

University Courses & Curricula Committee 2015-2016

November 4, 2015
Talley Student Union 4140
12:30pm-2:30pm

Call to Order

- Welcome and Instructions, Chair Scott Despain
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Approval of UCCC October 21, 2015 Minutes
- Review of the Consent Agenda

Presenter	Action	Type	Notes
Ferguson	CE 420 <i>Structural Engineering Project</i>	Rev: Pre-req, co-req	
Auerbach	PS 313 <i>Criminal Justice Policy</i>	Rev: Catalog Description	
Trivedi	Agricultural Education-Agricultural Business Agricultural Education-Agricultural Engineering Technology Agricultural Education-Agronomy Agricultural Education-Animal Science Agricultural Education-Horticultural Science Agricultural Education-Natural Resources Agricultural Education-Poultry Science	Rev: Replace AEE 490 with AEE 491	11AGEDBS-11AGEDAGB 11AGEDBS-11AGEDAET 11AGEDBS-11AGEDAGR 11AGEDBS-11AGEDANS 11AGEDBS-11AGEDHNS 11AGEDBS-11AGEDNRS 11AGEDBS-11AGEDPSC
Nowel	BUS/MIE 305 <i>Legal and Regulatory Environment</i>	Rev: Drop BUS crosslisting	

New Business

- Course and Curricular Business

College of Agricultural & Life Sciences			
Presenter	Reviewers	Action	Type
Tarpy	Banks, Beller, Currie	FS 250 <i>Basics of Food Safety & Quality</i>	New Course
College of Natural Resources			
Presenter	Reviewers	Action	Type
Lindsay	Banks, Beller, Currie	SMT 301 <i>Chemistry of Sustainable Materials</i>	Rev: Instructional format, catalog description
College of Sciences			
Presenter	Reviewers	Action	Type
Black	Auerbach, Domingue, Lindsay	MEA 488 <i>Meteorology for Media</i>	New Course
Division of Academic & Student Affairs			
Presenter	Reviewers	Action	Type
Domingue	Auerbach, Domingue, Lindsay	HESM 322 <i>Dance and Technology</i>	New Course
Humanities & Social Sciences			
Presenter	Reviewers	Action	Type
Auerbach	Black, Hergeth, Tarpy	ANT 345 <i>Anthropology of the Middle East</i>	New Course
Driscoll	Driscoll, Hessling, Rieder	HI 403/503 <i>Ancient Greek Civilization</i>	New Course



University Courses & Curricula Committee 2015-2016

UCCC Minutes for Oct. 21, 2015
Talley Student Union 4140
Call to Order: 12:34pm

Members Present: Chair Scott Despain, David Auerbach, Alton Banks, Amanda Beller, Betty Black, Debbie Currie, Peggy Domingue, Catherine Driscoll, Scott Ferguson, Peter Hessling, Edwin Lindsay, Andy Nowel, Kathleen Rieder, Rebecca Swanson, Shweta Trivedi, Mian Wu

Ex-Officio Members Present: Barbara Kirby, Gina Neugebauer

Members Absent: Charles Clift, Helmut Hergeth, Cameron Maras, Brittany Mastrangelo, David Tarpy

Recurring Guests Present: Li Marcus

Guests Present: Autumn Mist Belk (Health & Exercise Studies), Page Midyette (DASA), Victoria Silvestri (Exploratory Studies)

WELCOME AND INTRODUCTIONS

- *Remarks from Chair, Chair Scott Despain*
Chair Despain welcomed the committee to the October 21st meeting, especially the guests in attendance: Autumn Mist Belk (Health & Exercise Studies), Page Midyette (DASA), and Victoria Silvestri (Exploratory Studies).
- *Remarks from Associate Vice Provost, Dr. Barbara Kirby*
Dr. Kirby discussed a list of courses that will be distributed to Associate Deans regarding courses not taught in the past five years or more. She exemplified that UNC-GA wants the course catalog to reflect what is actually taught. Dr. Kirby explained that a memo could be provided dropping courses. Additionally, she noted that Associate Deans will receive a list of 8 semester displays that have courses listed that are taught in different semester offerings. This creates electronic issues for students as they plan their progress. Outlines for colleges to proceed will be provided to Associate Deans; all course and curricular alterations will be brought to UCCC for review.

CONSENT AGENDA

- Approval of the Minutes from October 7, 2015-**Approved unanimously** without discussion.
- A motion was made and seconded to approve the consent agenda. Without any discussion, the consent agenda was **APPROVED unanimously**.

Presenter	Action	Type
Ferguson	ECE 380 <i>Engineering Profession for Electrical Engineers</i> ECE 381 <i>Engineering Profession for Computer Engineers</i>	Rev: pre-req
Driscoll	Communication-Public Relations (16COMBA-16COMPR)	Rev: Elective

Tarpy	ARE 323 <i>Agribusiness Finance</i>	Rev: pre-req
Auerbach	ANT 385 <i>Island Archaeology</i>	Drop Course

NEW BUSINESS

- A motion was made to approve the following curricula. The action was **APPROVED unanimously** without discussion.

Curriculum	Curriculum Code
Biological Sciences-Human Biology	17BIOSCBS- 17BIOSCHB
Biological Sciences-Molecular, Cellular, & Developmental Biology	17BIOSCBS-17BIOSCMCD
Zoology	17ZO OBS

- AEE 491 Seminar in Agricultural Education-Approved unanimously.
Discussion: A misspelling was noted in the justification statement. Without any additional discussion, the action was **APPROVED unanimously**.
- HESM 326 Current Trends in Dance- Approved unanimously without discussion.
- EMA 295 Special Topics in Arts Entrepreneurship-Approved unanimously.
Discussion: A member asked if the course has received a consult with Poole College of Management; it was confirmed that the instructor had received a consultation. The committee made the friendly suggesting to ‘wordsmith’ the example syllabus, paying particular attention to the class articulation grading scale. Without any further discussion, the action was **APPROVED unanimously**.
- THE 233 Introduction to Stage Lighting-Approved unanimously.
Discussion: Some concerns were raised regarding contact and credit hours. A friendly suggestion was made to review this and provide contact time for theatre days. Without any additional discussion, the action was **APPROVED unanimously**.
- THE 398 Special Topics in University Theatre-Approved unanimously.
Discussion: There was some discussion as to whether the course is a capstone or a special topics class. Without any further discussion, the action was **APPROVED unanimously**.
- USC 111 Strategies for College Success-Tabled unanimously.
Discussion: Dr. Kirby noted that the purpose of this course is to “refocus” students as contingency for suspended students. A friendly suggestion was made to ‘wordsmith’ the catalog description. A member pointed tout that the electronic host statement would need to be added. There was some concern regarding legalities and FERPA, so the committee **TABLED the action unanimously**, pending consultation with the Legal Department.

Meeting adjourned at 1:53pm.

Respectfully submitted by Gina Neugebauer.

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MEMORANDUM

Date: 5 January 2015

To: Dr. Michael D. Mullen, Vice Provost and Dean, Division of Academic and Student Affairs

From: Dr. Morton Barlaz, Head, Department of Civil, Construction, and Environmental Engineering

Re: Minor Course Revision: CE 420, Structural Engineering Project
Revisions in pre- and co-requisites

Old Pre-requisite: CE 327 and CE 426

Old Co-requisite: CE 390 and CE 425

Proposed Revisions: Pre-requisite: C or better in each of the following: CE 325, CE327 and CE 426
Co-requisite: CE 390

Justification for Change: CE 425 is removed as a co-requisite as topics covered are not required in CE 420. However, topics covered in CE 325 (which is a pre-requisite for CE 425) are required. Therefore, CE 325 is added as a C or better pre-requisite. To ensure students have the necessary design ability CE 327 and CE 426 remain as pre-requisites, both with a C or better requirement for consistency.

RECOMMENDED BY:


Department Head

1/26/15
Date

APPROVED BY:

Chair, College Curriculum Committee

Date

College Dean

Date

Chair, University Courses & Curricula Committee

Date

Office of the Provost

Date

APPROVED EFFECTIVE DATE: _____

PS 313: Criminal Justice Policy

Course Inventory Change Request

In Workflow

1. 16PS UG Director of Curriculum (shgreene@ncsu.edu)
2. 16PS UnderGrad Head (traciel_reid@ncsu.edu)
3. CHASS CC Coordinator UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
4. CHASS CC Meeting UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
5. CHASS CC Chair UG (david_austin@ncsu.edu)
6. CHASS Final Review UG (hope_ziglar@ncsu.edu)
7. CHASS Dean UG (dpdannel@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. UCCC Meeting (gmneugeb@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. CUE Coordinator (gmneugeb@ncsu.edu)
13. CUE Meeting (gmneugeb@ncsu.edu)
14. CUE Chair (cmashwel@ncsu.edu)
15. OUCC Final Signature (barbara_kirby@ncsu.edu)
16. OUCC Final Review (gmneugeb@ncsu.edu)
17. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Wed, 16 Sep 2015 17:18:01 GMT
Steven Greene (shgreene): Approved for 16PS UG Director of Curriculum
2. Wed, 16 Sep 2015 19:44:53 GMT
Traciel Reid (tvreid): Approved for 16PS UnderGrad Head
3. Tue, 22 Sep 2015 00:24:07 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Mon, 26 Oct 2015 10:39:37 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Mon, 26 Oct 2015 11:16:52 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Mon, 26 Oct 2015 18:24:25 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Mon, 26 Oct 2015 18:35:43 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG

Date Submitted: Wed, 16 Sep 2015 17:15:03 GMT

Viewing: PS 313 : Criminal Justice Policy

Changes proposed by: shgreene

Course Prefix

PS (Political Science)

Course Number

313

Course ID

018083

Cross-listed Course

No

Title

Criminal Justice Policy

Abbreviated Title

Criminal Justice Policy

College

College of Humanities and Social Sciences

Academic Org Code

Political Science (16PS)

CIP Discipline Specialty Number

45.1001

CIP Discipline Specialty Title

Political Science and Government, General.

Term Offering

Fall Only

Year Offering

Offered Alternate Years

Effective Date

Summer 1 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3.0

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Steven Greene

Instructor Title

Professor

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	35	35	No	None

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisite: PS 201

Is the course required or an elective for a Curriculum?

No

Catalog Description

This course covers the basic policies and controversies in criminal justice in the United States. The course will explore how criminal justice policies get made, why they get made, how well or poorly they work, and what we can do better. The course will examine primarily longstanding areas of policy debate, e.g., illegal drugs, prisons, capital punishments, etc., but we will also pay attention to policy debates in the news. The course will also pay special attention to the intersection of race and social class with our modern criminal justice policies.

Justification for each revision:

This course has already always substantially addressed issues of race and class within the criminal justice system. The change in the course is to make these aspects more systematic and explicit.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

US Diversity

US Diversity

Open when gep_category = USDIV

Each course in the US Diversity category of the General Education Program will provide instruction and guidance that help students to achieve at least 2 of the following objectives:

Please complete at least 2 of the following student objectives.

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 1:

Obj. 1) Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 2:

Obj. 2) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.

Analyze how social, historical, and political forces have led to criminal justice policies that have disproportionate impact on African-American and minority communities.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Sample test question: Do you think the "Stop and Frisk" policy as practiced by NYPD is good criminal justice policy? What are the benefits and costs of the policy-- especially as they relate to the minority citizens are both more likely to be victims of crime and far more likely to be unnecessarily stopped? Is there a way to successfully implement this policy to avoid "racial profiling" or is racial profiling inherent in a policy of this nature?

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 3:

Obj. 3) Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.

Evaluate the role of minority groups in bringing about changes to criminal justice policies.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Writing assignment:

The following is a list of policy proposals from #blacklivesmatter to reform policing (e.g., <http://www.businessinsider.com/black-lives-matter-has-a-policy-platform-2015-8>). Based on the present political context, what do you see as the likelihood of these changes becoming law. What steps do you think #blacklivesmatter and supporters could take to increase the likelihood of successful policy reforms?

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 4:

Obj. 4) Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Attach Additional GEP Information if applicable

Requisites and Scheduling

What percentage of the seats offered will be open to all students?

100

a. If seats are restricted, describe the restrictions being applied.

None.

b. Is this restriction listed in the course catalog description for the course?

No seat restrictions.

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

PS 201

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

None

Additional Information

Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.

Major topics to be covered and required readings including laboratory and studio topics.

List any required field trips, out of class activities, and/or guest speakers.

Consultation

Instructional Resources Statement

Already part of Steven Greene's regular course load. Only change is adding US Diversity GEP.

Course Objectives/Goals

The course is designed to familiarize students with American public policies as they relate to criminal justice. The course will provide a basis for understanding public policy and the unique aspects of the policy process as they relate to criminal justice. Several policy areas of current concern, e.g., policing, drugs, capital punishment, etc., will have in-depth focus for students to learn the broader context and impact of current policies. Special attention will be paid to the disproportionate impact of criminal justice policies based on race and class. Students will learn how to critically analyze criminal justice policies and their impacts on various constituencies.

Student Learning Outcomes

- 1) Explain the political factors shaping criminal justice policy
- 2) Evaluate the effectiveness of current policy towards addressing criminal justice policy problems
- 3) Apply knowledge from course material to contemporary political debates on related issues
- 4) Identify the key issues in major areas of American criminal justice policy
- 5) Analyze how social, historical, and political forces have led to criminal justice policies that have disproportionate impact on African-American and minority communities.*
- 6) Evaluate the role of minority groups in bringing about changes to criminal justice policies.*

* New outcomes

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Written Assignment	45%	Writing assignment 1: Students will write about a particular case of criminal injustice. They will be expected to address how issues of race and class created/affected this case. Assignment #2 calls for a policy reform proposal.
Discussion	15%	Students are expected to be able to address current issues in criminal justice policy at the beginning of every class as well as to demonstrate competency with assigned reading for the day. See syllabus for additional information.

Test	40%	Midterm and final exam. Covers course material with essay questions.
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Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Introduction/Making Policy	1.5 weeks	Lecture and discussion
Crime and deterrence	1/2 week	Lecture and discussion
Policing	2 weeks	lecture, discussion, and guest speaker
Courts and Constitutional Issues	1.5 weeks	Lecture and discussion
Drug Policy	2 weeks	Lecture and discussion
Guns & Midterm	1.5 weeks	Lecture and discussion and midterm exam
Prisons	1.5 weeks	Lecture and discussion
Juvenile Justice	1 week	lecture, discussion, and documentary video
Race/class and criminal justice book club	1 week	Extensive discussion of single book
Capital punishment	1 week	Lecture and discussion
Reform	1.5 weeks	lecture, discussion, and guest speaker

Syllabus

5502_PS 313_Syllabus.docx

Additional Documentation

Additional Comments

Additional reading material to be added to course to reflect inclusion in GEP US Diversity curriculum includes:

- Just Mercy by Bryan Stevenson
 - Ezra Klein, "It's not just Ferguson: America's criminal justice system is racist"
 - Dara Lind, "How African Americans are victimized by both crime and the criminal justice system"
 - German Lopez, "How systemic racism entangles all police officers — even black cops"
 - Andrew Kahn, "What It's Like to Be Black in the Criminal Justice System"
 - Ta-Nahesi Coates, "The Black Family in the Age of Mass Incarceration"
 - Andrew Cohen, "How White Users Made Heroin a Public-Health Problem"
- Plus more articles along these lines that appear before the class is actually taught.

It should also be noted that many of the existing articles in the syllabus deal with issues of race and class, even if that is not explicit from their titles.

Course Reviewer Comments

shgreene (Wed, 16 Sep 2015 17:17:47 GMT): Instructor of course and 16 PS UG Director of Curriculum are one in the same, so the DUP is happy with this.

Key: 4604

Preview Bridge (<http://catalog.ncsu.edu/>)

Political Science 313
CRIMINAL JUSTICE POLICY
Sample Syllabus

Steven Greene
Caldwell 224
email: steven.greene@ncsu.edu
phone: 513-0520
Office Hours: Monday and Wednesday 2:00-3:00; and by appointment

Course Description

This course covers the basic policies and controversies in criminal justice in the United States. The course will explore how criminal justice policies get made, why they get made, how well or poorly they work, and what we can do better. The course will examine primarily longstanding areas of policy debate, e.g., illegal drugs, prisons, capital punishments, etc., but we will also pay attention to policy debates in the news. The course will also pay special attention to the intersection of race and social class with our modern criminal justice policies.

Prerequisite: PS 201

GEP: (proposed) USD If you are taking this course to meet a GEP requirement do not take it as Credit Only (S/U).

Readings

- *When Brute Force Fails* by Mark Kleiman, \$18.30
- *Courtroom 302* by Steve Bogira, \$13.04
- *Just Mercy* by Bryan Stevenson, \$13.08
- Ezra Klein, "It's not just Ferguson: America's criminal justice system is racist"*
- Dara Lind, "How African Americans are victimized by both crime and the criminal justice system"*
- German Lopez, "How systemic racism entangles all police officers — even black cops"*
- Andrew Kahn, "What It's Like to Be Black in the Criminal Justice System"*
- Ta-Nahesi Coates, "The Black Family in the Age of Mass Incarceration"*
- Andrew Cohen, "How White Users Made Heroin a Public-Health Problem"*
- *The New York Times* or *The Washington Post* on-line

The lectures and the assigned readings are intended to complement one another. In order to get the most out of the lectures it is important that you do the assigned reading prior to the appropriate class period. You should read the Times or Post on-line in order to keep up with major political events during the semester, especially as they relate to topics in criminal justice. Reserved readings indicated by *.

Student Learning Outcomes

By the end of this course, students should be able to...

- 1) Explain the political factors shaping criminal justice policy
- 2) Evaluate the effectiveness of current policy towards addressing criminal justice policy problems
- 3) Apply knowledge from course material to contemporary political debates on related issues

- 4) Identify the key issues in major areas of American criminal justice policy
- 5) Analyze how social, historical, and political forces have led to criminal justice policies that have disproportionate impact on African-American and minority communities.
- 6) Evaluate the role of minority groups in bringing about changes to criminal justice policies.*

Requirements and Grading

- Midterm (17%)
- Final Exam (23%)
- Class Participation (15%)
- Paper assignment 1 (20%)
- Paper assignment 2 (25%)

Grading will be on the following scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = below 60. + and – will be used at the extremes of these ranges. Totals will be rounded following standard rounding practices.

Incomplete Policy. See: <http://policies.ncsu.edu/regulation/reg-02-50-03>

Audit Policy. See: <http://policies.ncsu.edu/regulation/reg-02-20-04>

Participation

Regular attendance of this class is essential for you to do well. Classroom attendance will be taken throughout the semester. Your participation grade will be reduced by half a letter grade for each unexcused absence. You are also expected to be attentive during lectures and to ask questions, contribute regularly to class discussions, and demonstrate knowledge of assigned readings and current events during the class period for which they are assigned. (See additional information below.) You should come to each class having read the required assignment and prepared to discuss and comment upon the issues raised by the readings. At the beginning of every class period, we will discuss current events, especially those relating to criminal justice policy. Both the *New York Times* and *The Washington Post* are available on-line and provide extensive coverage of political matters. Additionally, there will be occasional in-class writing assignments—some announced, some unannounced, which will contribute towards your participation grade.

Because discussion and class engagement are such important components of this course, you will be evaluated on your participation. Participation will be assessed based on 1) your verbal interactions in class (e.g. comments and questions in class lectures and discussions), and 2) your participation in and work produced for class activities (evaluated on a check, check plus, check minus scale, with feedback).

Here are some guidelines for class participation: 15-14 points will be given to students who actively participate in all discussions and activities by trying to answer questions from the professor, TA, or other students; sensitively critiquing and challenging ideas presented in readings or in class; posing questions about class material; and contributing information, answers, and innovative and creative ideas to class activities. 13-12 points will be given to students who actively participate in less than all discussions and activities in the ways described above. 11 points or less will be given to students who miss several in-class activities and/or do not say much in class or when they do talk their comments are not original, do not demonstrate knowledge of the materials and are disrespectful, dismissive, or unthinkingly reactionary.

Paper Assignments

Paper Assignment I

Find a case from within the past five years that you consider to be a miscarriage of justice. Research and describe the details of the case. Discuss what policy failures led to this particular injustice. What policy changes would have prevented this injustice and would prevent similar future injustices? **6 pages maximum. Due by the beginning of class February 10.**

Paper Assignment II

Choose a (relatively narrow) area of criminal justice policy in need of reform and investigate potential reforms/solutions. What is the problem and why? How would the reform address these issues? How likely would proposed reforms be successful? In short, how would your reform make this policy "smarter"? How does the contemporary political context affect the likelihood for effectively addressing this problem? Critically analyze the problem, the proposed solution, and the costs and benefits of reform proposals. If you have any doubts as to the appropriateness of your topic, consult the instructor in advance. **8 pages maximum. Due by the beginning of class April 14.**

You are responsible for the full details of the assignments available at the course website

Late Policy

It is expected that exams will be taken and assignments turned in when they are scheduled on the syllabus. If you are unable to take an exam or turn in an assignment at the assigned time for a valid reason, barring emergent/exigent circumstances, **you must let the instructor know in advance in order take a make-up exam.** Failure to do so will result in a 0. Assignments will be downgraded 1/3 letter grade for each day they are late. Papers are due at the *beginning* of class on the due date. See the Attendance Regulation (NCSU REG02.20.03) <http://policies.ncsu.edu/regulation/req-02-20-03>

Class Website

The class website at <http://faculty.chass.ncsu.edu/shgreene/PS313> is an additional resource designed to assist you in the class. It will contain important announcements and archived lecture outlines as well as basic course information.

Class Email list

On occasion, announcements will be made through email messages. The University has an official email address on file for each of you. It is your responsibility to see to it that you receive email from this account.

Academic Integrity

Students are expected to complete their assignments with due regard to academic integrity. Students are expected to abide by the NCSU Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment" and to familiarize themselves with the relevant sections of the student code of conduct (Sections 7-13). The student code of conduct is online at: <http://policies.ncsu.edu/policy/pol-11-35-01>. By signing all work submitted on paper, or by identifying themselves in work submitted electronically, students affirm that they neither gave nor received unauthorized aid. Collaboration on assignments among students may only occur when explicitly authorized by an instructor.

Plagiarism is "the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." Students found guilty of academic

misconduct will at a minimum receive a 0 for the assignment and have their conduct reported to the office of student affairs. Depending on the severity of the infraction, it is possible that you will fail the course.

Students with Disabilities

“Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. <http://dso.dasa.ncsu.edu/>. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

N.C. State Polices, Regulations, and Rules (PRR): “*Students are responsible for reviewing the NC State University PRR’s located at <http://dso.dasa.ncsu.edu/rights-and-responsibilities> which pertains to their course rights and responsibilities.*”

Schedule of Lecture Topics and Assigned Readings

January 8	Course Introduction
January 13 – 15	Making Criminal Law and Policy Kleiman, Introduction and chapters 1-2 Marion & Oliver, “Criminal Justice Ideology”*
January 20	Crime and Deterrence Kleiman, chapters 3-4 Wilson, “Hard Times, Fewer Crimes”* Drum, “America’s Real Criminal Element: Lead”* Eagleman, “The Brain on Trial”*
January 22 – 27	Policing Katel, “Police Tactics”* Bergner, “Is Stop and Frisk Worth it?”*
January 29 – Feb 5	Courts and Constitutional Issues Jost, “Prosecutors and the law”* Mantel, “Public Defenders”* Weinberg, “Wrongful Convictions”* 60 Minutes Video “Eyewitness Testimony”* Frontline, “The Real CSI”* Starr, “The Interview”*
February 10	Guest Speaker: Cary Chief of Police <i>Paper #1 due February 10</i>
February 12 – March 3	Drugs Kleiman, chapter 9 Wallace-Wells, “How America lost the war on drugs”* Katel, “Legalizing Marijuana”* Frum, “Don’t Go to Pot”* Specter, “Getting a Fix”*

March 5	Midterm Exam
March 10 –12	Spring Break
March 17 – 19	<p>Guns Kleiman, chapter 8 Mantel, “Gun Control”* Lemons, “Gun Control”* Lepore, “Battleground America”* Saletan, “Rethinking Gun Control”* Klein, “12 Facts about guns and mass shootings”* Winkler, “The Secret History of Guns”* (recommended)</p>
March 24 – 26	<p>Prisons Kleiman, chapters 5 & 6 Katel, “Downsizing Prisons”* Economist, “Too many laws, too many prisoners”* Gopnik, “The Caging of America”*</p>
March 31	<p>Juvenile Justice Katel, “Juvenile Justice”* Fagan, “Adolescents, Maturity, and the Law” * Watch “When Kids get Life” *</p>
April 2	Spring Holiday
April 7 – 9	<p>Book Club: <i>Courtroom 302</i> Bogira, all</p>
April 14 – 16	<p>Capital Punishment Jost, “Death Penalty Debates”* Johnson, “Death Penalty”* Grann, “Trial by Fire”* Schwarz, “Evidence of a Concealed Jailhouse Deal...”* <i>Recommended</i> Armstrong, “Death by Deadline” parts 1 and 2* Possley, “Fresh Doubts over a Texas Execution”*</p>
April 21 – 23	<p>Reforming Criminal Justice Kleiman, chapters 7, 10-11 NPR, “As Court fees rise, poor pay the price”* Cole, “The Disgrace of our Criminal Justice System”* Travis, “Summoning the Superheroes”* <i>Recommended</i> NPR “Guilty and Charged (remainder)* Stillman, “Get out of Jail Inc.”* <i>Paper due beginning of class April 14</i></p>
May 7, 1:00	FINAL EXAM




An Equal Opportunity/Affirmative Action Employer

Department of Agricultural and Extension Education
Box 7607
Raleigh, NC 27695-7607

919.515.2707 (phone)
919.515.1965 (fax)
<http://www.ncsu.edu/cals/agexed>

MEMORANDUM

TO: Dr. Barbara Kirby, Associate Vice Provost, DASA
FROM: Jim Flowers, Department Head
Agricultural and Extension Education 
RE: Minor Curriculum Action for B.S. in Agricultural Education

The Department of Agricultural and Extension Education requests the following change in the B.S. degree in Agricultural Education (11AGEDBS):

Replace AEE 490 with AEE 491 in the Agricultural Education Curriculum.

The change affects all concentrations under the 11AGEDBS Plan. The specific concentration codes are:

- | | |
|-----------|-----------|
| 11AGEDAET | 11AGEDHS |
| 11AGEDAGB | 11AGEDNRS |
| 11AGEDAGR | 11AGEDPSC |
| 11AGEDANS | |

A sample 8-semester display is attached showing the revision. The same changes should be made on the 8-semester displays for all concentrations listed.

Justification:

Recent changes in the Agricultural Education teacher licensure requirements resulted in additional time in the seminar associated with student teaching in revising the final assessment document that students must submit with their licensure application. Along with other seminar topics, including resume development and creating a portfolio, there is justification for assigning letter grades. The previous seminar course, AEE 490, is graded on a S/U basis. (AEE 490 will continue to be the senior seminar course for the other degree programs offered by the department.)


Proposed Effective Date: January 2016

Approved Effective Date: _____

Required Signatures:


Department Head 10/6/15
Date


Chair, College Courses and Curricula Committee 10/23/15
Date


College Dean 10/23/15
Date

Chair, University Courses and Curricula Committee Date

Dean, Division of Academic and Student Affairs Date

CURRENT CURRICULUM

DEGREE TITLE: Bachelor of Science in Agricultural Education

CONCENTRATION TITLE: **Animal Science**

CURRENT DEGREE KEY: 11AGEDANS

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AEE 101, Intro to CTE ⁷	1	AEE 226, Comp. Appl. & Info Technology ⁷	3
AEE 103, Foundations of AEE ¹	1	ANS 150, Intro to Animal Science	3
BIO 181, Introductory Biology – ECO/DIV ^B	4	ANS 151, Animal Science Lab	1
COM 110, Public Speaking	3	BIO 183, Intro Biology-Cell/Molecular ^B	4
ENG 101, Academic Writing and Research ^H	4	Math Elective ^A	3
Math Elective ^A	3	Social Science Elective ^D	3
PE 1__ Elective ^E	1	Physical Education Elective ^E	1
<i>Total: 17</i>		<i>Total: 18</i>	
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AEE 206, Intro to Teaching Agriculture ⁷	3	CH 101, Chemistry—A Molecular Sci ^B	3
ANS 225, Principles of Animal Nutrition or ANS 230, Nutrition of Domestic Animals	3	CH 102, General Chemistry Lab ^B	1
BAE 201, Shop Processes & Mgmt or TDE 110, Materials and Processes Tech	3-4	Animal Science Elective	3
Economics Elective ²	3	Additional Breadth: Math/Nat Science Elect ^F	3
Humanities Elective ^C	3	Plant Science Elective ³	3
<i>Total: 15-16</i>		<i>Total: 16</i>	
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AEE 322, Experiential Learning in Agric ⁷	3	AEE 303, Admin and Super of Student Org. ⁷	3
ANS 215, Basic Agricultural Genetics or GN 301, Genetics in Human Affairs	3	AEE 326 Teach Diverse Learners in Agric. ⁷	3
EDP 304, Educational Psychology ⁷	3	ED 311, Classroom Assessment ⁷	2
SSC 200, Soil Science	3	ED 312, Classroom Assessment Lab ⁷	1
SSC 201, Soil Science Lab	1	ELP 344, School and Society ⁷	3
Interdisciplinary Elective ^G	2	Animal Science Management Elective ⁴	3
<i>Total: 15</i>		<i>Total: 17-18</i>	
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AEE 327 Conducting Summer Prog in AED	1	AEE 424, Planning Agricultural Educ. Prog. ⁷	3
AEE 426, Methods of Teaching Agriculture ⁷	3	AEE 427, Student Teaching in Agriculture ⁷	8
Animal Science Management Elective ⁴	3	AEE 490, Seminar in AEE	1
Interdisciplinary Elective ^G	3		
Free Electives ⁶	5-6		
<i>Total: 15-16</i>		<i>Total: 12</i>	

Minimum Credit Hours Required for Graduation*: 126

Major/Program Footnotes:

Incoming freshmen complete AEE 103. Transfer students may complete ALS 103 or ALS 303.

Select from ARE 201, EC 201, or EC 205. Satisfies 3 credit hours of the Social Science GEP requirement.

Select from courses in Crop Science, Forestry, or Horticultural Science.

ANS 400, ANS 402, ANS 403, ANS 404, ANS 408, ANS 410, ANS 411.

Select from ANS 205, ANS 303, ANS 304, ANS 309.

Total hours of free electives vary in order to allow the minimum hours required for the degree to equal 126 credit hrs.

Minimum grade for this course is a C-.

*General Education Program (GEP) requirements and GEP Footnotes:

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>

^A**Mathematical Sciences** (6 credit hours – one course with MA or SI prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: none

^BNatural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **BIO 181, BIO 183, CH 101, CH 102**

^CHumanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**. Some courses in this category will fulfill the US Diversity and Global Knowledge co-requisite.

^DSocial Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **ARE 201 or EC 201 or EC 205**. Some courses in this category will fulfill the US Diversity and Global Knowledge co-requisite.

^EPhysical Education/Healthy Living (2 credit hours – at least one 100-level Fitness and Wellness Course)

Choose from the University approved GEP Physical Education/Healthy Living course list.

^FAdditional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

_____ Humanities/Social Sciences/Visual and Performing Arts or x Mathematical Sciences/Natural Sciences/Engineering

^GInterdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**

^HIntroduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

^IU.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**

^JGlobal Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**

^KForeign Language proficiency - Proficiency at the FL_102 level is required for graduation

-PROPOSED CURRICULUM-

DEGREE TITLE: Bachelor of Science in Agricultural Education

CONCENTRATION TITLE: **Animal Science**

CONCENTRATION CODE: 11AGEDANS

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AEE 101, Intro to CTE ⁷	1	AEE 226, Comp. Appl. & Info Technology ⁷	3
AEE 103, Foundations of AEE ¹	1	ANS 150, Intro to Animal Science	3
BIO 181, Introductory Biology – ECO/DIV ^B	4	ANS 151, Animal Science Lab	1
COM 110, Public Speaking	3	BIO 183, Intro Biology-Cell/Molecular ^B	4
ENG 101, Academic Writing and Research ¹¹	4	Math Elective ^A	3
Math Elective ^A	3	Social Science Elective ^D	3
PE I Elective ^F	1	Physical Education Elective ^F	1
<i>Total: 17</i>		<i>Total: 18</i>	
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AEE 206, Intro to Teaching Agriculture ⁷	3	CH 101, Chemistry—A Molecular Sci ^B	3
ANS 225, Principles of Animal Nutrition or ANS 230, Nutrition of Domestic Animals	3	CH 102, General Chemistry Lab ^B	1
BAE 201, Shop Processes & Mgmt or TDE 110, Materials and Processes Tech	3-4	Animal Science Elective	3
Economics Elective ²	3	Additional Breadth: Math/Nat Science Elect ^F	3
Humanities Elective ^C	3	Plant Science Elective ³	3
<i>Total: 15-16</i>		<i>Total: 16</i>	
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AEE 322, Experiential Learning in Agric ⁷	3	AEE 303, Admin and Super of Student Org. ⁷	3
ANS 215, Basic Agricultural Genetics or GN 301, Genetics in Human Affairs	3	AEE 326 Teach Diverse Learners in Agric. ⁷	3
EDP 304, Educational Psychology ⁷	3	ED 311, Classroom Assessment ⁷	2
SSC 200, Soil Science	3	ED 312, Classroom Assessment Lab ⁷	1
SSC 201, Soil Science Lab	1	ELP 344, School and Society ⁷	3
Interdisciplinary Elective ^G	2	Animal Science Management Elective ⁴	3
<i>Total: 15</i>		<i>Total: 17-18</i>	
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
AEE 327 Conducting Summer Prog in AED	1	AEE 424, Planning Agricultural Educ. Prog. ⁷	3
AEE 426, Methods of Teaching Agriculture ⁷	3	AEE 427, Student Teaching in Agriculture ⁷	8
Animal Science Management Elective ⁴	3	AEE 491, Seminar in Agricultural Education	1
Interdisciplinary Elective ^G	3		
Free Electives ⁶	5-6		
<i>Total: 15-16</i>		<i>Total: 12</i>	

Minimum Credit Hours Required for Graduation*: 126

Major/Program Footnotes:

- Incoming freshmen complete AEE 103. Transfer students may complete ALS 103 or ALS 303.
- Select from ARE 201, EC 201, or EC 205. Satisfies 3 credit hours of the Social Science GEP requirement.
- Select from courses in Crop Science, Forestry, or Horticultural Science.
- Select from ANS 400, ANS 402, ANS 403, ANS 404, ANS 408, ANS 410, ANS 411.
- Select from ANS 205, ANS 303, ANS 304, ANS 309.
- Total hours of free electives vary in order to allow the minimum hours required for the degree to equal 126 credit hrs.
- Minimum grade for this course is a C-.

General Education Program (GEP) requirements and GEP Footnotes:

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

^A**Mathematical Sciences** (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: none

^BNatural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **BIO 181, BIO 183, CH 101, CH 102**

^CHumanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**. Some courses in this category will fulfill the US Diversity and Global Knowledge co-requisite.

^DSocial Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **ARE 201 or EC 201 or EC 205**. Some courses in this category will fulfill the US Diversity and Global Knowledge co-requisite.

^EPhysical Education/Healthy Living (2 credit hours – at least one 100-level Fitness and Wellness Course)

Choose from the University approved GEP Physical Education Healthy Living course list.

^FAdditional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

Humanities/Social Sciences/Visual and Performing Arts or Mathematical Sciences/Natural Sciences/Engineering

^GInterdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**

^HIntroduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

^IU.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**

^JGlobal Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**

^KForeign Language proficiency - Proficiency at the FI_102 level is required for graduation.

CURRICULUM REQUIREMENTS

Format B – GEP 2009

Degree Title: Bachelor of Science in Agricultural Education

Plan: 11AGEDBS;

Subplan: 11AGEDANS

Effective Date of Revision: 1/2016

MAJOR FIELD OF STUDY REQUIREMENTS:	Credit Hours	GEP category, if applicable
Required Courses/Groups/ Electives:	Credit Hours	GEP category, if applicable
<p style="text-align: center;">Indicate if course or course groupings have a C-wall or MGPA requirement</p> <p>Agricultural Education (all courses in this category have a C-wall requirement, except AEE 327 and AEE 490) AEE 101, AEE 206, AEE 226, AEE 303, AEE 322, AEE 326, AEE 327*, AEE 424, AEE 426, AEE 427, AEE 491 *Courses graded on a S/U basis</p> <p>Other Professional Education (courses in this category have a C-wall requirement) EDP 304, ELP 344, ED 311, ED 312</p> <p>Teaching Content Courses GRP *** (BAE 201, TDE 110) GRP *** Plant Science Elective (CS***, HS ***, FOR ***) GRP*** (ARE 201, EC 201, EC 205) SSC 200, SSC 201</p> <p>Sciences BIO 181, BIO 183, CH 101, CH 102</p> <p>Writing and Speaking COM 110</p>	<p>32</p> <p>9</p> <p>3-4</p> <p>3</p> <p>3</p> <p>4</p> <p>12</p> <p>3</p>	<p style="text-align: center;">List GEP category and hours satisfied by a Major requirement</p> <p>Social Science (3 hrs)</p> <p>Natural Sciences (7 hrs)</p> <p>Satisfies Communication in the Major GEP corequisite</p>
<p>Concentration Courses/Groups/Electives: ANS 150, ANS 151 GRP *** (ANS 205, ANS 303, ANS 304, ANS 309) GRP *** (ANS 225, ANS 230) GRP *** (ANS 215, GN 301) GRP *** (ANS***) GRP *** (ANS 400, ANS 402, ANS 403, ANS 404, ANS 408, ANS 410, ANS 411)</p>	<p>4</p> <p>2-3</p> <p>3</p> <p>3</p> <p>3</p> <p>6</p>	
<p>Free Electives:</p>	<p>4-6</p>	
<p>Total credit hours under Major Field of Study: <i>Minimum 27 hours required in program area.</i></p>	<p>96 hours</p>	
COLLEGE REQUIREMENTS:		
<p>Orientation Course(s): GRP*** (AEE 103, ALS 103, ALS 303)</p>	<p>1</p>	
<p>Other:</p>		
<p>Total credit hours under College Requirements:</p>	<p>1 hours</p>	

NON-COGENERAL EDUCATION PROGRAM REQUIREMENTS

Courses in the Major and/or Minor may also fulfill a General Education requirement; however, a GEP category may not be subset to require a specific course from the category list. Required courses must be listed in the Major/College requirements.

Specific courses should not be listed in any of the fields below other than ENG 101.

At least one of the following must be listed:

- 1 Choose course(s) from the University Approved GEP course list for this category.
- 2 Minimum requirements are satisfied by Major/College course requirements.
- 3 Major/College course requirement satisfies X credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category.
- 4 Co-requisite is satisfied by a Major/College course requirement.
- 5 Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts.
- 6 Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.

General Education Program Requirements: Minimum 39-40 hrs	Credit hours	How will the GEP requirement be met? (Choose applicable statement from 1-6 listed above)
Mathematical Sciences (6 credits) (At least 1 course with MA or ST prefix) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	6	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course list for this category.
Natural Sciences (7 credits) (At least 1 lab course or course with a lab) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	X	(Choose statement 1, 2 or 3) Minimum requirements are satisfied by Major/College course requirements.
English 101 (C- or better required) (4 credits)	4	ENG 101
Humanities (6 credits) (Courses from two different disciplines) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	6	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course list for this category.
Social Sciences (6 credits) (Courses from two different disciplines) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	3	(Choose statement 1, 2 or 3) Major/College course requirement satisfies <u>3</u> credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category.
Additional Breadth (3 credits) Choose approach that is <i>different</i> from the approach of the Major) Major/College requirements cannot satisfy this requirement and an AB course cannot be double-counted except in satisfying the Global Knowledge or U.S. Diversity co-requisites.	3	(Choose statement 5 or 6) Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.
Interdisciplinary Perspectives (5-6 credits) Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.	5	(Choose statement 1, 2 or 3) Choose course(s) from the University Approved GEP course list for this category.
Physical Education/Healthy Living (2 credits) (Including one Fitness and Wellness course)	2	Choose course(s) from the University Approved GEP course list for this category.
Total credit hours needed to complete GEP that are not satisfied as part of the Major/College requirements.	29 hours	
GEP Co-Requisites:		Courses taken in the Major, GEP, or Minor may double-count to fulfill the co-requisites. Courses that satisfy the U.S. Diversity or Global Knowledge co-requisite are marked on course lists with a "USD" or "GK" indicator.
U.S. Diversity co-requisite (USD)	n/a	(Choose statement 1 or 4) Choose course(s) from the University Approved GEP course list for this category.
Global Knowledge co-requisite (GK)	n/a	(Choose statement 1 or 4) Choose course(s) from the University Approved GEP course list for this category.
Foreign Language Proficiency	n/a	Proficiency at the FL_102 level required.
The following requirements must be satisfied within the College/Program:		Place an X in the credit hour box to indicate below that the requirement is "Satisfied by College/Program Requirements"
Communication in the Major (Advanced Communication)	X	Satisfied by College/Program Requirements
Technology Fluency	X	Satisfied by College/Program Requirements
Total credit hours required to complete Degree: Total must be within 120-128 credit hours.	126 Total hours	As applicable, indicate here the overall GPA requirement for degree completion including course completion.



Poole College of Management
Campus Box 8614
Raleigh, NC 27695-8614

919.515.5565 (phone)
919.515.5564 (fax)

MEMO

Date: October 27, 2015

To: Dr. Barbara Kirby, Associate Vice Provost, Academic Programs & Services

From: Dr. Richard Warr, Department Head, Business Management
Dr. Brad Kirkman, Department Head, Management, Innovation and Entrepreneurship

Subject: Discontinue Cross Listing BUS/MIE305

Please discontinue cross listing BUS/MIE 305, *Legal and Regulatory Environment*, and list as MIE 305. This course moving forward will be managed and taught exclusively by faculty in the MIE Department.

RECOMMENDED BY:

Richard W. [Signature] BUS 10/27/15
HEAD, DEPARTMENT/PROGRAM DATE

[Signature] MIE 10/27/15
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

Ande I. [Signature] 10/28/15
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 10/27/15
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS DATE

FS 250: Basics of Food Safety & Quality

Course Inventory Change Request

In Workflow

1. 11FS UG Director of Curriculum (sarah_ash@ncsu.edu)
2. 11FS UnderGrad Head (chris_daubert@ncsu.edu)
3. CALS CC Coordinator UG (renutt@ncsu.edu)
4. CALS CC Meeting UG (renutt@ncsu.edu)
5. CALS CC Chair UG (msashwel@ncsu.edu)
6. CALS Final Review UG (renutt@ncsu.edu)
7. CALS Dean UG (sam_pardue@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. UCCC Meeting (gmneugeb@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. OUCC Final Signature (barbara_kirby@ncsu.edu)
13. OUCC Final Review (gmneugeb@ncsu.edu)
14. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Mon, 21 Sep 2015 11:59:40 GMT
Sarah Ash (sla): Approved for 11FS UG Director of Curriculum
2. Mon, 21 Sep 2015 12:19:39 GMT
Christopher Daubert (cdaubert): Rollback to 11FS UG Director of Curriculum for 11FS UnderGrad Head
3. Mon, 21 Sep 2015 12:41:03 GMT
Sarah Ash (sla): Approved for 11FS UG Director of Curriculum
4. Fri, 25 Sep 2015 12:11:09 GMT
Christopher Daubert (cdaubert): Rollback to 11FS UG Director of Curriculum for 11FS UnderGrad Head
5. Fri, 25 Sep 2015 13:56:59 GMT
Sarah Ash (sla): Approved for 11FS UG Director of Curriculum
6. Fri, 25 Sep 2015 14:04:14 GMT
Christopher Daubert (cdaubert): Approved for 11FS UnderGrad Head
7. Mon, 05 Oct 2015 17:39:34 GMT
Robin Clements (renutt): Approved for CALS CC Coordinator UG
8. Mon, 26 Oct 2015 13:02:49 GMT
Robin Clements (renutt): Approved for CALS CC Meeting UG
9. Mon, 26 Oct 2015 13:11:44 GMT
Melissa Merrill (msashwel): Approved for CALS CC Chair UG
10. Mon, 26 Oct 2015 13:19:16 GMT
Robin Clements (renutt): Approved for CALS Final Review UG
11. Mon, 26 Oct 2015 14:45:18 GMT
Samuel Pardue (slpposc): Approved for CALS Dean UG

New Course Proposal

Date Submitted: Sun, 20 Sep 2015 19:38:03 GMT

Viewing: FS 250 : Basics of Food Safety & Quality

Changes proposed by: cdsteve3

Course Prefix

FS (Food Science)

Course Number

250

Cross-listed Course

No

Title

Basics of Food Safety & Quality

Abbreviated Title

Basics Food Safety and Quality

College

College of Agriculture and Life Sciences

Academic Org Code

Food Bioprocessing and Nutrition (11FS)

CIP Discipline Specialty Number

CIP Discipline Specialty Title

Term Offering

Fall and Spring

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Distance Education (DELTA)
Online (Internet)

Grading Method

Letter Grade Only

Credit Hours

3

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3

Course Attribute(s)**Course Is Repeatable for Credit**

No

Instructor Name

Clint Stevenson

Instructor Title

Assistant Professor and Distance Education Coordinator

DELTA/Online Enrollment:

Open when course_delivery = distance OR course_delivery = online OR course_delivery = remote

Delivery Format	Per Semester	Per Section	Multiple Sections?	Comments
LEC	50	50	No	Comments N/A

Course Prerequisites, Corequisites, and Restrictive Statement

None

Is the course required or an elective for a Curriculum?

No

Catalog Description

This course examines the programs that maintain food safety and quality in food processing environments. It is based on international standards for food safety prerequisite programs in food manufacturing. Students will learn how to evaluate and manage pre-requisite programs for food safety. Examples include Good Manufacturing Practices (GMPs), Sanitation Standard Operating Procedures (SSOPs), Sanitation Control Procedures, and Preventive Controls.

Justification for new course:

During the 1990s the Department of Food, Bioprocessing and Nutrition Sciences (FBNS) developed a two-tier distance education food safety certificate program to fulfill the training needs of regional food manufacturers. The HACCP Coordinator Certificate consisted of three courses, as did the Food Safety Managers Certificate. The original intention was to offer this program as a year-round on-demand extension program. However the University failed to provide the infrastructure for this system and therefore the coursework in this certificate program has been taught as for-credit college courses since they were developed. It was determined that each course would be taught as a 3-credit course.

These courses were novel at the time they were developed. The development of the Internet allowed instructors and instructional designers to make significantly better courses than what was previously possible in correspondence education. Course materials were digitally and instantly available to students via the Internet, whereas everything was previously sent through the mail. The Internet allowed instructors to provide rapid or instant feedback to their students. Technologies such as e-mail and Learning Management Systems improved the quality of student-teacher communications. Compared to correspondence education, teaching via the Internet was the way of the future.

By today's standards, however, most of these courses require significant improvements. When these courses were developed, they consisted of weekly reading assignments, automatically graded quizzes and occasional assignments. There was considerable overlap between them. It is arguable whether these courses are truly worth three credits each. They lack the extensive student-teacher interaction that accreditation bodies in higher education (SACS) have been requiring of online courses in recent years. Student learning outcomes could be significantly improved by developing rich multimedia learning objects to supplement the weekly reading assignments. The ability of students to apply their knowledge could be improved by integrating case studies and student-student interactive activities into these courses. Enhancing these courses will improve student learning outcomes, student course experiences, and increase student enrollment.

Dr. Stevenson has brainstormed how to improve the impacts of his teaching activities by repackaging the coursework in the food safety certification program. This entails combining four of the courses that previously overlapped into the new FS 250 course. Dr. Stevenson plans to develop a "Food Quality Assurance Manager Certification Program" consisting of four different 3-credit courses, which would include FS 250 Basics of Food Safety & Quality.

The proposed program will significantly increase students career potential. Students will be awarded a university-transcripted certificate on their diplomas upon completing all four courses. Further, each individual course will prepare students to pass specific certification exams accredited by the American Society for Quality and the National Environmental Health Association. Students will not necessarily be required to take these third-party certifications, however they will be instructed of the merit of possessing these credentials. For the FS 250 course, students will be taught with the same

modules that Dr. Stevenson's team developed under a contract for the Food and Drug Administration's Manufactured Foods Regulatory Program, which is a the continuing education refresher training requirements for food safety inspectors.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

Instructional Resources Statement

This course will be part of Dr. Clint Stevenson's teaching responsibility. It does not impose the need for any new or additional resources.

Course Objectives/Goals

The objective of this course is to motivate and train students how to implement pre-requisite programs for food safety and quality in the food industry.

Student Learning Outcomes

1. Explain the Importance of Pre-Requisite Programs in Food Processing
2. Evaluate Pre-Requisite Programs in Food Processing
3. Implement Pre-Requisite Programs in Food Processing

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Quizzes	20	A total of 15 weekly quizzes
Other	40	There will be 13 simulated audits of food manufacturing scenarios
Discussion	20	A total of 15 weekly discussion forums. Students will be expected to at least post one original entry and respond to one classmate's post during each discussion session
Exam	20	Comprehensive Final Exam

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Intro to Pre-Requisite Programs	Week 1	Intro to foodborne hazards and pre-requisite programs. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Wednesday
Construction and Layout of Buildings	Week 2	How to ensure food manufacturing plants and buildings provide food safe processing environments. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inspection activity due by Wednesday

Supplies of water, air, energy and other utilities; supporting services, including waste and sewage disposal	Week 3	How to ensure the water, air, energy, waste, and sewage disposal in a food manufacturing plant ensure food safe processing environments. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inpection activity due by Wednesday
Suitability of equipment and its accessibility for cleaning, maintenance and preventive maintenance	Week 4	How to ensure the equipment in food manufacturing is suitable for cleaning, maintenance and preventive maintenance. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inpection activity due by Wednesday
Management of purchased materials	Week 5	How to manage materials to ensure their use does not interfere with food safety. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inpection activity due by Wednesday
Measures for prevention of cross contamination	Week 6	How to prevent cross contamination from occurring. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inpection activity due by Wednesday
Cleaning and Sanitation	Week 7	How to clean and sanitize in food manufacturing operations to ensure food safety. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inpection activity due by Wednesday
Pest Control	Week 8	How to integrate a pest management plan in food manufacturing operations. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inpection activity due by Wednesday
Personnel Hygiene	Week 9	How to ensure personnel in food manufacturing have sufficient hygiene to prevent food safety issues. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inpection activity due by Wednesday
Rework	Week 10	How to handle rework in food manufacturing to prevent food adulteration or cross contamination. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inpection activity due by Wednesday
Product Recall Procedures	Week 11	How to implement product recall procedures <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inpection activity due by Wednesday

Warehousing	Week 12	How to manage warehouses to ensure products are food safe throughout distribution. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inspection activity due by Wednesday
Product information and consumer awareness	Week 13	How to insure consumers are sufficiently informed to protect their health from food safety issues. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inspection activity due by Wednesday
Food defense, biovigilance, and bioterrorism	Week 14	How to implement a food defense and bioterrorism plan to ensure food safety. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Monday • Simulated audit/inspection activity due by Wednesday
Records and Management	Week 15	How to implement records and management procedures to ensure effectiveness of prerequisite programs. <ul style="list-style-type: none"> • Discussion entries due by Friday • Quiz due by Wednesday
Final Exam	Week 16	Review session and final exam.

Syllabus

FS_250_601 Syllabus Draft 2 (2) (1).docx

Additional Documentation

Additional Comments

Revised justification and instructional resources statements according to Sarah Ash's suggestions.

Course Reviewer Comments

sla (Tue, 26 May 2015 13:32:42 GMT): Rollback: Clint, Please edit the section on resources just to say that this course is part of your teaching responsibility. Under the "Student Evaluation Methods" section on CourseLeaf, change "Participation" to "Simulated Inspections and Audits." Also, can you put in the syllabus a very brief description or rubric for how the discussion posts will be graded. That's something that the UCCC usually likes to see. Finally, abbreviated titles are the actual title with words in the same order but with fewer words and no special characters to get to the max 30 spaces allowed. So something like: Basics Food Safety and Quality. You could also call it Introduction to Food Safety and Quality: Intro Food Safety and Quality. I suggest you take the ampersand out of the title as well just to be on the safe side Otherwise it looks good. It won't get reviewed till the first meeting of the CALS CCC in the fall.

sla (Sun, 20 Sep 2015 18:09:07 GMT): Rollback: Clint, I get an error message when I try to click on the link for the course justification. Is there a way to just vet succinctly put a justification in the box? Something about how this class is part of revisions within the food safety curricula? Also, please remove all of the detail in the instructional resources statement. Just say that this is part of your teaching responsibility. You don't any of that info re teaching load, narrowing your load, etc.

cdaubert (Mon, 21 Sep 2015 12:19:39 GMT): Rollback: Clint, I agree with Sarah's notes. I would not add any comments about the university's failure to fund.....As part of the opportunity being afforded through DE, FBNS invested in the Stevenson program.....you get the idea.

cdaubert (Fri, 25 Sep 2015 12:11:09 GMT): Rollback: Rolled back for revisions by instructor (Stevenson).

Key: 7288

Preview Bridge (<http://catalog.ncsu.edu/>)

FS 250 Course Syllabus

FS 250 – Basics of Food Safety & Quality

Section 601

Fall 2015

3 Credit Hours

Course Description

This course examines the programs that maintain food safety and quality in food processing environments. It is based on ISO 22001-2, the international requirements for food safety pre-requisite programs in food manufacturing. Students will learn how to evaluate and manage 15 pre-requisite programs: Plant Construction and Design, Supplies of Water, Air and Energy, Waste and Sewage Disposal, Suitability of Equipment and its Accessibility for Cleaning, Maintenance and Preventive Maintenance, Management of Purchased Materials, Measures for Prevention of Cross Contamination, Cleaning and Sanitation, Pest Control, Personnel Hygiene, Rework, Product Recalls Procedures, Warehousing, Product Information and Consumer Awareness, and Food Defense, Biovigilance and Bioterrorism.

Learning Outcomes

1. Explain the Importance of Pre-Requisite Programs in Food Processing
2. Evaluate Pre-Requisite Programs in Food Processing
3. Implement Pre-Requisite Programs in Food Processing

Course Structure

This course starts with an explanation of pre-requisite programs in food processing and why they are important. Then it teaches students about the various pre-requisite programs concerned with the environments, people and programs in food processing, in the form of case studies of the most famous stories in food processing history. The last part of the course teaches students how to implement and manage these pre-requisite programs in food processing operations.

Course Policies

Students will be expected to have computers with Internet access, Microsoft Word, and a web browser.

Instructors

Clinton Dale Stevenson (cdsteve3) - *Instructor*

Email: cdsteve3@ncsu.edu

Web Page: http://www.ncsu.edu/foodscience/faculty/stevenson_clint.htm

Phone: 919-513-2065

Office Location: 116 Schaub Hall

Office Hours: By appointment.

Caitlin Michelle Alberts (cmalber2) - *Teaching Assistant*

Email: cmalber2@ncsu.edu

Phone: 910-520-8824

Office Location: 101 Schaub Hall
Office Hours: By appointment.

Course Meetings

None.

Course Materials

Textbooks

None.

Expenses

None.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

This course will not require students to provide their own transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Quizzes	20%	A total of 15 weekly quizzes.
Simulated Inspections and Audits	40%	There will be 13 simulated audits of food manufacturing scenarios.
Discussion Forum	20%	A total of 15 weekly discussion forums. Students will be expected to at least post one original entry and respond to one classmate's post during each discussion session.
Final Exam	<u>20%</u> 100%	Comprehensive Final Exam

Letter Grades

This Course uses Standard NCSU Letter Grading:

97	≤	A+	≤	100
93	≤	A	<	97
90	≤	A-	<	93
87	≤	B+	<	90
83	≤	B	<	87
80	≤	B-	<	83
77	≤	C+	<	80
73	≤	C	<	77
70	≤	C-	<	73
67	≤	D+	<	70
63	≤	D	<	67
60	≤	D-	<	63
0	≤	F	<	60

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that

change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

Grades for late assignment submissions will be reduced 10% for each day they are late.

Attendance Policy

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Attendance Policy

Student participation in the course Moodle site is expected and monitored to ensure student success.

Absences Policy

N/A

Makeup Work Policy

N/A

Additional Excuses Policy

N/A

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

An NCSU Moodle site will be used during the semester. Students will be required to disclose personally identifiable information to other students in the course via tools like email or web-postings where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. To take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>). For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Intro to Pre-Requisite Programs — 08/20/2015 - 08/27/2015

Intro to foodborne hazards and pre-requisite programs.

- Discussion entries due by 5pm Friday August 22
- Quiz due by Wednesday August 27

Construction and Layout of Buildings — 08/27/2015 - 09/03/2015

How to ensure food manufacturing plants and buildings provide food safe processing environments.

- Discussion entries due by 5pm Friday August 29
- Quiz due by 8am Monday September 1
- Simulated audit/inpection activity due by 5pm Wednesday September 3

Supplies of water, air, energy and other utilities; supporting services, including waste and sewage disposal — 09/03/2015 - 09/10/2015

How to ensure the water, air, energy, waste, and sewage disposal in a food manufacturing plant ensure food safe processing environments.

- Discussion entries due by 5pm Friday September 5
- Quiz due by 8am Monday September 8
- Simulated audit/inpection activity due by 5pm Wednesday September 10

Suitability of equipment and its accessibility for cleaning, maintenance and preventive maintenance; — 09/10/2015 - 09/17/2015

How to ensure the equipment in food manufacturing is suitable for cleaning, maintenance and preventive maintenance.

- Discussion entries due by 5pm Friday September 12

- Quiz due by 8am Monday September 15
- Simulated audit/inpection activity due by 5pm Wednesday September 17

Management of purchased materials – 09/17/2015 - 09/24/2015

How to manage materials to ensure their use does not interfere with food safety.

- Discussion entries due by 5pm Friday September 19
- Quiz due by 8am Monday September 22
- Simulated audit/inpection activity due by 5pm Wednesday September 24

Measures for prevention of cross contamination – 09/24/2015 - 10/01/2015

How to prevent cross contamination from occurring.

- Discussion entries due by 5pm Friday September 26
- Quiz due by 8am Monday September 29
- Simulated audit/inpection activity due by 5pm Wednesday October 1

Cleaning and Sanitation – 10/01/2015 - 10/08/2015

How to clean and sanitize in food manufacturing operations to ensure food safety.

- Discussion entries due by 5pm Friday October 3
- Quiz due by 8am Monday October 6
- Simulated audit/inpection activity due by 5pm Wednesday October 8

Pest Control – 10/08/2015 - 10/15/2015

How to integrate a pest management plan in food manufacturing operations.

- Discussion entries due by 5pm Friday October 10
- Quiz due by 8am Monday October 13
- Simulated audit/inpection activity due by 5pm Wednesday October 15

Personnel Hygiene – 10/15/2015 - 10/22/2015

How to ensure personnel in food manufacturing have sufficient hygiene to prevent food safety issues.

- Discussion entries due by 5pm Friday October 17
- Quiz due by 8am Monday October 20
- Simulated audit/inpection activity due by 5pm Wednesday October 22

Rework – 10/22/2015 - 10/29/2015

How to handle rework in food manufacturing to prevent food adulteration or cross contamination.

- Discussion entries due by 5pm Friday October 24
- Quiz due by 8am Monday October 27
- Simulated audit/inpection activity due by 5pm Wednesday October 29

Product Recall Procedures – 10/29/2015 - 11/05/2015

How to implement product recall procedures

- Discussion entries due by 5pm Friday October 31
- Quiz due by 8am Monday November 3
- Simulated audit/inpection activity due by 5pm Wednesday November 5

Warehousing — 11/05/2015 - 11/12/2015

How to manage warehouses to ensure products are food safe throughout distribution.

- Discussion entries due by 5pm Friday November 7
- Quiz due by 8am Monday November 10
- Simulated audit/inpection activity due by 5pm Wednesday November 12

Product information and consumer awareness — 11/12/2015 - 11/19/2015

How to insure consumers are sufficiently informed to protect their health from food safety issues.

- Discussion entries due by 5pm Friday November 14
- Quiz due by 8am Monday November 17
- Simulated audit/inpection activity due by 5pm Wednesday November 19

Food defense, biovigilance, and bioterrorism — 11/19/2015 - 11/26/2015

How to implement a food defense and bioterrorism plan to ensure food safety.

- Discussion entries due by 5pm Friday November 21
- Quiz due by 8am Monday November 24
- Simulated audit/inpection activity due by 5pm Wednesday November 26

Records and Management — 11/26/2015 - 12/03/2015

How to implement records and management procedures to ensure effectiveness of pre-requisite programs.

- Discussion entries due by 5pm Friday November 28
- Quiz due by Wednesday December 3

Final Exam — 12/03/2015 - 12/16/2015

Review session and final exam.

- Exact dates to be determined.

SMT 301: Chemistry of Sustainable Materials

Course Inventory Change Request

In Workflow

1. 15WPS UG Director of Curriculum (perry_peralta@ncsu.edu)
2. 15WPS UnderGrad Head (steve_kelley@ncsu.edu)
3. CNR CC Coordinator UG (yvonne_lee@ncsu.edu)
4. CNR CC Meeting UG (yvonne_lee@ncsu.edu)
5. CNR CC Chair UG (candace_goode@ncsu.edu)
6. CNR Final Review UG (yvonne_lee@ncsu.edu)
7. CNR Dean UG (ag_kirkman@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. UCCC Meeting (gmneugeb@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. OUCC Final Signature (barbara_kirby@ncsu.edu)
13. OUCC Final Review (gmneugeb@ncsu.edu)
14. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Wed, 16 Sep 2015 16:26:22 GMT
Perry Peralta (pperalta): Approved for 15WPS UG Director of Curriculum
2. Mon, 05 Oct 2015 15:47:12 GMT
Stephen Kelley (sskelley): Approved for 15WPS UnderGrad Head
3. Wed, 14 Oct 2015 14:36:03 GMT
Yvonne Lee (yplee): Approved for CNR CC Coordinator UG
4. Wed, 21 Oct 2015 17:17:45 GMT
Yvonne Lee (yplee): Approved for CNR CC Meeting UG
5. Wed, 21 Oct 2015 17:36:24 GMT
Candace Vick (cvick): Approved for CNR CC Chair UG
6. Wed, 21 Oct 2015 17:40:22 GMT
Yvonne Lee (yplee): Approved for CNR Final Review UG
7. Wed, 21 Oct 2015 18:08:43 GMT
Adrianna Kirkman (nagkirk): Approved for CNR Dean UG

Date Submitted: Wed, 16 Sep 2015 16:24:01 GMT

Viewing: SMT 301 : Chemistry of Sustainable Materials

Changes proposed by: pperalta

Course Prefix

SMT (Sustainable Materials and Technology)

Course Number

301

Course ID

022508

Cross-listed Course

No

Title

Chemistry of Sustainable Materials

Abbreviated Title

Chem Sustainable Materials

College

College of Natural Resources

Academic Org Code

Wood and Paper Science (15WPS)

CIP Discipline Specialty Number

03.0509

CIP Discipline Specialty Title

Wood Science and Wood Products/Pulp and Paper Technology.

Term Offering

Spring Only

Year Offering

Offered Every Year

Effective Date

Spring 2017

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

15

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3.0

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

David Tilotta

Instructor Title

Professor

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	20	20	No	N/A

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisite: CH 101 and CH 102 and CH 220

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
15SMTBS	Sustainable Materials and Technology	Required

Catalog Description

Introduction of polymer science concepts (thermal transitions, molecular weight, viscoelasticity) to sustainable materials such as wood, cork, starch, silk, etc. Detailed instruction on the chemistry of sustainable materials including reactivity, decay, the chemical aspects of thermal treatments, the separation of sustainable materials into their individual components, the reactivity and modification of the individual components, and the conversion of sustainable materials into energy products.

Justification for each revision:

We are requesting a change in the course credit hours:

Current: 4 hrs (3 lecture + 1 lab)

Proposed: 3 hrs (3 lecture)

Reasons for Change:

- 1.
2. The laboratory is not required to learn the fundamental chemical principles of sustainable materials.
- 3.
4. The students do not have the skillset to work in a laboratory at this level (which is essentially a combination of an organic chemistry laboratory and instrumental analysis).
- 5.
6. The department does not have the resources (i.e., instructor time, equipment, and space/facilities) to offer a laboratory at this time.
- 7.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

College(s)

College of Engineering

Contact Name**Statement Summary**

SMT/WPS 301 is one of the Chemistry electives in Chemical Engineering (BS): Sustainable Engineering, Energy And The Environment (14CHEBS-14CHESEE)

Instructional Resources Statement

Dr. Tilotta has been teaching this course for the past several years. No additional resources are needed to implement the changes.

Course Objectives/Goals

The major goals of this course are to: (1) provide the student with the theoretical foundation needed to understand both the chemical nature of wood and the polymers used with wood, and (2) familiarize the student with the principles and industrial practices of chemically modifying wood; protecting wood and wood-based materials; and producing energy and chemical products from wood.

Student Learning Outcomes

After completing this course, students will be able to:

1. Identify the chemical features of sustainable materials (wood, cork, starch, silk, etc.) that dominate their behavior as polymeric materials
2. Explain the fundamentals of polymeric, biopolymeric, and composite materials
3. Describe how the chemical properties of sustainable materials impact their thermal and viscoelastic properties
4. Explain the treatments that can limit or prevent the degradation (decay) of sustainable materials;
5. Describe how wood and other renewable materials can be separated into their individual components and how these individual components can be transformed into value-added bio-based products
6. Explain how sustainable materials can be used as feedstock for the production of energy
7. Explain the interactions between sustainable materials and polymeric materials such as resins

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Exam	100	N/A
Exam	100	N/A
Quizzes	100	10 quizzes and homework @10 points each
Final Exam	200	N/A

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
see syllabus		

Syllabus

SMT 301 Current Syllabus.docx
SMT 301 Proposed Syllabus.docx

Additional Documentation**Additional Comments****Course Reviewer Comments**

Key: 5618

Preview Bridge (<http://catalog.ncsu.edu/>)

**SMT 301 – Chemistry of Sustainable Materials
Proposed Syllabus – Spring 2017**

Instructor:

Dr. Dave Tilotta
1022M Biltmore Hall
Phone: 515-5579
E-mail: dave_tilotta@ncsu.edu
Office hours: By appointment

Course Prerequisites: Chemistry 101, 102, and 220

Course Goals:

The major goals of this course are to: (1) provide the student with the theoretical foundation needed to understand both the chemical nature of wood and the polymers used with wood, and (2) familiarize the student with the principles and industrial practices of chemically modifying wood; protecting wood and wood-based materials; and producing energy and chemical products from wood.

Student Learning Outcomes:

After completing this course, students will be able to:

1. Identify the chemical features of sustainable materials (wood, cork, starch, silk, etc.) that dominate their behavior as polymeric materials
2. Explain the fundamentals of polymeric, biopolymeric, and composite materials
3. Describe how the chemical properties of sustainable materials impact their thermal and viscoelastic properties
4. Explain the treatments that can limit or prevent the degradation (decay) of sustainable materials;
5. Describe how wood and other renewable materials can be separated into their individual components and how these individual components can be transformed into value-added bio-based products
6. Explain how sustainable materials can be used as feedstock for the production of energy
7. Explain the interactions between sustainable materials and polymeric materials such as resins

Textbook:

Belgacem, M. and Gandini, A (eds), *Monomers, Polymers, and Composites from Renewable Resources*, Elsevier, 2011. 560 p., eBook download price \$164 or available free on-line through NC State at http://www.knovel.com/web/portal/browse/display?_EXT_KNOVEL_DISPLAY_bookid=4889

Various handouts available on the moodle site.

References:

Forest Products Laboratory. 1999. Wood Handbook – Wood as an Engineering Material. Gen. Tech. Rep. FPL-GTR-113. U.S. Department

of Agriculture, Forest Service, Forest Products Laboratory, Madison, WI.
<http://www.fpl.fs.fed.us/documnts/fplgtr/fplgtr113/fplgtr113.htm>

Sjostrom, E. 1993. Wood Chemistry : Fundamentals and Applications. 2nd ed. Academic Press, San Diego, CA. 293 p.

Young, R.J. and P. Lovell. 1991. Introduction to Polymers. 2nd ed. Chapman and Hall, London ; New York. 443 p.

<u>Grading System:</u>	2 one-hour exams (100 pts each)	40%
	Homework/Quizzes (10 @ 10 pts each)	20%
	Final exam (200 pts)	40%

<u>Grade Equivalents:</u>	97≤ A+ ≤100	73≤ C <77
	93≤ A <97	70≤ C - <73
	90≤ A- <93	67≤ D+ <70
	87≤ B+ <90	63≤ D <67
	83≤ B <87	60≤ D- <63
	80≤ B- <83	0≤ F <60
	77≤ C+ <80	

Course Policies:

1. Academic Integrity.

- Students are expected to adhere to the University policy on academic integrity found in the Code of Student Conduct Policy (<http://policies.ncsu.edu/policy/pol-11-35-01>).
- It is the instructor's understanding and expectation that the student's signature on any test or assignment is his/her Honor Pledge ("I have neither given nor received unauthorized aid on this test or assignment.").

2. Special Needs. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

3. Attendance. Full participation in classes, laboratory period and examinations is expected of all students. When the number of hours lost by unexcused absence of a student reaches 15 percent of the total course hours, he/she will get a grade of F unless the student drops the course before the university deadline. Excused absences will be granted according to university guidelines: <http://policies.ncsu.edu/regulation/reg-02-20-03>. Excuses for anticipated absences must be cleared with the instructor before the absence; while excuses for emergency absences must be reported to the instructor as soon as possible, but no more than one week after the return to class. Assignment not submitted by the deadline date because of an excused absence will be graded, provided it is submitted on the first day the student returns to class. Missed examination during an excused absence will be dealt with individually. A makeup test will be given at a designated time near the

end of the semester to students who missed an exam without a certified medical excuse or prior instructor approval. A zero will be averaged into the student's final grade if he/she misses the final examination without a valid excuse.

4. **Credit only and Incomplete Grades.** The university policy on "Credit only" and "Incomplete" grades will be followed. If you are taking this course as credit only, you will need to take all exams and quizzes, complete all assignments, earn a C- or better to receive Satisfactory grade (S). For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>

A grade of incomplete will be given only in the event of a serious disruption in your studies not caused by your own negligence and that the disruption results in your missing one or more graded activities in this course. If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>

5. **Assignments.** Students are required to submit assignments on the date specified by the instructor. Assignment not submitted by the deadline date because of an excused absence will be graded, provided it is submitted on the first day the student returns to class. Late assignments due to unexcused absence will not be accepted.
6. **Non-Discrimination.** NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Organization, Scope, Reading Assignments, and Approximate Schedule (43 Lectures)

- I. Review of organic chemistry (4 lectures), *Handouts 1-3*
 - A. Bonding concepts
 - B. Organic functional groups
 - C. Simple organic reactions
- II. Introduction to polymer and biopolymer chemistry (14 lectures)
 - A. Classifications of polymers and biopolymers, *Handout 4*
 - B. General physiochemical/thermal properties of polymers and biopolymers, *Handout 5*
 - C. Monomers, macromonomers, and the chemistry of polymer formation, *Chapter 1*
 - D. Resins and adhesives, *Chapter 4*
 - E. Cellulose from sustainable materials and bacteria; starch, *Chapters 15-17*
 - F. Hemicelluloses, *Chapter 13*
 - G. Lignin, *Chapter 11*
 - H. Chitin and chitosan, *Chapter 25*
 - I. Cork and silk, *Chapter 14*
 - J. Extractives (tannins, terpenes, etc.), *Chapters 2, Handout 6*
- III. Exam 1 *
- IV. Chemistry and derivatives of sustainable materials (9 lectures)
 - A. Cellulose derivatives, *Chapter 16*
 - B. Rayon, nitrocellulose, and related polymers, *Chapter 19 and Handout 7*
 - C. Chemistry of physical properties, *TBD*
 - D. Materials from vegetable oils, *Chapter 3*
- V. Deterioration and preservation (7 lectures), *Handouts 8-12*
 - A. Fungi
 - B. Anatomy of decay
 - C. Deterioration caused by insects
 - D. Misc. decay agents
 - E. Treated wood
- VI. Exam 2*
- VII. An introduction to energy and chemical production from sustainable materials (7 lectures), *Handouts 13-15*
 - A. Energy from combustion
 - B. Biochemical (enzymatic) conversion technologies for ethanol
 - C. Thermal conversion technologies for bio-fuel
- VIII. Final Exam – University Schedule

*Note: Exams 1 and 2, quizzes, and homework assignment due dates will be scheduled at mutually agreed upon times.

MEA 488: Meteorology for Media

Course Inventory Change Request

In Workflow

1. 17MEA UG Director of Curriculum (aaiyyer@ncsu.edu)
2. 17MEA UnderGrad Head (walter_robinson@ncsu.edu)
3. COS CC Coordinator UG (clbowma2@ncsu.edu; James_brown@ncsu.edu)
4. COS CC Meeting UG (clbowma2@ncsu.edu; James_brown@ncsu.edu)
5. COS CC Chair UG ()
6. COS Final Review UG (clbowma2@ncsu.edu; James_brown@ncsu.edu)
7. COS Dean UG (cohen@math.ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. UCCC Meeting (gmneugeb@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. OUCC Final Signature (barbara_kirby@ncsu.edu)
13. OUCC Final Review (gmneugeb@ncsu.edu)
14. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Thu, 04 Jun 2015 12:41:14 GMT
Anantha Aiyyer (aaiyyer): Approved for 17MEA UG Director of Curriculum
2. Thu, 04 Jun 2015 12:48:40 GMT
Walter Robinson (warobin3): Approved for 17MEA UnderGrad Head
3. Thu, 04 Jun 2015 13:46:40 GMT
Cheryll Bowman-Medhin (clbowma2): Approved for COS CC Coordinator UG
4. Thu, 04 Jun 2015 13:59:11 GMT
Cheryll Bowman-Medhin (clbowma2): Approved for COS CC Meeting UG
5. Sun, 18 Oct 2015 22:11:25 GMT
James Brown (brownjw): Approved for COS CC Chair UG
6. Sun, 18 Oct 2015 22:13:34 GMT
James Brown (brownjw): Approved for COS Final Review UG
7. Sun, 18 Oct 2015 23:24:41 GMT
Jo-Ann Cohen (cohen): Approved for COS Dean UG

New Course Proposal

Date Submitted: Tue, 19 May 2015 14:33:10 GMT

Viewing: MEA 488 : Meteorology for Media

Changes proposed by: seyuter

Course Prefix

MEA (Marine, Earth, and Atomspheric Sciences)

Course Number

488

Dual-Level Course

No

Cross-listed Course

No

Title

Meteorology for Media

Abbreviated Title

Media Meteorology

College

College of Sciences

Academic Org Code

Marine Earth & Atmospheric Science (17MEA)

CIP Discipline Specialty Number

CIP Discipline Specialty Title

Term Offering

Fall Only

Year Offering

Offered Every Year

Effective Date

Fall 2015

Previously taught as Special Topics?

Yes

Number of Offerings within the past 5 years

4

Course Prefix/Number	Semester/Term Offered	Enrollment
MEA 493	Fall 2011	11
MEA 493	Fall 2012	6
MEA 493	Fall 2013	9
MEA 493	Fall 2014	10

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

Contact Hours

(Per Week)

Component Type	Contact Hours
Lecture	1
Lecture and Lab	2

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

Nathan Scott Johnson

Instructor Title

Lecturer

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture and Lab	10	10	No	Class size is capped at 12. Labs (up to 2 lab sections) can only accommodate 6 students at a time related to the video studio size.

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisites: One of the following ENG 331, ENG 332, ENG 333 or COM 110

Is the course required or an elective for a Curriculum?

No

Catalog Description

Communication of weather and climate information with the public, including examination of communication theory, public communication of science, and geoscience communication research. Production techniques for television and digital graphics, presentation to camera, and audio recordings.

Justification for new course:

Meteorologists are the scientists most often seen by members of the public, and they are relied upon to update television viewers, radio listeners, website visitors, and mobile app users on everything from benign weather to extreme and life threatening conditions, often multiple times daily. Further, broadcast and media meteorologists are increasingly called upon to explain geoscience and related topics such as climate change, geology and astronomy to the public.

The current MEAS curriculum addresses scientific knowledge and understanding of these topics but does not directly address communication with members of the public. This interface--between scientists and non-expert members of the public--is growing in importance.

This course builds upon the scientific foundation of other major courses and the communication skills from the course prerequisites to prepare students to engage directly with the public. The course addresses the vast differences between communicating with other experts and non-experts, orienting students to the growing body of research examining communication of science information, and guides students through the practical communication exercises involving writing, presentations and weathercasts across multiple media.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

Instructional Resources Statement

The course is not expected to require, initially or subsequently, the allocation of additional resources beyond those already provided for the course while offered under special topics, including:

Instructor (one-quarter time requirement for one semester per year)

Dedicated space for video recording studio (currently located in Jordan Hall Rm 2112)

Video studio equipment including:

Camera, studio lights, wireless microphone and receiver, audio mixer, soundproofing material, computer for recording and compositing video weathercasts, weather data processing and graphics equipment, unity workstation connected to NCSU network, ceiling mounted video projector, various cables and adapters to connect the above, storage space (filing cabinet), two tables and two office chairs.

While no additional resources are anticipated, provision should be made for the updating or replacement of the above resources upon failure of hardware or software, software end-of-life or obsolescence of any component.

Course Objectives/Goals

Through readings, discussion, and hands-on experience, this course will provide an academic and practical introduction to the field of media meteorology, including its history, practice, and significant issues. The accompanying (required) lab section will offer opportunities for hands-on practice in building graphics and presenting weather forecasts for television, radio, and the Internet.

Student Learning Outcomes

Through successful completion of this course, students will be able to:

- Recount and discuss important themes in the history of radio and television weather broadcasting
- Describe the structure and operation of a typical television newsroom
- Design and build weather graphics for the public on television and online
- Create and deliver radio and on-camera weathercasts consistent with the expectations of the certification programs of the American Meteorological Society and the National Weather Association
- Offer constructive criticism on one's own presentations and those of others
- Summarize and apply findings from literature concerning broadcast meteorology to their presentations
- Produce a "resume tape" suitable for submission for TV station employment applications
- Compose a statement of weather presentation and coverage philosophy
- Identify all US/Canadian states/provinces, major cities, rivers, mountain ranges, and geographic regions

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Quizzes	15%	A series of quizzes will ensure familiarity with basic (primarily North American) geography, including major regions, states and provinces, capitals and major cities, rivers, mountain ranges, and other landmarks.
Homework	20%	Assignments will include (but are not limited to) brief papers in response to selected course readings on issues pertaining to broadcast meteorology, construction of sample weather graphics, recording of weathercasts for radio, and weathercast critiques.

Oral Presentation	25%	Four weathercasts by each student will be recorded for grading. This reflects an average of grades for each weathercast. Additional consideration will be given to weathercasts later in the semester.
Oral Presentation	15%	During Phase II of the course — currently scheduled for Weeks 7 through 13 — each student will synthesize a number of readings on a given topic and present a 10-15 minute summary to the class. Each student will also provide a one-page handout summarizing those readings.
Participation	10%	Students will be evaluated on their contributions to in-class discussions and critique sessions.
Other	15%	In lieu of a final exam, students will submit a portfolio consisting of a résumé, cover letter, two recorded video weathercasts, a weathercast self-critique, and a one-page statement of weather coverage philosophy.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Introduction, history, context and the importance of geography	1 week	readings: Henson 2010 (Ch 1), Turner 2010 (Ch 5 & Conclusion), lab: Orientation; studio policies and procedures; dry runs
Communication frameworks, forms, and media	1 week	readings: Baker 2002, Nicholls 1999, Wilson 2008, WeatherCentral/WSI, lab: "Auditions"; geography quiz #1
Communicating weather with the public	1 week	readings: Henson (Ch 2), May/Marshall 2012, Wai 2013, Lazo et al. 2009, Stewart et al. 2012, lab: Newsroom/storytelling/reporting fundamentals; radio weather
Presentation technique and working with graphics	1 week	readings: Henson (Ch 4, 5), Reynolds 2009 (Ch 2, 4-6), Eosco 2011, lab: Chromakey techniques; Presenting with graphics
Communicating Uncertainty	1 week	readings: AMS, Morss et al. 2008, Demuth et al. 2009, lab: Record weathercast #1
Probability of Precipitation	1 week	readings: Murphy et al. 1980, Gigerenzer et al. 2005, Saviers & van Bussum, Sink 1995, lab: Check-in; follow-up Q&A; group critiques; geography quiz #2.
Climate change	1 week	readings: Henson (Ch 10), AMS, Wilson 2009, Zhao et al. 2014, Hamilton & Stampone 2013, lab: TV station tour
NWA Annual Meeting Debrief; Intro to high-impact weather	1 week	readings: Henson (Ch 8), Barnes et al. 2007, lab: Check-in; follow-up Q&A; group critiques; geography quiz #3.
Hurricanes	1 week	readings: NHC, Rappaport 2014, Broad 2007, Eosco 2011, Oremus 2012, Meyer 2014, Sandy SA, lab: Record weathercast #3
Tornado warnings	1 week	readings: Brotzge/Donner 2014, Simmons/Sutter 2009, Hoekstra 2011, OKC SA, Spann 2013, lab: "Tape swap" critiques
Winter storms	1 week	readings: Niziol, Myers, Johnson, Myers (all 2012); Norcross 2013; 2WXCOMM panel, lab: Experienced weathercaster career perspective
Station scientist; outreach	1 week	readings: McPherson, AMS Station Scientist Page, lab: Record weathercast #4

Getting hired, comfortable, and certified; the future

1 week

readings: Henson (Ch 2, 6, 9, 11), Brooks 2007, AMS & NWA seal requirements, lab: Record weathercast #5

Syllabus

MEA488_SyllabuswithSchedule.pdf

Additional Documentation

Additional Comments

In previous years, the lecture was on Monday and lab sections on Monday and Tuesday. Hence, there was no class or labs the week of Labor Day. Additionally, the instructor attends the National Weather Association Annual Meeting each fall. Class and the formal lab is cancelled that week but the students record weathercast #2 in the video student on their own.

Course Reviewer Comments

brownjw (Wed, 16 Sep 2015 14:53:55 GMT): Approved pending resolution of ab/practicum/...

brownjw (Sun, 18 Oct 2015 22:13:19 GMT): Lecture/lab ambiguity resolved.

Key: 7212

Preview Bridge (<http://catalog.ncsu.edu/>)



MEA 488
Meteorology for Media
Syllabus



COURSE OVERVIEW

Description

Through readings, discussion, and hands-on experience, this course will provide an academic and practical introduction to the field of media meteorology, including its history, practice, and significant issues. The accompanying (required) lab section will offer opportunities for hands-on practice in building graphics and presenting weather forecasts for television, radio, and the Internet.

Learning Outcomes

Through successful completion of this course, students will be able to:

- Recount and discuss important themes in the history of radio and television weather broadcasting
- Describe the structure and operation of a typical television newsroom
- Design and build weather graphics for the public on television and online
- Create and deliver radio and on-camera weathercasts consistent with the expectations of the certification programs of the American Meteorological Society and the National Weather Association
- Offer constructive criticism on one’s own presentations and those of others
- Summarize and apply findings from literature concerning broadcast meteorology to their presentations
- Produce a “résumé tape” suitable for submission for TV station employment applications
- Compose a statement of weather presentation and coverage philosophy
- Identify all US/Canadian states/provinces, major cities, rivers, mountain ranges, and geographic regions

Prerequisites

Students intending to take this course and its (required) lab must meet both of the following requirements:

- Junior, senior, or graduate standing
- Successful completion of ENG 331, ENG 332, ENG 333, or COM 110; or permission of the instructor

Instructor

Nate Johnson
 Email: nate_johnson@ncsu.edu
 Tel: (919) 229-9675
 Office Hours: By appointment only

(Note: I am not a professor nor do I have a PhD. As such, feel free to address me as “Mr. Johnson” or “Nate” instead of “Dr.” or “Professor.”)

COURSE STRUCTURE

Class Meetings

Lecture/Seminar
 Mondays 6-7:15pm
 Jordan 2115

Lab (Section A)
 Mondays 7:30-8:45pm
 Jordan 2115/2112

Lab (Section B)
 Tuesdays 6:45-8:00pm *
 Jordan 2115/2112

Lecture/Seminar meetings will include lectures and discussion based on the day's topic and course readings, as well as group critiques of weathercasts by professionals in the field. Lab meetings will provide students with the opportunity to construct and present weathercasts for radio, television, and the Internet while receiving the immediate feedback and performance tips from the instructor and fellow classmates.

Course Readings

Readings for this course will come from a range of sources, including books, academic journals, and other primary sources. There is one required textbook for this course, available from the AMS Press and many bookstores:

Henson, R., 2010: *Weather on the air: A history of broadcast meteorology*. American Meteorological Society, Boston, 304 pp.

Additional readings will be placed on electronic reserve with the NCSU Libraries at:

<https://reserves.lib.ncsu.edu/>

Further, additional texts (some including required course readings) are available through NCSU Libraries:

- Reynolds, G., 2008: *Presentation zen: Simple ideas on presentation design and delivery*. New Riders, Berkeley, 228 pp. (Note: This text is available, in its entirety, *online* through NCSU Libraries.)
- Schultz, D., 2009: *Eloquent science: A practical guide to becoming a better writer, speaker, and atmospheric scientist*. American Meteorological Society, Boston, 440 pp.
- Tuggle, C. A., F. Carr, and S. Huffman 2007: *Broadcast News Handbook: Writing, Reporting & Producing in a Converging Media World*. McGraw-Hill, New York. 291 pp. (On reserve in the Natural Resources Library, Jordan 1102)

Additional Materials

As part of the lab, students will make recordings of their weather presentations in the weather studio. Files may be temporarily stored on the studio computer; however, it is strongly recommended that students regularly save their work in an alternate location. This may be on a portable USB disk drive or flash drive, DVD-R media, or Unity file space. Submissions of weathercasts to be graded will be made via YouTube.

Tentative Schedule

A tentative schedule of discussion and lab topics is attached. Unless otherwise indicated, readings and assignments are due on the listed class day. (Please note this schedule is **subject to change** due to any number of factors.)

COURSE POLICIES

Class Attendance

Regular class attendance and participation is fundamental to your success in this course. While attendance will not be taken formally, class participation will account for a significant portion of the final course grade. One cannot participate if one is not in class; therefore, absences without an official University excuse will be detrimental to your final course grade.

Assignments and Grading

Details on various assignments will be provided during the course of the semester as appropriate. Grades for this course will be based on performance in the following categories:

<u>Component</u>	<u>Weight</u>	<u>Description</u>
Geography quizzes	15%	A series of quizzes will ensure familiarity with basic (primarily North American) geography, including major regions, states and provinces, capitals and major cities, rivers, mountain ranges, and other landmarks.
Homework	20%	Assignments will include (but are not limited to) brief papers in response to selected course readings on issues pertaining to broadcast meteorology, construction of sample weather graphics, recording of weathercasts for radio, and weathercast critiques.
Recorded TV weathercasts	25%	Four weathercasts by each student will be recorded for grading. This reflects an average of grades for each weathercast. Additional consideration will be given to weathercasts later in the semester.
Phase II presentation and write-up	15%	During Phase II of the course — currently scheduled for Weeks 7 through 13 — each student will synthesize a number of readings on a given topic and present a 10-15 minute summary to the class. Each student will also provide a one-page handout summarizing those readings.
Class participation	10%	Students will be evaluated on their contributions to in-class discussions and critique sessions. (See “Class Attendance”, above.)
Portfolio	15%	In lieu of a final exam, students will submit a portfolio consisting of a résumé, cover letter, two recorded television weathercasts, a weathercast self-critique, and a one-page statement of weather coverage philosophy.

Incomplete/Late Assignments

Assignments should be submitted as instructed by the date and time due. Except for the final portfolio, late assignments will be accepted but penalized one full letter grade for each full day or portion thereof they are past due. After four calendar days, they will no longer be accepted, and a grade of zero (0) will be recorded for that assignment. The final portfolio is due at the beginning of the final exam period. Late portfolios will not be accepted without documentation of a University-recognized excuse.

Academic Integrity

Strict standards of academic honesty will be enforced according to the University policy on academic integrity found in the code of student conduct. NC State Students are bound to an honor code, which states: “I have neither given nor received unauthorized aid on this test or assignment.” It is my understanding and expectation that a student's submission of any test or assignment under their name means that they have neither given nor

received unauthorized aid. Note that all cases of academic misconduct will be submitted to the Office of Student Conduct.

I reserve the right to check your assignments for plagiarism by using such Internet tools as Google (www.google.com), Turnitin (www.turnitin.com), and others. By enrolling in this course, you grant me permission to upload your assignments or portions thereof to such web sites for evaluation if I deem it necessary.

Please carefully read the pertinent segments of the NCSU Code of Student Conduct online:

http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Absences

Students who miss class due to an excused absence should work with the instructor to make up any missed work. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) must be submitted in writing at the beginning of the semester or no less than one week prior to the anticipated absence. Emergency absences (e.g., illness, injury or death of an immediate family member, etc.) must be documented by the Student Organization Resource Center, (919) 515-3323, within one week following the emergency.

Please consult the following website for further information on University attendance regulations:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office, located at 1900 Student Health Center, Campus Box 7509. You may also contact the DSO by telephone at (919) 515-7653 or online at:

<http://www.ncsu.edu/dso>

For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

COURSE SCHEDULE

	Week	Homework Due	Lecture/Seminar Topic	Lecture/Seminar Readings	Lab Activity
Phase I History & Practical Basics	1 8/25		Introduction, history, context, and the importance of geography	Henson 2010 (Ch 1), Turner 2010 (Ch 5 & Conclusion)	Orientation; studio policies and procedures; dry runs
	2 9/1	Labor Day • No Class • No Lab (May I suggest reading ahead?)			
	3 9/8	Response ¹	Communication frameworks, forms, and media	Baker 2002, Nicholls 1999, Wilson 2008, WeatherCentral/WSI	“Auditions”; geography quiz #1
	4 9/15	Response ¹	Communicating weather with the public	Henson (Ch 2), May/Marshall 2012, Wai 2013, Lazo et al. 2009, Stewart et al. 2012	Newsroom/storytelling/reporting fundamentals; radio weather
	5 9/22	Radio weathercast	Presentation technique and working with graphics	Henson (Ch 4, 5), Reynolds 2009 (Ch 2, 4-6), Eosco 2011	Chromakey techniques; Presenting with graphics
Phase II Selected Topics in Depth	6 9/29	Response ¹ Sample graphics	Communicating Uncertainty	AMS, Morss et al. 2008, Demuth et al. 2009	Record weathercast #1
	7 10/6	Response ¹ Weathercast #1	Probability of Precipitation	Murphy et al. 1980, Gigerenzer et al. 2005, Saviers & van Bussum, Sink 1995	Check-in; follow-up Q&A; group critiques; geography quiz #2.
	8 10/13	Response ¹ Weathercast #1-A	Climate change	Henson (Ch 10), AMS, Wilson 2009, Zhao et al. 2014, Hamilton & Stampone 2013	TV station tour
	9 10/20	National Weather Association Annual Meeting • No Class • No Lab Record Weathercast #2 • Read ahead for weeks 10-12			
	10 10/27	Weathercast #2	NWA Annual Meeting Debrief; Intro to high-impact weather	Henson (Ch 8), Barnes et al. 2007	Check-in; follow-up Q&A; group critiques; geography quiz #3.
	11 11/3	Response ¹ Weathercast #2-A	Hurricanes	NHC, Rappaport 2014, Broad 2007, Eosco 2011, Oremus 2012, Meyer 2014, Sandy SA	Record weathercast #3
	12 11/10	Response ¹ Weathercast #3	Tornado warnings	Brotzge/Donner 2014, Simmons/Sutter 2009, Hoekstra 2011, OKC SA, Spann 2013,	“Tape swap” critiques
	13 11/17	Response ¹ Weathercast #3-A	Winter storms	Niziol, Myers, Johnson, Myers (all 2012); Norcross 2013; 2WXCOMM panel	Experienced weathercaster career perspective
Phase III Today & Beyond	14 11/24		Station scientist; outreach	McPherson, AMS Station Scientist Page	Record weathercast #4
	15 12/1	Weathercast #4 Weathercast #5 ³	Getting hired, comfortable, and certified; the future	Henson (Ch 2, 6, 9, 11), Brooks 2007, AMS & NWA seal requirements	Record weathercast #5
	Final 12/8	Portfolio	End of semester “tape swap”		

¹ Minimum of six writings (approximately 600 words each) responding to or reflecting upon select readings for student’s choice of weeks 3-4, 6-8, and 11-13.

³ Due by 5pm Wednesday 12/4.

HESM 332: Dance and Technology

Course Inventory Change Request

In Workflow

1. 24HES UnderGrad Head (tommy_holden@ncsu.edu)
2. DASA CC Coordinator UG (kkharris@ncsu.edu)
3. DASA CC Meeting UG (kkharris@ncsu.edu)
4. ambelk2 (autumn_belk@ncsu.edu)
5. kkharris (kkharris@ncsu.edu)
6. DASA CC Chair UG (sean_cassidy@ncsu.edu)
7. DASA Final Review UG (kkharris@ncsu.edu)
8. DASA Dean UG (mike.mullen@ncsu.edu)
9. OUCC Review (gmneugeb@ncsu.edu)
10. UCCC Coordinator (gmneugeb@ncsu.edu)
11. UCCC Meeting (gmneugeb@ncsu.edu)
12. UCCC Chair (despain@ncsu.edu)
13. CUE Coordinator (gmneugeb@ncsu.edu)
14. CUE Meeting (gmneugeb@ncsu.edu)
15. CUE Chair (cmashwel@ncsu.edu)
16. OUCC Final Signature (barbara_kirby@ncsu.edu)
17. OUCC Final Review (gmneugeb@ncsu.edu)
18. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Tue, 28 Apr 2015 16:37:52 GMT
George Holden (gtholden): Approved for 24HES UnderGrad Head
2. Mon, 14 Sep 2015 16:13:07 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 15 Sep 2015 17:04:38 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Wed, 23 Sep 2015 17:53:03 GMT
Autumn Belk (ambelk2): Approved for ambelk2
5. Thu, 08 Oct 2015 18:08:55 GMT
Kasey Harris (kkharris): Approved for kkharris
6. Mon, 12 Oct 2015 13:59:42 GMT
Sean Cassidy (smcassid): Approved for DASA CC Chair UG
7. Tue, 13 Oct 2015 14:27:57 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
8. Mon, 19 Oct 2015 14:35:45 GMT
Michael Mullen (mdmullen): Approved for DASA Dean UG

New Course Proposal

Date Submitted: Tue, 28 Apr 2015 15:53:11 GMT

Viewing: HESM 332 : Dance and Technology

Changes proposed by: ambelk2

Course Prefix

HESM (Health and Exercise Studies Minor)

Course Number

332

Cross-listed Course

No

Title

Dance and Technology

Abbreviated Title

Dance and Technology

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number**CIP Discipline Specialty Title****Term Offering**

Spring Only

Year Offering

Offered Alternate Even Years

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

2

Course Length

16

weeks

**Contact Hours
(Per Week)****Component Type**

Lecture

Contact Hours

2

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Autumn Mist Belk

Instructor Title

Teaching Assistant Professor

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	20	20	No	none

Course Prerequisites, Corequisites, and Restrictive Statement

None.

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
24DANM	Dance Minor	Elective

Catalog Description

The exploration of dance creation, performance, documentation, practice, and analysis through existing and emerging practices in film, animation, interactive computing, and computer graphics visualization.

Justification for new course:

This course provides an opportunity for students to explore the use of technology in the field of dance. Specifically, students will critically examine the connections between dance, film, animation, and various forms of computer science. This course mimics the way dance is merging with technology in real world situations to produce art and entrepreneurial endeavors. The course also allows students from multiple disciplines to work together and serves as an elective as part of the Health and Exercise Studies Dance Minor.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Interdisciplinary Perspectives

Interdisciplinary Perspectives

Open when gep_category = INTERDISC

Each course in the Interdisciplinary Perspectives category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 1:

Obj. 1) Distinguish between the distinct approaches of two or more disciplines.

Outcome: Evaluate work in the fields of dance, film, animation, and computer science, and discuss the works' contributions to art and commerce.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Written exam questions will assess student knowledge in this area. Example: Describe two dance-related cellphone apps (real or imaginary). Describe how the first contributes to dance as art and how the second contributes to dance commerce. Could these two apps be combined to advance both artistic and commercial dance? How or why not?

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 2:
Obj. 2) Identify and apply authentic connections between two or more disciplines.

Outcome: Discuss how the fields of dance, film, animation, and computer science are interconnected and how collaborations between these disciplines are affecting the artwork created in each genre.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Journal writings (based on prompts given by the instructor) will ask students to reflect on the connections between disciplines. Example: This week in class we watched an example of a collaborative performance utilizing dance and animation. What could the choreographer and the animator each learn from the other during this collaboration that would serve him/her in future projects?

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 3:
Obj. 3) Explore and synthesize the approaches or views of two or more disciplines.

Outcome: Identify the similarities between cinematographers and choreographers, and apply the knowledge of this connection to create a screendance or dance film.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will create a short (~one minute) dance film or screendance utilizing the techniques learned in class. Completed projects will be made available for public viewing on the course website. Projects will be evaluated for proper use of theme, movement, cinematography, editing, and overall effect. Students will also evaluate the Screendance Projects as part of an in-class critique session in relation to the concepts discussed in class.

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please answer these additional questions.

1. Which disciplines will be synthesized, connected, and/or considered in this course?

Dance, Film, Animation, Computer Science

2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

Works of art in each genre (as well as works illustrating collaborative effects of genres) will be presented from the vantage point of each discipline. Guest speakers in the areas of film, animation, and computer science will also be utilized when available to give the perspective of a working professional working in those fields outside of the world of dance.

Attach Additional GEP Information if applicable

Requisites and Scheduling

What percentage of the seats offered will be open to all students?

100

a. If seats are restricted, describe the restrictions being applied.

n/a

b. Is this restriction listed in the course catalog description for the course?

n/a

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

none

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

none

Additional Information

Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.

Major topics to be covered and required readings including laboratory and studio topics.

List any required field trips, out of class activities, and/or guest speakers.

Consultation

College(s)	Contact Name	Statement Summary
College of Humanities and Social Sciences	Dr. Ora Gelley, Film Studies	Request consult from the Film Studies Program in relation to the film course components. Please feel free to send any comments, concerns, or suggestions through courseleaf or to the instructor: Autumn Belk, Teaching Assistant Professor, ambelk2@ncsu.edu
College of Design	Marc Russo, Art+Design	Request consult from Art+Design in relation to the animation and new media course components. Please feel free to send any comments, concerns, or suggestions through courseleaf or to the instructor: Autumn Belk, Teaching Assistant Professor, ambelk2@ncsu.edu
College of Engineering	Dr. Mladen Vouk, Computer Science	Request consult from the department of Computer Science in relation to the computer application and entrepreneurial course components. Please feel free to send any comments, concerns, or suggestions through courseleaf or to the instructor: Autumn Belk, Teaching Assistant Professor, ambelk2@ncsu.edu

Instructional Resources Statement

No additional resources will be needed at this time. The reallocation of existing resources permits the offering of this course.

Course Objectives/Goals

Objectives for courses in the category of Interdisciplinary Perspectives:

Each course in the Interdisciplinary Perspectives category of the General Education Program will provide instruction and guidance that help students to:

- 1.
2. Distinguish between the distinct approaches of two or more disciplines.
- 3.
4. Identify and apply authentic connections between two or more disciplines.
- 5.
6. Explore and synthesize the approaches or views of two or more disciplines.

7.

Student Learning Outcomes

By the end of this course, students will be able to...

- 1.
2. Evaluate work in the fields of dance, film, animation, and computer science, and discuss the works' contributions to art and commerce.
- 3.
4. Discuss how the fields of dance, film, animation, and computer science are interconnected and how collaborations between these disciplines are affecting the artwork created in each genre.
- 5.
6. Identify the similarities between cinematographers and choreographers, and apply the knowledge of this connection to create a screendance or dance film.
- 7.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Midterm	20	Students will demonstrate their knowledge of the material covered in class and assigned readings by completing one midterm exam.
Final Exam	20	Students will demonstrate their knowledge of the material covered in class and assigned readings by completing one final exam.
Project	20	Students will create a short (~one minute) dance film or screendance utilizing the techniques learned in class. Completed projects will be made available for public viewing on the course website. See syllabus for rubric.
Discussion	10	Students will evaluate the Screendance Projects as part of an in-class critique session in relation to the concepts discussed in class. See syllabus for rubric.
Written Assignment	30	Students are expected to actively participate in all in-class discussions and should record additional thoughts based on readings, videos, and lectures in a weekly journal entry (minimum one-page written per week). Each journal entry (15 total) is worth 2% of the final grade.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Introduction to Dance and Technology	1 weeks	Lecture, Video Journal Writing
Dance and Film: Art and Theory	2 weeks	Readings, Lecture, Video Journal Writing
Dance and Film: Techniques	3 weeks	Readings, Lecture, Screendance Project Journal Writing
Motion Capture Technology	2 weeks	Readings, Lecture, Video Lab activity Journal Writing
Dance Animation	1 week	Readings, Lecture, Video Journal Writing
Dance in Virtual and Dual Realities	2 weeks	Readings, Lecture, Video Homework Lab Exploration Journal Writing

Dance Apps and Entrepreneurial Endeavors	2 weeks	Readings, Lecture, Video Guest Speaker Journal Writing
Exams and Project Critiques	3 weeks	Midterm and final exams Screendance Project critiques

Syllabus

HESM332-Syllabus.doc
HESM332-Syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 15 Sep 2015 17:00:16 GMT): Notes from University College CCC on September 14, 2015: Approved Pending – Revisions & Consultations Members suggested clearly defining disciplines, and how the course will address them. Members noted the topic outline in CIM should match the topic outline from the syllabus. Members suggested consulting various departments across campus such as Computer Science, Film Studies (HASS), and Animation (Design). Action has been sent to instructor for revisions.

kkharris (Thu, 08 Oct 2015 18:08:47 GMT): No consults received.

Key: 7209

Preview Bridge (<http://catalog.ncsu.edu/>)

**NC State University – Department of Health and Exercise Studies
HESM 332: Dance and Technology
Spring 2016**

Instructor: Autumn Mist Belk
Office: 2022 Carmichael Gym
Phone/Email: 919.515.6384, autumn_belk@ncsu.edu
Office Hours: MoWe 11:10am-12:10pm, TuTh 10:10-11:10am, Fr by appointment
Class Times: Tu 12:25-2:05pm
Credit Hours: Two (2)
Course Prerequisites: None

Two Required Texts:

- Rosenberg, Douglas. Screendance: Inscribing the Ephemeral Image, 2012. (Oxford University Press, New York) ISBN 0199772622. \$28.45
- Mitoma, Zimmer, and Stieber. Envisioning Dance on Film and Video, 2003. (Routledge, New York) ISBN 0415941717. \$50.21 buy, \$12.96 rent

Course Description: The exploration of dance creation, performance, documentation, practice, and analysis through existing and emerging practices in film, animation, interactive computing, and computer graphics visualization.

Objectives for courses in the category of Interdisciplinary Perspectives and Student Learning Outcomes for this course:

Each course in the Interdisciplinary Perspectives category of the General Education Program will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines.
Course Outcome: Evaluate work in the fields of dance, film, animation, and computer science, and discuss the works' contributions to art and commerce.
2. Identify and apply authentic connections between two or more disciplines.
Course Outcome: Discuss how the fields of dance, film, animation, and computer science are interconnected and how collaborations between these disciplines are affecting the artwork created in each genre.
3. Explore and synthesize the approaches or views of two or more disciplines.
Course Outcome: Identify the similarities between cinematographers and choreographers, and apply the knowledge of this connection to create a screendance or dance film.

Course Requirements/Grading

Written Exams – 40%

Students will demonstrate their knowledge of the material covered in class and assigned readings by completing two written exams (one midterm and one final exam).

Screendance Project – 20%

Students will create a short (~one minute) dance film or screendance utilizing the techniques learned in class. Completed projects will be made available for public viewing on the course website. Rubric:

Areas of evaluation	Points (1=poor, 3=average, 5=excellent)				
Theme & Movement	1	2	3	4	5
Cinematography	1	2	3	4	5
Editing	1	2	3	4	5
Overall Effect	1	2	3	4	5

Technology Project Critique – 10%

Students will evaluate the Screendance Projects as part of an in-class critique session in relation to the concepts discussed in class. Students' active participation in the critique will be graded based on the following rubric:

- Rubric: 0 = no participation or absent
3 = contributing one opinion/concept to the discussion
5 = contributing at least two opinions/concepts to the discussion
7 = contributing at least three opinions/concepts to the discussion
10 = contributing at least four opinions/concepts to the discussion

*All comments must be relevant to the discussion in order for students to receive proper credit.

In-class Discussion Participation/Journals – 30%

Students are expected to actively participate in all in-class discussions and should record additional thoughts based on readings, videos, and lectures in a weekly journal entry (minimum one-page written per week). Each journal entry (15 total) is worth 2% of the final grade.

Grading Scale:

97 – 100 = A+	93 – 96.99 = A	90 – 92.99 = A-
87 – 89.99 = B+	83 – 86.99 = B	80 – 82.99 = B-
77 – 79.99 = C+	73 – 76.99 = C	70 – 72.99 = C-
67 – 69.99 = D+	63 – 66.99 = D	60 – 62.99 = D-
0 – 59.99 = F		

For Dance Minor students: You must take the class for a letter grade and must receive a “C-“ or better if you are enrolled in the Dance Minor.

Requirements for Credit Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- (70%) or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php

Late Assignments: Written assignments are due on the date and time as specified on the course outline and on Moodle. No late assignments will be accepted.

Attendance: Students are expected to attend all classes and to arrive and leave at the scheduled times. The instructor will adhere to the university attendance policy. In the case of an excused absence, the student will provide official documentation and then be allowed to make up any *written work* missed within one week of returning to class. Students are responsible for submitting such work and for scheduling make-up exams with the instructor. See http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Make ups for missed tests are at the discretion of the instructor. Make ups will be considered with a verifiable, documented issue, provided that the instructor is contacted prior to the next class meeting.

Participation: Class discussions are an integral portion of this class, and students are expected to pay attention and contribute to discussions. No phone or other electronic device use during class.

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All

students are expected to respect the privacy of each other by not sharing or using such information outside the course. **We will be using Moodle for this course. Please log in with your unity id to <http://wolfware.ncsu.edu> to access handouts and assignments.*

Incomplete Grades: http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php
Incomplete grades will be assigned only if unavoidable and unforeseen events occur, such as a medical emergency, preventing the student from completing a course requirement before the final grades are submitted. Incompletes must be made up before the end of the next regular semester in which the student is enrolled and in no case may be made up more than 12 months after the end of the semester in which the IN is awarded, unless the teacher or department offering the course is not able to provide the student with an opportunity to make up incomplete work, in which case the period can be extended. Make up work is to be limited to accomplishing the work not completed.

Emailing the Instructor:

In order to receive a response from your instructor, your email should be structured as follows:

- Identify who you are, the class (including section or day/time) you are in, and the purpose of your email.
- Properly address your instructor. Please be specific and use complete sentences.

Online class evaluations will be available for students to complete during the last 2 weeks of semester. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <https://classeval.ncsu.edu/> Student help desk: classeval@ncsu.edu

More information about ClassEval: <http://www.ncsu.edu/UPA/classeval/>

General Information:

1. **Academic Integrity:** For all written assignments, students will be expected to adhere to the **University Honor Code:** “I have neither given nor received unauthorized aid on this test or assignment.” It is the understanding and expectation of the instructor that the student’s signature on any test or assignment means that the student neither gave nor received unauthorized aid. Consult the university website: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php
2. **Students with Disabilities:** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.
3. **Anti-Discrimination Statement:** NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State’s policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

4. Due to the nature of the activities in this class, it may be necessary for the instructor and students to have some amount of physical contact to assist in acquiring the proper form/technique. The student should inform the instructor if they do not want any physical contact to assist in acquiring the proper form/technique.
5. Every fitness activity has certain inherent risks, and regardless of precautions taken it is impossible to ensure total safety. Adhere to all safety guidelines to reduce your risk of injury.
6. The use of illegal drugs, tobacco products, or alcoholic beverages are prohibited.
7. It may be appropriate to inform the instructor within the first week of class if you have any medical issues that would affect your participation throughout the semester in this course.
8. Pets and visitors are not allowed during class periods. Firearms, weapons, and/or fireworks are prohibited from class.
9. Please turn off cell phones during class time.

NC State University – Department of Health & Exercise Studies
HESM 332: Dance and Technology
Spring 2016

WEEK	SUBJECT	READINGS
1	Course Overview and Introduction	Screendance: Introduction
2	Dance and Film: Art and Theory	Screendance: Ch. 1 & 2
3	Dance and Film: Art and Theory	Screendance: Ch. 3
4	Dance and Film: Techniques	Envisioning: Part I, videos 1-4
5	Dance and Film: Techniques	Envisioning: Part II, videos 5-8
6	Dance and Film: Techniques	Envisioning: Part III, videos 9-13
7	Written Midterm Exam	
8	Motion Capture Technology in Performance	Envisioning: Part V, videos 33-36
9	Motion Capture Technology Applications	Screendance: Ch. 5
10	Dance Animation	Resource on Moodle
11	Dance in Virtual Worlds	Resource on Moodle
12	Dance in Dual Realities	Envisioning: Part VII, videos 37-40
13	Screendance Project Critique	Screendance: Ch. 6 & 7
14	Dance Apps and Entrepreneurial Endeavors	Envisioning: Part VIII
15	Dance Apps and Entrepreneurial Endeavors	Screendance: Ch. 8-10
16	Final Written Exam	

ANT 345: Anthropology of the Middle East

Course Inventory Change Request

In Workflow

1. 16SOC UG Director of Curriculum (dtcase@ncsu.edu)
2. 16SOC UnderGrad Head (wrs@ncsu.edu)
3. CHASS CC Coordinator UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
4. CHASS CC Meeting UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
5. CHASS CC Chair UG (david_austin@ncsu.edu)
6. CHASS Final Review UG (hope_ziglar@ncsu.edu)
7. CHASS Dean UG (dpdannel@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. UCCC Meeting (gmneugeb@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. CUE Coordinator (gmneugeb@ncsu.edu)
13. CUE Meeting (gmneugeb@ncsu.edu)
14. CUE Chair (cmashwel@ncsu.edu)
15. OUCC Final Signature (barbara_kirby@ncsu.edu)
16. OUCC Final Review (gmneugeb@ncsu.edu)
17. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Mon, 20 Apr 2015 14:55:12 GMT
Daniel Case (dtcase): Approved for 16SOC UG Director of Curriculum
2. Thu, 10 Sep 2015 18:43:04 GMT
William Smith (wrs): Approved for 16SOC UnderGrad Head
3. Tue, 22 Sep 2015 00:30:04 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Fri, 16 Oct 2015 10:21:47 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Fri, 16 Oct 2015 15:28:06 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Fri, 16 Oct 2015 19:35:02 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Mon, 26 Oct 2015 18:34:59 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG

New Course Proposal

Date Submitted: Wed, 08 Apr 2015 02:26:20 GMT

Viewing: ANT 345 : Anthropology of the Middle East

Changes proposed by: scmcmnu

Course Prefix

ANT (Anthropology)

Course Number

345

Cross-listed Course

No

Title

Anthropology of the Middle East

Abbreviated Title

Anthropology of Middle East

College

College of Humanities and Social Sciences

Academic Org Code

Sociology (16SOC)

CIP Discipline Specialty Number**CIP Discipline Specialty Title****Term Offering**

Spring Only

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

Yes

Number of Offerings within the past 5 years

2

Course Prefix/Number

ANT 395

ANT 395

Semester/Term Offered

Spring 2013

Spring 2014

Enrollment

32

16

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks**Contact Hours****(Per Week)**

Component Type

Lecture

Contact Hours

3

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Shea McManus

Instructor Title

Assistant Professor

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	30	1	No	N/A

Course Prerequisites, Corequisites, and Restrictive Statement

None

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
16ANTHBA	Anthropology	Elective

Catalog Description

An introduction to the anthropology of Middle Eastern societies. Themes include religion and secularism, gender and sexuality, national identity and the state, memory and commemoration, violence and conflict, youth culture, and popular uprisings.

Justification for new course:

This course will be taught by a faculty member hired to teach anthropology courses for the Middle East Minor. She is responsible for teaching one anthropology course on the Middle East every year. In previous years, she taught the current course as a special topics course. She is now seeking approval for the formalization of this course. This course will fill a current gap in the general anthropology undergraduate curriculum by providing an "area course" that covers the Middle East. It will also contribute an anthropology course to the current course offerings in the Middle East minor.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Global Knowledge
Social Sciences

Social Sciences

Open when gep_category = SOCSCI

Each course in the Social Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 1:

Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.

Demonstrate knowledge of contemporary Middle Eastern cultures, including religious practices, gender relations, ethnic and national identities, artistic productions, and social struggles.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

In addition to weekly postings and classroom discussions, I will rely on the midterm and final exam to assess the breadth and depth of student knowledge in this domain. A sample exam question follows.

Short answer example from exam:

Pick two of the four statements below and make a case for whether it is true or false. To support your argument, use a specific example from the course readings, lectures, or films and explain in a single paragraph (3-5 sentences) how it helps to make your case.

- Women have a choice whether or not they want to wear the veil.
- The Amazigh have always been persecuted in Algeria.
- There has been only one correct interpretation of Islamic law (shari'a)
- Artistic practices were not important in the Arab uprisings.

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 2:

Obj. 2) Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.

Identify the research methods used by cultural anthropologists and evaluate their strengths and limitations for the study of communities and practices in the modern Middle East.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

As with the first objective and learning outcome, I will rely on exams to determine the breadth and depth of student knowledge in this domain. A sample exam question follows.

Essay question example from exam:

Choose one of the texts listed below. Describe the research methods used by the author. Then, critically evaluate how the author's methodological choices shaped the account of the communities and practices described in the text.

- Abu-Lughod, Lila. "Guest and Daughter."
- Dole, Christopher. "Mass Media And The Repulsive Allure Of Religious Healing."
- Mittermaier, Amira. "Beyond Compassion."
- Peteet, Julie. "Male Gender and Rituals of Resistance in the Palestinian Intifada."

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 3:

Obj. 3) Use theories or concepts of the social sciences to analyze and explain theoretical and or real-world problems, including the underlying origins of such problems.

Apply key theories and concepts in the anthropology of the Middle East to analyze and explain theoretical and real-world problems in the region.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

While the ideas of this objective and learning outcome are woven throughout the course material and are inherent in many of the questions I'll ask on the exams, it will be best addressed through the critical essay assignment. The critical essay assignment asks students to write a short paper (1500-1750 words) analyzing two of the assigned readings in relation to one of the key theories or concepts in the anthropology of the Middle East. These theories and concepts are discussed throughout the course of the semester, and include theories of subjectivity, modernity, state power, feminism, resistance,

and memory. In this paper, which is due at the end of the semester, students select one theory or concept and apply it to explain and analyze a problem discussed in two of the course readings.

Attach Additional GEP Information if applicable

Global Knowledge

Open when gep_category = GLOBAL

Each course in the Global Knowledge category of the General Education Program will provide instruction and guidance that help students to achieve objective #1 plus at least one of objectives 2, 3, and 4:

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 1:

Obj. 1) Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Demonstrate knowledge of contemporary Middle Eastern cultures, including religious practices, gender relations, ethnic and national identities, artistic productions, and social struggles.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

In addition to weekly postings and classroom discussions, I will rely on the midterm and final exam to assess the breadth and depth of student knowledge in this domain. A few sample exam questions follow.

Multiple-choice example from exam:

A number of religious communities are legally recognized in Lebanon, including:

- a) Jews
- b) Christians
- c) Zoroastrians
- d) Sunni Muslims
- e) Shi'i Muslims

Fill-in-the-blank examples from exam:

1. In Yemen, _____ is used in weddings, war mediations, and political discourse. (poetry)
2. Among the Bedouin tribes of Egypt, cultural ideals are entailed by the _____. (honor code)

Please complete at least 1 of the following student objectives.

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 2:

Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 3:

Obj. 3) Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

Measure(s) for the above outcome(s): Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 4:

Obj. 4) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Explain how Middle Eastern cultures have changed in response to historical developments in the region, contemporary political and economic events, and elements of globalization.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

As with the first objective and learning outcome, I will rely on exams to determine the breadth and depth of student knowledge in this domain. A sample exam question follows.

Essay question example from exam:

Discuss three ways globalization has affected the societies, cultures, and peoples of the Middle East. Pick one country to make your case, drawing on course readings to support your argument.

Attach Additional GEP Information if applicable

Requisites and Scheduling

What percentage of the seats offered will be open to all students?

100

a. If seats are restricted, describe the restrictions being applied.

N/A

b. Is this restriction listed in the course catalog description for the course?

N/A

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

None

Additional Information

Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.

Please see schedule of readings in the attached syllabus.

Major topics to be covered and required readings including laboratory and studio topics.

Please see the attached syllabus.

List any required field trips, out of class activities, and/or guest speakers.

Please see the attached syllabus.

Consultation

Instructional Resources Statement

The instructor will be teaching this course once per year as part of her regular course load. In previous academic years, she has taught this course as a special topics course, so it will not affect her regular course rotation. This new 300-level class will also reduce the pressure on scheduling other 300 level classes in the department by providing more options for students and greater flexibility for other faculty who teach anthropology classes at this level. No other new resources will be required or requested for this course.

Course Objectives/Goals

The goals of this course are to:

-
- Provide students with a deeper knowledge of the complexity of cultures, social forms, languages, religions, states, and economies that fall within the modern Middle East, as well as the historical developments and political events that have shaped the region.
-

- Introduce and engage students with key themes in the anthropology of the Middle East, including religion and secularism, sexuality and gender, national identity and the state, memory and commemoration, violence and conflict, youth culture, and popular uprisings and revolts.
-
- Enhance students' ability to critically analyze anthropological theories and texts about the modern Middle East, as well as the challenges and debates they present.
-
- Expand students' skills in written and oral communication, analysis, ethnographic observation, and critical thinking.
-

Student Learning Outcomes

By the end of this course, students will be able to:

-
- Describe and analyze the complexity and richness of modern Middle East societies.
-
- Identify and describe key theories and concepts in the anthropology of the Middle East.
-
- Analyze and critically evaluate anthropological scholarship on the Middle East.
-
- Apply skills in anthropological thinking in discussion, presentations, exams, and essays.
-

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Participation	10%	Regular, active participation is expected from each student. Participation involves being attentive, coming to class prepared, contributing to discussions and activities, and bringing your own thoughts, ideas, responses, and questions to the classroom
Forum_post	20%	Students will be required to post ten 200-word reflections on the readings to Moodle over the course of the semester. Each week I will provide a reading guide for the upcoming texts that will include questions for students to think about. Their postings will respond to one or more of the questions, and will be used to jumpstart our discussions of the readings.
presentation	10%	Ten times over the course of the semester there will be group presentations on a media item from and about the Middle East. The media item could be a newspaper article, video clip, political cartoon, or even a song. Each group will select a media item and provide background information about it, link it to the topic of the day, to the assigned readings, and to broader themes and concepts we are exploring in the course. In addition to the presentation, each member of the group will also be required to submit an individual paper of 2-3 pages reflecting critically on the item and connecting it to course themes and topics.

Essay	20%	Throughout the semester we will consider key theories and concepts in the anthropological literature on the Middle East. Students will have an opportunity to reflect on and explore these theories and concepts in their postings. They will also write a critical essay (1500-1750 words) analyzing two of the assigned readings in relation to one of the key theories or concepts.
Multiple exams	40%	There will be two in-class exams during the semester. The tests will cover the assigned readings as well as what we do in class, which includes lectures, discussions, and films. They may involve multiple choice, definitions, short answers, and essays, and will require students to write reflectively and analytically about the concepts, populations, and experiences we are studying in class. The final exam will be cumulative. I will distribute study guides a week before each exam and set aside time for questions. The midterm will count for 20% of the final grade and the final exam will count for 20%.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
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Please see attached syllabus

Syllabus

5501_ANT 345_Syllabus2.docx

Additional Documentation

Additional Comments

Course Reviewer Comments

wrs (Wed, 26 Aug 2015 18:31:11 GMT): This looks like an excellent course proposal. wrs

Key: 7208

Preview Bridge (<http://catalog.ncsu.edu/>)

ANT 345 Course Syllabus

Anthropology of the Middle East

Section 001

SPRING 2016

3 Credit Hours

Course Meetings

Lecture

Days: TBD

Time: TBD

Campus: Main

Location: TBD

This meeting is required.

Instructor

Dr. Shea McManus

Email: shea_mcmanus@ncsu.edu

Phone: 919-515-9015

Office Location: 1911 Building, Room 237

Office Hours: TBD

Catalog Description

This course is an introduction to the anthropology of Middle Eastern societies. It covers a variety of topics, including religion and secularism, gender and sexuality, national identity and the state, memory and commemoration, violence and conflict, youth culture, and popular uprisings.

Course Description

This course is an introduction to the anthropology of Middle Eastern societies. A series of ethnographic readings will invite us to consider the rich complexity of people and places in the region, and engage us with the key anthropological debates and challenges that the anthropological study of the Middle East presents. The course will cover important themes in the anthropology of the Middle East, including religion and secularism, sexuality and gender, national identity and the state, memory and commemoration, violence and conflict, youth culture, and popular uprisings. Readings and lectures will be organized by country in order to highlight the diversity of cultures, social forms, languages, religions, states, and economies that fall within the modern Middle East. Woven throughout, special attention will be paid to the regional, transnational, and global intersections of culture, history, and politics connecting the region with other parts of the world, providing students with critical tools to make sense of the ways by which this rapidly transforming region is commonly represented and encouraging them to think critically about and beyond the supposed boundaries between nations and civilizations.

Student Learning Outcomes

By the end of this course, students will be able to:

- Describe and analyze the complexity and richness of modern Middle East societies.
- Identify and describe key theories and concepts in the anthropology of the Middle East.
- Analyze and critically evaluate anthropological scholarship on the Middle East.
- Apply skills in anthropological thinking in discussion, presentations, exams, and essays.

Course Structure

Our class time will involve a mixture of lecture, activities, and discussion. I draw on PowerPoint slides, videos, and songs to make the subject visually and audibly accessible.

This course emphasizes critical thinking and analysis and developing the ability to clearly communicate your knowledge and ideas in oral and written form. You are expected to complete all readings before class and to actively engage in discussions and small group activities.

Keeping up with the readings will be vital to participating successfully in our discussions. Please read critically and take notes, making sure you understand the main points of each reading, and bring to class your thoughts, ideas, responses, and questions. If you are having difficulty with the material, please do not hesitate to come and talk to me.

Course Materials

There is no textbook for this course. All of the required readings will be made available on Moodle in PDF format or as a link to a journal article or chapter in an eBook available through the library. There are no additional expenses or materials required for this course.

Requisites and Restrictions

There are no prerequisites, co-requisites, or restrictions for this course.

General Education Program (GEP) Information

GEP Category

Social Sciences

GEP Category Outcomes

By the end this course, students will be able to:

- Demonstrate knowledge of contemporary Middle Eastern cultures, including religious practices, gender relations, ethnic and national identities, artistic productions, and social struggles.
- Identify the research methods used by cultural anthropologists and evaluate their strengths and limitations for the study of communities and practices in the modern Middle East.
- Apply key theories and concepts in the anthropology of the Middle East to analyze and explain theoretical and real-world problems in the region.

How This Course Will Fulfill GEP Category Outcomes

Outcomes will be met through class discussions of readings, exams, and written assignments.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

By the end this course, students will be able to:

- Demonstrate knowledge of contemporary Middle Eastern cultures, including religious practices, gender relations, ethnic and national identities, artistic productions, and social movements.
- Explain how Middle Eastern cultures have changed in response to historical developments in the region, contemporary political and economic events, and elements of globalization.

How This Course Will Fulfill GEP Co-requisite Outcomes

Outcomes will be met through class discussions of readings, exams, and written assignments.

Transportation

This course will not require students to provide their own transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Class Participation (10%): This class is designed to be interactive, and regular, active participation is expected from each student. Participation involves being attentive, coming to class prepared, contributing to discussions and activities, and bringing your own thoughts, ideas, responses, and questions to the classroom. Your preparation for and participation in class will be evaluated using the following criteria:

A - Contributions in class are frequent and reflect exceptional preparation. Consistently volunteers answers and asks questions that assist the learning of the class as a whole. Class activities are enthusiastic and reflect diligence.

B - Contributions in class are frequent and reflect thorough preparation. Often volunteers answers to questions. Frequently asks questions that assist the learning of the class as a whole. Class activities are approached with seriousness and diligence.

C - Contributions in class are infrequent but reflect adequate preparation. Rarely volunteers answers to questions. Infrequently asks questions, but they are appropriate and helpful to class. Class activities are approached with diligence.

D - Participates little or not at all in class.

F - Contributions in class may be frequent but reflect a lack of preparation or are disruptive of the academic environment. Class activities are approached without seriousness and a way that is disruptive to others in class. If this person were not a member of the class, valuable class time would be saved and the quality of the course improved.

Postings (20%): Over the course of the semester, everyone is required to post – through Moodle – **ten** 200-word reflections on the readings. The first posting is due (for everybody) on **January 14** (more details will follow). For the remaining 9 postings you have choices about when to post. Each week I will provide a reading guide for the upcoming texts that will include questions to think about as you read. Your postings should respond to one or more questions. These reflections should be posted by 11:00pm on the night before class. I will print out the postings then and anything submitted after this time will not count toward your total. Everyone should read through the postings before coming to class. You can choose which days to submit the response, but 5 must be completed before the midterm, and 5 after. Postings cannot be submitted after the fact. These are not formal papers, but rather are an opportunity for you to react to and reflect on the readings for the week. Raise questions the readings posed for you, think about how they relate to other things we have read, consider how they fit into the course as a whole. These postings will help jumpstart our discussions of the readings, so you should be prepared to talk about your posting in class.

Media Assignment (10%): 10 times over the course of the semester there will be group presentations on a media item from and about the Middle East. The media item could be a newspaper article, video clip, political cartoon, or even a song. The only requirement is that it engages with an issue of contemporary relevance in the country being discussed during the week of the presentation. Groups will be selected by the instructor at the beginning of the semester. Each group will select the media item and provide background information about it, link it to the topic of the day, to the assigned readings, and to broader themes and concepts we are exploring in the course. In addition to the presentation, each member of the group will also be required to submit an individual paper of 2-3 pages reflecting critically on the item and connecting it to course themes and topics. In your paper you should make direct reference to texts we are reading. You will receive an assignment sheet with further details and instructions.

Critical Essay (20%): Throughout the semester we will consider key theories and concepts in the anthropological literature on the Middle East. You will have an opportunity to reflect on and explore these theories and concepts in your postings. You will also write a critical essay (1500-1750 words) analyzing two of the assigned readings in relation to one of the key theories or concepts. You will receive an assignment sheet with further details and instructions. This paper is due on **April 21**.

Exams (40%): There will be two exams in this class, an in-class midterm on **March 3** and an in-class final on **TBD**. The tests will cover the assigned readings as well as what we do in class, which includes lectures, discussions, and films. They may involve multiple choice, definitions, short answers, and essays, and will require you to write reflectively and analytically about the concepts, populations, and experiences we are studying in class. The final exam will be cumulative. I will distribute study guides a week before each exam and set aside time for questions. The midterm will count for 20% of the final grade and the final exam will count for 20%.

Letter Grades

Final letter grades are based on the following numeric scale. Standard rounding procedures are followed:

97 ≤ A+ ≤ 100
93 ≤ A ≤ 97
90 ≤ A- ≤ 93

87 ≤ B+ ≤ 90
83 ≤ B ≤ 87
80 ≤ B- ≤ 83

77 ≤ C+ ≤ 80
73 ≤ C ≤ 77
70 ≤ C- ≤ 73

67 ≤ D+ ≤ 70
63 ≤ D ≤ 67
60 ≤ D- ≤ 63

0 ≤ F ≤ 60

Course Specific Policies

Attendance Policy: Attendance is mandatory and will be recorded each day.

Absences Policy: Each student is permitted two *no-questions-asked* absences during the semester to accommodate sickness, family emergencies, travel plans, or other scheduling conflicts that may arise. After that, each unexcused absence will lower your participation grade by 1%. If you incur more than 6 unexcused absences, you will be given an automatic grade of F.

The only absences that I need to be informed of are those that meet the university's definition of excused absences. Please see the university's attendance policy, <http://policies.ncsu.edu/regulation/req-02-20-03> for the definition of excused absences and your responsibility for notifying me of anticipated and unanticipated absences.

Late Assignments: All coursework and assignments must be completed by the scheduled date. Coursework and assignments will be deducted one letter grade for each 24 hour period that they are late and will not be accepted after 7 days without prior contact with the professor..

Makeup Work Policy: If you encounter an unanticipated event or have a conflict that the university recognizes as a reasonable excuse, you are required to make adequate arrangements with the professor prior to the absence, or within one class session after returning to class from unanticipated events, to make up the work.

Learning Management System: This course uses Moodle, an online system that allows for asynchronous teaching and learning. On our class site, you will find a copy of this syllabus, the schedule of assignments, copies of or links to the assigned readings, discussion forums, and an announcement page that you should consult at least once a week.

Classroom Policies

Gadgets and Gear: Until they become a distraction, I will allow the use of laptops, iPads or other tablets for note taking and reviewing the reading for each class. If students begin using laptops to check email or surf the web during class, I will revoke the privilege of using them in class. The use of cell phones for any reasons is not allowed. If I see you using a cell phone during class, I will ask you to put it away. If I have to ask a second time, you will have to leave the class and will be marked absent for the day.

Be Polite: Students are expected to behave responsibly in class, avoid producing distractions, and pay attention. When you are in class, please concentrate on the topics under discussion and refrain from any behavior that disturbs your and other people's concentration: no listening to music, reading the newspaper, text-messaging, doing work for other classes, eating food, updating your Facebook profile. You get the idea: when you are in class, pay attention to what we are doing in class!

Class (Safe Space) Discussion Policy: We will have open and honest discussions dealing with topics both personal and intellectual in this class. All viewpoints are welcome, but students must treat others and their views with respect. To make our discussions safe, we will not attack or disparage each other or each other's thoughts, opinions, or responses. And we will pledge not to take any persons' name outside this classroom. Leave here (the classroom) and talk about what was said so that you can understand it better. But leave here with no person's name (other than mine) on your lips. This will be our safe space for discussion.

No Begging: The terms of this course are outlined in full and every student can expect the policies outlined here to be applied consistently. I will not provide extra work at the end of the semester for students who are failing the course, as it would be unfair to give any student an opportunity that is not available to all.

University Wide Policies

Academic Integrity: Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

Academic Honesty and the Honor Pledge: See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty. All NC State students have agreed to abide by the letter and the spirit of the honor pledge: "I have neither given nor received unauthorized aid on this test or assignment." Signing your name on any test or assignment or submitting a post on Moodle means that you understand and have followed the Honor Pledge.

All violations of academic integrity and the honor pledge will result, at a minimum, in a full loss of credit for that assignment and may also result in registration of the offense with the Office of Student Conduct, reduction of the course grade by 10%, or a failing grade in the course. Violations include, but are not limited to cheating on an exam (e.g., copying others' answers, providing information to others) or plagiarism on an assignment. Plagiarism is the use or close imitation of the language and thoughts of another and the representation of the other's work as their own (e.g., taking material from readings without citation, including from the Internet, or copying another student's paper).

Incomplete Grades: Incomplete grades will be given at the instructor's discretion and only in the event that a student who has finished most of the course work cannot complete the course due to unforeseeable circumstances beyond their control. If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>

Credit-Only (S/U) Grading: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. Don't take the course as S/U if it is being taken for GEP credit. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>

Audit Requirements: Audits will only be allowed on a space-available basis. For more information about and requirements for auditing a course refer to: <http://policies.ncsu.edu/regulation/reg-02-20-04>

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>. [Students with verified disabilities are encouraged to make an appointment with the instructor to discuss academic accommodations.](#)

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

N.C. State Polices, Regulations, and Rules (PRR)

Students are responsible for reviewing the NC State University PRR's located at <http://oucc.ncsu.edu/course-rights-and-responsibilities> which pertains to their course rights and responsibilities.

Supporting Fellow Students in Distress:

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a healthy and safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's well-being or yours. When this is the case, I would encourage you to report this behavior to the NC State's Students of Concern website: <http://studentsofconcern.ncsu.edu/>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

Restriction on Sharing Content of Course Materials

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the university's networks or other computer resources may create liability for the university as well as the computer user. <http://policies.ncsu.edu/regulation/reg-01-25-02>

Accordingly, repeat infringers will have their computer account and other access privileges terminated by NC State. By accessing e-reserve and course web site material you agree to the following statement: "I acknowledge that all documents¹ made available to me for the course ANT 345 taught at NC State University in the current term are copyrighted and intended only for my personal use. By logging into the [ANT 345] web site, you certify that you will not share any content of the class [ANT 345] NC State University website with a third party² without written permission from the course instructor (Professor **McManus**)."

Recording Lectures and Discussions Students may not use recording devices in the classroom without explicit prior permission of the instructor. If permission is granted, there must also be no member of the class who objects. Instructor and class permission is not required when an accommodation notification from Disability Services has been received by the instructor, which identifies a student that requires the use of a recording device. However, the instructor may prohibit the use of any recording device when it would inhibit free discussion and free exchange of ideas in the classroom. <http://policies.ncsu.edu/regulation/reg-02-20-11>

CAREER SERVICES: H&SS Career Services are available through the Career Development Center, 2100 Pullen Hall. Your career contact is: Woody Catoe. Make appointments through ePACK.

<https://www.ncsu.edu/students/career-services/>

¹ Both electronic and hard-copy, including (but not limited to), copies of lecture notes, exams, answers to exam questions, or any handouts provided by the Instructor.

² Any person not signed up for the course, a personal, public, or commercial website, or any other news or advertising media.

Course Schedule

NOTE: The course schedule is subject to change with appropriate notification to students. All changes will be announced on Moodle.

Introduction

1/7 Introduction to course and syllabus

Anthropology of the Middle East

- 1/12 Khalidi, Rashid. "The Middle East as an Area in an Era of Globalization." In *Localizing Knowledge in a Globalizing World: Recasting the Area Studies Debate*, edited by Ali Mirsepassi, Amrita Basu, and Frederick Weaver, 171-190. Syracuse University Press, 2002.
- 1/14 Deeb, Lara and Jessica Winegar, "Anthropologies of Arab-Majority Societies." *Annual Review of Anthropology* 41 (2012): 537-558.

Practice and Ethics of Ethnographic Fieldwork

- 1/19 Abu-Lughod, Lila. "Guest and Daughter." In *Veiled Sentiments: Honor and Poetry in a Bedouin Society*, 1-35. University of California Press, 1986.
- 1/21 Hage, Ghassan. "Hating Israel in the Field: on Ethnography and Political Emotions." *Anthropological Theory* 9,1 (2009): 59-79

Turkey: Gender, Religion, and Secularism in the Modern Nation

- 1/26 Çınar, Alev. "Clothing the National Body: Islamic Veiling and Secular Unveiling." In *Modernity, Islam, and Secularism in Turkey: Bodies, Places, and Time*, 51-98. Minnesota University Press, 2005.
- 1/28 Dole, Christopher. "Mass Media And The Repulsive Allure Of Religious Healing: The Cinci Hoca In Turkish Modernity." *International Journal of Middle East Studies*: 38,1 (2006): 31-54.

Algeria: Colonial Identities and Postcolonial Power Relations

- 2/2 Bahloul, Joëlle. In *The Architecture of Memory: A Jewish-Muslim Household in Colonial Algeria, 1937-1962*, translated by Catherine Du Peloux Ménagé, selections. Cambridge University Press, 1996.
- 2/4 Scheele, Judith. "Algerian Graveyard Stories." *Journal of the Royal Anthropological Institute* 12,4 (2006): 859-879.

Egypt: Piety and the Place of Islam In and After the 2011 Uprisings

- 2/9 Winegar, Jessica. "In Many Worlds: A Discussion with Egyptian Artist Sabah Naeem." *Meridians* 2,2 (2002): 146-162
- 2/11 Mittermaier, Amira. "Beyond Compassion: Islamic Voluntarism in Egypt." *American Ethnologist* 41,3 (2014): 518-531.
- 2/16 Elyachar, Julia. "Upending Infrastructure: Tamarod, Resistance, and Agency after the January 25th Revolution in Egypt." *History and Anthropology* 25,4 (2014): 452-471.

Palestine: Experiences of Occupation and Rituals of Resistance

- 2/18 Film: *Occupation 101*
- 2/23 Peteet, Julie. "Male Gender and Rituals of Resistance in the Palestinian Intifada." *American Ethnologist* 21,1 (1994): 31-49.
- 2/25 Allen, Lori. "'The Scales of Occupation: 'Operation Cast Lead' and the Targeting of the Gaza Strip.'" *Critique of Anthropology* 32,3 (2012): 261-284.

Jordan: Gender, Refugees, and the Palestinian Nation-In-Exile

- 3/1 Hart, Jason. "Dislocated Masculinity: Adolescence and the Palestinian Nation-in-Exile." *Journal of Refugee Studies* 21,1 (2008): 64-81.

3/3 Midterm Exam

Spring Break

3/8 No Class

3/10 No Class

Iraq: Enduring War, Violence, and the Collapse of Social Order

3/15 Al-Mohammad, Haydar. "Ordure and Disorder: The Case of Basra and the Anthropology of Excrement" *Anthropology of the Middle East* 2,2 (2007): 1-23.

3/17 Al-Ali, Nadjie. "The Enemy of My Enemy is Not My Friend: Women's Rights, Occupation, and 'Reconstruction' in Iraq." In *The Situated Politics of Belonging*, edited by Nira Yuval Davis, Kalpana Kannabiran and Ulrike Vieten, 191-203. Sage Publications, 2006.

Lebanon: Memories of War and Sectarian Narratives in a Divided Society

3/22 Peleikis, Anja. "The Making and Unmaking of Memories: The Case of a Multi-Confessional Village in Lebanon. In *Memory and Violence in the Middle East and North Africa*, edited by Ussama Makdisi and Paul Silverstein, 133-150. Indiana University Press, 2006.

3/24 Deeb, Lara. Exhibiting the 'Just-Lived Past': Hizbullah's Nationalist Narratives in Transnational Political Context. *Comparative Studies in Society and History* 50,2 (2008): 369-399.

Syria: Social Control, Symbolic Power, and the Fear of Death and Dying

3/29 Wedeen, Lisa. "Acting As If: Symbolic Politics and Social Control in Syria." *Comparative Studies in Society and History* 40,3 (1998): 503-523.

3/31 Bandak, Andreas. "Reckoning with the Inevitable: Death and Dying among Syrian Christians during the Uprising." *Ethnos* ahead-of-print (2014): 1-21.

Yemen: Tribal Poetry, Public Protest, and Islamic Reformist Projects

4/5 Caton, Steven, Hazim Al-Eriyani, and Rayman Aryani. "Poetry of Protest: Tribes in Yemen's 'Change Revolution.'" In *The Political Aesthetics of Global Protest: The Arab Spring and Beyond*, edited by Pnina Werbner, Martin Webb and Kathryn Spellman-Poots, 121-144. Edinburgh University Press, 2014.

4/7 Peutz, Nathalie. "Targeted Women and Barred Development in Soqatra, Yemen." *Arabian Humanities* 1 (2013). <http://cy.revues.org/1991>.

Gulf: Neoliberalism, Citizenship, and Memory in the Uncertain Time of Oil

4/12 Kanna, Ahmed. "Flexible Citizenship in Dubai: Neoliberal Subjectivity in the Emerging 'City-Corporation.'" *Cultural Anthropology* 5,1 (2010): 100-129.

4/14 Limbert, Mandana. "Depleted Futures: Anticipating the End of Oil in Oman." In *Timely Assets: The Politics of Resources and Their Temporalities*, edited by Elizabeth Ferry and Mandana Limbert, 25-50. SAR Press, 2008.

Iran: Cultural Uprisings and Transnational Connections among the Youth

4/19 Mahdavi, Pardis. "Passionate Uprisings: Young People, Sexuality and Politics in Post-Revolutionary Iran." *Culture, Health, and Sexuality* 9,5 (2007): 445-457.

4/21 Nooshin, Laudan. "'Tomorrow is Ours': Re-imagining Nation, Performing Youth in the New Iranian Pop Music." In *Music and the Play of Power in the Middle East*, edited by Laudan Nooshin, 245-268. London: Ashgate, 2009.

Final Exam

TBD Final Exam

HI 503: Ancient Greek Civilization

Course Inventory Change Request

In Workflow

1. 16HI GR Director of Curriculum (susanna_lee@ncsu.edu)
2. 16HI Grad Head (david_zonderman@ncsu.edu)
3. CHASS CC Coordinator GR (al_emory@ncsu.edu; despain@ncsu.edu)
4. CHASS CC Meeting GR (al_emory@ncsu.edu; despain@ncsu.edu)
5. CHASS CC Chair GR (despain@ncsu.edu)
6. CHASS Final Review GR (al_emory@ncsu.edu)
7. CHASS Dean GR (dpdannel@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. FYI Registrar (lamarcus@ncsu.edu;jmharr19@ncsu.edu)
11. UCCC Meeting (gmneugeb@ncsu.edu)
12. UCCC Chair (despain@ncsu.edu)
13. OUCC Final Signature (barbara_kirby@ncsu.edu)
14. ABGS Coordinator (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
15. ABGS Meeting (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
16. ABGS Chair (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
17. Grad Final Review (george_hodge@ncsu.edu; lian_lynch@ncsu.edu; mlnosbis@ncsu.edu)
18. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Thu, 20 Aug 2015 19:58:52 GMT
Susanna Lee (smlee4): Approved for 16HI GR Director of Curriculum
2. Thu, 20 Aug 2015 20:45:24 GMT
David Zonderman (dazonder): Approved for 16HI Grad Head
3. Thu, 20 Aug 2015 21:01:28 GMT
William Emory (wemory): Approved for CHASS CC Coordinator GR
4. Thu, 24 Sep 2015 21:42:08 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting GR
5. Thu, 24 Sep 2015 22:17:43 GMT
Jeffrey Despain (despain): Approved for CHASS CC Chair GR
6. Fri, 16 Oct 2015 20:14:44 GMT
William Emory (wemory): Approved for CHASS Final Review GR
7. Mon, 19 Oct 2015 13:10:20 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean GR

New Course Proposal

Date Submitted: Thu, 20 Aug 2015 19:57:09 GMT

Viewing: HI 503 : Ancient Greek Civilization

Changes proposed by: smlee4

Course Prefix

HI (History)

Course Number

503

Dual-Level Course

Yes

Dual-Level Course Number:

403

Cross-listed Course

No

Title

Ancient Greek Civilization

Abbreviated Title

Ancient Greek Civilization

College

College of Humanities and Social Sciences

Academic Org Code

History (16HI)

CIP Discipline Specialty Number**CIP Discipline Specialty Title****Term Offering**

Spring Only

Year Offering

Offered Every Year

Effective Date

Fall 2015

Previously taught as Special Topics?

Yes

Number of Offerings within the past 5 years

2

Course Prefix/Number

HI 599

HI 599

Semester/Term Offered

Spring 2015

Spring 2014

Enrollment

2

3

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded/Audit

Credit Hours

3

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Seminar

Contact Hours

3

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

S. Thomas Parker

Instructor Title

Professor

Grad Faculty Status

Assoc

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Seminar	5	5	No	n/a

Course Prerequisites, Corequisites, and Restrictive Statement

Credit will not be given for both HI 403 and HI 503. Graduate standing required.

Is the course required or an elective for a Curriculum?

No

Catalog Description

The history of the Hellenes from the Minoan civilization through Alexander's legacy, with readings in Herodotus and Thucydides.

Justification for new course:

The proposed course has been offered annually as the dual-level to HI 403 using the HI 599 course in the catalog. Formal creation of this course resolves that issue, and provides the last remaining dual-level course in the group of five courses offered as dual-level by the department in ancient history.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

Instructional Resources Statement

The History Department currently teaches this course on the 400-level. As such, we would require no additional resources to offer the course on the 500 level as a dual-level course.

Course Objectives/Goals

This course intends to analyze the history of the Hellenes from the Minoan civilization through Alexander's legacy, and explain the impact of major historical forces and events that shaped the region, the nature of historical change and causation, and the processes of cultural interaction using readings in Herodotus and Thucydides as sources.

Student Learning Outcomes

Successful students will be able to:

1. Analyze and explain the impact of major historical forces and events that shaped the region, the nature of historical change and causation, and the processes of cultural interaction.
2. Evaluate, critique, and interpret primary and secondary historical sources.
3. Write clear, well-organized arguments supported by specific, appropriate evidence.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Participation	20	The professor will evaluate participation based on the insightfulness of students' comments in class and their ability to make connections between class topics and other classmates' comments. See syllabus for full rubric.
presentation	10	Graduate students will be required to prepare a lesson and handout for a topic of their choosing to the entire class. Undergraduates will instead submit a short paper (3-4 pages) on an analysis of a primary source. Both will be worth 10% of the overall grade.
Multiple exams	45	Midterm and final exam. On both the mid-term exam and the final exam, students in HI 503 will be expected to write essays of significantly higher quality in terms of mastery of primary sources, level of analysis, and sophistication in interpretation than the essays written by undergraduates in HI 403.
Major Paper	25	A research paper is required of all students. Students in HI 503 will be required to write a significantly longer paper (ca. 20 pages) than the undergraduates in HI 403 (ca. 10-15 pages). Further, students in HI 503 will be expected to access a wider range of primary sources while researching their papers as well as to demonstrate a deeper, more critical understanding of this evidence. The instructor will expect the term papers by students in HI 503 to display a broader and more nuanced analysis of secondary scholarship, with a deeper appreciation of the relevant historiography behind their specific topic. Finally, their historical interpretations should be significantly more sophisticated than papers written by HI 403 students.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Intro; Aegean Geography and Environment	class 1	The Greeks, the Morris & Powell textbook (GMP): "Ch. 1: A Small, Far-Off Land"; "Ch. 2: Country and People"

Prehistory through the Middle Bronze Age (12,000 class 2 – 2000 BCE)		GMP: “Ch. 4: The Greeks Before History,” I
Minoan & Mycenaean Civilization (2000-1400 class 3 BCE) I		GMP: “Ch. 4: The Greeks Before History,” II; PDF: “Minoans and Mycenaeans,” by Amos & Lang; Minoan Palace Frescoes; Tholos Tombs of Mycenae
Minoan & Mycenaean Civilization (2000-1400 class 4 BCE) II ; Collapse – the end of the Late Bronze Age (1400-1200 BCE)		GMP: “Ch. 4: The Greeks Before History,” III; PDF: “The Fall of Mycenae” by Castledon; Grave Circle A in Mycenae
The Dark Age (1200 – 700 BCE) and Colonization class 5		GMP: “Ch. 5: The Dark Age”; PDF: “Aspects of ‘Colonization,’” by Boardman (2001); Theogony and Works and Days by Hesiod (selections)
Homer class 6		GMP: “Ch. 6: Homer” PDF: * “Homer,” by Amos & Lang; The Iliad by Homer (selections)
Greek Religion I; Death and the Afterlife I class 7		GMP: “Ch. 7: Religion and Myth”; ~“Life after Death in Popular Belief,” by Mirto; The Odyssey by Homer (selections)
Archaic Greece (700-480 BCE): Economy, class 8 Society, Politics		GMP: “Ch. 8: Archaic Greece: Economy, Society, Politics”; Poetry of Theognis (selections)
Archaic Greece (700-480 BCE): Culture class 9		GMP: “Ch. 9: The Archaic Cultural Revolution” ; Eleusis Krater (7th c. BCE); Francois Krater (6th c. BCE); Histories by Herodotus (selections)
Archaic Greece (700-480 BCE): Sparta & Athens I class 10		GMP: “Ch. 10: A Tale of Two Archaic Cities: Sparta & Athens” I; Life of Lysurgus by Plutarch (selections); Anabasis by Xenophon (selections);
Archaic Greece (700-480 BCE): Sparta & Athens class 11 II		GMP: “Ch. 10: A Tale of Two Archaic Cities: Sparta & Athens” II ; Constitution of Athens by Aristotle (selections); Life of Solon by Plutarch (selections)
Persia and the Greeks (550 – 490 BCE) class 12		GMP: “Ch. 11: Persia and the Greeks”; Behistun inscription
The Persian War (480-479 BCE) class 13		GMP: “Ch. 11: Persia and the Greeks”; Histories by Herodotus (selections); Diodorus of Sicily (selections)
Democracy and Empire (479-431 BCE): Athens class 14 and Syracuse		GMP: “Ch. 13: Democracy and Empire: Athens & Syracuse”; History of the Peloponnesian War by Thucydides (selections)
Midterm class 15		n/a
The Oikos class 16		PDF: “‘Polis’ and ‘Oikos’ in Classical Athens,” by Roy (1999); “Family Portraits: Recognizing the ‘Oikos’ on Attic Red-Figure Pottery” by Sutton, Jr. (2004)
Art & Thought in the 5th c. BCE class 17		GMP: “Ch. 14: Art and Thought in the Fifth Century B.C.” ; Parthenon friezes; Life of Pericles by Plutarch (selections)
Drama in the 5th c. BCE class 18		GMP: “Ch. 14: Art and Thought in the Fifth Century B.C.” ; Bacchae by Euripides (selections); Poetics by Aristotle (selections)
The Peloponnesian War and Its Aftermath class 19 (431-399 BCE)		GMP: “Ch. 16: The Peloponnesian War and Its Aftermath” ; History of the Peloponnesian War by Thucydides (selections); Diodorus of Sicily (selections); Apology and Crito by Plato (selections)
The Greeks between Persia and Carthage class 20 (399-360 BCE)		GMP: “Ch. 17: The Greeks between Persian and Carthage”; Hellenica by Xenophon (selections); Diodorus of Sicily (selections)

Greek Culture in the 4th c. BCE	class 21	GMP: "Ch. 18: Greek Culture in the Fourth Century B.C."; Republic by Plato (selections); Politics and Nicomachean Ethics by Aristotle (selections)
The Stuff of Life: Clothing, Cuisine, and Toilets	class 22	PDF: "Dress and Adornment in Archaic and Classical Greece"; "Food and Drink" and "Personal Appearance" by Adkins and Adkins; "Lavatories in Ancient Greece" by Antoniou (2007)
The Warrior-Kings of Macedon (359 – 323 BCE)	class 23	GMP: "Ch. 19: The Warrior-Kings of Macedon"; Macedonian Royal Cemetery at Vergina; Campaigns of Alexander by Arrian (selections); Diodorus of Sicily (selections); History of Alexander by Quintus Curtius (selections); Life of Alexander by Plutarch (selections)
Death and the Afterlife II	class 24	PDF: "The Soul, Death, and the Afterlife in Early and Classical Greece" by Bremmer (1994); "The Final Resting Place and a New Bond" by Mirto; Greek (and bilingual) grave stelae [provided by the instructor]
Medicine in the Greek World	class 25	PDF: "Greece: The Temples of Asclepius" by Avalos (1995); "Women and Medicine" by Parker; Hippocratic Oath
The Olympic Games and Other Competitive Performances	class 26	PDF: "The Games," by Amos & Lang; "Literature and Performance" by Hall
The Hellenistic Century (323 – 220 BCE)	class 27	GMP: "Ch. 20: The Hellenistic Century"; Diodorus of Sicily (selections); Greek Lives by Plutarch (selections); HI 503 RESEARCH PAPERS DUE
Hellenistic Culture (323-30 BCE)	class 28	"Ch. 21: Hellenistic Culture"
FINAL EXAM	class 29	n/a

Syllabus

2158-01_HI 503_Syllabus.docx

Additional Documentation

Additional Comments

Course Reviewer Comments

Key: 7704

Preview Bridge (<http://catalog.ncsu.edu/>)

HISTORY 503: Ancient Greek Civilization
3 Credit Hours | Spring 2016

Instructor: Thomas Parker

Email: parker@ncsu.edu

Office: Withers 272

Office Phone: 919-513-1614

Office Hours: Tuesdays 2-4pm, Thursdays 2-3pm (or email to arrange an appointment)

Class: Tuesdays 1:30 to 4:15 p.m. in Patterson 208

Purpose and Scope: The course will survey the political, cultural, and archaeological developments of ancient Greece from Prehistory to the Hellenistic Period (ca. 200 BCE). The course will consist mainly of lectures and discussion. Students may not receive credit for both HI 403 and 503. Graduate standing only.

Textbook (required):

Morris, Ian and Barry Powell, (2006) *The Greeks: History, Culture, and Society*, Pearson Prentice Hall: Upper Saddle River, New Jersey. 2nd Edition. ISBN: 013921156x. - \$108.20

Other readings provided by the instructor.

Catalog Description

The history of the Hellenes from the Minoan civilization through Alexander's legacy, with readings in Herodotus and Thucydides.

Course Objectives

This course intends to analyze the history of the Hellenes from the Minoan civilization through Alexander's legacy, and explain the impact of major historical forces and events that shaped the region, the nature of historical change and causation, and the processes of cultural interaction using readings in Herodotus and Thucydides as sources..

Student Learning Outcomes

By the end of the course successful students will be able to:

1. Analyze and explain the impact of major historical forces and events that shaped the region, the nature of historical change and causation, and the processes of cultural interaction.
2. Evaluate, critique, and interpret primary and secondary historical sources.
3. Write clear, well-organized arguments supported by specific, appropriate evidence.

Statement for Students with Disabilities:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation](#) (REG 02.20.01)

North Carolina State University Policies, Regulations, and Rules (PRR):

Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-Discrimination Policy Statement), <http://oied.ncsu.edu/oied/policies.php> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), and <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average).

Statement on Academic Integrity:

Students are reminded to review University policy on academic integrity found in the Code of Student Conduct (Honor Code). See especially the section on student plagiarism: "Plagiarism is the use or close imitation of the language and thoughts of another and the representation of the other's work as their own. The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is the result of the student's own thought and study, produced without assistance, and stated in that student's own words, except as quotation marks, references, or footnotes acknowledge the use of other sources." The link is <http://policies.ncsu.edu/policy/pol-11-35-01>

****Policy on Computer Notebooks and Cell Phones****

The use of notebook computers and cell phones is prohibited in this class! All electronic devices must be turned off and put away. If you have a disability requiring the use of an electronic device, or need for a note-taking device, please see the instructor to make accommodations.

Attendance:

Regular class attendance is mandatory, in keeping with NCSU policies.

Each student with a perfect attendance record (i.e., no excused or unexcused absences) will receive an extra 2% added to their final grade average for the course.

EXCUSED ABSENCES are defined by the university (<http://policies.ncsu.edu/regulation/reg-02-20-03>) and include *anticipated absences* (official university functions like sporting events; required court duty; religious observances; required military service) and *unanticipated absences* (short turn illness or injury, death or serious illness in the family). *Anticipated absences* require giving the instructor notice at least two scheduled class periods in advance.

Any excused absence must be documented (e.g., by a doctor's note) by the student and accepted as valid by the instructor.

UNEXCUSED ABSENCES: Every student is permitted two (2) unexcused absences during the course of the semester. Each unexcused absence after the two allowed will lower the student's final overall grade average by 2%.

Makeup and Late Work:

Students must contact the professor within one week of an excused absence to request a make up assignment. All makeup work must be submitted within one week. Students may request an extension if they need more time for makeup work. Unless otherwise noted, all assignments are due by class time on the day listed. All late work will be penalized with a third of a grade deduction per day late. No assignments will be accepted after one week of the due date.

Grading Criteria:

1. There will be two **exams** over the course of the semester. The midterm is worth 20% of the final grade. The final examination is comprehensive, but is weighted towards the final unit of material. It will therefore count as 25% of the final grade. On both the mid-term exam and the final exam, students in HI 503 will be expected to write essays of significantly higher quality in terms of mastery of primary sources, level of analysis, and sophistication in interpretation than the essays written by undergraduates in HI 403.
2. The professor will evaluate **participation** based on the insightfulness of your comments in class and your ability to make connections between class topics and other classmates' comments. A-level participation will be given to students who actively participate in all discussions and activities in class by trying to answer questions from the professor or other students, posing questions about the readings, offering innovative and creative ideas, and sensitively critiquing and challenging ideas presented in readings, by the professor, or by other students. B-level participation will be given to students who actively participate in less than all discussions and activities by trying to answer questions, posing questions, and sensitively critiquing and challenging ideas presented in readings, by the professor, or by other students.

C-level participation will be given to students who participate in some discussions and activities but who do not adequately answer questions, pose questions, or critique and challenge ideas presented in readings, by the professor, or by other students. D-level participation will be given to students who do not say much in class or when they do talk, their comments are not original or do not demonstrate knowledge of the readings.

3. A **research paper** is required of all students. Students in HI 503 will be required to write a significantly longer paper (ca. 20 pages) than the undergraduates in HI 403 (ca. 10-15 pages). Further, students in HI 503 will be expected to access a wider range of primary sources while researching their papers as well as to demonstrate a deeper, more critical understanding of this evidence. The instructor will expect the term papers by students in HI 503 to display a broader and more nuanced analysis of secondary scholarship, with a deeper appreciation of the relevant historiography behind their specific topic. Finally, their historical interpretations should be significantly more sophisticated than papers written by HI 403 students.
4. Graduate students will be required to prepare a **lesson and handout** for a topic of their choosing to the entire class. Undergraduates will instead submit a **short paper** (3-4 pages) on an analysis of a primary source. Both will be worth 10% of the overall grade.
5. For all assignments, and for the overall class grade, the instructor will use plus/minus grading, as follows: A+ = 97-100; A = 94-96.9; A- = 90-93.9; B+ = 87-89.9; B = 84-86.9; B- = 80-83.9; C+ = 77-79.9; C = 74-76.9; C- = 70-73.9; D+ = 67-69.9; D = 64-66.9; D- = 60-63.9; F = 59.9-0.0.
6. The student's overall course grade will be determined as follows:

Participation & Discussion	20%
In-Class Presentation / Lesson	10%
Midterm Examination	20%
Final Examination	25%
Research Paper (15-20 pages)	25%
TOTAL	100%

**SCHEDULE OF LECTURES, READING ASSIGNMENTS, AND EXAMINATIONS:
(Subject to change with advance notice)**

GMP: Refers to readings in *The Greeks*, the Morris & Powell textbook.

PDF: Refers to supplementary readings, provided in handout / PDF format. See below for symbol key.

Lecture Date	Lecture / Discussion Topic	Readings	Primary Sources¹
Tuesday, January 7	Intro; Aegean Geography and Environment	<u>GMP</u> : "Ch. 1: A Small, Far-Off Land"; "Ch. 2: Country and People"	
Thursday, January 9	Prehistory through the Middle Bronze Age (12,000 – 2000 BCE)	<u>GMP</u> : "Ch. 4: The Greeks Before History," I	
Tuesday, January 14	Minoan & Mycenaean Civilization (2000-1400 BCE) I	<u>GMP</u> : "Ch. 4: The Greeks Before History," II <u>PDF</u> : "Minoans and Mycenaeans," by Amos & Lang	Minoan Palace Frescoes; Tholos Tombs of Mycenae

¹ Greek texts in English translation are available via the Perseus Digital Library (<http://www.perseus.tufts.edu/>)

Thursday, January 16	Minoan & Mycenaean Civilization (2000-1400 BCE) II ; Collapse – the end of the Late Bronze Age (1400-1200 BCE)	<u>GMP</u> : “Ch. 4: The Greeks Before History,” III <u>PDF</u> : >“The Fall of Mycenae” by Castledon	Grave Circle A in Mycenae
Tuesday, January 21	The Dark Age (1200 – 700 BCE) and Colonization	<u>GMP</u> : “Ch. 5: The Dark Age” <u>PDF</u> : “Aspects of ‘Colonization,’” by Boardman (2001)	<i>Theogony and Works and Days</i> by Hesiod (selections)
Thursday, January 23	Homer	<u>GMP</u> : “Ch. 6: Homer” <u>PDF</u> : * “Homer,” by Amos & Lang	<i>The Iliad</i> by Homer (selections)
Tuesday, January 28	Greek Religion I; Death and the Afterlife I	<u>GMP</u> : “Ch. 7: Religion and Myth”; ~“Life after Death in Popular Belief,” by Mirto	<i>The Odyssey</i> by Homer (selections)
Thursday, January 30	Archaic Greece (700-480 BCE): Economy, Society, Politics	<u>GMP</u> : “Ch. 8: Archaic Greece: Economy, Society, Politics”	Poetry of Theognis (selections)
Tuesday, February 4	Archaic Greece (700-480 BCE): Culture	<u>GMP</u> : “Ch. 9: The Archaic Cultural Revolution”	Eleusis Krater (7 th c. BCE); Francois Krater (6 th c. BCE); <i>Histories</i> by Herodotus (selections)
Thursday, February 6	Archaic Greece (700-480 BCE): Sparta & Athens I	<u>GMP</u> : “Ch. 10: A Tale of Two Archaic Cities: Sparta & Athens” I	<i>Life of Lycurgus</i> by Plutarch (selections); <i>Anabasis</i> by Xenophon (selections);
Tuesday, February 11	Archaic Greece (700-480 BCE): Sparta & Athens II HI 403: Primary Source Analysis (3-4 pgs) due	<u>GMP</u> : “Ch. 10: A Tale of Two Archaic Cities: Sparta & Athens” II	<i>Constitution of Athens</i> by Aristotle (selections); <i>Life of Solon</i> by Plutarch (selections)
Thursday, February 13	Persia and the Greeks (550 – 490 BCE)	<u>GMP</u> : “Ch. 11: Persia and the Greeks”	Behistun inscription
Tuesday, February 18	The Persian War (480-479 BCE)	<u>GMP</u> : “Ch. 12: The Great War” (248-267); “The Trophies of the Persian Wars” by West	<i>Histories</i> by Herodotus (selections); Diodorus of Sicily (selections)
Thursday, February 20	Democracy and Empire (479-431 BCE): Athens and Syracuse	<u>GMP</u> : “Ch. 13: Democracy and Empire: Athens & Syracuse”	<i>History of the Peloponnesian War</i> by Thucydides (selections)
Tuesday, February 25	Midterm Examination. Please bring a blue examination booklet.		
Thursday, February 27	The Oikos	<u>PDF</u> : “‘Polis’ and ‘Oikos’ in Classical Athens,” by Roy (1999); “Family Portraits: Recognizing the ‘Oikos’ on Attic Red-Figure Pottery” by Sutton, Jr. (2004)	

Tuesday, March 4	Art & Thought in the 5 th c. BCE	<u>GMP</u> : “Ch. 14: Art and Thought in the Fifth Century B.C.”	Parthenon friezes; <i>Life of Pericles</i> by Plutarch (selections)
Thursday, March 6	Drama in the 5 th c. BCE	<u>GMP</u> : “Ch. 15: Fifth-Century Drama”	<i>Bacchae</i> by Euripides (selections); <i>Poetics</i> by Aristotle (selections)
<i>NCSU Spring Break (March 8 – March 16)</i>			
Tuesday, March 18	The Peloponnesian War and Its Aftermath (431-399 BCE)	<u>GMP</u> : “Ch. 16: The Peloponnesian War and Its Aftermath”	<i>History of the Peloponnesian War</i> by Thucydides (selections); Diodorus of Sicily (selections); <i>Apology</i> and <i>Crito</i> by Plato (selections)
Thursday, March 20	The Greeks between Persia and Carthage (399-360 BCE)	<u>GMP</u> : “Ch. 17: The Greeks between Persian and Carthage”	<i>Hellenica</i> by Xenophon (selections); Diodorus of Sicily (selections)
Tuesday, March 25	Greek Culture in the 4 th c. BCE	<u>GMP</u> : “Ch. 18: Greek Culture in the Fourth Century B.C. ”	<i>Republic</i> by Plato (selections); <i>Politics</i> and <i>Nicomachean Ethics</i> by Aristotle (selections)
Thursday, March 27	The Stuff of Life: Clothing, Cuisine, and Toilets	<u>PDF</u> : ** “Dress and Adornment in Archaic and Classical Greece”; + “Food and Drink” and “Personal Appearance” by Adkins and Adkins; “Lavatories in Ancient Greece” by Antoniou (2007)	
Tuesday, April 1	The Warrior-Kings of Macedon (359 – 323 BCE)	<u>GMP</u> : “Ch. 19: The Warrior- Kings of Macedon”	Macedonian Royal Cemetery at Vergina; <i>Campaigns of Alexander</i> by Arrian (selections); Diodorus of Sicily (selections); <i>History of Alexander</i> by Quintus Curtius (selections); <i>Life of Alexander</i> by Plutarch (selections)
Thursday April 3	Death and the Afterlife II	<u>PDF</u> : “The Soul, Death, and the Afterlife in Early and Classical Greece” by Bremmer (1994); ~“The Final Resting Place and a New Bond” by Mirto	Greek (and bilingual) grave stelae [provided by the instructor]
Tuesday, April 8	Medicine in the Greek World HI 403 RESEARCH PAPERS DUE	<u>PDF</u> : “Greece: The Temples of Asclepius” by Avalos (1995); **“Women and Medicine” by Parker	Hippocratic Oath
Thursday, April 10	The Olympic Games and Other Competitive Performances	<u>PDF</u> : * “The Games,” by Amos & Lang; =“Literature and Performance” by Hall	
Tuesday, April 15	The Hellenistic Century (323 – 220 BCE) HI 503 RESEARCH PAPERS DUE	<u>GMP</u> : “Ch. 20: The Hellenistic Century”	Diodorus of Sicily (selections); <i>Greek Lives</i> by Plutarch (selections)
<i>NCSU Spring Holiday (April 17-18)</i>			

Tuesday, April 22	Hellenistic Culture (323-30 BCE)	"Ch. 21: Hellenistic Culture"	
FINAL EXAM <i>Please bring 2 blue examination bluebooks.</i>			

Supplementary Readings and Primary Sources Taken From:

- +Adkins, Lesley and Roy Adkins (eds.)
1997 *Handbook to Life in Ancient Greece*, New York: Facts on File.
- *Amos, H.D. and A. G. P. Lang
1982 *These Were the Greeks*, Dufour Editions, Inc.
- =Cartledge, Paul (ed.)
1998 *The Cambridge Illustrated History of Ancient Greece*, Cambridge University Press.
- >Castledon, Rodney
2005 *Myceneans*, London: Routledge.
- **James, Sharon, and Sheila Dillon (ed.)
2012 *A Companion to Women in the Ancient World*, Oxford: Wiley-Blackwell.
- ~Mirto, Maria Serena
2012 *Death in the Greek World: From Homer to the Classical Age*, Norman: University of Oklahoma Press.

For unmarked sources, bibliographic information is included at the back of the PDF.