

CUE AGENDA for November 14, 2014

Minutes Recorder: Gina Neugebauer

Location: Witherspoon 201

Call to Order

Remarks and Introductions - Chair Herle McGowan

Approval of the Minutes:

Approval of Minutes of the October 17, 2014 Meeting

New Business***Courses for GEP Category - Review to Remain on GEP list(s)***

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List for Review</u>	<u>GEP Action</u>	<u>Title</u>	<u>Currently on other GEP</u>	<u>Prereqs/Restrict. /Credits</u>
Outing	Nowel, Hergeth, Ash	USD	GEP Review	AFS/MUS 230 <i>Introduction to African American Music</i>	No	n/a
Outing	Nowel, Hergeth, Ash	VPA	GEP Review	AFS/MUS 230 <i>Introduction to African American Music</i>	No	n/a
Stoller	Vick, Parish, Hemenway	USD	GEP Review	AFS/MUS 260 <i>History of Jazz</i>	No	n/a
Stoller	Vick, Parish, Hemenway	VPA	GEP Review	AFS/MUS 260 <i>History of Jazz</i>	No	n/a
Outing	Rogers, Emigh, Ashwell	USD	GEP Review	MUS/WGS 360 <i>Introduction to African American Music</i>	No	n/a
Outing	Rogers, Emigh, Ashwell	VPA	GEP Review	MUS/WGS 360 <i>Introduction to African American Music</i>	No	n/a
Young	Stoller, Knopp, Domingue	HUM	GEP Review	ENG 265 <i>American Literature I</i>	No	n/a

Courses for GEP Category - GEP Special Topics Shell Request

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List for Review</u>	<u>GEP Action</u>	<u>Title</u>	<u>Notes</u>	<u>Prereqs/Restrict. /Credits</u>
Parish	Schmidt, Outing, Isaacson	IP	Special Topics GEP Shell Course	IPGE 295- <i>Engineering in the 21st Century</i>	2nd offering	2 credits

Courses for GEP Category - Fall 2014 GEP Honors Special Topics Shell Offerings

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List for Review</u>	<u>GEP Action</u>	<u>Title</u>	<u>Notes</u>	<u>Prereqs/Restrict. /Credits</u>
Stoller	Young, Keene, Ash	IP, HUM	HON GEP Shell Course	HON 296 Sec. 002 <i>Emotion and Reason</i>	1st offering	University Honors students; others by permission of UHP
Stoller	Parish, Emigh, Ashwell	IP, HUM, GK, USD	HON GEP Shell Course	HON 296 Sec. 003 <i>A Global History of American Food</i>	2nd offering	University Honors students; others by permission of UHP

Announcements

December 5th Meeting - Vice-Chancellor and Dean of DASA Mike Mullen will be attending.

CUE Minutes- October 17, 2014-DRAFT
 Witherspoon Student Center 201
 Call to Order: 1:33pm

ATTENDANCE

Voting Members Present (Quorum Present:13): Chair McGowan, Sarah Ash, Ted Emigh, Cynthia Hemenway, Karen Keene, James Knopp, Andy Nowel, Kim Outing, David Parish, Aaron Stoller, Candace Vick, Karen Young

Ex-Officio Non-Voting Members Present: David Auerbach, Stephany Dunstan, Catherine Freeman, Michelle Johnson, Barbara Kirby, Melissa Williford

Members Absent: Chris Ashwell (E), Timothy Buie (E), Peggy Dominuge (E), Helmut Hergeth, Nathaniel Isaacson (E), Adam Rogers (E; proxy: Cynthia Levine), Ingrid Schmidt (E)

Guests: Deborah Acker (*Shelton Leadership Center*), Gary Blank (*Forestry & Environmental Resources*), Kasey Harris (*Academic Programs & Services*), Cynthia Levine (*proxy for Adam Rogers, NCSU Libraries*), Page Midyette (*Graduate Intern-East Carolina University*)

WELCOME and INTRODUCTIONS

Welcome and Introductions from Chair McGowan:

Chair McGowan welcomed the committee to the meeting. She encouraged members to partake of the food. Chair McGowan welcomed the guests in attendance: Deborah Acker (*Shelton Leadership Center*), Gary Blank (*Forestry & Environmental Resources*), Kasey Harris (*Academic Programs & Services*), Cynthia Levine (*proxy for Adam Rogers, NCSU Libraries*), Page Midyette (*Graduate Intern-East Carolina University*).

Remarks from Associate Vice Provost Academic Programs and Services, Barbara Kirby

Dr. Kirby also encouraged the group to enjoy the food. She noted that Dr. Mike Mullen was unable to attend the meeting due to a scheduling conflict, but he did provide for the lunch. Dr. Kirby noted that the *GEP Rubric Subcommittee* was wrapping up its charge, and will be moving into a new phase of discussion with data. She explained that Page Midyette (*Graduate Intern-East Carolina University*) will be working with the review of the GEP models used by other institutions. Dr. Kirby explained that the *GEP Rubric Subcommittee* would be looking at the differences between the lower and upper level courses on the GEP lists.

Approval of Minutes from September 5, 2014 Meeting: A motion was made and seconded to approve the Minutes as presented. Without discussion, the motion was **APPROVED**, with 12 in favor and 1 abstention.

Chair Elect Nominations

Chair McGowan noted that Chris Ashwell had self-nominated for by email for CUE chair for the 2015-2016 academic year. Chair McGowan asked if there were any other nominations. Hearing none, she asked for a motion to close nominations. A motion was made and seconded. Chris Ashwell was **APPROVED** as chair elect unanimously.

OLD BUSINESS

Courses for GEP Category-Review

- MUS 300 Music Drama-VPA, GK-**APPROVED** unanimously without discussion.
- MUS 350 Music of Asia-VPA, GK-**APPROVED** unanimously without discussion.

Courses for GEP Category-New Additions

- HON 310 The Creative Process in Science: Analysis, Comparisons, and Cultural Perceptions-USD-**TABLED**, 13 in favor, 1 abstention.

Discussion: The presenter gave an overview of the course, noting that the class has been offered under the IP category for quite a while. The course works with inquiry and creativity with the scientific process. The course looks at how women have been a part of this process. One example is with Rosalind Franklin and her contributions to the double helix and DNA. The presenter explained that a week is devoted solely to women in science. One member noted that the

primary measure for the outcome seems to be posting on the website and discussion via Moodle. She asked if that would be enough information for the measure. One member explained that typically this would not be enough information as the council would want to know more details about the questions and what expectations the students need to meet. Another member suggested doing a web posting with a grading rubric. If the grade is solely contingent on the students submitting information, then this may not be appropriate as a measure. Another member found that the grading for each posting is 0-2 points. She concluded that there couldn't be much discrimination in the grading. Dr. Kirby asked if it would be possible to ask Dr. Blanton to provide a rubric or details on how the postings are evaluated. She noted he could provide what he is looking for in the discussion. Because the students are in the Honors program, she explained that the students should be able to talk in various ways about discrimination and diversity. One member noted that there was no textbook. Another noted that while there was no textbook, there were readings assigned. One member had concerns about the use of Rosalind Franklin; he felt that the scenario might not be gender related at all. He felt it could be viewed as an academic and research integrity or an ethics focus. He noted that there are better examples available in science, such as Marie Curie. Additionally, he noted that the Rosalind Franklin scenario occurred in England, not the United States. He asked if this could truly be considered in the spirit of the USD category. Chair McGowan said that she had once heard the co-requisites described as follows: Global Knowledge centers on the idea that Americans are minorities in the global world while USD focuses on the majority examining their privilege within the U.S.. In this sense, perhaps an example about females as a minority in science would still be consistent with the spirit of Diversity, even if it did not take place in the U.S. Dr. Kirby suggested having the instructor attend the CUE meeting; Dr. Blanton would be able to explain his means of evaluation. One member explained that she felt it boiled down to two issues: 1. Does the course fit the USD category? She explained that Objective 3 and 4 both end in the United States. 2. If one focuses on the text, then it is not meeting the USD category, but rather the GK category. Another member asked if more rubrics should be provided, to see what the instructor is addressing and evaluating. The presenter explained that he was not at CUE when the first course action for the course was tabled, so he could not speak to the suggestions made at the previous review. However, he felt confident that the previous concerns had been addressed and that Dr. Blanton did his due diligence to meet the council's expectations. Chair McGowan explained that the previous concerns were addressed, but that the committee has a separate list of concerns. She also expressed concern over the restricted seats section of the *GEP Course Submission* form. While University Honors Program students come from across various disciplines, the seats are restricted. Non-UHP students can only register after UHP students have registered, and with departmental approval. Chair McGowan noted that the seats open should state '0%' rather than '100%'. One member asked if reserving seats for freshman was considered a restriction. Catherine Freeman explained that this would not be considered a restriction. Chair McGowan noted that the subject matter is good, but the Honors courses need to be clear. The *GEP Course Submission* form provides numbers, and these numbers should mean the same across different forms and classes. There are certain expectations to the restriction that are okay. '100' means that anyone could take the course. The number is intended to give CUE honest information. A motion was made to table and was seconded. The action was **TABLED**, 13 in favor and 1 abstention.

NEW BUSINESS

Courses for GEP Category-New Additions

- SLC 250 Critical and Creative Decision Making Models-IP-APPROVED unanimously with friendly suggestion.
Discussion: The instructor explained that this would be the second offering of the course; it was previously taught as a special topics. She noted that the current class has forty students from eight colleges, with four faculty guests from across campus. One member noted that it looked like a good course. He made the friendly suggestion to change a discipline from *Management* to *Organizational and Developmental Management*. The instructor thanked him, and noted that faculty will change from semester to semester. One member asked if anything had changed substantially from the previous special topics offering of the class. The instructor stated no. Without any further discussion, the action was **APPROVED** unanimously with friendly suggestion.
- HON 311 Words Through Space and Time-GK, IP-APPROVED, 12 in favor, 1 abstention.
Discussion: One member noted that the course had an issue with the restricted seats percentage. The presenter noted that all of the Honors courses would have this error; he misinterpreted the question on the form. One member noted that the committee appears to be serious about the assessment part of the form. She noted that the assessment seems the same for each measure. She noted that the committee may need to remind those filling out the form to be more specific. Catherine Freeman noted that the language could be altered on the form. Another member noted that in her college, they have their own standard the follow. She noted that it is up to CUE to decide if they want more information for the measures: if yes, is it a best practice, which is nice but not essential, or should it be required every time. Another member noted that the

committee does not want the process to be onerous for faculty. He explained that he had a question about the synthesizing project, and had emailed the presenter, who emailed the instructor. He wondered if having the instructor present at the CUE meetings would be helpful; someone would be present who understands the course. Another member noted that he liked the course, but that he had noticed a small typographical error¹ in the third sentence. Without any additional discussion, the action was **APPROVED**, 12 in favor and 1 abstention.

- HON 352 Self, Schooling, and the Social Order-SS-USD-APPROVED, 11 in favor, 2 abstentions.
Discussion: One member noted that the Honors courses should be held to the same standard as other courses up for CUE review. He felt that the Honors Special Topics Shell Offerings had been given slack. Dr. Kirby asked if the Honors courses should be sent back. Chair McGowan encouraged specific questions or prompts be included in the measures, but asked if the concern was due to the coursework. Another member asked if the final assignment was to write an essay, the committee should see an example of the essay question. Without this information, she found it really hard to review. The presenter asked if the assignment was not reflective of the GEP category. He did not see how the measures do not map to the outcome. A different member asked, ‘Don’t we trust the faculty to have the expertise to evaluate in the category?’ Chair McGowan noted that standards of review should not be changed once a course action has been submitted to the committee for review. She noted that CUE should have a discussion to make standards. Without any further discussion, the action was **APPROVED**, with 11 in favor and 2 abstentions.
- HON 353 Code Breakers: Unlocking the Mysteries of One Human Language-SS, GK-APPROVED unanimously without discussion.

Courses for GEP Category-Review

- ANT 371 Human Variation-GK-APPROVED unanimously
Discussion: The presenter noted that she will ask if the department wishes to retain the SS GEP categorization for the course. Dr. Kirby asked if the pre-requisite listed is enforced. The presenter explained that she was not sure but would follow up with the department. The presenter explained that the course focuses on how physiology changes as people move around the world. People change due to geographical migration and the course looks at this in a compare and contrast method. One member asked if biological differences could be considered in the spirit of Global Knowledge. The presenter explained that she doesn’t think that the GK list is an exhaustive one, and biological markers are often used to define race. Chair McGowan noted that the course almost read as a USD rather than a GK. She noted that the instructor’s example focuses on African Americans. The presenter explained that the second question on Measure I is one question with multiple attributes. She explained that slaves were not sent to just the United States. Different countries had similarities and differences with the various constructions of race. The focus is on Global Knowledge, not only the United States; however because it is a global focus, it will include the United States. To not include the United States in this would be negligent. Chair McGowan noted that she was concerned when reading the paperwork, but the verbal discussion makes the course much clearer. One member felt that the instructor should be embarrassed to submit the questions provided for Measure I. He noted that the course seems okay, but that Measure I seemed negative on the Bloom’s Scale. The presenter explained that the answer to the question would maybe surprise him. If everyone’s expectations were wrong, she noted that it could prove interesting. Without any additional discussion, the action was **APPROVED** unanimously.

Courses for GEP Category-GEP Special Topics Shell Request

- IPUS 295 Diversity and Environmental Justice-IP, USD-APPROVED unanimously.
Discussion: The presenter explained that this class was being put forward as an experimental course that hopefully would become permanent. One member asked if under the measures it was acceptable to list quizzes, or should the instructor provide examples. Chair McGowan explained that many courses come forward with only one question and other provide more specific examples. CUE has seen successful versions of both come forward for review. The instructor, Dr. Gary Blank, explained that students will work in teams investigating reports, and will be assigned tasks and questions regarding the topic. These will be composed of series of self-evaluation. Students will see how their personal background affects how they view issues. The goal is to get students to engage and to determine who the stakeholders are. This will help students to see who they are in relation to a specific controversy. The presenter explained that this course is an experimental one, and had not gone forward to UCCC for review. Once the course has been taught, more

information will be provided. One member noted that she liked the idea of the course and saw it as a great area of conversation for a STEM campus. She asked for some clarification on what environmental justice entails. She asked how it connects to the outcomes. The instructor of the course explained that the course will be team-taught course with at least two guest speakers listed. One of the lecturers is from the National Park Service, and focuses on diversity. The course is designed to illustrate how environmental justice interacts with diversity. Dr. Blank pointed out that each week students will spend time with an expert or a person who has studied the topic for the week, corresponding with the readings and assignments. He noted that individuals from different economic and sociopolitical backgrounds use the wilderness differently. These lead to predispositions to use resources in specific ways. One member asked if the course would come back for further CUE review if the course becomes permanent. Catherine Freeman confirmed that the course would be reviewed by UCCC and CUE. The presenter noted that the course is intended to help students across CNR disciplines address common issues. The topics and approach would interest CNR students and draw them together. Dr. Blank noted that CNR wants their students to take the course, but the course would also be of great interest to students outside their college. Chair McGowan recommended for the permanent offering that the diversity should be more defined, and the action should have more specific examples. Dr. Blank thanked the council for its hard work, and noted he appreciated their effort. Without any further discussion, the action was **APPROVED** unanimously.

Courses for GEP Category-Fall 2014 GEP Honors Special Topics Shell Offerings

- A motion was made and seconded to approve the following actions as a package. The package was **APPROVED** unanimously.

Course	GEP Category
HON 290 Sec. 002 <i>The Ides of March, 44 B.C</i>	HUM, GK
HON 295 Sec. 002 <i>A History of Economic and Financial Crises</i>	SS
HON 296 Sec. 001 <i>Freedom and the Self</i>	IP

- HON 290 Sec. 001 Frauds and Mysteries in History-HUM, IP, GK-**APPROVED**, 10 in favor, 1 against, 1 abstention.
Discussion: One member noted that he was troubled that the course might not fit the IP category. He noted that it looked like there were sub-disciplines under one discipline. He asked the question if his course uses mathematics, does it make it an Interdisciplinary Perspectives math course. He noted that he would argue no, the mathematics is just a tool. The member explained that the argument that the course offering is IP is weak. Another member mentioned that the course could be IP then solely on the History and Philosophy. Another member asked if History and Archaeology are truly different disciplines. A member noted that the methods are different. The instructor teaching the course is a historian. Dr. Kirby explained that CUE has had this question before, and they often look to see if there are separate publications, journals, and methods to a discipline. She noted that an organic chemist would consider themselves different than a physical chemist. A friendly suggestion was made to narrow the subjects down. Without any additional discussion, the action was **APPROVED**, 10 in favor, 1 against, and 1 abstention.

Courses for GEP Category-Drop

- A motion was made and seconded to approve these actions as a package. The package was **APPROVED** unanimously.

Course	Action	GEP Category
HI 438 <i>The Russian Empire to 1917</i>	Drop Course; Drop from GEP	HUM, GK
HI 439 <i>History of the Soviet Union and After</i>	Drop Course; Drop from GEP	HUM, GK

Discussion: One member asked what would happen to the students who took one of these courses for GEP credit after the class has been dropped. Michelle Johnson, from Registration and Records, explained that anyone who took the course when it was a general education course when it sat on a list would receive credit for the class.

ANNOUNCEMENTS and DISCUSSION

Chair McGowan asked the council to consider the assessment issue to bring their thoughts to the next CUE meeting. One member noted that the wording implies 'should'; he was unsure if this meant should or must. Stephany Dunstan, from the Office of Assessment, explained to the committee that when she is reviewing assessment plans and she sees that it is listing a quiz or prompt, she asks for a specific example. The Office of Assessment can then tie the outcome to the measure. Dr.

DRAFT

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Dunstan stressed that there can be flexibility in this. Her office wouldn't need to see the rubric of grading the question itself. One member noted that the council needs to be able to evaluate the objectives. Another member explained that in a perfect world, assessment would include questions. However, many courses brought before CUE are new courses. Instructors for these courses have not developed final exam questions. It is difficult for some courses to provide this information to CUE. Chair McGowan urged the committee to discuss this at their college levels. Without any time remaining, the meeting was adjourned.

Meeting adjourned at 2:59pm.

Respectfully submitted by Gina Neugebauer

Course Action Short Form for GEP Visual and Performing Arts

Department(s)/Program	Music	New to GEP: <input type="checkbox"/>
Course Prefix/Number <i>(include crosslisted prefix)</i>	MUS/AFS 230	Review for GEP: X
Course Title	Introduction to African American Music	
<p>Each course in the Visual and Performing Arts will provide instruction and guidance that helps students to:</p> <ol style="list-style-type: none"> 1. deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and 2. strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and 3. strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre. 		
<p>Student learning outcome(s) for Objective #1: Analyze how racial identity influences the aesthetic and musical characteristics of music traditionally associated with African Americans.</p>		
<p>Measure(s) for above Outcome(s): Students will write an essay comparing a song initially performed by an African American and a cover of that song performed by a white singer. They will discuss the musical characteristics of each performance that can be attributed to notions of racial identity.</p>		
<p>Student learning outcome(s) for Objective #2: Interpret African American music using musicological analytical techniques.</p>		
<p>Measure(s) for above Outcome(s): Students will compare and contrast the musical characteristics of different performances of the same spiritual in order to determine its historical and cultural context.</p>		
<p>Student learning outcome(s) for Objective #3: Critique contemporary American music within the context of racial stereotypes.</p>		
<p>Measure(s) for above Outcome(s): Students will present an oral report on a contemporary piece of music which retains references to racial stereotypes first presented in nineteenth-century minstrel shows.</p>		
<p>Instructor Name: Kristen Turner</p>		

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2012-2013

Course Action Short Form for GEP U.S. Diversity (USD)

Department(s)/Program	Music/Africana Studies	New to GEP: <input type="checkbox"/>
Course Prefix/Number (include cross-listed prefix)	MUS/AFS 230	Review for GEP: X
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	Introduction to African-American Music	
Instructor Name/Title	Kristen Turner	
<p>Each course in U.S. Diversity will provide instruction and guidance that help students to achieve at least 2 of the following:</p> <ol style="list-style-type: none"> 1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences; 2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.; 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.; 4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S. 		
<p>Student learning outcome(s) for #1:</p> <ul style="list-style-type: none"> • Describe ways in which music proved crucial in shaping African-American identity in various periods. • Describe way in which performers and composers deal with expectations of various groups such as the majority culture, African-American listeners, and the media of the time. 		
<p>Measure(s) for above Outcome(s): Sample exam questions:</p> <ul style="list-style-type: none"> • Discuss ways in which Duke Ellington's compositions and performances addressed both black pride and white America? • Describe ways in which slaves preserved African music traditions against bans on instruments on most plantations. • In the early days of rock n' roll, in what ways did Little Richard's music and performances play to white teenagers while retaining African-American identity? 		
<p>Student learning outcome(s) for #3:</p> <ul style="list-style-type: none"> • Describe ways in which African-American music played a pivotal role in the Civil Rights movement of the 1950's and 60's. • Investigate the musical contributions to the "black pride" movement of the 1960's. • Describe ways in which composers contributed to the Harlem Renaissance. 		
<p>Measure(s) for above Outcome(s): Sample essay questions:</p> <ul style="list-style-type: none"> • Discuss ways in which spirituals and gospel music used by individuals and groups in the civil rights movement? • How did various African-American singers lend support to the movement? • Describe James Brown's influence on black America in the late 1960's. 		

- Attach course information per review instructions
- Attach signature page with required signatures
- Attach completed GEP Course Evaluation Rubric

2013-2014

SIGNATURE PAGE FOR GEP COURSE REVIEW

MUS/AFS 230

COURSE PREFIX AND NUMBER

RECOMMENDED BY:

Thomas Koch, Music 4/1/14
HEAD, DEPARTMENT/PROGRAM DATE

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

[Signature] 4/21/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 4/23/14
COLLEGE DEAN DATE

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

DAVID P. [Signature] 11/3/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Victoria J. Gallagher 11/10/14
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS DATE

MUS 230
Introduction to African American Music

Class Web Resource

The main class web resource will be the Moodle site. You may access this site through <https://wolfware.ncsu.edu> Click on "My Courses," log in, and then the course site should come up. You will find the following resources on Moodle:

1. All homework assignments – reading, listening, and viewing resources
2. Quizzes on required class assignments. They are generally up for 2-3 days and close at 10:00 a.m. the morning the assignment is due.
3. Moodle Assignments
4. Assignment rubrics
5. Any handouts distributed in class
6. Tests

Class Schedule

ALL READING, WATCHING, AND LISTENING ASSIGNMENTS CAN BE FOUND ON THE MOODLE SITE

Friday, August 23 What is African-American Music
Moodle Assignment: What is African-American Music?

Monday, August 26 What is African-American Music

Wednesday, August 28 Elements of Music
Reading: Music Vocabulary Sheet

Friday, August 30 Elements of Music

Wednesday, September 4 Music and the Sacred
Reading:

1. Southern, *Readings in Black American Music*, pp. 82-87
2. Southern, *Music of Black Americans*, pp. 127-131
3. Southern, *Readings in Black American Music*, pp. 65-70

Listening:

1. "This Little Light of Mine"
2. "Early My God, Without Delay"

Friday, September 6 Music and the Sacred

Watch:

1. Ring Shout and the Birth of African American Religion
2. Bertha Smith and the Moving Hall Star Singer
3. Excerpt from the McIntosh County Shouters (41:40 to 45:17)

Monday, September 9 Music and the Sacred

Reading:

1. Southern, *Music of Black Americans*, pp. 456-465

Watch:

1. History of Gospel Music 04

Listening:

1. "Precious Lord Take My Hand" sung by the Golden Gate Jubilee Quartet
2. "Tain't Nobody's Business if I do" sung by Bessie Smith
3. "How I Got Over" sung by Mahalia Jackson

Wednesday, September 11 Music and the Sacred

Reading:

1. Michael Eric Dyson, "Gospel Music: Out of the Church, Into the Streets," *New York Times*, December 22, 1991.

Moodle Assignment: Contemporary Gospel Music Assignment

Friday, September 13

TEST NUMBER 1

Monday, September 16 Music and the 19th Century Stage

Reading:

1. Southern, *Music of Black Americans*, pp. 89-96
2. *Music in the USA*, pp. 107-109 and 114-117

Listening:

1. "Jump Jim Crow"

Watch:

1. Website on Blackface Minstrelsy (<http://black-face.com/minstrel-shows.htm>) Be sure to listen to the 1929 audio recording, and watch both video clips.
2. Blackface Minstrelsy video clip

Wednesday, September 18 Music and the 19th Century Stage

Reading:

1. *Out of Sight*, pp. 105-107

Friday, September 20 Music and the 19th Century Stage

Moodle Assignment: Minstrel Show Imagery

Monday, September 23 Music and the 19th Century Stage

Reading:

1. Stempel, *Showtime*, pp. 85-93

Listening:

1. "Nobody" performed by Bert Williams,
2. "On Emancipation Day" from *In Dahomey* by Will Marion Cook

Wednesday, September 25

Oral presentations – Where do you find minstrelsy today?

Friday, September 27

Oral presentations – Where do you find minstrelsy today?

Monday, September 30 Rural Music

Watch:

1. Explanation of the 12-Bar Blues Progression (listen to only the first 1:45). I suggest watching this **BEFORE** reading the assignment.

Reading:

1. Maultsby and Burnim, *African American Music*, pp. 79-89

Listen:

1. "Lonesome Home Blues" by Tommy Johnson
2. "Terraplane Blues" by Robert Johnson

Wednesday, October 2 Rural Music

Friday, October 4 Urban Music

Reading:

1. Information on Scott Joplin <http://www.scottjoplin.org/biography.htm>
2. *Out of Sight*, pp. 443-444 and 449-455

Listening:

1. Scott Joplin playing the "Maple Leaf Rag"
2. Eubie Blake playing his "Charleston Rag"

Monday, October 7 Urban Music

Reading:

1. Maultsby and Burnim, *African American Music*, pp. 89-93
2. "Mamie Smith and the Birth of the Blues Market" (NPR story)

Listening:

1. "Crazy Blues" sung by Mamie Smith
2. "Booze and blues" sung by Gertrude "Ma" Rainey

Wednesday, October 9 Urban Music

Reading:

1. *Music in the USA*, pp. 399-401

Watch:

1. "St. Louis Blues" performed by Bessie Smith (Watch this clip after you do the reading)

Monday, October 14 Music and Cultural Appropriation

Reading:

1. "Classic Rockers—the First Generation: Just Give Me Some of That Rock and Roll Music" from *Rock and Roll: A Social History* by Paul Friedlander

Listening:

1. "The Fat Man" by Fats Domino
2. "Roll Over Beethoven" by Chuck Berry

Wednesday, October 16 Music and Cultural Appropriation

Reading:

1. Michael T. Bertrand, *Race, Rock, and Elvis*, pp. 76-79
2. Langston Hughes, "Highway Robbery Across the Color Line in Rhythm and Blues," *Chicago Defender*, July 2, 1955.

Listening:

1. "Tutti Frutti" by Little Richard
2. "Tutti Frutti" sung by Pat Boone
3. "Take a Walk on the Wild Side" by Lou Reed

Friday, October 18 Music and Uplift

Reading:

1. *Music in the USA*, pp. 258-265

Listening:

1. "Wade in the Water" sung by the Fisk Jubilee Singers
2. "Wade in the Water" sung by George Cohen and others

Moodle Assignment: Wade in the Water

Monday, October 21 Music and Uplift

Reading:

1. Robert C. Carter, "Opera and the Afro-American Artist," *Colored American Magazine* 5, no. 2 (June 1902):142-145.
2. Burnim & Maultsby, *African American Music*, 64-66 and 191-193

Watch:

1. Marian Anderson: The Lincoln Memorial Concert, 1939

Listening:

1. "Let My People Go" sung by Paul Robeson

Wednesday, October 23 Music and Uplift

Reading:

1. Burnim & Maultsby, *African American Music*, 216-222

Listen:

1. Still, Afro-American Symphony, Movement III. Humour (Animato) [track 7]

Friday, October 25

Cover Song Project Due

Monday, October 28 Music and Civil Rights

Reading:

1. Maultsby and Burnim, *African American Music*, 598-622
2. "Singing in the Streets of Raleigh, 1963" by Clyde R. Appleton

Listening:

1. "We Shall Overcome"
2. "We Are Soldiers in the Army"
3. "Burn Baby Burn"

Wednesday, October 30 Music and Civil Rights

Reading:

1. Salamishah Tillet, "My American Dream Sounds like Nina Simone"

Listening:

1. "I wish I knew how it felt to be free?" sung by Nina Simone
2. "Only a Pawn in their Game" by Bob Dylan
3. "Ballad of Medgar Evers" by Matthew Brown

Friday, November 1 Music and Civil Rights – looking at primary documents

Meeting place TBA

Monday, November 4 Music and Civil Rights – what did we learn from the documents?

Wednesday, November 6 Music and Civil Rights – the legacy of music and the movement

Friday, November 8

TEST NUMBER 2

Monday, November 11 Music and the 20th Century Stage

Reading:

1. "Soul Music: R-E-S-P-E-C-T" from *Rock and Roll: A Social History* by Paul Friedlander

Listen:

1. "Green Onions" by Booker T and the MG's
2. "I Never Loved a Man (the Way I Love You)" sung by Aretha Franklin
3. "What'd I Say" sung by Ray Charles
4. "A Change is Gonna Come" sung by Sam Cooke

Wednesday, November 13 Music and the 20th Century Stage

Watch:

1. James Brown singing "Night Train" at the TAMM show, 1964

Moodle Assignment: Soul and Gospel pairs

Friday, November 15 Music and the 20th Century Stage

Reading:

1. "Mo-Town Hitsville, USA" from *Rockin' in Time: A Social History of Rock-and-Roll* by David P. Szatmary

Listening:

1. "Tracks of my Tears" by Smokey Robinson and the Miracles
2. "Where did our love go" sung by the Supremes

Monday, November 18 Music and the 20th Century Stage

Wednesday, November 20 Music and the 20th Century Stage

Friday, November 22 Music and Power

Reading: "Funk" from *Encyclopedia of African American Music*

Listening:

1. "I'm Black and I'm Proud" by James Brown
2. "Fight the Power" by the Isley Brothers

Watch:

1. Parliament-Funkadelic "The Mothership Connection"

Monday, November 25 Music and Power

Guest speaker: TBA

Reading:

1. Chapter 1 from *Groove Music: The Art and Culture of the Hip Hop DJ* by Mark Katz

Monday, December 2 Music and Power

Listening:

1. "Fight the Power" by Public Enemy
2. Other listening TBA

Reading:

1. TBA

Wednesday, December 4 Music and Power

Reading:

1. "Harry Belafonte, Jay Z and Intergenerational Beef" by Gene Demby
2. "Worst Beef Ever: Jay Z vs. Harry Belafonte"

Listening:

1. "Nickel and Dimes" by Jay Z

Moodle Assignment: Hip Hop Assignment

Monday, December 9

FINAL PAPERS DUE BY 11 AM

Papers may be handed to me between 9 and 11 a.m. at my office, or emailed directly to me by 11 a.m..

Criteria for Reviewing Course Action Forms for GEP Courses

ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

The departmental reviewers should consider the following criteria as well as the Basic Criteria.

<i>Departmental Criteria</i>	Yes	No	Comments
1. Are the stated GEP course learning outcomes supported by the course content?	X		
2. Are the stated GEP course learning outcomes applicable across all course sections?	X		
3. Does each stated GEP course learning outcome map to a GEP category objective?	X		
4. Are the means of evaluating these state GEP course learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	X		
5. Are the stated GEP student learning outcomes clearly measurable using the proposed means of evaluation?	X		

<i>Basic Criteria</i>	Yes	No	Comments
6. Are at least 25% of the course seats non-restricted? If all seats are restricted to a major(s), justification is required.	X		No restricted seats
7. Is the course offered on a regular basis?	X		At least once per year
8. Does the course have no more than one pre-requisite? If there is more than one pre-requisite, justification is required.	X		No pre-requisite
9. Is the course a standard offering (not a special topics or experimental course)?	X		

Department signature Thomas Koch Interim Director, Music 4/1/14
 Name Title Date

THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

<i>Criteria for GEP Course Documentation</i>	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	✓		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature

Name

Title

Date

Course Action Short Form for GEP Visual and Performing Arts

Department(s)/Program	Music/Africana Studies	New to GEP: <input type="checkbox"/>
Course Prefix/Number <i>(include crosslisted prefix)</i>	MUS/AFS 260	Review for GEP: X
Course Title	History of Jazz	
<p>Each course in the <i>Visual and Performing Arts</i> will provide instruction and guidance that helps students to:</p> <ol style="list-style-type: none"> 1. deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and 2. strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and 3. strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre. 		
<p>Student learning outcome(s) for Objective #1:</p> <p><i>Articulate</i></p> <ul style="list-style-type: none"> - Discuss the social, cultural, and economic aspects that led to the beginning of jazz as a truly diverse American art form. - Describe the evolution of jazz with specific knowledge of the historical significance of the major figures and various styles of the genre. - Examine the impact jazz has had on American culture and history. 		
<p>Measure(s) for above Outcome(s):</p> <p>(Sample essay question 1): Discuss the details of the social, cultural, and musical atmosphere in New Orleans leading up to the beginning of the 20th century, as well as how this atmosphere influenced the creation of jazz.</p> <p>(Sample essay question 2): Discuss the main issues and trends surrounding the creation of bebop, as well as the specific similarities and differences that exist between bebop, cool jazz, and hard bop. Use details such as locations, names, and stylistic changes from previous styles.</p>		
<p>Student learning outcome(s) for Objective #2:</p> <ul style="list-style-type: none"> - Analyze and discuss various aspects of jazz performance. - Describe the instrumental makeup of common ensembles from the various subgenres of jazz throughout the 20th century. 		
<p>Measure(s) for above Outcome(s): (Sample listening test/quiz question): After hearing the selected audio example, please answer the following questions: 1. Who wrote this tune, and what instrument did he play? 2. Cite specific examples of this musician's playing or writing style. 3. What instruments do you hear? 4. Name this tune.</p>		
<p>Student learning outcome(s) for Objective #3:</p> <ul style="list-style-type: none"> - Demonstrate critical thinking and research skills by exploring and evaluating the subgenres and musicians in the field of jazz. 		
<p>Measure(s) for above Outcome(s): A 5-7-page paper and a 5-minute presentation on an appropriate jazz topic of your choice (with instructor approval).</p>		
<p>Instructor Name: John Wesley Parker</p>		

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2012-2013

Course Action Short Form for GEP U.S. Diversity (USD)

Department(s)/Program	Music/Africana Studies	New to GEP: <input type="checkbox"/>
Course Prefix/Number <i>(include cross-listed prefix)</i>	MUS/AFS 260	Review for GEP: X
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	History of Jazz	
Instructor Name/Title	Wes Parker	
<p>Each course in U.S. Diversity will provide instruction and guidance that help students to achieve at least 2 of the following:</p> <ol style="list-style-type: none"> 1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences; 2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.; 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.; 4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S. 		
<p>Student learning outcome(s) for #1:</p> <ul style="list-style-type: none"> • Discuss the ways in which jazz helps create an American cultural identity in the 20th century. • Examine the control, use and importance of recording technology in the growth of jazz and acceptance of black musicians in the US. • Describe ways in which the emergence of jazz paralleled the growth of the black middle class in the US. 		
<p>Measure(s) for above Outcome(s):</p> <p>Sample test essay questions:</p> <ul style="list-style-type: none"> • Explain why the first jazz recording (Livery Stable Blues) was made by a white group. • In what ways did jazz play an important role in the emerging black culture of the Harlem Renaissance? 		
<p>Student learning outcome(s) for #4:</p> <ul style="list-style-type: none"> • Examine the various racial and ethnic sources influencing early jazz in the American south. • Describe the continued interaction and influences between black and white societies and musicians throughout the history of jazz. 		
<p>Measure(s) for above Outcome(s):</p> <p>Sample essay question</p> <ul style="list-style-type: none"> • Describe the various influences of slave songs and hollers, Creole European art music training, early blues, and white folksongs and hymns in early jazz in the New Orleans musical scene in the early 20th-century. 		

- Attach course information per review instructions
- Attach signature page with required signatures
- Attach completed GEP Course Evaluation Rubric

2013-2014

SIGNATURE PAGE FOR GEP COURSE REVIEW

MUS/AFS 260

COURSE PREFIX AND NUMBER

RECOMMENDED BY:

Thomas Koch, Music 4/1/14
HEAD, DEPARTMENT/PROGRAM DATE

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

[Signature] 4/21/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 4/23/14
COLLEGE DEAN DATE

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

[Signature] 11/3/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 11/10/14
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS DATE

History of Jazz (MUS/AFS 260): Course Schedule

Text: Gridley, Mark C., Jazz Styles: History and Analysis. 11th Edition. \$71.11
CD Collection: Jazz Classics 3 CD Set for Jazz Styles. \$38.95

January

6th Monday: What is Jazz?

Read Chapters 1 and 2 for Wednesday

8th Wednesday: Origins of Jazz

Listen to first 6 selections on JCC1

Read remainder of Chapter 4 for the next class meeting!

15th Monday: Origins of Jazz Continued

Chapter 4: Listen to "Maple Leaf Rag" on SCCJ

The 1920's

15th Wednesday: Original Dixieland Jazz Band and Joe Oliver

Read Chapter 5: pg. 59-65

Listen to "Dixie Jazz Band One-Step" on JCC1

In Class Listening: "Dippermouth Blues" and "Alligator Hop"

20th Monday: NO CLASS

22nd Wednesday: James P. Johnson, Jelly Roll Morton, Fats Waller

Read Chapter 5: pg. 66-75

Listen to "You've Got to Be Modernistic," "Wolverine Blues," and "Handful of Keys" on JCC1

In Class Listening: "Black Bottom Stomp," "Carolina Shout," and "I Ain't Got Nobody"

27th Monday: Louis Armstrong, Sidney Bechet, and Bix Beiderbecke

Read Chapter 5: pg. 75-87

Listen to "West End Blues," "Hotter Than That," and "Singin' the Blues" on JCC1

In Class Listening: "Weather Bird," "Potato Head Blues," "Blue Horizon," "Cake Walkin' Babies from Home," "Riverboat Shuffle," and "Sobbin' Hearted Blues"

29th Wednesday: Kid Ory, Jack Teagarden, and the rest of the chapter

Read Chapter 5: pg. 87-95

Listening: TBA-----

February

The 1930's

3rd Monday: Duke Ellington

Read Chapter 7: pg. 128-134

Listen to "Harlem Airshaft" and "Cottontail" on JCC1

In Class Listening: "Concerto for Cootie" and "In a Mellotone"

5th Wednesday: Duke Ellington

Read Chapter 7: pg. 135-146

Listen to "Translucency" and "Prelude to A Kiss" on JCC1

In Class Listening: "I've Got It Bad"

Review for First Exam

10th Monday: First Exam!

12th Wednesday: Benny Goodman, Coleman Hawkins, and Roy Eldridge

Read Chapter 6: pg. 98-108

Listen to "After You've Gone," "Seven Come Eleven," "How Deep is the Ocean?" and "Voodte" on JCC1

In Class Listening: "I Found a New Baby," "Body and Soul," "Rockin' Chair," and "I Can't Believe That You're In Love With Me"

17th Monday: Art Tatum, Count Basie, and Lester Young
Read Chapters 6: pg. 108-117, chapter 8: pg. 148-160
Listen to "Taxi War Dance" and "Lester Leaps In" on JCC1
In Class Listening: "Willow Weep for Me," "Too Marvelous for Words," "Lady Be Good" and "Tiger Rag"
Those who are interested in jazz singers, read to the end of Ch. 6

The 1940's

19th Wednesday: Bebop- Charlie Parker and Dizzy Gillespie
Read Chapter 9: pg. 162-173
Listen to "Shaw Nuff," "Things to Come," and "Just Friends" on JCC1
In Class Listening: Parker and Gillespie selections; "Leap Frog," "Ko-Ko" and "Parker's Mood"

24th Monday: Thelonious Monk, Bud Powell, and J.J. Johnson
Read Chapter 9: pg. 173-186
Listen to "Misterioso" on JCC1,
In Class Listening: "Get Happy," Monk and Powell selections

26th Wednesday: Dexter Gordon and the Woody Herman bop Bands
Read Chapter 9: pg. 186-198
Listen to "Four Brothers" on JCC1
In Class Listening: "Bikini," "Dexter Digs In" and "Index"

March

The 1950's

3rd Monday: Cool Jazz- Lennie Tristano, Lee Konitz, and Stan Getz
Read Chapter 10: pg. 202-215
Listen to "No Figs," "My Lady," "A Trumpet" on JCC2
In Class Listening: "Subconscious-Lee" and "Improvisation"

5th Wednesday: Dave Brubeck and Gerry Mulligan, Paul Desmond, Chet Baker
Read Chapter 10: pg. 215-226
Listen to "Blue Rondo ala Turk" on JCC2
In Class Listening: recordings cited in endnotes of Chapter 10
Project Topics Due for Approval

10th Monday: SPRING BREAK!!!

12th Wednesday: SPRING BREAK!!!

17th Monday: Hard Bop- Clifford Brown, Art Blakey, and Sonny Rollins
Read Chapter 11: pg. 229-233, 236-246
Listen to "Cranky Spanky" and "Kiss and Run" on JCC2
In Class Listening: "Pent-Up House," "Blue Seven," "Gertrude's Bounce," "Get Happy" and "Egyptian"

19th Wednesday: Horace Silver and Cannonball Adderley
Chapter 11: pg. 234-236, 246-258
Listen to "Senor Blues" and "Flamenco Sketches" on JCC2
In Class Listening: "Two Bass Hit," "Gregory is Here," "So What," "Summertime" and "Blue in Green," as well as albums by Silver and Adderley cited in endnotes of Chapters 11 and 12
Review For Second Exam

24th Monday: Second Exam!

26th Wednesday: TBA

The 1960's

31st Monday: Bill Evans and Miles Davis in the 1960's

Read Chapters 12: pg. 260-276 and 15: pg 339-345

Listen to "Flamenco Sketches" and "Masqualero" on JCC2, and "Solar" on JCC3

In Class Listening: "So What," "Blue in Green"

April

2nd Wednesday: Free Jazz- Ornette Coleman, Albert Ayler, Cecil Taylor, Mingus

Read Chapter 14: pg 307-327

Listen to "Civilization Day" on JCC2, "Ghosts: First Variation" on JCC3

In Class Listening: "Dee Dee," "Enter Evening," "Congeniality" and "Free Jazz"

7th Monday: John Coltrane

Read Chapter 13: pg 289-303

Listen to "Flamenco Sketches" and "The Promise" on JCC2

In Class Listening: "Two Bass Hit," "Your Lady," "Blue in Green," "Mars," "So What" and "Alabama"

9th Wednesday: Herbie Hancock, Wayne Shorter, and Freddie Hubbard

Ch 11: pg 238-242, Ch 12: 273-274, 276-284, Ch 15: 348-351

Listen to "Masqualero" and "Maiden Voyage" on JCC2

In Class Listening: albums cited in Chapters 11,12, and 15

The 1970's

14th Monday: Keith Jarrett and Chick Corea

Read Chapter 15: pg 351-359

Listen to "Steps" on JCC3

In Class Listening: "Captain Marvel" and "Wind-Up," as well as assorted ECM albums cited in the endnotes of Chapter 15

16th Wednesday: Final Project Presentations Round 1

21st Monday: Final Project Presentations Round 2

23rd Wednesday: Final Project Presentations Round 3

Review For Final Exam!!!

Comprehensive Final Exam During Exam Period

Criteria for Reviewing Course Action Forms for GEP Courses

ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

The departmental reviewers should consider the following criteria as well as the Basic Criteria.

<i>Departmental Criteria</i>	Yes	No	Comments
1. Are the stated GEP course learning outcomes supported by the course content?	✓		
2. Are the stated GEP course learning outcomes applicable across all course sections?	✓		
3. Does each stated GEP course learning outcome map to a GEP category objective?	✓		
4. Are the means of evaluating these state GEP course learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	✓		
5. Are the stated GEP student learning outcomes clearly measurable using the proposed means of evaluation?	✓		

<i>Basic Criteria</i>	Yes	No	Comments
6. Are at least 25% of the course seats non-restricted? If all seats are restricted to a major(s), justification is required.	✓		
7. Is the course offered on a regular basis?	✓		
8. Does the course have no more than one pre-requisite? If there is more than one pre-requisite, justification is required.	✓		
9. Is the course a standard offering (not a special topics or experimental course)?	✓		

Department signature Thomas Koch Interim Director, Music 4/1/14
 Name Title Date

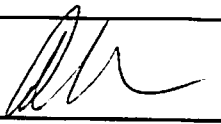
THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education should consider the following criteria for GEP course documentation.

Criteria for GEP Course Documentation	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	✓		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb? For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature 

 Name Doss

 Title Assoc. Dean

 Date 4/21/14

Created on 8/25/2008 9:44:00 PM

Course Action Short Form for GEP Visual and Performing Arts

Department(s)/Program	Music	New to GEP: <input type="checkbox"/>
Course Prefix/Number <i>(include crosslisted prefix)</i>	MUS/WGS 360	Review for GEP: X
Course Title	Women in Music	

Each course in the **Visual and Performing Arts** will provide instruction and guidance that helps students to:

1. deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
2. strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and
3. strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Student learning outcome(s) for Objective #1:
Analyze how gender influences the aesthetic and musical characteristics of music from diverse traditions.

Measure(s) for above Outcome(s):
Students will write a research paper using primary sources analyzing the influence of gender on a piece, composer, or performer of their choice.

Student learning outcome(s) for Objective #2:
Interpret a piece of music within its political and cultural context based upon its musical characteristics.

Measure(s) for above Outcome(s):
Students will analyze arias from the opera *Carmen* using accepted musical analytical techniques in order to determine the influence of nineteenth century notions about gender and national identity.

Student learning outcome(s) for Objective #3:
Evaluate the cultural coding of ideas of masculine and feminine as they apply to music.

Measure(s) for above Outcome(s):
Students will choose one piece of music they hear as coded "feminine" and another piece of music coded "masculine" and explain their choices in a short essay addressing the gendered implications of the musical and lyrical (if appropriate) content of the music.

Instructor Name:
Kristen Turner

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2012-2013

Course Action Short Form for GEP U.S. Diversity (USD)

Department(s)/Program	Music/Women's and Gender Studies	New to GEP: <input type="checkbox"/>
Course Prefix/Number (include cross-listed prefix)	MUS/WGS 360	Review for GEP: X
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	Women in Music	
Instructor Name/Title	Kristen Turner	
<p>Each course in U.S. Diversity will provide instruction and guidance that help students to achieve <u>at least 2</u> of the following:</p> <ol style="list-style-type: none"> 1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences; 2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.; 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.; 4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S. 		
<p>Student learning outcome(s) for 1:</p> <ul style="list-style-type: none"> • Analyze the various ways in which gender influences cultural identity for various racial, ethnic and class groups. • Describe ways in which particular composers or performers identify with, embrace, or reject certain gender, class or sexual orientation identities in their works. • Discuss a particular work in depth in relation to its cultural context. 		
<p>Measure(s) for above Outcome(s): Sample Essay Question</p> <ul style="list-style-type: none"> • Discuss how particular images found on music videos of popular music of the 1980's-90's reinforce or challenge common gender stereotypes of the time. • How do female performers in country music of the 1950's-60's reflect the changing cultural views of women at the time • Discuss the ways in which Pauline Oliveros's Sonic Meditations reflect group interactions central to the women's movement of the 1960's. 		
<p>Student learning outcome(s) for 3:</p> <ul style="list-style-type: none"> • Explain how actions by women composers and performers have served to repeatedly challenge prevailing notions of sexual or ethnic inequality leading towards a more just society in the U.S. • Interpret particular musical works in terms of their cultural or political content. 		
<p>Measure(s) for above Outcome(s): Sample Essay question</p> <ul style="list-style-type: none"> • Compare Otis Redding's version of "Respect" with that by Aretha Franklin. How does the change in gender of the singer, along with a different performance style, affect your interpretation of the social and political meaning of the song? 		

- Attach course information per review instructions
- Attach signature page with required signatures
- Attach completed GEP Course Evaluation Rubric

2013-2014

SIGNATURE PAGE FOR GEP COURSE REVIEW

MUS/WGS 360

COURSE PREFIX AND NUMBER

RECOMMENDED BY:

Thomas Koch, Music 4/1/14
HEAD, DEPARTMENT/PROGRAM DATE

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

[Signature] 4/21/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 4/23/14
COLLEGE DEAN DATE

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

David F. A. 11/3/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Victoria J. Gallagher 11/10/14
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS DATE

MUS 360 Women in Music

Required Text

Women, Music, Culture - Julie Dunbar

Publisher: Routledge

Edition: First

ISBN: 9780415875639

Cost: \$79.95

Class On-line Resource

The main class on-line resource will be the Moodle site. You may access this site through <https://wolfware.ncsu.edu> Click on "Moodle," log in, and then the course site should come up. You will find the following resources on Moodle:

1. Quizzes on required class reading assignments. They are generally up for 2-3 days and close at 10:00 a.m. the morning the reading assignment is due.
2. Class reading assignments NOT from the textbook
3. Short assignments, most of which are due on 5:00 p.m. on the due date
4. All handouts given in class

Schedule

Wednesday, January 9 Exploring Music in Context

Read: Chapter 1
Elements of Music Handout

Friday, January 11 Exploring Music in Context

Assignment: Alternative Narrative

Monday, January 14 Exploring Music in Context

Wednesday, January 16 Women in Medieval Music and the Western Canon

Read: Handout on Hildegard
Assignment: Two Pieces due **Thursday, January 17 by 5:00**

Friday, January 18 Women in Medieval Music and the Western Canon

Read: *LA Times* Profile on Gubaidulina
Assignment: Masculine or Feminine?

Wednesday, January 23 Women in World Music

Read: Chapter 3

Friday, January 25 Women in Court Cultures

Read: Chapter 4

Monday, January 28 Women in Court Cultures

Read: Primary document on troubadours
Primary document on Ferrara

Wednesday, January 30 Women in Baroque Keyboard and Vocal Genres

Read: Chapter 5

Friday, February 1 Women in Baroque Keyboard and Vocal Genres

Monday, February 4 Female Romantic-Era Performers

Read: Chapter 6
Music as a Proper Occupation
Fanny Mendelssohn primary documents

Wednesday, February 6 Female Romantic-Era Performers

Friday, February 8 Female Romantic-Era Performers

Assignment: Biography Assignment topics

Monday, February 11 Women and Romantic Opera

Read: Opera Definitions Handout
Wikipedia entry on *Carmen*

Wednesday, February 13 Women and Romantic Opera

Read: *Carmen* libretto (see Moodle)

Friday, February 15 Women and Romantic Opera

ARTICLE SUMMARY DUE BY 10:15 a.m.

Read: TBA Article on *Carmen*

Monday, February 18 Women and Romantic Opera

Primary Documents In-Class Project

Wednesday, February 20

MID-TERM EXAM

Friday, February 22-27 Women in American Popular Music

Read: Chapter 7

Friday, March 1

BIOGRAPHICAL ESSAYS DUE BY 10:15

Class Discussion of Biography papers

Monday, March 11 Women in Gospel and Blues

Groups for Final Project will be announced

Read: Chapter 8

Wednesday, March 13 Women in Gospel and Blues

Read: Langston Hughes, "Here to Yonder"

Friday, March 15 Women in Gospel and Blues

Monday, March 18 Marketing of Women Performers

Read: Chapter 9

Wednesday, March 20 Marketing of Women Performers

Assignment: Final Project Topic due (one per group via email)

Friday, March 22 Marketing of Women Performers

Monday, March 25-27 Women in Twentieth-Century Instrumental Ensembles

Read: Chapter 10

Monday, April 1 Women in Jazz

Read: Chapter 13

Wednesday, April 3 Women in Jazz

Assignment: Sweet Georgia Brown covers

Friday, April 5 Women in Jazz

Monday, April 8-10 Women and Music Technology

Read: Chapter 14

Friday, April 12 Women and Spectacle

Read: Chapter 15

Monday, April 15 Women and Spectacle

Assignment: Spectacle

Wednesday, April 17 Women and Spectacle

Assignment: Final Paper Topic due (through Moodle)

Friday, April 19

Final Project In-class workday

Monday, April 22

FINAL PROJECT PRESENTATIONS

Wednesday, April 24

FINAL PROJECT PRESENTATIONS

Friday, April 26

FINAL PROJECT PRESENTATIONS

Monday, May 6

9:00-11:00 FINAL PAPER DUE

Criteria for Reviewing Course Action Forms for GEP Courses

ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

The departmental reviewers should consider the following criteria as well as the Basic Criteria.

<i>Departmental Criteria</i>	Yes	No	Comments
1. Are the stated GEP course learning outcomes supported by the course content?	✓		
2. Are the stated GEP course learning outcomes applicable across all course sections?	✓		
3. Does each stated GEP course learning outcome map to a GEP category objective?	✓		
4. Are the means of evaluating these state GEP course learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	✓		
5. Are the stated GEP student learning outcomes clearly measurable using the proposed means of evaluation?	✓		

Basic Criteria	Yes	No	Comments
6. Are at least 25% of the course seats non-restricted? If all seats are restricted to a major(s), justification is required.	✓		
7. Is the course offered on a regular basis?	✓		
8. Does the course have no more than one pre-requisite? If there is more than one pre-requisite, justification is required.	✓		
9. Is the course a standard offering (not a special topics or experimental course)?	✓		

Department signature Thomas Koch Interim Director, Music 4/1/14
Name Title Date

THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education should consider the following criteria for GEP course documentation.

<i>Criteria for GEP Course Documentation</i>	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	✓		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb? For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature

Name

Title

Date

Created on 8/25/2008 9:44:00 PM

Course Action Short Form for GEP Humanities (HUM)

Department(s)/Program	ENGLISH	New to GEP: <input type="checkbox"/>
Course Prefix/Number (Include cross-listed prefix)	ENG 265	Review for GEP: <input checked="" type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	American Literature I.	
Instructor Name/Title	Barbara Bennett, Associate Professor	
<p>Each course in the <i>Humanities</i> will provide instruction and guidance that help students to:</p> <ol style="list-style-type: none"> 1. Engage the human experience through the interpretation of human culture and 2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and 3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities. 		
<p>Student learning outcome(s) for Objective #1:</p> <p>Students will interpret works of American Literature written before the Civil War within their historical and cultural contexts.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Mid-term and Final Exam Questions</p> <p>Sample Question: Compare and contrast Mary Rowlandson's <i>A Narrative of the Captivity . . .</i> and De Crevecoeur's <i>Letters from an American Farmer</i>, paying particular attention to how the gender and class consciousness of the narrative "I" is shaped by cultural and societal influences.</p>		
<p>Student learning outcome(s) for Objective #2:</p> <p>Students will analyze, evaluate, and/or synthesize different interpretations of literary texts.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Critical Essays</p> <p>Sample Question: Using at least two conflicting biographical perspectives, compare and contrast Emily Dickinson's poetry giving particular emphasis to how her "love" poems can be understood in very different ways as a result of a biographer's narrative of her life.</p>		
<p>Student learning outcome(s) for Objective #3:</p> <p>Students will write well-developed critical essays about American Literature written before the Civil War.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Critical Essays</p> <p>Sample question: Analyze the interactions between white women and African Americans in the quest for civil rights, referring to such authors as Lydia Maria Child, Margaret Fuller, Harriet Beecher Stowe, Harriet Jacobs, Frederick Douglass, and May Boykin Miller Chestnut. Pay particular attention to the ways in which the convergence of agendas for gender and racial equality is productive and/or problematic. Incorporate at least two peer-reviewed interpretative essays or book chapters into your analysis.</p>		

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2013-2014

SIGNATURE PAGE FOR GEP COURSE SUBMISSION

ENG 265
COURSE PREFIX AND NUMBER

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM

DATE

4-7-14

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

10/20/14

COLLEGE DEAN

DATE

10/21/14

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN OF DIVISION OF ACADEMIC AND STUDENT AFFAIRS

DATE

Course Action Short Form for GEP Humanities (HUM)

Additional Course Information

1. Title and author of any required text or publications. *The Norton Anthology of American Literature, 8th edition, Volumes A and B (Beginnings to 1865)*. New York: W.W. Norton, 2011. \$51.88
2. Major topics to be covered and required readings including laboratory and studio topics. See Course Schedule below.
3. List any required field trips, out of class activities, and/or guest speakers. None.
4. List all course prerequisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none. None.
5. 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.

Course Schedule

- Week One:** Native American creation myths
Native American trickster tales
First encounters of Early European and Native Americans
- Week Two:** William Bradford, *Of Plymouth Plantation*
Anne Bradstreet, poems
Edward Taylor, poems
Mary Rowlandson, *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*
- Week Three:** Franklin, Adams, Paine, Jefferson: Political texts
de Crevecoeur, *Letters From an American Farmer*
- Week Four:** Turell, Stockton, Morton, Bleecker: poems
Phillis Wheatley, poems
Essay #1 Due
- Week Five:** Jonathan Edwards, "Personal Narrative"
Cotton Mather, "Wonders of the Invisible World"
- Week Six:** William Byrd, from *The Secret Diary*
Sarah Kemble Knight, "The Private Journal of a Journey from Boston to New York"
- Week Seven:** Washington Irving, "Rip Van Winkle," "The Legend of Sleepy Hollow"
James Fenimore Cooper, from *The Last of the Mohicans*
William Cullen Bryant, poems
Mid-term Exam
- Week Eight:** Judith Sargent Murray, "On the Equality of the Sexes"
Lydia Maria Child, Letters from New York
Catherine Maria Sedgwick, Lydia Howard Huntley Sigourney,
Jane Johnston Schoolcraft, Caroline Stansbury Kirkland, excerpts from essays
- Week Nine:** Ralph Waldo Emerson, "Nature," "The American Scholar," "Self-Reliance"
Henry David Thoreau, "Resistance to Civil Government," and from *Walden*
- Week Ten:** Nathaniel Hawthorne, *The Scarlet Letter*
- Week Eleven:** Edgar Allan Poe, "The Fall of the House of Usher," "The Cask of Amontillado," poems
- Week Twelve:** Harriet Beecher Stowe, from *Uncle Tom's Cabin*
Fanny Fern, essays
Mary Boykin Miller Chestnut, from *Mary Chesnut's Civil War*

Course Action Short Form for GEP Humanities (HUM)

Week Thirteen: Harriet Jacobs, from *Incidents in the Life of a Slave Girl*
Frederick Douglass, from *Narrative of the Life of Frederick Douglass, an American Slave*
Paper #2 Due

Week Fourteen: Herman Melville, *Billy Budd*, "Bartleby, the Scrivner"

Week Fifteen: Walt Whitman, poems
Emily Dickinson, poems

Final Exam

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

Criteria for GEP Course Documentation	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	✓		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/ilecom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature David R. Chasick Title CHASS CRC Date 10/20/14

3/5/2013

NC STATE UNIVERSITY

Office of Academic Affairs
Box 7904 / Page Hall
Raleigh, North Carolina 27695-7904
919.515.3263 (phone)
919.515.8702 (fax)

MEMORANDUM

Date: Oct 14, 2014

To: Dr. Michael D. Mullen, Vice Chancellor and Dean, Academic and Student Affairs
From: Dr. David W. Parish, Assistant Dean for Academic Affairs

Subject: **Second Offering of IPGE295: Engineering in the 21st Century.**

With the success of the first offering of the "shell" IPGE295: Engineering in the 21st Century, the College of Engineering would like to request a second opportunity to teach of this special topics, Interdisciplinary, GEP course in the Spring 2015. The original course was first taught last semester (Spring 2014). There will be no changes to the original syllabus or to the format of the class. There are no other departments outside of the College of Engineering affected by this action. Enclosed is a copy of original short action form.

Attachment:

ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

9 NOV 14

DATE



COLLEGE DEAN

11/4/14

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS

DATE

APPROVED EFFECTIVE DATE _____

Course Action Short Form for GEP Interdisciplinary Perspective (IP)

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

The connections will be made between the separate engineering disciplines offered at NC State University and the Engineering Grand Challenges of the 21st Century from the perspective of security challenges, sustainability challenges, health challenges, and the joy of living concepts.

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?"

Lectures, guest speakers, and associated readings will introduce the students to the individual disciplines and how they are related to the Engineering Grand Challenges. The discussion will look at similarities and differences in research, scholarship, and methodologies for analyzing the individual challenges and interpreting designs appropriate to the discipline. Experts from the individual engineering areas of study within the College of Engineering will also visit the classroom to educate students about specific areas on interdisciplinary inquiry in the college. Examples are provided that emphasize interdisciplinary design techniques incorporated in most engineering products.

Readings:

Assorted readings taken from the National Academy of Engineering website related to the individual challenges: <http://www.engineeringchallenges.org/>

INTERDISCIPLINARY PERSPECTIVES – SHORT FORM FOR IP 295 SHELL OFFERING

6257

Department(s)/Program	College of Engineering
Course Prefix/Number	IPGE 295
Course Title	Engineering in the 21 st Century

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please provide answers to the following questions and attach to form.

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

* For more detail about the rationale for the IP requirement including the category requirement and design criteria for IP courses, go to <http://www.ncsu.edu/uap/academic-standards/gep/courselists/ip/requirement.html>

Each course in *Interdisciplinary Perspectives* will provide instruction and guidance that help students to:

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

Student learning outcome(s) for **Objective #1:**

Identify the differences in the engineering disciplines that apply scientific theory to analyzing, developing, and designing technological solutions to the Engineering Grand Challenges of the 21st Century.

Measure(s) for above Outcome(s):

- (i) Evidence matrix assignment in which students map the differences and similarities between the engineering disciplines presented in the course under the umbrella of the Grand Challenges.
- (ii) Case studies for engineering designs will be discussed and all written work will be expected to show knowledge of the differences.
- (iii) Final research paper involving one individual topic (out of the 14 Grand Challenges) discussing the design requirements of two or more engineering disciplines on one engineering product/system.

Student learning outcome(s) for **Objective #2:**

Explain the four focal areas of the engineering grand challenges (security, health, sustainability, and joy of living) facing mankind in the 21st Century and their significance in terms of political, social, and historical importance.

Measure(s) for above Outcome(s):

- (i) Final research paper involving one individual topic (out of the 14 Grand Challenges) discussing the design requirements of two or more engineering disciplines on one engineering product/system.
- (ii) All written work must show knowledge of societal implications on the technological advances required for advancement into the next century.

INTERDISCIPLINARY PERSPECTIVES – SHORT FORM FOR IP 295 SHELL OFFERING

Student learning outcome(s) for Objective #3:

Identify the approaches of two or more engineering disciplines in the College of Engineering to a problem, issue, or design associated with technology related to the Engineering Grand Challenges.

Measure(s) for above Outcome(s):

- (i) Case studies for engineering designs will be discussed and all written work will be expected to show knowledge of the differences.
- (ii) Final research paper involving one individual topic (out of the 14 Grand Challenges) discussing the design requirements of two or more engineering disciplines on one engineering product/system.
- (iii) Group project involving multidisciplinary engineering students discussing and reporting on technological advances within the separate disciplines in the College of Engineering.

Instructor Name: David Parish

- See CUE guidelines for IP 295 offering for detail on attachments and routing
- Attach the syllabus and signature page

Course Schedule

NOTE: The course schedule is subject to change.

Lecture MW 1:30pm - 2:45pm — Week 1 — 01/06/2014 - 01/10/2014

Introduction and Grand Challenges Overview

Lecture MW 1:30pm - 2:45pm — Week 2 — 01/13/2014 - 01/17/2014

Sustainability - Economic Solar Energy, EE and CPE, CBE

Lecture MW 1:30pm - 2:45pm — Week 3 — 01/20/2014 - 01/24/2014

Sustainability - Energy From Fusion, NE

Lecture MW 1:30pm - 2:45pm — Week 4 — 01/27/2014 - 01/31/2014

Sustainability - Carbon Sequestraion, Nitrogen Cycle, BE

Lecture MW 1:30pm - 2:45pm — Week 5 — 02/03/2014 - 02/07/2014

Sustainability - Access to Clean Water, ENE

Lecture MW 1:30pm - 2:45pm — Week 6 — 02/10/2014 - 02/14/2014

Health - Advance Health Infomatics, Engineer Better Medicines, BME

Lecture MW 1:30pm - 2:45pm — Week 7 — 02/17/2014 - 02/21/2014

Health - Reverse Engineer the Brain, ME, AE

Lecture MW 1:30pm - 2:45pm — Week 8 — 02/24/2014 - 02/28/2014

Security - Secure Cyberspace, CSC

Lecture MW 1:30pm - 2:45pm — Week 9 — 03/03/2014 - 03/07/2014

Security - Prevent Nuclear Terror - NE

Week 10 — 03/10/2014 - 03/14/2014

SPRING BREAK

Lecture MW 1:30pm - 2:45pm — Week 11 — 03/17/2014 - 03/21/2014

Security - Restore and Improve Urban Infrastrucure, CE, CEM

Lecture MW 1:30pm - 2:45pm — Week 12 — 03/24/2014 - 03/28/2014

Joy of Living - Enhance Virtual Reality, CSC, CPE

Lecture MW 1:30pm - 2:45pm — Week 13 — 03/31/2014 - 04/04/2014

Joy of Living - Advance Personalized Learning - BREAK

Lecture MW 1:30pm - 2:45pm — Week 14 — 04/07/2014 - 04/11/2014

Joy of Living - Advance Personalized Learning - AE

Lecture MW 1:30pm - 2:45pm — Week 15 — 04/14/2014 - 04/18/2014

Joy of Living - Engineer the Tools of Scientific Discovery, PSE, ISE

Lecture MW 1:30pm - 2:45pm — Week 16 — 04/21/2014 - 04/25/2014

Joy of Living - Engineer the Tools of Scientific Discovery, MSE, TE

2 October 2014

MEMO

To: Courses & Curriculum Committee
Division of Academic & Student Affairs
Council on Undergraduate Education

From: Aaron Stoller
Associate Director, University Honors Program

Re: Notification of experimental offerings, Fall semester 2014

The following two courses are being offered this spring under the University Honors Program HON 290 series General Education special topics "shells":

Course Number: HON 296, Section 002
GEP Category: Interdisciplinary Perspectives
GEP Category: Humanities (Philosophy)
Course Title: Emotion and Reason
Number of Times Offered: First Offering
Instructor Name: S. Soyarslan

Course Number: HON 296, Section 003 (Cross-listed with HI 298)
GEP Category: Interdisciplinary Perspectives
GEP Category: Humanities (History)
Co-requisite: Global Knowledge
Co-requisite: U.S. Diversity
Course Title: A Global History of American Food
Number of Times Offered: Second offering (First offering, Spring 2014)
Instructor Name: C. Ludington

GEP Interdisciplinary Perspectives (IP) Course Submission Form

This form is to be used for submitting Interdisciplinary Perspectives GEP course actions to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP course must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

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

Department(s)/Program	University Honors Program	New to GEP Category <input checked="" type="checkbox"/>
Course Prefix/Number <i>(include cross-listed prefix)</i>	HON 296-002	Retain for GEP Category <input type="checkbox"/>
Course Title	Emotion and Reason	
Instructor Name/Title	Sanem Soyarslan, Assistant Professor of Philosophy	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please provide answers to the following questions:

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

Philosophy, Psychology, and Cognitive Neuroscience.

- B. 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"?

This course is organized in three main sections. The first section discusses important philosophical texts that engage with the relationship between reason and emotion in the history of philosophy. The second section starts with William James' seminal article, "What is an emotion?", which marks a turning point for the study of emotion in philosophy, psychology and cognitive neuroscience. The rest of this section is devoted to a presentation of some of the recent work in cognitive neuroscience and moral psychology on emotion and reason. The final section discusses how contemporary philosophers such as Martha Nussbaum and Jesse Prinz conceive of the relationship between reason and emotion insofar as moral judgment is concerned under the light of recent findings in psychology and cognitive neuroscience.

List the Instructor's student learning outcomes for the course that are relevant to *GEP Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.*

Student Learning Outcome: By the end of the course, students will be able to distinguish between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Outcome Measure: In-class discussion questions, paper, exams. (Sample exam question: "What differences do you observe between how Antonio Damasio supports his somatic marker hypothesis and how Plato grounds his tripartite division of the soul?")

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

Student Learning Outcome: By the end of the course, students will be able to draw connections between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Outcome Measure: In-class discussion questions, paper, exams. (Sample exam question: "How does philosopher Jesse Prinz make use of the connection between the findings of cognitive neuroscience and moral philosophy of David Hume?")

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

Student Learning Outcome: By the end of the course, students will be able to articulate in what ways the findings of cognitive neuroscience bear on one particular area of philosophy, namely, moral philosophy.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Outcome Measure: In-class discussion questions, paper, exams. (Sample exam question: "What are the moral implications of neuroscientific moral psychology?")

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives* category designation and GEP student learning outcomes.

What percentage of the seats offered will be open to all students? ____ 0 ____ %

- a. If seats are restricted, describe the restriction being applied.
Open to University Honors Program students across all majors; all students by permission of the University Honors Program.
- 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.

UNIVERSITY HONORS PROGRAM STUDENTS; OTHERS BY PERMISSION OF THE UNIVERSITY HONORS

PROGRAM
<i>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)</i> None
<i>If this is a 400 level and/or a dual-level course, provide a complete syllabus and include below a statement on appropriateness of this course as a general education course. For dual-level, the syllabus should reflect the difference in requirements for each level.</i>
SECTION 3: ADDITIONAL INFORMATION
If this course is <u>currently</u> on another GEP course list(s), state below which category(ies). If unsure, please check the course listing in the <u>catalog</u> .
<i>Complete the following 3 questions or <u>attach a syllabus</u> that includes this information.</i>
1. Title and author of any required text or publications.
2. Major topics to be covered and required readings including laboratory and studio topics.
3. List any required field trips, out of class activities, and/or guest speakers.

GEP Humanities (HUM) Course Submission Form

This form is to be used for submitting Humanities GEP course actions to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP course must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Humanities objectives* will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Department(s)/Program	University Honors Program	New to GEP Category <input checked="" type="checkbox"/>
Course Prefix/Number (include cross-listed prefix)	HON 296-002	Retain for GEP Category <input type="checkbox"/>
Course Title	Emotion and Reason	
Instructor Name/Title	Sanem Soyarslan, Assistant Professor of Philosophy	

SECTION 1: GEP CRITERIA**Instructions:**

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [[Click Here](#)]

List the Instructor's student learning outcomes for the course that are relevant to GEP *Humanities Objective 1:*
Obj. 1) Engage the human experience through the interpretation of human culture.

By the end of this course, students will be able to describe and interpret human emotions, human mind, and human values.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

In-class discussion questions, paper, exams. (Sample exam question: "What is the primary basis of our moral judgments: reason, emotions, or both?")

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 2:*

Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.

By the end of this course, students will be able to identify and describe the philosophic method employed by philosophers such as Plato, Aristotle, Hume and Spinoza.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

In-class discussion questions, paper, exams. (Sample exam question: "What does Hume mean when he says that 'reason is, and ought only to be the slave of the passions'? How does he conceive of the relation between reason and emotion?")

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Humanities Objective 3:

Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

By the end of this course, students will be able to construct philosophical arguments and defend those arguments against objections.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

In-class discussion questions, paper, exams. (Sample exam question: "How does Plato prove that there are three parts of the soul in the *Republic*? State the main steps of his argument. Do you think that he successfully supports his tripartite division of the soul thesis? How could one argue against him?")

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Humanities* category designation and GEP student learning outcomes.

What percentage of the seats offered will be open to all students? ___ 0 ___ %

- a. If seats are restricted, describe the restriction being applied.
Open to University Honors Program students across all majors; all students by permission of the University Honors Program.
- b. Is this restriction listed in the course catalog description for the course?
Yes

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

UNIVERSITY HONORS PROGRAM STUDENTS; OTHERS BY PERMISSION OF THE UNIVERSITY HONORS PROGRAM

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

If this is a 400 level and/or a dual-level course, provide a complete syllabus and include below a statement on appropriateness of this course as a general education course. For dual-level, the syllabus should reflect the difference in requirements for each level.

SECTION 3: ADDITIONAL INFORMATION

If this course is currently on another GEP course list(s), state below which category(ies).
If unsure, please check the course listing in the catalog.

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

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

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

SIGNATURE PAGE

COURSE ACTION FOR HON 296-002

RECOMMENDED BY:

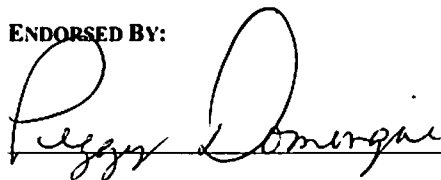


HEAD, DEPARTMENT/PROGRAM

10-13-2014

DATE

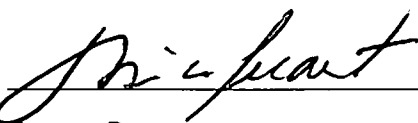
ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

10-13-14

DATE

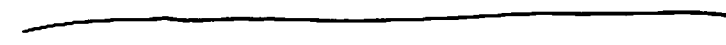


COLLEGE DEAN

10-13-14

DATE

APPROVED BY:



CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HON 296-002: Emotion and Reason-Fall 2014
Mon, Wed 1:30pm-14:45pm in 00005 Winston Hall

Course Syllabus

Professor: Sanem Soyarslan
E-mail: ssoyars@ncsu.edu (best way to contact me)
Office Hours: Mon, Wed 12:15pm-1:15pm and by appointment
Office Location: Withers Hall, 427
Phone: 919-515-6460
Honors Fellow: Benjamin Markoch (brmarkoc@ncsu.edu)

COURSE DESCRIPTION

Consider the range of emotions that one experiences in a lifetime, from the joy of being with your loved ones to the fear of losing them, from the thrill of success to the sadness of defeat. Pleasant or aversive, emotions play a central role in our lives, and are an integral part of what makes life worth living. Despite their obvious importance, emotions have been considered by many philosophers to be inferior to another distinctive faculty in human beings, namely reason. The idea that emotions are primitive, irrational and dangerous and thus to be controlled and constrained by reason has been embraced by eminent thinkers from Plato and the Stoics to Kant. In this course, we will focus on the relationship between reason and emotion in moral cognition and cognition more generally, and we will investigate how/to what extent reason can be said to be distinct from and superior to emotion. Are emotions really irrational or non-rational feelings that should not be allowed to intrude into the mechanisms of reason? How does the nature of the distinction and/or relationship between reason and emotion bear on moral theory? What is the primary basis of our moral judgments: reason, emotions, or both? We will explore these questions as they are asked and answered by philosophers such as Plato, Aristotle, Hume, Kant, and Spinoza, and more contemporary authors such as Martha Nussbaum and Jesse Prinz. In addition, we will look at recent work in psychology and cognitive neuroscience on the impact of emotion on reason, including that of Jonathan Haidt and Antonio Damasio.

PREREQUISITES AND RESTRICTIONS: None.

STUDENT LEARNING OUTCOMES

Successful completion of this course (HON 296) counts for three credit hours, and fulfills GEP requirement in the Humanities (Philosophy) or in Interdisciplinary Perspectives.

In accordance with GEP Humanities Requirements, this course has the following student learning outcomes:

GEP Objective #1: Engage the human experience through the interpretation of human culture.

Student Learning Outcome: By the end of this course, students will be able to describe and interpret human emotions, human mind, and human values.

Outcome Measure: In-class discussion questions, paper, exams. (Sample question: “What is the primary basis of our moral judgments: reason, emotions, or both?”)

GEP Objective #2: Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

Student Learning Outcome: By the end of this course, students will be able to identify and describe the philosophic method employed by philosophers such as Plato, Aristotle, Hume and Spinoza.

Outcome Measure: In-class discussion questions, paper, exams. (Sample question: “What does Hume mean when he says that ‘reason is, and ought only to be the slave of the passions’? How does he conceive of the relation between reason and emotion?”)

GEP Objective #3: Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Student Learning Outcome: By the end of this course, students will be able to construct philosophical arguments and defend those arguments against objections.

Outcome Measure: In-class discussion questions, paper, exams. (Sample question: “How does Plato prove that there are three parts of the soul in the *Republic*? State the main steps of his argument. Do you think that he successfully supports his tripartite division of the soul thesis? How could one argue against him?”)

In accordance with GEP Interdisciplinary Perspectives Requirements, this course has the following student learning outcomes:

GEP Objective #1: Distinguish between the distinct approaches of two or more disciplines.

Student Learning Outcome: By the end of the course, students will be able to distinguish between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.

Outcome Measure: In-class discussion questions, paper, exams. (Sample question: “What differences do you observe between how Antonio Damasio supports his somatic marker hypothesis and how Plato grounds his tripartite division of the soul?”)

GEP Objective #2: Identify and apply authentic connections between two or more disciplines.

Student Learning Outcome: By the end of the course, students will be able to draw connections between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.

Outcome Measure: In-class discussion questions, paper, exams. (Sample question: “How does philosopher Jesse Prinz make use of the connection between the findings of cognitive neuroscience and moral philosophy of David Hume?”)

GEP Objective #3: Explore and synthesize the approaches or views of the two or more disciplines .

Student Learning Outcome: By the end of the course, students will be able to articulate in what ways the findings of cognitive neuroscience bear on one particular area of philosophy, namely, moral philosophy.

Outcome Measure: In-class discussion questions, paper, exams. (Sample question: “What are the moral implications of neuroscientific moral psychology?”)

REQUIRED READINGS

All required course readings are either accessible online or available in PDF format as specified below.

COURSE STRUCTURE, REQUIREMENTS AND GRADING

This course is in lecture/discussion/class work format only.

Handouts: I will email you a handout the night before or the day of almost all of our class meetings. These handouts are supposed to provide you with the important quotations and points from the readings as well as critical questions that we will be addressing during our class meetings. Please make sure to bring them to class.

Course grade: Course grade will be based on (1) Class participation: 10%, (2) One short paper (about 1,500 words in length) due on **OCTOBER 6: 25%** (3) One in-class midterm examination including essay, T/F and multiple-choice questions on **OCTOBER 22: 25%**, (4) Take home final examination (including 2 long essay questions) to be submitted via email on **DECEMBER 10 by 5 pm: 40%**.

Participation-via-email Option: Even though participation in class discussions is highly desirable and necessary for a full participation credit, I understand that some of you might not prefer to participate in class. If you have such a preference then you are encouraged to participate by emailing me with any thoughts, questions and comments you have regarding assigned readings and/or in-class discussion. As long as you do so, you will not lose any participation points.

Full Credit for Participation: Throughout the semester you will be given ample opportunity to participate in class and via email exchanges with me. In order to earn full credit for the participation component of your grade, you need to show (either in class or via email) that you are consistently well prepared for this class. A consistently well-prepared student is one who volunteers often with pertinent answers or questions and whose participation reflects that she does the assigned readings, and that she follows the lectures and in-class discussions well.

Letter Grades: Letter grades are valued as follows: A+=97%; A=93%; A-=90%; B+=87%; B=83%; B-=80%; C+=77%; C=73%; C-=70%; D+=67%; D=63%; D-=60%; F=59-0%.

*Note that the scores will be rounded up (for instance, 96.5% will be valued as A+).

COURSE RIGHTS AND RESPONSIBILITIES

According to the N.C. State Policies, 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."

COURSE EVALUATION

Online class evaluations will be available for students to complete during the last two weeks of the term. Students will receive an email message directing them to a website where they can login 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/>

MAKE-UP EXAMS, MISSED WORK, INCOMPLETES

Exam dates are clearly stated above and are not subject to change. Students who cannot take an exam on the scheduled day for good reason must contact me as soon as possible. If a reasonable excuse can be offered (such as illness attested by a medical record, or family or personal emergency), I will arrange a schedule with each individual student for completing missed work. All such work must be completed by the end of term, or else the student must arrange with me to have an incomplete.

An incomplete grade (IN) may be given to students whose work suffers a serious interruption not caused by their own negligence (e.g., a serious medical condition). Such grades apply only when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. An IN grade must be made up by the end of the next regular semester in which the student is enrolled or by the end of twelve months, whichever is shorter, or by the extended deadline authorized by the instructor or department offering the course and recorded by the Department of Registration and Records; otherwise it will automatically become an F grade and will count as a course attempted. For more information see the official university policy.

AUDITING STUDENTS

Registered students may audit this course with the approval of their advisor, the Department of Philosophy and Religious Studies, and the instructor. They will be expected to do the assigned reading and to attend class regularly, but not to complete any of the other assignments. For more information see the official university policy.

ATTENDANCE

Please make sure you read the university attendance policy

online: http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php. Since this is a 200-level class, I take attendance. However attendance does not form a component of your grade.

ACADEMIC INTEGRITY STATEMENT

It is your responsibility to understand the provisions of the university policy on academic integrity found in the student code of conduct

at http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php. For all work in this course, every student must abide by this policy. Putting your name on a test means that you have abided by the University's Honor Pledge, i.e., that you have neither given nor received any unauthorized aid. Cases of suspected academic misconduct will be referred to the Student Judiciary Board for investigation.

DISABILITY ACCOMMODATION

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with 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

POLICY ON 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://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she had been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 513-314

IMPORTANT NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE COURSE SCHEDULE AND SYLLABUS CONTENT WITH APPROPRIATE NOTIFICATION TO STUDENTS.

SCHEDULE OF READINGS

August 20: Introductions, Overview of the Syllabus

August 25: What is this course about? What is philosophy? Why does the relation between emotion and reason matter for philosophers, psychologists, and cognitive neuroscientists? (No assigned reading)

Part I: Emotion and Reason in the History of Philosophy

August 27: Plato, *Republic*, Book IV, which is accessible online at <http://classics.mit.edu/Plato/republic.5.iv.html>

September 1: Labor Day, No Class.

September 3: Plato, *Republic*, Book IV, continued.

September 8: Aristotle, selections from *Nicomachean Ethics*, which is accessible online at <http://classics.mit.edu/Aristotle/nicomachaen.html>, Book I, Book II 1-7.

September 10: Aristotle, selections from *Nicomachean Ethics*, which is accessible online at <http://classics.mit.edu/Aristotle/nicomachaen.html>, Book III.1-6, Book VI.1-5.

September 15: Aristotle, selections from *Nicomachean Ethics*, which is accessible online at <http://classics.mit.edu/Aristotle/nicomachaen.html>, Book VII, 1-10.

September 17: Stoics, selections from A. Long and D. N. Sedley, 1987, *The Hellenistic Philosophers*, reading to be provided in PDF format.

September 22: Epictetus, *Encheiridion* (selections), reading to be provided in PDF format.

September 24: Stoicism and Cognitive Behavioral Therapy (no assigned reading)

September 29: An Overview of Emotion and Reason in Ancient Philosophy

October 1: Hume, *A Treatise of Human Nature*, Book 3, Part I, Sections I and II, which is accessible online at http://www.gutenberg.org/files/4705/4705-h/4705-h.htm#link2H_4_0083

October 6: Kant, "Morality and Rationality," pp.385-405, reading to be provided in PDF format.
PAPER DUE DATE!!! HARD-COPY TO BE SUBMITTED IN-CLASS!!!

October 8: Kant, continued.

October 13: Spinoza, *Ethics*, <http://frank.mtsu.edu/~rbombard/RB/Spinoza/ethica-front.html>, Part III and selections from Part IV

October 15: Spinoza, continued.

October 20: Overview of Emotion and Reason in the History of Philosophy

October 22: In-Class Midterm Exam

Part II: Emotion and Reason in Cognitive Neuroscience

October 27: William James (1884) "What is an Emotion?" *Mind*, 9: 188-205, which is accessible online at <http://psychclassics.yorku.ca/James/emotion.htm>

October 29: Antonio Damasio, selections from *Descartes' Error: Emotion, Reason, and the Human Brain*, pp. 3-20, and pp.245-252, reading to be provided in PDF format.

November 3: J.D. Greene. and J.Haidt, "How (and where) does moral judgment work?" pp. 517-523, which is accessible online at <http://www.wjh.harvard.edu/~jgreene/GreeneWJH/Greene-Haidt-TiCS-02.pdf>.

J.D. Greene "From neural "is" to moral "ought": what are the moral implications of neuroscientific moral psychology?" 847-850., which is accessible online at <http://www.wjh.harvard.edu/~jgreene/GreeneWJH/Greene-NRN-Is-Ought-03.pdf>

November 5: J.D. Greene "From neural "is" to moral "ought": what are the moral implications of neuroscientific moral psychology?," continued.

Part III: Emotion and Reason in Moral Judgment

November 10: Jesse Prinz, "Emotional Basis of Moral Judgment," reading to be provided in PDF format.

November 12: Jesse Prinz, continued. And a brief look at the case of psychopaths.

November 17: Martha Nussbaum, *Upheavals of Thought: The Intelligence of Emotions*, Chapter I “Emotions as Judgments of Value,” pp. 19-88, reading to be provided in PDF format.

November 19: Martha Nussbaum, continued. Also start Robert Solomon “Emotions and Choice,” pp. 251–81, reading to be provided in PDF format.

November 24: Robert Solomon, continued.

November 26: Thanksgiving Break, No Class.

December 1: Jonathan Haidt, “The emotional dog and its rational tail: A social intuitionist approach to moral judgment,” pp. 814-834, which is accessible online at <http://www3.nd.edu/~wcarbona/Haidt%202001.pdf>

December 3: Review

NC STATE UNIVERSITY

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Raleigh, North Carolina 27695-8610

919.513.4078 (Phone)
919.513.4392 (Fax)
aaron_stoller@ncsu.edu

2 October 2014

MEMO

To: Courses & Curriculum Committee
Division of Academic & Student Affairs
Council on Undergraduate Education

From: Aaron Stoller
Associate Director, University Honors Program

Re: Notification of experimental offerings, Fall semester 2014

The following two courses are being offered this spring under the University Honors Program HON 290 series General Education special topics "shells":

Course Number: HON 296, Section 002
GEP Category: Interdisciplinary Perspectives
GEP Category: Humanities (Philosophy)
Course Title: Emotion and Reason
Number of Times Offered: First Offering
Instructor Name: S. Soyarslan

Course Number: HON 296, Section 003 (Cross-listed with HI 298)
GEP Category: Interdisciplinary Perspectives
GEP Category: Humanities (History)
Co-requisite: Global Knowledge
Co-requisite: U.S. Diversity
Course Title: A Global History of American Food
Number of Times Offered: Second offering (First offering, Spring 2014)
Instructor Name: C. Ludington

GEP Interdisciplinary Perspectives (IP) Course Submission Form

This form is to be used for submitting Interdisciplinary Perspectives GEP course actions to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP course must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

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

Department(s)/Program	University Honors Program and History	New to GEP Category <input checked="" type="checkbox"/>
Course Prefix/Number <i>(include cross-listed prefix)</i>	HON 296-003 and HI 298	Retain for GEP Category <input type="checkbox"/>
Course Title	A Global History of American Food	
Instructor Name/Title	Charles C. Ludington/Teaching Associate Professor of History	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please provide answers to the following questions:

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

History, Anthropology, Sociology, Economics, Horticulture, Animal Husbandry, and Nutrition

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

Students will be given a variety of readings from all of the above fields. Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists, by reading about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by me in class, while both readings and class discussion will teach students about different disciplinary objectives, methods, strengths, and weaknesses. Students in relevant majors will be asked to explain to other students the particular approach of scholars in their field, what the methodologies are, and what the strengths and weaknesses of their approach might be. As a consequence, all students should be able to integrate the multiple points of view into their interpretation and understanding of food production and consumption in the human past and present.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1*:
Obj. 1) Distinguish between the distinct approaches of two or more disciplines.

Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists, by reading about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by me in class, while both readings and class discussion will teach students about different disciplinary objectives, methods, strengths, and weaknesses.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Discussion, reading synthesis papers, and a 15 page research paper will require students to incorporate the approaches and arguments of scholars from a wide variety of fields, including history, anthropology, sociology, horticulture, animal husbandry, and nutrition. As part of their term paper, students will be measured by their ability to recognize and integrate these diverse approaches in the arguments they make about food production and consumption in the past and present.

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

Students will identify and apply connections between multiple disciplines. For instance, students will be able to analyze contemporary American foodways in a broad historical context; to understand the meanings people ascribe to growing, cooking, and eating food, and the social relationships that food both reflects and constructs; to know how plants and animals are grown and produced for consumption; to estimate the economic and social costs of food production and consumption; to be aware of the likely health effects of consuming certain foods and drinks; and to identify the disputes among doctors and nutrition scientists regarding the health effects of various diets.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Discussion, reading synthesis papers, and a 15 page research paper will require students to apply intra and interdisciplinary perspectives on required in-class topics as well as students' own research paper topics. Student success in class discussion and on their papers will be measured by their ability to recognize and understand various disciplinary perspectives, to apply them individually to the question at hand, but to arrive at interpretations that integrate the individual approaches of multiple disciplines into a cohesive argument.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3*:

Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.

Students will explore and synthesize history, anthropology, sociology, literary analysis, chemistry and biology to understand the differences within and between disciplines, by reading about food production and consumption these different disciplinary

perspectives, and by integrating these perspectives into their own oral and written arguments.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Student ability to explore and synthesize multiple disciplinary approaches will be measured by their in-class comments and presentations, reading synthesis papers, and 15 page research papers. For instance, for their research papers, students are required to create bibliographies that exhibit the use of at least three different disciplinary approaches to the same subject.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives* category designation and GEP student learning outcomes.

What percentage of the seats offered will be open to all students? __0__ %

- a. If seats are restricted, describe the restriction being applied.
Open to University Honors Program students across all majors; all students by permission of the University Honors Program.
- 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.

UNIVERSITY HONORS PROGRAM STUDENTS; OTHERS BY PERMISSION OF THE UNIVERSITY HONORS PROGRAM

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) Ability to read and understand scholarly books and articles in the humanities and social sciences.

None

If this is a 400 level and/or a dual-level course, provide a complete syllabus and include below a statement on appropriateness of this course as a general education course. For dual-level, the syllabus should reflect the difference in requirements for each level.

SECTION 3: ADDITIONAL INFORMATION

If this course is currently on another GEP course list(s), state below which category(ies).

If unsure, please check the course listing in the catalog.

US Diversity; Humanities; Global Knowledge; Interdisciplinary Perspectives

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

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

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

GEP Humanities (HUM) Course Submission Form

This form is to be used for submitting Humanities GEP course actions to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP course must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Humanities objectives* will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Department(s)/Program	University Honors Program and History	New to GEP Category <input checked="" type="checkbox"/>
Course Prefix/Number (include cross-listed prefix)	HON 296-003 and HI 298	Retain for GEP Category <input type="checkbox"/>
Course Title	A Global History of American Food	
Instructor Name/Title	Charles C. Ludington/ Teaching Associate Professor of History	
SECTION 1: GEP CRITERIA		
<p>Instructions:</p> <ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Humanities Objective 1</i>: <i>Obj. 1) Engage the human experience through the interpretation of human culture.</i></p> <p>Students will analyze and interpret cultural practices surrounding food and drink (what people eat, how they produce it, how they prepare it, how they consume it), in order to understand the diversity and constructed nature of the human experience.</p> <p>Students will analyze the roles of geography, religion, gender, social class, and ethnic and national identity in determining what and how humans eat and drink.</p>		
<p style="text-align: center;">Measure(s) for above Outcome:</p> <p><i>Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.</i></p> <p>Discussion, presentations, reading synthesis papers and a 15 page research paper will require students to interpret a variety of food related cultural practices. Student work will be measured by their success in identifying and analyzing how and why various foods and foodways came to predominate in different cultures, and to compare and contrast food related practices across time and space. One section of the course, for example, is devoted to showing that there are almost no universal laws regarding what and how foods can be eaten. As a species, humans are omnivorous.</p>		

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 2*:
Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.

Students will read, discuss and critique a variety of different historical interpretations and explanations of foodways from around the world, in order to understand and interpret how scholars in the humanities build arguments and make claims to "know" things about the human experience.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Discussion, presentations, reading synthesis papers and a 15 page research paper will require students to interpret a variety of food related cultural practices throughout human history, using both primary and secondary source evidence. Students will be measured by their ability to treat primary and secondary source evidence both critically and carefully as they build their own interpretations and arguments regarding the reasons for and meanings of production and consumption of food and drink.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 3*:

Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Students will construct academic arguments regarding a wide array of foodways in human history. Student arguments will be based upon assigned readings for each class, as well as the research they are required to do for their research paper.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Discussion, presentations, reading synthesis papers and a 15 page research paper will require students to make academic arguments regarding class-specific topics and the research topic they have selected for themselves (with my approval). Students will be measured on the breadth of their research and knowledge, the organization of their argument, and their careful use of primary and secondary source evidence in building their argument.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Humanities* category designation and GEP student learning outcomes.

<p>What percentage of the seats offered will be open to all students? <u> 0 </u> %</p> <p>a. If seats are restricted, describe the restriction being applied. Open to University Honors Program students across all majors; all students by permission of the University Honors Program.</p> <p>b. Is this restriction listed in the course catalog description for the course? n/a</p>
<p>List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none. UNIVERSITY HONORS PROGRAM STUDENTS; OTHERS BY PERMISSION OF THE UNIVERSITY HONORS PROGRAM</p>
<p>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) Ability to read and understand scholarly books and articles in the humanities and social sciences.</p> <p>None.</p>
<p>If this is a 400 level and/or a dual-level course, provide a complete syllabus and include below a statement on appropriateness of this course as a general education course. For dual-level, the syllabus should reflect the difference in requirements for each level.</p>
<p align="center">SECTION 3: ADDITIONAL INFORMATION</p>
<p>If this course is <u>currently</u> on another GEP course list(s), state below which category(ies). If unsure, please check the course listing in the <u>catalog</u>. Global Knowledge; US Diversity; Humanities; Interdisciplinary Perspectives</p>
<p>Complete the following 3 questions or <u>attach a syllabus</u> that includes this information.</p>
<p align="center">1. Title and author of any required text or publications.</p>
<p align="center">2. Major topics to be covered and required readings including laboratory and studio topics.</p>
<p align="center">3. List any required field trips, out of class activities, and/or guest speakers.</p>

GEP Global Knowledge (GK) Course Submission Form

This form is to be used for submitting Global Knowledge GEP course actions to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP course must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Global Knowledge objectives* will provide instruction and guidance that help students to achieve **Objective 1** and at least one from Objectives 2, 3, or 4.

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.

And at least one of the following objectives:

2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
3. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
4. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Department(s)/Program	University Honors Program and History	New to GEP Category <input checked="" type="checkbox"/>
Course Prefix/Number (include cross-listed prefix)	HON 296-003 and HI 298	Retain for GEP Category <input type="checkbox"/>
Course Title	A Global History of American Food	
Instructor Name/Title	Charles Ludington/Teaching Associate Professor of History	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to 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.
Students will identify and describe the foods, production methods and eating practices (foodways) of different cultures around the world. Students will recognize how different food and foodways both reflect and construct ideas of gender, religion, class, ethnicity and nation, around the globe and across time.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Class discussions, presentations, and three papers will ask students to identify and analyze the ways in which food is a form of "language" in every culture, and how food reflects and constructs ideas of gender, religion, class, ethnicity and nation, in places ranging from Ancient China to Mughal India, Classical Greece and Rome to Nineteenth Century France, and finally to the United States. Throughout the class readings and discussions, and in at least one of their three papers, students will identify and examine

distinguishing characteristics of people outside the United States.

Choose from Objectives 2, 3, or 4

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objectives* 2, 3, or 4:
Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Objective 2: Having read about, discussed, and analyzed foods and foodways from around the globe and across time, students will be able to compare and contrast the uses and meanings of foods in a variety of cultures. This emphasis on the diversity of food and foodways reveals the almost limitless diversity, and hence constructed nature of human cultural practices.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Class discussions, presentations, and papers will require students to compare and contrast the uses and meanings of foods in a variety of cultures. Student performance will be measured by their ability to interpret and categorize the uses and meanings of food from cultures around the globe, including the culture(s) of the United States.

Optional: Choose from remaining Objectives not listed above:

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective* 2, 3, or 4:

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Global Knowledge* category designation and GEP student

learning outcomes.

What percentage of the seats offered will be open to all students? 0 %

- a. If seats are restricted, describe the restriction being applied.
Open to University Honors Program students across all majors; all students by permission of the University Honors Program.
- b. Is this restriction listed in the course catalog description for the course?
- c. n/a

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.
UNIVERSITY HONORS PROGRAM STUDENTS; OTHERS BY PERMISSION OF THE UNIVERSITY HONORS PROGRAM

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) Ability to read and understand scholarly books and articles in the humanities and social sciences.

None

If this is a 400 level and/or a dual-level course, provide a complete syllabus and include below a statement on appropriateness of this course as a general education course. For dual-level, the syllabus should reflect the difference in requirements for each level.

SECTION 3: ADDITIONAL INFORMATION

If this course is currently on another GEP course list(s), state below which category(ies).

If unsure, please check the course listing in the catalog.

US Diversity; Interdisciplinary Perspectives; Humanities; Global Knowledge

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

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

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

GEP U.S. Diversity (USD) Course Submission Form

This form is to be used for submitting U.S. Diversity GEP course actions to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP course must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The **GEP U.S. Diversity objectives** will provide instruction and guidance that help students to achieve **at least two** of the following:

1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability and/or age identities are shaped by cultural and society influences;
2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.;
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.;
4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

Department(s)/Program	University Honors Program and History	New to GEP Category <input checked="" type="checkbox"/>
Course Prefix/Number (include cross-listed prefix)	HON 296-003 and HI 298	Retain for GEP Category <input type="checkbox"/>
Course Title	A Global History of American Food	
Instructor Name/Title	Charles C. Ludington/Teaching Associate Professor of History	

SECTION 1: GEP CRITERIA**Instructions:**

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Humanities Objective 1*:

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

Students will analyze the role that native American foods, imported foods, geography, immigration by various ethnic groups, African slave labor, class divisions, business interests and government decisions have played in constructing American foodways (what we produce, how we produce it, how we prepare it and eat it), what these foodways mean to producers and consumers, how foodways divide and unite us, and how what we eat and how we eat it both reflects and constructs economic and cultural power.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Student end-of-term, 15 page research papers are required to be on a food related topic in American history. Students will use their readings, class discussion, and reading synthesis papers to embed their arguments in a broad global-historical knowledge, so as to address the question of American exceptionalism. However, they are required to address a specific American food question by examining the historical, social, political, and economic processes that have created America's particular (if also peculiar) foodways. For instance, one class will focus on how and why both the fact of obesity and the idea of obesity has changed in America since colonial times? Another class will focus on how and why fast food restaurants replaced food carts and trucks in the

1950s, and ask why are food trucks now being revived? And yet another class will focus on arguments between industrial food producers and critics of the system, and ask whether it is possible that both sides have credible arguments?

List the Instructor's student learning outcome(s) for the course that are relevant to 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.

First, by placing US history in a global context, and second, by carefully examining the development of food systems in US history, students will categorize and compare historical, social, political, and economic processes that have produced cultural and economic diversity, as well as greater equality and structured inequality in various aspects of American society.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

Student research papers on food related topic in American history, are all required to answer the question: What does the subject you have chosen to research and write about tell us about US diversity, and about equality and inequality in American society? Answering this question is critical to the success of any research paper, and this will be emphasized to students throughout the semester.

List the Instructor's student learning outcome(s) for the course that are relevant to 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.

Students will interpret and evaluate the actions of various different identity and social groups within American society, and in particular how these actions have abetted or hindered the causes of equality and social justice.

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

The first section of the syllabus, roughly a fifth of the course, is devoted to introducing the idea that studying food and foodways is an excellent way to see the social divisions and unities across any given society. The latter half of the class is devoted to applying these insights to the American experience. Students will be asked in class, and in their term papers, to evaluate how food and foodways reveals the ways in which different social groups have influenced and continue to influence equality and inequality in the United States.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 3:

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 above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

SECTION 2: REQUISITES AND SCHEDULING**General guidelines:**

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *U.S. Diversity* category designation and GEP student learning outcomes.

What percentage of the seats offered will be open to all students? 0 %

- a. If seats are restricted, describe the restriction being applied.
Open to University Honors Program students across all majors; all students by permission of the University Honors Program.
- 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. **UNIVERSITY HONORS PROGRAM STUDENTS; OTHERS BY PERMISSION OF THE UNIVERSITY HONORS PROGRAM**

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) Ability to read and understand scholarly books and articles in the humanities and social sciences.

None.

If this is a 400 level and/or a dual-level course, provide a complete syllabus and include below a statement on appropriateness of this course as a general education course. For dual-level, the syllabus should reflect the difference in requirements for each level.

SECTION 3: ADDITIONAL INFORMATION

If this course is currently on another GEP course list(s), state below which category(ies).
If unsure, please check the course listing in the catalog.

Humanities; US Diversity; Global Knowledge; Interdisciplinary Studies

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

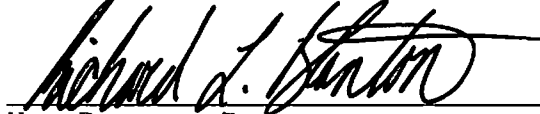
2. Major topics to be covered and required readings including laboratory and studio topics.

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

SIGNATURE PAGE

COURSE ACTION FOR HON 296-003 / HI 298

RECOMMENDED BY:

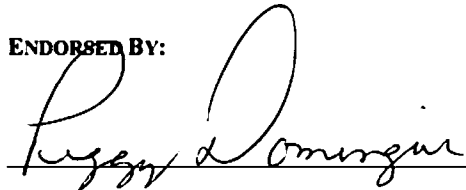


HEAD, DEPARTMENT/PROGRAM

10-13-2014

DATE

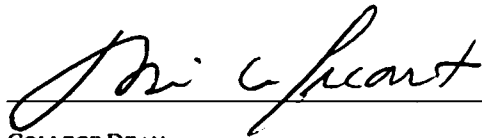
ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

10-13-14

DATE

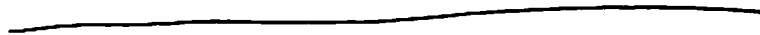


COLLEGE DEAN

10-13-14

DATE

APPROVED BY:



CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

NC State University
 Department of History
 History 298 and Honors 296

How did we get here?
A global history of American food and drink
Patterson 208: T-Th 11:45 am-1:00 pm

email: ccluding@ncsu.edu
 Office: 262 Withers
 Office Hours: T-Th. 2-4, and by appointment
 tel. 919.619.4010

Prof. Charles C. Ludington

Course Description and Learning Outcomes

This reading intensive course will cover a variety of topics in the history of food and drink. We will begin with the question of how and why one might want to approach history through the subject of food and drink, and conversely, how and why one might approach the subject of food and drink through the discipline of history (as well as other disciplines such as sociology and anthropology). Part I will examine different meanings of food in both theoretical and historical terms; Part II will look at major food cultures around the world; Part III will examine global food trends from the Columbian Exchange and increased globalization to industrialization. Part IV, looks at food, foodways, and food problems in recent American history. As the course comes to a close, we will think and read more about the benefits and detriments of industrial capitalism and globalization. Ultimately, we will try to use the global history of food, and what we eat as Americans, as a way to understand the development, the strengths and the weaknesses of modern America within a global context. By taking this course, students will not only have a greater understanding of the complexity of the world, the constructed nature of cultural practices, and interconnectedness of societies across time and space, students will also have greater appreciation for the similarities and differences of other cultures, and thus a broader perspective on their own cultural beliefs and practices.

GEP Requirements

GEP category

Global Knowledge

GEP category objectives and outcomes

GEP Objective #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.

Course Outcome: Students will identify and describe the foods, production methods and eating practices (foodways) of different cultures around the world. Students will recognize how different food and foodways both reflect and construct ideas of gender, religion, class, ethnicity and nation, around the globe and across time.

Means of assessment: Class discussions, presentations, and three papers will ask students to identify and analyze the ways in which food is a form of “language” in every culture, and how food reflects and constructs ideas of gender, religion, class, ethnicity and nation, in places ranging from Ancient China to Mughal India, Classical Greece and Rome to Nineteenth Century France, and finally to the United States. Throughout the class readings and discussions, an in at least one of their three papers, students will identify and examine distinguishing characteristics of people outside the United States.

GEP Objective #2: Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Course Outcome: Having read about, discussed, and analyzed foods and foodways from around the globe and across time, students will be able to compare and contrast the uses and meanings of foods in a variety of cultures. This emphasis on the diversity of food and foodways reveals the almost limitless diversity, and hence constructed nature of human cultural practices.

Means of assessment: Class discussions, presentations, and papers will require students to compare and contrast the uses and meanings of foods in a variety of cultures. Student performance will be measured by their ability to interpret and categorize the uses and meanings of food from cultures around the globe, including the culture(s) of the United States.

GEP category

Humanities

GEP category objectives and outcomes

GEP Objective #1: Engage the human experience through the interpretation of human culture.

Course Outcome:

Students will analyze and interpret cultural practices surrounding food and drink (what people eat, how they produce it, how they prepare it, how they consume it), in order to understand the diversity and constructed nature of the human experience.

Students will analyze the roles of geography, religion, gender, social class, and ethnic and national identity in determining what and how humans eat and drink.

Means of assessment: Discussion, presentations, reading synthesis papers and a 15 page research paper will require students to interpret a variety of food related cultural practices. Student work will be measured by their success in identifying and analyzing how and why various foods and foodways came to predominate in different cultures, and to compare and contrast food related practices across time and space. One section of the course, for example, is devoted to showing that there are almost no universal laws regarding what and how foods can be eaten. As a species, humans are omnivorous.

GEP Objective #2: Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.

Course Outcome:

Students will read, discuss and critique a variety of different historical interpretations and explanations of foodways from around the world, in order to understand and interpret how scholars in the humanities build arguments and make claims to “know” things about the human experience.

Means of assessment: Discussion, presentations, reading synthesis papers and a 15 page research paper will require students to interpret a variety of food related cultural practices throughout human history, using both primary and secondary source evidence. Students will be measured by their ability to treat primary and secondary source evidence both critically and carefully as they build their own interpretations and arguments regarding the reasons for and meanings of production and consumption of food and drink.

GEP Objective #3: Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Course Outcome:

Students will construct academic arguments regarding a wide array of foodways in human history. Student arguments will be based upon assigned readings for each class, as well as the research they are required to do for their research paper.

Means of assessment: Discussion, presentations, reading synthesis papers and a 15 page research paper will require students to make academic arguments regarding class-specific topics and the research topic they have selected for themselves (with my approval). Students will be measured on the breadth of their research and knowledge, the organization of their argument, and their careful use of primary and secondary source evidence in building their argument.

GEP category

Interdisciplinary Perspectives

GEP category objectives and outcomes

GEP Objective #1: Distinguish between the distinct approaches of two or more disciplines.

Course Outcome:

Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists, by reading about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by me in class, while both readings and class discussion will teach students about different disciplinary objectives, methods, strengths, and weaknesses.

Means of assessment: Discussion, reading synthesis papers, and a 15 page research paper will require students to incorporate the approaches and arguments of scholars from a wide variety of fields, including history, anthropology, sociology, horticulture, animal husbandry, and nutrition. As part of their term paper, students will be measured by their ability to recognize and integrate these diverse approaches in the arguments they make about food production and consumption in the past and present.

GEP Objective #2: Identify and apply authentic connections between two or more disciplines.

Course Outcome:

Students will identify and apply connections between multiple disciplines. For instance, students will be able to analyze contemporary American foodways in a broad historical context; to understand the meanings people ascribe to growing, cooking, and eating food, and the social relationships that food both reflects and constructs; to know how plants and animals are grown and produced for consumption; to estimate the economic and social costs of food production and consumption; to be aware of the likely health effects of consuming certain foods and drinks; and to identify the disputes among doctors and nutrition scientists regarding the health effects of various diets.

Means of assessment: Discussion, reading synthesis papers, and a 15 page research paper will require students to apply intra and interdisciplinary perspectives on required in-class topics as well as students' own research paper topics. Student success in class discussion and on their papers will be measured by their ability to recognize and understand various disciplinary perspectives, to apply them individually to the question at hand, but to arrive at interpretations that integrate the individual approaches of multiple disciplines into a cohesive argument.

GEP Objective #3: Explore and synthesize the approaches or views of the two or more disciplines.

Course Outcome:

Students will explore and synthesize history, anthropology, sociology, literary analysis, chemistry and biology to understand the differences within and between disciplines, by reading about food production and consumption these different disciplinary perspectives, and by integrating these perspectives into their own oral and written arguments.

Means of assessment: Student ability to explore and synthesize multiple disciplinary approaches will be measured by their in-class comments and presentations, reading synthesis papers, and 15 page research papers. For instance, for their research papers, students are required to create bibliographies that exhibit the use of at least three different disciplinary approaches to the same subject.

GEP category

U.S. Diversity

GEP category objectives and outcomes

GEP Objective #1: Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability and/or age identities are shaped by cultural and society influences.

Course Outcome:

Students will analyze the role that native American foods, imported foods, geography, immigration by various ethnic groups, African slave labor, class divisions, business interests and government decisions have played in constructing American foodways (what we produce, how we produce it, how we prepare it and eat it), what these foodways mean to producers and consumers, how foodways divide and unite us, and how what we eat and how we eat it both reflects and constructs economic and cultural power.

Means of assessment: Student end-of-term, 15 page research papers are required to be on a food related topic in American history. Students will use their readings, class discussion, and reading synthesis papers to embed their arguments in a broad global-historical knowledge, so as to address the question of American exceptionalism. However, they are required to address a specific American food question by examining the historical, social, political, and economic processes that have created America's particular (if also peculiar) foodways. For instance, one class will focus on how and why both the fact of obesity and the idea of obesity has changed in America since colonial times? Another class will focus on how and why fast food restaurants replaced food carts and trucks in the 1950s, and ask why are food trucks now being revived? And yet another class will focus on arguments between industrial food producers and critics of the system, and ask whether it is possible that both sides have credible arguments?

GEP Objective #2: Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.

Course Outcome:

First, by placing US history in a global context, and second, by carefully examining the development of food systems in US history, students will categorize and compare historical, social, political, and economic processes that have produced cultural and economic diversity, as well as greater equality and structured inequality in various aspects of American society.

Means of assessment: Student research papers on food related topic in American history, are all required to answer the question: What does the subject you have chosen to research and write about tell us about US diversity, and about equality and inequality in American society? Answering this question is critical to the success of any research paper, and this will be emphasized to students throughout the semester.

GEP Objective #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.

Course Outcome:

Students will interpret and evaluate the actions of various different identity and social groups within American society, and in particular how these actions have abetted or hindered the causes of equality and social justice.

Means of assessment: The first section of the syllabus, roughly a fifth of the course, is devoted to introducing the idea that studying food and foodways is an excellent way to see the social divisions and unities across any given society. The latter half of the class is devoted to applying these insights to the American experience. Students will be asked in class, and in their term papers, to evaluate how food and foodways reveals the ways in which different social groups have influenced and continue to influence equality and inequality in the United States.

Course Textbooks

Warren Bellasco, *Food: The Key Concepts*, \$20
 Carole Counihan and Penny Van Esterik, eds., *Food and Culture* (3rd ed.), \$40
 Jean-Louis Flandrin, and Massimo Montanari, eds., *Food: A Culinary History from Antiquity to the Present*, \$50
 Paul Freedman, *Out of the East*, \$20
 Sidney Mintz, Sidney, *Sweetness and Power*, \$10
 Micheal Pollan, *The Omnivore's Dilemma*, \$10
 Wolfgang Schivelbush, *Tastes of Paradise*, \$13

NB: In addition to these texts, we will be reading a number of essays, chapters and articles from other sources. These items will be made available to you via Moodle.

Extra Credit Films

(1 point extra per film on overall course average)

King Corn
Supersize Me
Food Inc.

Course Requirements

Along with completing the reading assignments, you will be required to participate in class discussion, and present reading on the days for which you have signed up (a total of two times each). Those students who present the reading are required to turn in a 2-3 page reading synthesis paper at the beginning of the next class. To receive extra credit for films, you must write a one page précis. Finally, each student will be required to write a research paper on a topic of his/her choosing (in consultation with me). These term-papers are to be roughly 11-14 pages in length, not including title page and bibliography, and will be due on the day of the scheduled final exam.

Grading

Course grades will be calculated in the following manner: class participation = 20%; reading response paper and presentation = 30%; term paper = 50%.

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, 515-7653.

Class ground rules

1. Nothing will be accepted late without permission from the instructor or without official documentation of an excused absence. For more information on what constitutes an excused absence, see: <http://policies.ncsu.edu/regulation/reg-02-20-03>
2. Computers are not allowed in class without permission from the instructor.
3. You are responsible for getting class notes. I will not send them to you.
4. Excepting water, no food or drink is permitted in class.
5. Texting or talking about non-class related issues during class will not be tolerated.

6. Come to class on time, be prepared to concentrate, listen, take notes and talk, with an emphasis on the key ideas and events. Please inform me if you need to leave early. Otherwise, I will be concerned that you are either ill or impolite.

7. All assignments must include a signed statement of the honor pledge: "I have neither given nor received unauthorized aid on this test or assignment." Any and all instances of plagiarism or cheating will result in an "F" and will be dealt with according to university procedures. If you have any questions regarding what constitutes plagiarism, please ask me or consult: http://history.ncsu.edu/ug_resources/plagiarism_honor_code.

Class and Reading Schedule

(Required course textbooks are referred to by the author's last name. Assignments are subject to change. If this happens, you will be notified in via Moodle.)

Part I: Foundations

Class 1: Jan. 7, Introduction: *Who are you? What's your favorite food? How is it made? Why do you like it? Why Study Food History?*

Reading: Tannahill, *Food in History*, xv-xvi, 3-5; Flandrin and Montanari, 1-9; Belasco, *Food: The Key Concepts*, 1-13.

Class 2: Jan. 9, *National, Regional, and Ethnic Identity: You are what you eat*

Reading: Belasco, *Food*, 15-33; Janet Siskind, "The Invention of Thanksgiving: A Ritual of American Nationality," in Carole M. Counihan, *Food in the USA* (New York, 2002), 41-58.

Class 3: Jan. 14, *Food as text*

Reading: Belasco, *Food*, 35-53; Flandrin and Montanari, "The Grammar of Roman Dining", 113-127; Mary Douglas, "The Abomination of Leviticus", in Counihan and Van Esterik, *Food and Culture*, 48-58.

Class 4: Jan. 16, *Geography: Why place matters*

Reading: Marvin Harris, "The Abominable Pig," in Counihan and Van Esterik, *Food and Culture*, 59-71; Amy B. Trubek, "Place Matters," in Carolyn Korsmeyer, ed., *Taste Culture Reader: Experiencing Food and Drink* (Oxford, 2005), 260-271; Alison Leitch, "Slow Food and the Politics of "Virtuous Globalization", in Counihan and Van Esterik, *Food and Culture*, 409-25.

Class 5: Jan. 21, *Taste: Who has it and what does it mean?*

Reading: Jean Anthelme Brillat-Savarin, "On Taste" in Korsmeyer, *Taste Culture Reader*, 15-24; David Hume, "Of the Standard of Taste," in Korsmeyer, *Taste Culture Reader*, 197-208; Pierre Bourdieu, "Taste of Luxury, Taste of Necessity", in Korsmeyer, *Taste Culture Reader*, 72-78.

Class 6: Jan. 23, *Class: Are we stuck?*

Reading: Flandrin and Montanari, "The Social Function of Banquets in the Earliest Civilizations", 32-37, and "Food and Social Classes in Late Medieval and Renaissance Italy", 302-312; Pierre Bourdieu, *Distinction: A Social Critique of the Judgement of Taste*, trans. Richard Nice (Cambridge, MA, 1984), 177-225.

Class 7: Jan. 28, *Religion: God(s) and food*

Reading: Flandrin and Montanari, "Dietary Laws of the Ancient Hebrews", 46-54; T. Sarah Peterson, "Food as Divine Medicine" in Korsmeyer, *Food Culture Reader*, 147-155; R. S. Khare, "Food with Saints," in Korsmeyer, *Food Culture Reader*, 156-165.

Class 8: Jan. 30, *Gender: How can food and drink be masculine or feminine?*

Reading: Caroline Walker Bynum, "Fast, Feast and Flesh: The Religious Significance of Food to Medieval Women" in Counihan and Van Esterik, *Food and Culture*, 245-65; Charles C. Ludington, *The Politics of Wine in Britain: A New Cultural History* (Basingstoke, 2013), Chapter 10, 183-220.

Part II: Global Origins of the Modern American Palate

Class 9: Feb. 4, *From Hunters and Gatherers to the Fertile Crescent*

Reading: Flandrin and Montanari, "The Humanization of Eating Behaviors", 13-20, "Feeding Strategies in Prehistoric Times" 21-31; Kenneth Kipple, *A Moveable Feast: Ten Millennia of Food Globalization* (Cambridge, 2007), 51-60.

Class 10: Feb. 6, *Greece, Rome, India, and China*

Reading: Tannahill, *Food in History*, 60-123; Joanna Waley-Cohen, "The Quest for Perfect Balance," in Paul Freedman, ed., *Food: The History of Taste* (Berkeley, 2007), 99-134.

Class 11: Feb. 11, *Germanic vs. Mediterranean: Establishing the European Diet*

Reading: Flandrin and Montanari, 165-185; Montanari, *The Culture of Food* (Oxford, 1994), 1-37.

Class 12: Feb. 13, *Byzantium and the Muslim World*

Reading: Flandrin and Montanari, "Food Models and Cultural Identity", 189-93, "Christians of the East", 194-206, "Arab Cuisine and Its Contributions to European Culture", 207-223; Tannahill, 141-151.

Class 13: Feb. 18, *Coffee and Coffeehouses in the Ottoman World*

Reading: Hattox, *Coffee and Coffeehouses*, 3-45, 72-130; "The Internet in a Cup", *The Economist* (Dec. 20, 2003), 88-90.

Class 14: Feb. 20, *Europeans and the desire for Asian Spices*

Reading: Freedman, *Out of the East: Spices and the Medieval Imagination*, 1-163.

Part III: Globalization and Industrialization

Class 15: Feb. 25, *Spices and Globalization*

Reading: Freedman, *Out of the East*, 164-214; Wolfgang Schivelbush, *Tastes of Paradise: A Social History of Spices, Stimulants and Intoxicants* (New York, 1992), 3-14.

Class 16: Feb. 27, *The Columbian Exchange*

Reading: Kenneth Kipple, *A Moveable Feast: Ten Millennia of Food Globalization* (Cambridge, 2007), 135-162; Jean Andrews, "The Peripatetic Pepper: Diffusion of the Domesticated Capsicums since Columbus," in Nelson Foster and Linda Cordell, *Chilies to Chocolate: Food the Americas gave the World* (Tuscon, 1992), 81-93.

Class 17: Mar. 2, *Sugar and the "New Drinks"*

Reading: Kipple, *Moveable Feasts*, 163-183; Wolfgang Schivelbush, *Tastes of Paradise: A Social History of Spices, Stimulants and Intoxicants* (New York, 1992), 15-95.

Class 18: Mar. 6, *Sugar and Slavery*

Reading: Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (New York, 1985), 3-73.

Class 19: Mar. 18, *Sugar and the Industrial Revolution*

Reading: Mintz, *Sweetness and Power*, 74-150.

Class 20: Mar. 20, *Food and Drink in the Industrial Age*

Reading: Flandrin and Montanari, "From Industrial Revolution to Industrial Food", 435-441; Jack Goody, "Industrial Food: Toward the Development of a World Cuisine", in Counihan and Van Esterik, 72-90; Schivelbusch, *Tastes of Paradise*, 147-228.

Class 21: Mar. 25, *French Gastronomy and New Forms of "Upper Class" Food*

Reading: Alain Drouard, "Chefs, Gourmands, and Gourmets" in Freedman, *Food: The History of Taste*, 263-300; Flandrin and Montanari, "The Rise of the Restaurant", 471-480; Flandrin and Montanari, "The Emergence of Regional Cuisines", 500-15.

Part IV: America: Slouching toward McDonald's? Hopping to Whole Foods?

Class 22: Mar. 27, *American Food: An Overview*

Reading: Harvey Levenstein, *Revolution at the Table: The Transformation of the American Diet* (Berkeley, 2001), 3-43; Flandrin and Montanari, "The Perils of Abundance: Food, Health and Morality in American History", 516-29.

Class 23: Apr. 1, *What's American? Minorities, Immigrants and American Cuisine*

Reading: Kipple, *A Moveable Feast*, 202-13; Harvey Levenstein, "The American Response to Italian Food, 1880-1930", in Counihan, *Food in the USA*, 75-90; Sidney Mintz, "Eating American," in Counihan, *Food in the USA*, 3-33.

Class 24: Apr. 3, *The McDonaldization of America and the Americanization of the World?*

Reading: Felipe Fernandez-Armesto, *Near a Thousand Tables: A history of food* (New York, 2002), 187-224; Kate Kane, "Who Deserves a Break Today? Fast Food, Cultural Rituals, and Women's Place," in Counihan, *Food in the USA*, 315-321; Flandrin and Montanari, "The McDonaldization of Culture", 530-547; James Watson, "China's Big Mac Attack," in Counihan, *Food in the USA*, 347-358.

Class 25: Apr. 8, *Too Much and Too Little*

Reading: Michael Leahy, "The Food Trap: Why Americans are sentencing themselves to death by overeating," in *The Washington Post Magazine* (July 18, 2004), 14-19, 28-33; Robert Albritton, "Between Obesity and Hunger: The Capitalist Food Industry", in Counihan and Van Esterik, *Food and Culture*, 342-44; Alice Julier, "The Political Economy of Obesity: The Fat Pay All", in Counihan and Van Esterik, *Food and Culture*, 546-62.

Class 26: Apr. 10, *Gender Stops for no (Wo)Man*

Reading: Joan J. Brumberg and Ruth Striegel Moore, "Continuity and Change in Symptom Choice: Anorexia", in Counihan, *Food in the USA*, 205-18; Susan Bordo, "Not just a White Girl's Thing: The Changing Face of Food and Body Image Problems", in Counihan and Van Esterik, *Food and Culture*, 3rd ed., 265-275; Fabio Parasecoli, "Feeding Hard Bodies: Food and Masculinities in Men's Fitness Magazines", in Counihan and Van Esterik, *Food and Culture*, 284-98.

End of Reading Presentations

Class 27: Apr. 15, *What's for dinner? Part I*

Reading: Michael Pollan, *The Omnivore's Dilemma: A natural history of four meals* (New York, 2006), 1-123.

Class 28: Apr. 17, *What's for dinner? Part II*

Reading: Michael Pollan, *The Omnivore's Dilemma: A natural history of four meals* (New York, 2006), 124-273.

Class 29: Apr. 22, *Conclusion: Where do we go from here?*

Reading: Harvey Levenstein, *Paradox of Plenty: A Social History of Eating in Modern America*, 236-67; Janet Popendieck, "Want Amid Plenty: From Hunger to Inequality", in Counihan and Van Esterik, *Food and Culture*, 563-71; Belasco, *Food*, 56-123.

Pot Luck Dinner Party: April 23, 502 Waterside Drive, Carrboro, NC 27510

Term Paper due in my office on April 29 by 4 pm.

Course policies, requirements, and other statements

Policy on Incomplete Grades

As stated by the university grading policy, "An IN must not be used as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. In this class, a grade of "IN" will only be given (1) in response to a written student request [e-mail is fine] submitted to the instructor before 4pm on the last day of classes [insert date]; (2) at the instructor's discretion; and (3) because of a serious interruption of a student's work not caused by his/her own negligence. The university's policy on incompletes can be found at: policies.ncsu.edu/regulation/reg-02-50-03.

Policy on Late Assignments

Unless extenuating circumstances apply, all work is due in typed format at the beginning of class on the day noted on the syllabus. All other late work will be marked down one fraction of a letter grade (e.g., A to A-, B- to C+, etc.) per 24 hours, as counted at the start of class on the day assigned, with the first mark-down taken immediately. Absences due to serious illness or personal emergency will be excused from this policy. Also note that if you are absent from class, turning in reading response questions are not necessary and will not be accepted.

Policy on Academic Integrity

You should be fully aware of NC State's policies on scholastic dishonesty. Any infractions of this policy will be prosecuted. If you have any questions concerning the policy (e.g., citing of sources, etc.), please feel free to come and speak with me about it. Your signature on any assignment or exam will be assumed to be accompanied by your agreement with the Honor pledge: "I have neither given nor received unauthorized aid on this test or assignment." For further details concerning matters of academic integrity, please refer to the Code of Student Conduct policy (POL11.35.1): policies.ncsu.edu/policy/pol-11-35-01.

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>. Please note that while students may opt

to take the course for credit-only, they will only receive HON credit if the course is taken for a letter-grade.

Requirements for Auditors

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

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, 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 (REG02.20.1): policies.ncsu.edu/regulation/reg-02-20-01.

Statement on Anti-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://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.

Statement on Course Evaluations

Online class evaluations are standard at NCSU. Near the end of term, 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 particular instructors. Evaluation website: <https://classeval.ncsu.edu>. Student help desk: classeval@ncsu.edu More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/>