University-Sanctioned Activities," ACD 304-04 "Accommodations for Religious Practices," or occasioned by health issues which preclude attendance.

(25%) Reading Responses: Another prerequisite for effective class discussion is to arrive to class having carefully examined the day's assigned reading. For each assigned reading, you will also

complete a short (150-250 word) reading response in advance of class discussion. If you are absent, you still must submit a reading response.

(25%/25%/25%) Analysis Papers: The main assignments for the class will be **three major paper assignments (1250-1750 words each)**. The function of these papers is twofold. First, they complement class discussion insofar as they provide another way for you to take an active role in the course's inquiry. Second, these paper assignments provide a way to check whether class discussions are having their intended goal, whether they are succeeding in making you able to analyze, interpret, evaluate, and apply ancient political-theoretic accounts of justice. The first paper will be due **February 12**. The second paper will be due **March 21**. The third paper will be due **April 25**. This timing will allow me to provide feedback after the first and second papers to help you improve your performance on subsequent papers. I will provide a separate handout with additional details on the paper assignment.

Commented [JV1]: C-1

Commented [JV2]: C-3

Commented [JV3]: C-4

Grading Scale:

A	A-	B+	B	B-	C+	C	C-	D	E
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-65	<65

Expected Classroom Behavior

Every student is expected to bring a copy of each day's text to class. I do not allow the use of laptops, tablets, or cell phones in class (unless you are attending remotely). If you do not bring your assigned reading to class or use a laptop, tablet, or cell phone during class, I reserve the right to count you as absent for that day.

Technology Support

I do not use Canvas, so all electronic communication between the instructor and students will come through email. I will provide you with periodic grade updates through email after I grade each major paper and upon request. If you encounter technology-related issues, you should contact the University Technology Office: <https://uto.asu.edu/>

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 Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthews Center Building. SAILS 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.

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.

Reporting Title IX Violations

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>.

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.

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.

Copyrighted Materials

A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

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>.

Required Texts:

Plato. *Republic*. Translated by Joe Sachs. Newburyport, MA: Focus Publishing, 2007.

Aristotle, *Nicomachean Ethics*. Translated by Robert C. Bartlett and Susan D. Collins. University of Chicago Press, 2012.

Schedule of Readings**I. Plato**

Date: January 8
Plato, *Republic*, 327a-340c

Date: January 10
Plato, *Republic*, 340d-354c

Date: January 15
Plato, *Republic*, 357a-372c

Date: January 17
Plato, *Republic*, 372c-383c

Date: January 22
Plato, *Republic*, 386a-398c

Date: January 24
Plato, *Republic*, 398c-417b

Date: January 29
Plato, *Republic*, 419a-427d

Date: January 31
Plato, *Republic*, 427e-445e

Date: February 5
Plato, *Republic*, 449a-465b

Date: February 7
Plato, *Republic*, 465c-480a

Date: February 12
Plato, *Republic*, 484a-497c
First Paper Due

Date: February 14
Plato, *Republic*, 497c-511e

Date: February 19
Plato, *Republic*, 514a-529a

Date: February 21
Plato, *Republic*, 529a-541b

Date: February 26
Plato, *Republic*, 543a-556e

Date: February 28
Plato, *Republic*, 557a-569c

Date: March 12
Plato, *Republic*, 571a-592b

Date: March 14
Plato, *Republic*, 595a-608b

Date: March 19
Discussion Day

I. Aristotle
Date: March 21
Aristotle, *Ethics*, book I

Date: March 26
Aristotle, *Ethics*, book II
Second Paper Due

Date: March 28
Aristotle, *Ethics*, book III

Date: April 2
Aristotle, *Ethics*, book IV

Date: April 4
Aristotle, *Ethics*, book V

Date: April 9
Aristotle, *Ethics*, book VI

Date: April 11
Aristotle, *Ethics*, book VII

Date: April 16
Aristotle, *Ethics*, book VIII

Date: April 18
Aristotle, *Ethics*, book IX

Date: April 23
Aristotle, *Ethics*, book X

Date: April 25
Discussion Day
Third Paper Due

Paper Instructions

For each paper assignment assignment, I'd like you to write an essay of at least 1250-1750 words, on a topic of your choice. That is, you may pick any argument or idea you have encountered since your last paper assignment was due. Then write me an essay that addresses two questions. First, tell me what the key elements are of the argument or idea you've chosen to discuss. Second, give me your evaluation of the argument or idea you've decided to discuss. Do you agree or disagree with this argument or idea? Why or why not? When I grade your paper, I will be looking for several specific elements.

First, I will examine your **introduction**. I will ask, does this introduction do what a good introduction should? Does it clearly identify the question that your paper will address? Does it clearly identify the author(s) and text(s) that you will be examining in order to answer that question? Most importantly, does your paper have a clear thesis statement? Does your thesis statement make clear your evaluation? Does it clearly indicate the reason(s) for your evaluation? I will grade your introduction on a scale of 1 to 5 depending on how well it meets these criteria.

Second, I will turn to the body of your paper and look to see how well you support your argument with **evidence**. For this paper most and perhaps all of your evidence will come from one or more of the texts we have read in class. I will ask: did this paper provide sufficient evidence to justify your analysis and interpretation of the text(s) you chose to examine? Did this paper provide sufficient evidence to justify your evaluation? I will grade your evidence on a scale of 1 to 5 depending on how well it meets these criteria.

Commented [JV4]: C-2

Third, I will examine the quality of your **argumentation**. This component of your grade will involve several factors. I will ask, what is the quality of your interpretation and analysis of the text you examine? Do you merely summarize the text? Or do you engage with it in a more sophisticated fashion? Do you clearly explain what you think the text means, when this is necessary or when the text is ambiguous? Is your explanation persuasive? Do you just repeat everything the author says, or do you show evidence that you have picked and chosen what to cite based on what points are most important to your own argument? In short, I will ask, do you provide a thoughtful, interesting, well-defended account of what you think the text you are examining is saying? Finally, I will ask what is the quality of your evaluation? Do you state a clear evaluation? Do you merely express an opinion or do you provide reasons for your evaluation? I will grade your argumentation on a scale of 1 to 10 depending on how well it meets these criteria.

Commented [JV5]: C-3

Please email me your paper in .doc or .docx format. If you need an extension, please contact me at least 12 hours before the deadline.

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.

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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

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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>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Syllabus</p>
<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. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Paper Instructions</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Syllabus, Paper Instructions</p>
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ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
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Course Prefix	Number	Title	General Studies Designation
CEL	394	Justice and Virtue	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)
1	The course requires three major papers, each worth 25% of the course grade, for a total of 75% of the overall course grade.	Assignments (Analysis Papers)
2	The paper assignments ask the students to “gather, interpret, and evaluate evidence” by carefully studying portions of one of the primary sources they are asked to read for the course.	Paper Instructions, especially paragraph 3
3	The paper assignments are substantial in depth, quality, and quantity: they ask students to analyze, interpret, and evaluate. They are each 1250-1750 words in length	Assignments (Analysis Papers), Paper Instructions, especially paragraph 4
4	The first paper will be due roughly one third of the way through the semester. The second paper will be due two thirds of the way. The third paper will be due at the end of the semester. This timing will allow me to provide feedback after the first and second papers to help students improve performance on subsequent papers	Assignments (Analysis Papers)

CEL 394: Justice and Virtue: Ancient Political Thought

Instructor: Jakub Voboril **Semester:** Spring 2019

Contact: Jakub.voboril@asu.edu **Location:** Discovery 181

Office Hours: MW 4:30p-5:30p and TTh 3p-4p **Day and Time:** TTh 1:30p-2:45p

My office phone number is 480-965-8683. To schedule an appointment outside of office hours, please contact me by email.

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Our common task is to discuss these texts together each class session. These class discussions will allow us each to take an active role in our common inquiry.

Assignments:

To facilitate our main tasks for this course and to evaluate your achievement of our course goal, you will complete a couple different types of assignments throughout the semester.

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, you must be present in class. Any absence will be penalized by a 2% loss of your overall grade for this course.

Students may mitigate this penalty by scheduling a half-hour meeting with the instructor to discuss the material covered during the absence. For an excused absence, you will receive the full 2% back. If your absence is unexcused, you will receive half credit (1%) back. Excused absences include any absence covered by ACD 304-02, "Missed Classes Due to University-Sanctioned Activities," ACD 304-04 "Accommodations for Religious Practices," or occasioned by health issues which preclude attendance.

(15%) Reading Responses: Another prerequisite for effective class discussion is to arrive to class having carefully examined the day's assigned reading. For each assigned reading, you will also

complete a short (150-250 word) reading response in advance of class discussion. If you are absent, you still must submit a reading response.

(25%/25%/25%) Analysis Papers: The main assignments for the class will be **three major paper assignments (1250-1750 words each)**. The function of these papers is twofold. First, they complement class discussion insofar as they provide another way for you to take an active role in the course's inquiry. Second, these paper assignments provide a way to check whether class discussions are having their intended goal, whether they are succeeding in making you able to analyze, interpret, evaluate, and apply ancient political-theoretic accounts of justice. The first paper will be due **February 12**. The second paper will be due **March 21**. The third paper will be due **April 25**. This timing will allow me to provide feedback after the first and second papers to help you improve your performance on subsequent papers. I will provide a separate handout with additional details on the paper assignment.

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Grading Scale:

A	A-	B+	B	B-	C+	C	C-	D	E
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-65	<65

Expected Classroom Behavior

Every student is expected to bring a copy of each day's text to class. I do not allow the use of laptops, tablets, or cell phones in class (unless you are attending remotely). If you do not bring your assigned reading to class or use a laptop, tablet, or cell phone during class, I reserve the right to count you as absent for that day.

Technology Support

I do not use Canvas, so all electronic communication between the instructor and students will come through email. I will provide you with periodic grade updates through email after I grade each major paper and upon request. If you encounter technology-related issues, you should contact the University Technology Office: <https://uto.asu.edu/>

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 Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. The SAILS Tempe office is located on the first floor of the Matthews Center Building. SAILS 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.

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.

Reporting Title IX Violations

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>.

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.

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.

Copyrighted Materials

A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

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>.

Required Texts:

Plato. *Republic*. Translated by Joe Sachs. Newburyport, MA: Focus Publishing, 2007.

Aristotle, *Nicomachean Ethics*. Translated by Robert C. Bartlett and Susan D. Collins. University of Chicago Press, 2012.

Schedule of Readings**I. Plato**

Date: January 8
Plato, *Republic*, 327a-340c

Date: January 10
Plato, *Republic*, 340d-354c

Date: January 15
Plato, *Republic*, 357a-372c

Date: January 17
Plato, *Republic*, 372c-383c

Date: January 22
Plato, *Republic*, 386a-398c

Date: January 24
Plato, *Republic*, 398c-417b

Date: January 29
Plato, *Republic*, 419a-427d

Date: January 31
Plato, *Republic*, 427e-445e

Date: February 5
Plato, *Republic*, 449a-465b

Date: February 7
Plato, *Republic*, 465c-480a

Date: February 12
Plato, *Republic*, 484a-497c
First Paper Due

Date: February 14
Plato, *Republic*, 497c-511e

Date: February 19
Plato, *Republic*, 514a-529a

Date: February 21
Plato, 529a-541b

Date: February 26
Plato, 543a-556e

Date: February 28
Plato, 557a-569c

Date: March 12
Plato, 571a-592b

Date: March 14
Plato, 595a-608b

Date: March 19
Discussion Day

I. Aristotle
Date: March 21
Aristotle, *Ethics*, book I

Date: March 26
Aristotle, *Ethics*, book II
Second Paper Due

Date: March 28
Aristotle, *Ethics*, book III

Date: April 2
Aristotle, *Ethics*, book IV

Date: April 4
Aristotle, *Ethics*, book V

Date: April 9
Aristotle, *Ethics*, book VI

Date: April 11
Aristotle, *Ethics*, book VII

Date: April 16
Aristotle, *Ethics*, book VIII

Date: April 18
Aristotle, *Ethics*, book IX

Date: April 23
Aristotle, *Ethics*, book X

Date: April 25
Discussion Day
Third Paper Due

Paper Instructions

For each paper assignment, I'd like you to write an essay of at least 1250-1750 words, on a topic of your choice. That is, you may pick any argument or idea you have encountered since your last paper assignment was due. Then write me an essay that addresses three questions. First, tell me what the key elements are of the argument or idea you've chosen to discuss. Second, give me your evaluation of the argument or idea you've decided to discuss. Do you agree or disagree with this argument or idea? Why or why not? When I grade your paper, I will be looking for several specific elements.

First, I will examine your **introduction**. I will ask, does this introduction do what a good introduction should? Does it clearly identify the question that your paper will address? Does it clearly identify the author(s) and text(s) that you will be examining in order to answer that question? Most importantly, does your paper have a clear thesis statement? Does your thesis statement make clear your evaluation of the Declaration of Independence? Does it clearly indicate the reason(s) for your evaluation? I will grade your introduction on a scale of 1 to 5 depending on how well it meets these criteria.

Second, I will turn to the body of your paper and look to see how well you support your argument with **evidence**. For this paper most and perhaps all of your evidence will come from one or more of the texts we have read in class. I will ask: did this paper provide sufficient evidence to justify your analysis and interpretation of the text(s) you chose to examine? Did this paper provide sufficient evidence to justify your evaluation? I will grade your evidence on a scale of 1 to 5 depending on how well it meets these criteria.

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Third, I will examine the quality of your **argumentation**. This component of your grade will involve several factors. I will ask, what is the quality of your interpretation and analysis of the text you examine? Do you merely summarize the text? Or do you engage with it in a more sophisticated fashion? Do you clearly explain what you think the text means, when this is necessary or when the text is ambiguous? Is your explanation persuasive? Do you just repeat everything the author says, or do you show evidence that you have picked and chosen what to cite based on what points are most important to your own argument? In short, I will ask, do you provide a thoughtful, interesting, well-defended account of what you think the text you are examining is saying? Finally, I will ask what is the quality of your evaluation? Do you state a clear evaluation? Do you merely express an opinion or do you provide reasons for your evaluation? I will grade your argumentation on a scale of 1 to 10 depending on how well it meets these criteria.

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Please email me your paper in .doc or .docx format. If you need an extension, please contact me at least 12 hours before the deadline.