

Department \_\_MCLL\_\_

Course Number \_\_CLST214\_\_

Course Name: Dictators, Demagogues, and Decline

### **AREAS OF INQUIRY**

#### **WESTERN TRADITIONS**

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

**DEADLINE FOR PROPOSALS: 16 September 2005**

Please answer the following questions:

#### **Check Only One:**

◇ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry. **X**

This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administrating this course. Dr. Danielle Cahill Velardi (4-7101; dcahill@cnu.edu)
2. In any given semester, how many sections of this course is your department willing to offer? Up to two.
3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)? CLST213 examines the numerous interactions between the institution of Rome with its neighbors and its own citizens, focusing primarily on areas of social and political friction. Its subject matter comprises the words and deeds of marginalized groups themselves as well as those of the Roman authorities who had to confront their opposition. Evidence will include not only the poetic, historical, artistic, and architectural propaganda through which Rome presented its own message, but also the equally sophisticated tools of propaganda employed by those who lacked Rome's influence and wealth. Students will study the impact of these groups upon the literature and artistic legacy of the Roman world, noting especially the Roman conceptions of those groups they considered different from themselves and their use of these conceptions to progressively redefine their own culture.
4. Check the objectives below that the course will address. The first two objectives are required and every proposal must include at least one more objective from the list below.

**X** Critically examine the thought processes that have evolved in Western culture (**required**)

**X** Analyze primary works within the framework the course provides (**required**)

◇ Situate (locate and explain) one or more of the historical, artistic, or intellectual traditions of the West in its cultural context

**X Describe how the material under study has influenced the development of Western culture**

**X Connect the historical roots of phenomena with later aspects of the tradition**

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.
- a.) Students will examine Greek and Roman political thought through their readings outside of class, through class discussion, in their papers, and in their oral presentations. The course is designed to encourage comparisons of modern western culture and the classical tradition throughout the syllabus, but the evolution of classical ideas will be especially important in the last week of the class, in which we turn to twentieth century history and compare modern dictators and demagogues to their classical forbears.
- b.) The majority of the sources employed in this course are ancient Greek and Roman texts: Solon, Herodotus, Thucydides, Aristotle, Plutarch, Tacitus, Suetonius, and Arrian. Students will not only be required to read these authors but to analyze the descriptions of societies and institutions within them. Their analyses will be guided by study questions, given to them in the preceding class period, and will form the basis for class discussion. Classical authors will also provide the material for the class papers and group presentations
- c.) The papers and group presentations will challenge students to describe aspects of modern American culture in terms of their classical precedents. They will first do so individually, in writing, then as a small group, in which they will have the opportunity to compare their interpretations and evaluate their merit before presenting their findings, including their disagreements, to the class.
- d.) The authors of the American constitution were themselves students of the classical tradition, and their perspectives were shaped by some of the same texts employed in this class. In their papers, presentations, and discussion, students will not only compare the modern American system to ancient political and social traditions, but will examine anew the prejudices and attitudes that the classical tradition imposed upon those who designed our system of government.

6. Course Assessment: **Identify how this course will accomplish the above objectives (choose at least one).**

**X Participating in class discussion and debate**

**X Engaging in teamwork and other collaborative exercises**

**X Writing analytical or evaluative papers, perhaps incorporating original research**

**X Making oral presentations**

- . ◇ Creating an artistic product or a performance
  - . ◇ Participating in fieldwork
  - . ◇ Other means – please identify
7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.
8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

**X Oral Communication Literacy:** Discussion organized around specific study questions will complement class lectures. Students will be required to participate in classroom discussion. They will also present an oral report

before their classmates summarizing the results of their research paper.

◇ Information Literacy:

**X Writing Literacy:** The students will write a paper comparing one aspect of Greek or Roman society to modern America, then use the ideas they develop in their paper to prepare their oral presentations. They will improve their literacy first by expressing themselves in writing, then reorganizing their ideas to better fit the format of an oral presentation.

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan.

One cannot appreciate or understand the origins of western culture without first engaging with its roots in the classical tradition. CLST214 will not only introduce students to that tradition, but challenge them to apply what they learn to their own world. Their paper will focus upon one aspect of continuity; others will be inferred throughout the course as a regular part of class discussion. In the final week of the semester, students will be confronted with three modern examples of a diseased body politic and challenged to interpret them in the context of classical precedents. By the end of the course, they will have studied many of the classical traditions and texts that so deeply influenced the authors of our own government, gained a new appreciation for the fragility of democratic institutions, and acquired a deeper understanding of the foundations of western culture.

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

\_\_\_\_\_ Area of Inquiry Course Proposal Form

\_\_\_\_\_ Syllabus for the Course

\_\_\_\_\_ Undergraduate Curriculum Committee Course Proposal Form

## UNDERGRADUATE CURRICULUM COMMITTEE NEW COURSE PROPOSAL FORM

Does this proposal affect Liberal Learning requirements? Yes   X   No       

1. Title of Course: Dictators, Demagogues, and Decline  
Proposed Course Number (cleared with Registrar): CLST214

Prerequisite Courses:

(if you require a minimum acceptable grade greater than the default of D-, please indicate the grade you require) No prerequisites.

Catalogue Description (including credits, lecture, and lab hours):

The last two hundred years of western history might suggest that democracy is a natural state of affairs and that people inevitably find their way to freedom. The history of the classical world demonstrates the fallacy of this view: representative governance like that in the Roman republic and democracies like fifth-century Athens are exceedingly rare and very fragile exceptions to the norm. This course will focus upon the dangers that beset and eventually overwhelmed these exceptional societies, focusing upon attempts to avoid social decline and the reasons such measures ultimately failed. In the final week of the semester, we will turn our attention to the twentieth century and consider two modern dictators and one modern demagogue in light of their classical precedents. (3-3-0)

Is the course cross-listed? If so, what is the number of the other course? No.

\*\*A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.

NOTE: All affected department chairs must sign approval on last page.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.  
This course is designed for Sophomores, Juniors, and Seniors, though mature freshmen, particularly those interested in a Classical Studies minor, would be adequately prepared for its demands. It provides students with an introduction to Greek and Roman culture and encourages them to assess those cultures both in their own terms and as the bases for modern western culture. The paper and presentation seek to place American democracy into its proper cultural context by examining the ancient texts that originally inspired the authors of the constitution. The final week of the semester then challenges students to use their knowledge of Greece and Rome to analyze potential weaknesses in modern western society.
3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.
4. Has this course been offered previously as a special topics course? If so, when? What course number was used? No.
5. Has this course, or one closely related to it, been offered at CNU previously? No If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?
6. What is the anticipated enrollment per offering for the next three years? Course cap of 30.  
  
During which term will this course first be offered? Fall 20\_\_ Spring 2007\_ Summer 20\_\_  
During which semesters will this course regularly be offered? Fall 20\_\_ Spring 2007\_ Summer 20\_\_  
Print in the \_\_2006-7\_\_ (academic year) Undergraduate Catalog.
7. How will the course be staffed? All faculty in Classical Studies are prepared to offer this course (MCLL Dept.)
8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated

with a course at CNU? If so, please explain. No.

9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses) No.

10. If this course is for an Area of Inquiry

a. Identify the Area of Inquiry \_\_\_\_ Western Traditions \_\_\_\_\_

b. Demonstrate how your course will meet the objectives of this Area of Inquiry

Critically examine the thought processes that have evolved in Western culture:

Students will examine Greek and Roman political thought through their readings outside of class, through class discussion, in their papers, and in their oral presentations. The course is designed to encourage comparisons of modern western culture and the classical tradition throughout the syllabus, but the evolution of classical ideas will be especially important in the last week of the class, in which we turn to twentieth century history and compare modern dictators and demagogues to their classical forbears.

Analyze primary works within the framework the course provides:

The majority of the sources employed in this course are ancient Greek and Roman texts: Solon, Herodotus, Thucydides, Aristotle, Plutarch, Tacitus, Suetonius, and Arrian. Students will not only be required to read these authors but to analyze the descriptions of societies and institutions within them. Their analyses will be guided by study questions, given to them in the preceding class period, and will form the basis for class discussion.

Classical authors will also provide the material for the class papers and group presentations.

Describe how the material under study has influenced the development of Western culture:

The papers and group presentations will challenge students to describe aspects of modern American culture in terms of their classical precedents. They will first do so individually, in writing, then as a small group, in which they will have the opportunity to compare their interpretations and evaluate their merit before presenting their findings, including their disagreements, to the class.

Connect the historical roots of phenomena with later aspects of the tradition:

The authors of the American constitution were themselves students of the classical tradition, and their perspectives were shaped by some of the same texts employed in this class. In their papers, presentations, and discussion, students will not only compare the modern American system to ancient political and social traditions, but will examine anew the prejudices and attitudes that the classical tradition imposed upon those who designed our system of government.

This course was approved by:

**(Liberal learning core courses must be reviewed by BOTH academic Deans.) Concur**

***Do Not  
Concur\*\****

Department(s): (1)

Date: \_\_\_\_\_

(2)

Date: \_\_\_\_\_

College Curriculum Committee:

Date: \_\_\_\_\_

Dean:

Date: \_\_\_\_\_

Dean:

Date: \_\_\_\_\_

Undergraduate Curriculum Committee:

Date: \_\_\_\_\_

***Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.***

Faculty Senate President: Date: \_\_\_\_\_ Provost Date: \_\_\_\_\_

Distribution by Provost Office following approval: Department Chair(s), UCC Chair,  
Deans, Registrar

*\*\* If "Do Not Concur" is checked, please attach a statement of explanation.*

