



Division of Academic and Student Affairs
Office of Undergraduate Courses & Curricula
oucc.dasa.ncsu.edu
courses-curricula@ncsu.edu



Campus Box 7105
200 Park Shops
Raleigh, NC 27695-7105
P: 919.515.5627

Council on Undergraduate Education 2015-2016

December 4, 2015
Talley Student Union 3285
1:00pm-3:00pm

Lunch for CUE Members 1:00pm

Call to Order 1:30pm

- Welcome and Instructions, Chair Chris Ashwell
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Remarks from Vice Chancellor and Dean of the Division of Academic and Student Affairs, Mike Mullen

Old Business

- Chair-Elect Process

New Business

- Approval of CUE October 30, 2015 Minutes
- Course and Curricular Business

Courses for GEP Category-Review				
Presenter	Reviewers	GEP List(s)	GEP Action	Pre-requisites/Restrictions
Isaacson	McGowan, Nowel, Hemenway	GK, SS	ANT 345 <i>Anthropology of the Middle East</i>	n/a
Young	Rabah, Sills, Outing	USD	PS 313 <i>Criminal Justice Policy</i>	Pre-Req: PS 201
Courses for GEP Category- New Courses				
Presenter	Reviewers	GEP List(s)	GEP Action	Pre-requisites/Restrictions
Dominique	Levine, Ash, Petty	HES, USD	HESD 230 <i>Horton Dance Technique</i>	n/a
Dominique	Young, Cartee, Schmidt	VPA	HESM 326 <i>Current Trends in Dance</i>	n/a
Dominique	Russo, Keene, Isaacson	IP	HESM 332 <i>Dance and Technology</i>	n/a
Courses for GEP Category-Drop Course				
Presenter	Reviewers	GEP List(s)	GEP Action	Pre-requisites/Restrictions
Isaacson	Domingue, Joines, Sills	SS	ANT 385 <i>Island Archaeology</i>	Pre-Req: ANT 253
GEP Special Topics Shell Courses				
Presenter	Reviewers	GEP List(s)	GEP Action	Notes
Young	Keene, Hemenway, Ash	IP, USD	IPUS 295 <i>Language and Society</i>	First Offering
Isaacson	Joines, Outing, Petty	SS, USD	SSUS 295 <i>Language, Communication, and Culture</i>	First Offering
Russo	Nowel, Levine, Schmidt	VPA, USD	VPUS 295 <i>Outsiders in the US Avant-Garde Arts</i>	First Offering

Council on Undergraduate Education 2015-2016

CUE Minutes for October 30, 2015
Talley 4140
Call to Order: 1:35pm

Members Present: Chair Chris Ashwell, Herle McGowan, Andy Nowel, Karen Young, Nathaniel Isaacson, Jeff Joines, Tim Petty, Peggy Domingue, Cynthia Levine, Lianne Cartee, Sarah Ash, Kim Outing.

Ex-Officio Members Present: Barbara Kirby, Gina Neugebauer, Melissa Williford, Scott Despain

Members Absent: Karen Keene, Cynthia Hemenway, Marc Russo, Ghada Rabah, Erin Sills, Ingrid Schmidt, Carrie Zelna, Michelle Johnson

Guests Present: Sue Carson (QEP), Charles Clift (Registration & Records), Gary Beckman (DASA), Aaron Stoller (DASA), Carolyn Veale (DASA), and Stephany Dunstan (DASA)

WELCOME AND INTRODUCTIONS

➤ *Remarks from Chair, Chair Chris Ashwell*

Chair Ashwell welcomed the council to the meeting and thanked them for attending. He reminded the committee to consider the 2016-2017 CUE Chair Elect. He also welcomed the guests in attendance: Gary Beckman, Aaron Stoller, Carolyn Veale, Charles Clift, Sue Carson, and Stephany Dunstan.

➤ Approval of the Minutes from September 18, 2015- **APPROVED** unanimously without discussion.

➤ *Presentation from Registration & Records*

Charles Clift, from Registration and Records explained that a tool was being developed by his office that would allow for the articulation of courses to fulfill general education requirements. He has already brought this forward to the Associate Deans and UCCC. The goal with this tool is to facilitate advising and reduce the administrative burden of adjustments to transfer credit. This will also allow transfer students a better picture of the degree progress before matriculation. Registration and Records will keep CUE informed regarding the transfer tool and process.

➤ *Chair Elect for 2016-2017*

A suggestion was made to nominate Peggy Domingue (Health & Exercise Studies) as Chair Elect for 2016-2017. At the next CUE meeting, 11.30.2015, this will be discussed further. Any other nominations can be submitted to Dr. Barbara Kirby or Chair Ashwell.

NEW BUSINESS

GEP Review

- MUS 180 Introduction to the Musical Experiences- VPA- **Approved unanimously without discussion.**
- MUS 201 Introduction to Music Literature I-GK, VPA- **Approved unanimously without discussion.**

GEP Special Topics Shells

- VPUS 295 Art and Society in France/ France: Art & Society-VPA, USD-**Approved unanimously.**
Discussion: There was some confusion over the shell's cross listing, but this was addressed by the presenter. Without any additional discussion the action was APPROVED unanimously.
- HUMG 295 Literature and War-HUM, GK- **Approved unanimously without discussion.**
- IPGE 295 Animals in Folklore, Myth, and Religion-IP- **TABLED unanimously.**
Discussion: Several members had concerns about the disciplines represented in the paperwork. It was suggested that the department seek out a consultation with CHASS, with various departments within suggested. Without any further discussion, the action was TABLED unanimously.
- IPGE 295 Introduction to Arts Entrepreneurship-IP- **Approved unanimously without discussion.**

Honors Special Topics Shells

- HON 290 Sec. 001 Alexander the Great- HUM, GK- **Approved unanimously without discussion.**
- HON 290 Sec. 002 Frauds and Mysteries of the Past-IP, GK- **Approved unanimously without discussion.**
- HON 295 Sec. 001 History of Economic and Financial Crises-SS- **Approved unanimously without discussion.**
- HON 295 Sec. 002 Deconstructing the Disciplines-SS-**Approved unanimously.**
Discussion: Concerns were raised as the categorization of SS for this course; it was suggested that this offering might be better suited under the HUM category. Friendly suggestions were made to offer it as HUM next time, or alter the course to make it more in line with the SS category. Without any additional discussion, the action was APPROVED unanimously.
- HON 296 Sec. 001 Interpretive Machines- IP- **Approved unanimously without discussion.**

- HON 296 Sec. 003 Religion and Freedom-IP- **Approved unanimously without discussion.**

A motion was made to extend the meeting ten minutes. This was approved unanimously. After some discussion on further actions, ex-officio member, Scott Despain was named proxy in order to ensure quorum.

- HON 296 Sec. 004 Outbreak-IP-**Approved unanimously.**

Discussion: Some concerns were raised about the disciplines presented and how they were utilized in the offering. Friendly suggestions were made for the next time the course was offered to present the disciplines more specifically. Without any further discussion, the action as APPROVED unanimously.

- HON 296 Sec. 005 Patterns vs. Pandemonium-IP-**Approved unanimously without discussion.**

Meeting adjourned at 3:12 pm.

Respectfully submitted by Gina Neugebauer and Kasey Harris

ANT 345: Anthropology of the Middle East

Course Inventory Change Request

In Workflow

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

Approval Path

1. Mon, 20 Apr 2015 14:55:12 GMT
Daniel Case (dtcase): Approved for 16SOC UG Director of Curriculum
2. Thu, 10 Sep 2015 18:43:04 GMT
William Smith (wrs): Approved for 16SOC UnderGrad Head
3. Tue, 22 Sep 2015 00:30:04 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Fri, 16 Oct 2015 10:21:47 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Fri, 16 Oct 2015 15:28:06 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Fri, 16 Oct 2015 19:35:02 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Mon, 26 Oct 2015 18:34:59 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG
8. Mon, 26 Oct 2015 20:56:18 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
9. Fri, 30 Oct 2015 14:04:22 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
10. Wed, 04 Nov 2015 18:25:37 GMT
Kasey Harris (kkharris): Approved for UCCC Meeting
11. Wed, 04 Nov 2015 20:06:24 GMT
Jeffrey Despain (despain): Approved for UCCC Chair

New Course Proposal

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

Viewing: ANT 345 : Anthropology of the Middle East

Changes proposed by: scmcmantu

Course Prefix

ANT (Anthropology)

Course Number

345

Cross-listed Course

No

Title

Anthropology of the Middle East

Abbreviated Title

Anthropology of Middle East

College

College of Humanities and Social Sciences

Academic Org Code

Sociology (16SOC)

CIP Discipline Specialty Number

CIP Discipline Specialty Title

Term Offering

Spring Only

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

Yes

Number of Offerings within the past 5 years

2

Course Prefix/Number	Semester/Term Offered	Enrollment
ANT 395	Spring 2013	32
ANT 395	Spring 2014	16

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Shea McManus

Instructor Title

Assistant Professor

Anticipated On-Campus Enrollment

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

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

Course Prerequisites, Corequisites, and Restrictive Statement

None

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

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

Catalog Description

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

Justification for new course:

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

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Global Knowledge
Social Sciences

Social Sciences

Open when gep_category = SOCSCI

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

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

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

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

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

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

Short answer example from exam:

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

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

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

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

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

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

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

Essay question example from exam:

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

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

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

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

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

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

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

Attach Additional GEP Information if applicable

Global Knowledge

Open when gep_category = GLOBAL

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

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

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

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

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

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

Multiple-choice example from exam:

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

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

Fill-in-the-blank examples from exam:

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

Please complete at least 1 of the following student objectives.

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

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

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

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

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

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

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

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

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

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

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

Essay question example from exam:

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

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

N/A

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

N/A

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

None

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

None

Additional Information

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

Title and author of any required text or publications.

Please see schedule of readings in the attached syllabus.

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

Please see the attached syllabus.

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

Please see the attached syllabus.

Consultation

Instructional Resources Statement

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

Course Objectives/Goals

The goals of this course are to:

-
- Provide students with a deeper knowledge of the complexity of cultures, social forms, languages, religions, states, and economies that fall within the modern Middle East, as well as the historical developments and political events that have shaped the region.
-
- Introduce and engage students with key themes in the anthropology of the Middle East, including religion and secularism, sexuality and gender, national identity and the state, memory and commemoration, violence and conflict, youth culture, and popular uprisings and revolts.
-
- Enhance students' ability to critically analyze anthropological theories and texts about the modern Middle East, as well as the challenges and debates they present.
-
- Expand students' skills in written and oral communication, analysis, ethnographic observation, and critical thinking.
-

Student Learning Outcomes

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

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

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Participation	10%	Regular, active participation is expected from each student. Participation involves being attentive, coming to class prepared, contributing to discussions and activities, and bringing your own thoughts, ideas, responses, and questions to the classroom
Forum_post	20%	Students will be required to post ten 200-word reflections on the readings to Moodle over the course of the semester. Each week I will provide a reading guide for the upcoming texts that will include questions for students to think about. Their postings will respond to one or more of the questions, and will be used to jumpstart our discussions of the readings.

presentation	10%	Ten times over the course of the semester there will be group presentations on a media item from and about the Middle East. The media item could be a newspaper article, video clip, political cartoon, or even a song. Each group will select a media item and provide background information about it, link it to the topic of the day, to the assigned readings, and to broader themes and concepts we are exploring in the course. In addition to the presentation, each member of the group will also be required to submit an individual paper of 2-3 pages reflecting critically on the item and connecting it to course themes and topics.
Essay	20%	Throughout the semester we will consider key theories and concepts in the anthropological literature on the Middle East. Students will have an opportunity to reflect on and explore these theories and concepts in their postings. They will also write a critical essay (1500-1750 words) analyzing two of the assigned readings in relation to one of the key theories or concepts.
Multiple exams	40%	There will be two in-class exams during the semester. The tests will cover the assigned readings as well as what we do in class, which includes lectures, discussions, and films. They may involve multiple choice, definitions, short answers, and essays, and will require students to write reflectively and analytically about the concepts, populations, and experiences we are studying in class. The final exam will be cumulative. I will distribute study guides a week before each exam and set aside time for questions. The midterm will count for 20% of the final grade and the final exam will count for 20%.

Topical Outline/Course Schedule

Topic

Please see attached syllabus

Time Devoted to Each Topic

Activity

Syllabus

5501_ANT 345_Syllabus2.docx

Additional Documentation

Additional Comments

Course Reviewer Comments

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

Key: 7208

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

ANT 345 Course Syllabus

Anthropology of the Middle East

Section 001

SPRING 2016

3 Credit Hours

Course Meetings

Lecture

Days: TBD

Time: TBD

Campus: Main

Location: TBD

This meeting is required.

Instructor

Dr. Shea McManus

Email: shea_mcmanus@ncsu.edu

Phone: 919-515-9015

Office Location: 1911 Building, Room 237

Office Hours: TBD

Catalog Description

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

Course Description

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

Student Learning Outcomes

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

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

Course Structure

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

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

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

Course Materials

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

Requisites and Restrictions

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

General Education Program (GEP) Information

GEP Category

Social Sciences

GEP Category Outcomes

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

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

How This Course Will Fulfill GEP Category Outcomes

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

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

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

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

How This Course Will Fulfill GEP Co-requisite Outcomes

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

Transportation

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

Safety & Risk Assumptions

None.

Grading

Grade Components

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

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

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

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

D - Participates little or not at all in class.

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

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

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

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

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

Letter Grades

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

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

87 ≤ B+ ≤ 90
83 ≤ B ≤ 87
80 ≤ B- ≤ 83

77 ≤ C+ ≤ 80
73 ≤ C ≤ 77
70 ≤ C- ≤ 73

67 ≤ D+ ≤ 70
63 ≤ D ≤ 67
60 ≤ D- ≤ 63

0 ≤ F ≤ 60

Course Specific Policies

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

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

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

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

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

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

Classroom Policies

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

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

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

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

University Wide Policies

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

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

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

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

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

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

Non-Discrimination Policy

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

Accommodations for Disabilities

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

Electronically-Hosted Course Components

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

N.C. State 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.

Supporting Fellow Students in Distress:

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

Restriction on Sharing Content of Course Materials

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

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

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

CAREER SERVICES: H&SS Career Services are available through the Career Development Center, 2100 Pullen Hall. Your career contact is: Woody Catoe. Make appointments through ePACK. <https://www.ncsu.edu/students/career-services/>

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

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

Course Schedule

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

Introduction

- 1/7 Introduction to course and syllabus

Anthropology of the Middle East

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

Practice and Ethics of Ethnographic Fieldwork

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

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

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

Algeria: Colonial Identities and Postcolonial Power Relations

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

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

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

Palestine: Experiences of Occupation and Rituals of Resistance

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

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

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

Spring Break

3/8 No Class

3/10 No Class

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

- 3/15 Al-Mohammad, Haydar. "Ordure and Disorder: The Case of Basra and the Anthropology of Excrement" *Anthropology of the Middle East* 2,2 (2007): 1-23.
- 3/17 Al-Ali, Nadjie. "The Enemy of My Enemy is Not My Friend: Women's Rights, Occupation, and 'Reconstruction' in Iraq." In *The Situated Politics of Belonging*, edited by Nira Yuval Davis, Kalpana Kannabiran and Ulrike Vieten, 191-203. Sage Publications, 2006.

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

- 3/22 Peleikis, Anja. "The Making and Unmaking of Memories: The Case of a Multi-Confessional Village in Lebanon. In *Memory and Violence in the Middle East and North Africa*, edited by Ussama Makdisi and Paul Silverstein, 133-150. Indiana University Press, 2006.
- 3/24 Deeb, Lara. Exhibiting the 'Just-Lived Past': Hizbullah's Nationalist Narratives in Transnational Political Context. *Comparative Studies in Society and History* 50,2 (2008): 369-399.

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

- 3/29 Wedeen, Lisa. "Acting As If: Symbolic Politics and Social Control in Syria." *Comparative Studies in Society and History* 40,3 (1998): 503-523.
- 3/31 Bandak, Andreas. "Reckoning with the Inevitable: Death and Dying among Syrian Christians during the Uprising." *Ethnos* ahead-of-print (2014): 1-21.

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

- 4/5 Caton, Steven, Hazim Al-Eriyani, and Rayman Aryani. "Poetry of Protest: Tribes in Yemen's 'Change Revolution.'" In *The Political Aesthetics of Global Protest: The Arab Spring and Beyond*, edited by Pnina Werbner, Martin Webb and Kathryn Spellman-Poots, 121-144. Edinburgh University Press, 2014.
- 4/7 Peutz, Nathalie. "Targeted Women and Barred Development in Soqatra, Yemen." *Arabian Humanities* 1 (2013). <http://cy.revues.org/1991>.

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

- 4/12 Kanna, Ahmed. "Flexible Citizenship in Dubai: Neoliberal Subjectivity in the Emerging 'City-Corporation.'" *Cultural Anthropology* 5,1 (2010): 100-129.
- 4/14 Limbert, Mandana. "Depleted Futures: Anticipating the End of Oil in Oman." In *Timely Assets: The Politics of Resources and Their Temporalities*, edited by Elizabeth Ferry and Mandana Limbert, 25-50. SAR Press, 2008.

Iran: Cultural Uprisings and Transnational Connections among the Youth

- 4/19 Mahdavi, Pardis. "Passionate Uprisings: Young People, Sexuality and Politics in Post-Revolutionary Iran." *Culture, Health, and Sexuality* 9,5 (2007): 445-457.
- 4/21 Nooshin, Laudan. "'Tomorrow is Ours': Re-imagining Nation, Performing Youth in the New Iranian Pop Music." In *Music and the Play of Power in the Middle East*, edited by Laudan Nooshin, 245-268. London: Ashgate, 2009.

Final Exam

TBD Final Exam

PS 313: Criminal Justice Policy

Course Inventory Change Request

In Workflow

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

Approval Path

1. Wed, 16 Sep 2015 17:18:01 GMT
Steven Greene (shgreene): Approved for 16PS UG Director of Curriculum
2. Wed, 16 Sep 2015 19:44:53 GMT
Tracieli Reid (tvreid): Approved for 16PS UnderGrad Head
3. Tue, 22 Sep 2015 00:24:07 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Mon, 26 Oct 2015 10:39:37 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Mon, 26 Oct 2015 11:16:52 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Mon, 26 Oct 2015 18:24:25 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Mon, 26 Oct 2015 18:35:43 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG
8. Mon, 26 Oct 2015 21:02:43 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
9. Fri, 30 Oct 2015 14:04:29 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
10. Wed, 04 Nov 2015 18:25:03 GMT
Kasey Harris (kkharris): Approved for UCCC Meeting
11. Wed, 04 Nov 2015 20:07:50 GMT
Jeffrey Despain (despain): Approved for UCCC Chair

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

Viewing: PS 313 : Criminal Justice Policy

Changes proposed by: shgreene

Course Prefix

PS (Political Science)

Course Number

313

Course ID

018083

Cross-listed Course

No

Title

Criminal Justice Policy

Abbreviated Title

Criminal Justice Policy

College

College of Humanities and Social Sciences

Academic Org Code

Political Science (16PS)

CIP Discipline Specialty Number

45.1001

CIP Discipline Specialty Title

Political Science and Government, General.

Term Offering

Fall Only

Year Offering

Offered Alternate Years

Effective Date

Summer 1 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3.0

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Steven Greene

Instructor Title

Professor

Anticipated On-Campus Enrollment

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

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

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisite: PS 201

Is the course required or an elective for a Curriculum?

No

Catalog Description

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

Justification for each revision:

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

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

US Diversity

US Diversity

Open when gep_category = USDIV

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

Please complete at least 2 of the following student objectives.

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

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

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

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

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

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

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

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

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

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

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

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

Writing assignment:

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

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

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

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

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

None.

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

No seat restrictions.

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

PS 201

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

None

Additional Information

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

Title and author of any required text or publications.

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

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

Consultation

Instructional Resources Statement

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

Course Objectives/Goals

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

Student Learning Outcomes

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

* New outcomes

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Written Assignment	45%	Writing assignment 1: Students will write about a particular case of criminal injustice. They will be expected to address how issues of race and class created/affected this case. Assignment #2 calls for a policy reform proposal.

Discussion	15%	Students are expected to be able to address current issues in criminal justice policy at the beginning of every class as well as to demonstrate competency with assigned reading for the day. See syllabus for additional information.
Test	40%	Midterm and final exam. Covers course material with essay questions.

Topical Outline/Course Schedule

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

Syllabus

5502_PS 313_Syllabus.docx

Additional Documentation

Additional Comments

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

Just Mercy by Bryan Stevenson

Ezra Klein, "It's not just Ferguson: America's criminal justice system is racist"

Dara Lind, "How African Americans are victimized by both crime and the criminal justice system"

German Lopez, "How systemic racism entangles all police officers — even black cops"

Andrew Kahn, "What It's Like to Be Black in the Criminal Justice System"

Ta-Nahesi Coates, "The Black Family in the Age of Mass Incarceration"

Andrew Cohen, "How White Users Made Heroin a Public-Health Problem"

Plus more articles along these lines that appear before the class is actually taught.

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

Course Reviewer Comments

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

Key: 4604

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

Political Science 313
CRIMINAL JUSTICE POLICY
Sample Syllabus

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

Course Description

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

Prerequisite: PS 201

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

Readings

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

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

Student Learning Outcomes

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

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

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

Requirements and Grading

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

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

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

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

Participation

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

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

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

Paper Assignments

Paper Assignment I

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

Paper Assignment II

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

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

Late Policy

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

Class Website

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

Class Email list

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

Academic Integrity

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

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

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

Students with Disabilities

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

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

Schedule of Lecture Topics and Assigned Readings

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

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

HESD 230: Horton Dance Technique

Course Inventory Change Request

In Workflow

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

Approval Path

1. Thu, 05 Nov 2015 13:27:18 GMT
Kasey Harris (kkharris): Approved for 24HES UnderGrad Head
2. Thu, 05 Nov 2015 13:28:13 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Thu, 05 Nov 2015 13:29:13 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Thu, 05 Nov 2015 13:30:53 GMT
Kasey Harris (kkharris): Approved for DASA CC Chair UG
5. Thu, 05 Nov 2015 13:33:26 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
6. Thu, 05 Nov 2015 13:35:13 GMT
Kasey Harris (kkharris): Approved for DASA Dean UG
7. Thu, 05 Nov 2015 13:39:38 GMT
Kasey Harris (kkharris): Approved for OUCC Review
8. Thu, 05 Nov 2015 13:42:17 GMT
Kasey Harris (kkharris): Approved for UCCC Coordinator
9. Thu, 05 Nov 2015 13:43:37 GMT
Kasey Harris (kkharris): Approved for UCCC Meeting
10. Thu, 05 Nov 2015 13:44:36 GMT
Kasey Harris (kkharris): Approved for UCCC Chair

New Course Proposal

Date Submitted: Wed, 04 Nov 2015 14:32:10 GMT

Viewing: HESD 230 : Horton Dance Technique

Changes proposed by: ambelk2

Course Prefix

HESD (Health Exercise Studies Dance)

Course Number

230

Cross-listed Course

No

Title

Horton Dance Technique

Abbreviated Title

Horton Dance Technique

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number

31.0501

CIP Discipline Specialty Title

Health and Physical Education/Fitness, General.

Term Offering

Fall and Spring

Year Offering

Offered Every Year

Effective Date

Fall 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

1

Course Length

8

weeks

**Contact Hours
(Per Week)**

Component Type

Physical Activity

Contact Hours

4

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Autumn Mist Belk

Instructor Title

Teaching Assistant Professor

Anticipated On-Campus Enrollment

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

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Physical Activity	22	22	No	none

Course Prerequisites, Corequisites, and Restrictive Statement**Is the course required or an elective for a Curriculum?**

No

Catalog Description

Development of beginning and intermediate-level skills in Horton dance technique, including alignment, vocabulary, performance, and history, with emphasis on strengthening the body for dance. Class format will include warm-up exercises, fortifications, studies, and traveling combinations. Course also includes the study of Lester Horton's influence on American modern dance, particularly in relation to integration in concert dance and the formation of Alvin Ailey American Dance Theater.

Justification for new course:

Horton Dance Technique offers students the opportunity to study a codified modern dance style significant to the rise of American modern dance. Heralded for creating strong and versatile dancers, this technique is still taught and utilized today by the Alvin Ailey American Dance Theater, one of the most well respected and successful modern dance companies performing today.

Horton Dance Technique affords students an option to fulfill their GEP requirements for Health and Exercise Studies and U.S. Diversity.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Health and Exercise Studies

US Diversity

Health and Exercise Studies

Open when gep_category = HES

Each course in the Health and Exercise Studies category of the General Education Program will provide instruction and guidance that help students to:

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

Obj. 1) Acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition.

Outcome: Demonstrate and explain the fitness requirements necessary for a dancer including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.

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

- 1) Students will actively participate in Horton technique dance classes, demonstrating health-related fitness ability and will be evaluated through practical skills testing.
- 2) Students will be asked to share their intellectual knowledge of health-related fitness through specific written exam questions. Example: Practicing Horton laterals improve the strength and endurance of what muscles? (a) biceps (b) calf muscles (c) oblique abdominals (d) hamstrings

List the Instructor's student learning outcomes that are relevant to the GEP Health Exercise Studies Objective 2:

Obj. 2) Apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle.

Outcome: Discuss how participating in Horton dance classes can develop, maintain, and sustain an active and healthy lifestyle.

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

Written evaluation will include specific exam questions designed to evaluate knowledge of how Horton dance technique and activity can lead to achieving, maintaining, and sustaining an active and healthy lifestyle, including enhancement of core strength, cardiorespiratory endurance and increased flexibility as required by today's active person. Example: List two Horton studies or exercises that can provide an aerobic workout. What body system can be strengthened through aerobic exercise?

List the Instructor's student learning outcomes that are relevant to the GEP Health Exercise Studies Objective 3:

Obj. 3) Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport.

Outcome: Demonstrate beginning and intermediate Horton dance technique and combinations.

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

Practical evaluation will include demonstration of Horton dance technique combinations by students during in-class evaluations. Students will be grading according to a provided rubric measuring alignment, weight distribution, musicality, skill execution, and performance quality.

List the Instructor's student learning outcomes that are relevant to the GEP Health Exercise Studies Objective 4:

Obj. 4) Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

Outcome: Apply practical and historical knowledge about Lester Horton, Horton dance technique, and those trained in Horton technique to evaluate its influence on dance as an art form in the United States.

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

Students will view videos of Alvin Ailey American Dance Theater performers utilizing Horton technique and will write about the performance in a critical essay (part of the written exam), demonstrating their knowledge of Lester Horton's technique and influence on dance as an art form in the United States. Example: Discuss the historical significance of Alvin Ailey's "Revelations." What examples of Horton dance technique can be found in this piece of choreography?

Attach Additional GEP Information if applicable

US Diversity

Open when gep_category = USDIV

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

Please complete at least 2 of the following student objectives.

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

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

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

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

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

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

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

Outcome: Analyze the cultural significance of Alvin Ailey American Dance Theater's "Revelations" and its contribution towards equality among dimensions of race and gender (and its manifestation in employment) in the dance field.

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

Students will read articles about and view videos of Alvin Ailey American Dance Theater and will write about the performance in a critical essay (part of the written exam), demonstrating their knowledge of the company's influence on dance as an art form in the United States.

Example: Discuss the racial and religious identities presented in Alvin Ailey's "Revelations." How did this choreographic work showcase and help create equality within concert dance?

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

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

Outcome: Evaluate how the diversity in the community formed by Lester Horton and his dance company affected the American modern dance movement.

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

Written evaluation will include specific exam questions to test the student's understanding of the multiple ways Lester Horton's dancers contributed to diversity in the American modern dance movement.

Example: List two of Lester Horton's most well-known students. What distinguished each of these dancers from others performing or choreographing during the same time period in the U.S.? How did the interaction between these two students impact modern dance choreography?

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

n/a

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

n/a

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

none

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

none

Additional Information

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

Title and author of any required text or publications.

See Syllabus

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

See Syllabus

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

See Syllabus

Consultation

Instructional Resources Statement

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

Course Objectives/Goals

Objectives:

- 1.
2. Acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition
- 3.
4. Apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle
- 5.
6. Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport
- 7.
8. Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport
- 9.
10. 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.;
- 11.
12. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

13.

Student Learning Outcomes

- 1.
2. Demonstrate and explain the fitness requirements necessary for a dancer including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.
- 3.
4. Discuss how participating in Horton dance classes can develop, maintain, and sustain an active and healthy lifestyle.
- 5.
6. Demonstrate beginning and intermediate Horton dance technique and combinations.
- 7.
8. Apply practical and historical knowledge about Lester Horton, Horton dance technique, and those trained in Horton technique to evaluate its influence on dance as an art form in the United States.
- 9.
10. Evaluate how the diversity in the community formed by Lester Horton and his dance company affected the American modern dance movement.
- 11.
12. Analyze the cultural significance of Alvin Ailey American Dance Theater's "Revelations" and its contribution towards equality among dimensions of race and gender (and its manifestation in employment) in the dance field.
- 13.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Exam	40	Students will be expected to demonstrate their knowledge of the material covered in class and assigned readings by completing one written exam.
presentation	60	Students will perform four Horton combinations for evaluation of proper execution. Each combination is worth 15 points. Students will be evaluated for proper alignment, weight distribution, musicality, skill execution, and performance according to the rubric listed on the syllabus.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Lester Horton History and Influence	8 hours	Lester Horton Video, Discussion and Lecture Alvin Ailey videos
Warm-up Exercises	6 hours	Horton Technique Exercises: Roll downs Flat backs Primitive squat Foot work Laterals Deep lunges Coccyx balance
Fortifications	6 hours	Horton Fortification Studies: Fortification #1, #2, #3, #4, #6, #14
Intermediate Horton Exercises	6 hours	Swings, Lateral T Single Foot Arch Springs Traveling Combinations
other Studies	2 hours	Figure 4 Study Percussive Stroke Study

Syllabus

HESD230-syllabus.doc
HESD230-syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 14 Apr 2015 19:08:54 GMT): Comments from 04.13.2015 DASA CCC: Ensure that USD outcomes are addressing the objectives.

Further committees may need further explanation as to how the topics of diversity are addressed throughout the course.

kkharris (Wed, 15 Apr 2015 15:22:06 GMT): Rollback: Comments from 04.13.2015 DASA CCC: Ensure that USD outcomes are addressing the objectives. Further committees may need further explanation as to how the topics of diversity are addressed throughout the course.

kkharris (Fri, 17 Apr 2015 14:19:12 GMT): Approved by Dr. Holden at the 24HES UnderGrad Head step on March 31, 2015.

gmneugeb (Wed, 06 May 2015 14:29:22 GMT): Rollback: HESD 230 Horton Dance Technique- APPROVED PENDING unanimously. Discussion: Amanda Beller moved; Helen Kraus seconded. A member pointed out that the contact hours per week listed in the CIM form may be off. A suggestion was made to add the physical activity contact/credit hour ratio to the help bubble in CIM. A member noted that the course works out to be 4 hours per week based on the 8 week format of the course. Without any further discussion, the action was APPROVED PENDING unanimously: update of contact hour information.

kkharris (Tue, 18 Aug 2015 17:12:38 GMT): Approved at DASA CCC on May 4, 2015

gmneugeb (Thu, 20 Aug 2015 14:42:10 GMT): HESD 230 Horton Dance Technique- APPROVED PENDING unanimously. Discussion: Amanda Beller moved; Helen Kraus seconded. A member pointed out that the contact hours per week listed in the CIM form may be off. A suggestion was made to add the physical activity contact/credit hour ratio to the help bubble in CIM. A member noted that the course works out to be 4 hours per week based on the 8 week format of the course. Without any further discussion, the action was APPROVED PENDING unanimously: update of contact hour information. Course action reviewed by UCCC 4.29.2015. Changes were made and resubmitted. GMN 8.20.2015

gmneugeb (Thu, 10 Sep 2015 11:52:39 GMT): The Action was APPROVED for the HES category without discussion on 9.4.2015. The action was TABLED for the USD category at the 9.4.2015 CUE Meeting. The Council suggested that the instructor work with the Office of Assessment. The committee had the following suggestions: Match the objectives and outcomes; the measures may not match up well. An example was given with Objective #1 for the USD Category. Fine tune the measures for the assignments. Example was given of the exam having questions that relate to USD; this may need more detail to be shown as reflective. Suggestion was to perhaps create an assignment of reflective paper.

gmneugeb (Thu, 24 Sep 2015 18:18:59 GMT): Rollback: .

sbdunsta (Tue, 03 Nov 2015 21:28:17 GMT): Rollback: small change to wording of outcomes discussed in email conversation

Key: 7178

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

**NC State Department of Health and Exercise Studies
HESD 230: Horton Dance Technique
Spring 2015, Jan 7-Feb 25**

Instructor: Autumn Mist Belk
Office: 2022 Carmichael Gym
Phone: 919.515.6384
Email: autumn_belk@ncsu.edu
Class Times: MoWe 10:15-12:00pm
Office Hours: MoWe 11:10am-12:10pm & TuTh 10:10-11:10am

Required Text: Marjorie B. Perces, Ana Marie Forsythe, and Cheryl Bell.
The Dance Technique of Lester Horton. (Princeton, NJ: Princeton Book Company, 1992)
ISBN 0871271648, \$21.76

Additional readings provided by the instructor.

Course Description: Development of beginning and intermediate-level skills in Horton dance technique, including alignment, vocabulary, performance, and history, with emphasis on strengthening the body for dance. Class format will include warm-up exercises, fortifications, studies, and traveling combinations. Course also includes the study of Lester Horton's influence on American modern dance, particularly in relation to integration in concert dance and the formation of Alvin Ailey American Dance Theater.

Health Information Statement: *Physical activities in this class are considered moderate to vigorous and are considered limited contact. The NC State Department of Health and Exercise Studies supports the development and improvement of physical health, while doing so safely. If you have a known medical condition that could be adversely affected by participating in the typical activities of this class, please contact your usual physician for recommendations about how to participate safely or whether it is more appropriate to choose a different Health and Exercise Studies course. If your physician has provided you with recommendations to modify participation in this class, please share those recommendations with the instructor within the first week of class, if possible. If you are not certain whether you have a medical condition that puts you at risk for participation in this class or have a medical condition and cannot access your usual physician in a timely manner for recommendations for safe participation, consider making an appointment at Student Health to discuss your concerns (appointment number is 919.515.7107 or book on-line at healthweb.ncsu.edu).*

I. GEP Objectives for Courses in the Category of Health and Exercise Studies

Each course in the health and exercise studies category of the General Education Program will provide instruction and guidance that help students to:

1. acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition; and
2. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and
3. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport; and
4. gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

II. GEP Objectives for courses in the category of U.S. Diversity

Each course in U.S. Diversity 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 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.

GEP/Course and Student Learning Outcomes:

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

1. Demonstrate and explain the fitness requirements necessary for a dancer including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.
2. Discuss how participating in Horton dance classes can develop, maintain, and sustain an active and healthy lifestyle.
3. Demonstrate beginning and intermediate Horton dance technique and combinations.
4. Apply practical and historical knowledge about Lester Horton, Horton dance technique, and those trained in Horton technique to evaluate its influence on dance as an art form in the United States.
5. Evaluate how the diversity in the community formed by Lester Horton and his dance company affected the American modern dance movement.
6. Analyze the cultural significance of Alvin Ailey American Dance Theater's *Revelations* and its contribution towards equality among dimensions of race and gender (and its manifestation in employment) in the dance field.

Grading (Cognitive 40% and Practical 60%):

Written Exam – 40%

Students will be expected to demonstrate their knowledge of the material covered in class and assigned readings by completing one written exam.

Practical Skills Testing – 60%

Students will perform four Horton combinations for evaluation of proper execution. Rubric:

Principles	Points (1=poor, 2=average, 3=excellent)		
Correct Alignment	1	2	3
Weight Distribution/shift	1	2	3
Musicality	1	2	3
Proper execution of steps/sequence	1	2	3
Performance Quality	1	2	3

Grading Scale:

Each student has the option of taking the class for a letter grade (+/-), credit only, or audit.

97 - 100 = A+	93 - 96.99 = A	90 - 92.99 = A-
87 - 89.99 = B+	83 - 86.99 = B	80 - 82.99 = B-
77 - 79.99 = C+	73 - 76.99 = C	70 - 72.99 = C-

67 – 69.99 = D+	63 – 66.99 = D	60 – 62.99 = D-
0 – 59.99 = F		

Attendance:

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

- *The student will be allowed 3 absences (excused or unexcused). Four absences of any kind will result in a failing grade. If no classes are missed, 3 points in extra credit will be awarded.*
- ***For students registering late, all missed classes count as absences.***

Absences	Points
0	+3
1-3	0
4	F

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

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course. ****We will be using Moodle for this course. Please log in with your unity id to <http://wolfware.ncsu.edu> to access handouts and assignments.***

Participation: This is a participation-based class. If you cannot participate in class for any reason, you will be considered absent. No phone or other electronic device use during class.

Tardy: Please be on time. *Two tardies = one absence. If you arrive more than 15 minutes late, you will not be allowed to participate (and therefore, will be counted absent).*

Requirements for Credit Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- (70%) or better. A grade of U will be reported if the student exceeds 3 absences (excused or unexcused). 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. **Note: The student is responsible for requesting credit only grading on MyPack Portal by the University dead line.** For more details refer to:
http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php

Requirements for Audit: Students must attend all classes except written exams and will be allowed four absences before NR will be recorded as a final grade.
http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php

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

opportunity to make up incomplete work, in which case the period can be extended. Make up work is to be limited to accomplishing the work not completed.

Proper attire: Students are required to wear leggings/dance pants (no shorts), a **fitted** tank top, and dance with bare feet. You may not be allowed to participate (and, therefore, counted absent) if dressed improperly. NO dangling jewelry or chewing gum.

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

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

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

General Information:

1. **Academic Integrity:** For all written assignments, students will be expected to adhere to the **University Honor Code:** "I have neither given nor received unauthorized aid on this test or assignment." It is the understanding and expectation of the instructor that the student's signature on any test or assignment means that the student neither gave nor received unauthorized aid. Consult the university website: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php
2. **Students with Disabilities:** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.
3. **Anti-Discrimination Statement:** NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.
4. Due to the nature of the activities in this class, it may be necessary for the instructor and students to have some amount of physical contact to assist in acquiring the proper form/technique. The student should inform the instructor if they do not want any physical contact to assist in acquiring the proper form/technique.
5. Every fitness activity has certain inherent risks, and regardless of precautions taken it is impossible to ensure total safety. Adhere to all safety guidelines to reduce your risk of injury.
6. The use of illegal drugs, tobacco products, or alcoholic beverages are prohibited.
7. It may be appropriate to inform the instructor within the first week of class if you have any medical issues that would affect your participation throughout the semester in this course.
8. Pets and visitors are not allowed during class periods. Firearms, weapons, and/or fireworks are

prohibited from class.

9. Please turn off cell phones during class time.

NC State Department of Health & Exercise Studies
HESD 230: Horton Dance Technique
Spring 2015, Jan 7-Feb 25

DATE	ACTIVITY	READINGS
1/7 W	Introduction/Orientation/Safety & Horton Technique Video/Discussion	Syllabus, Chapters 1-2
1/12 M	Warm-up Exercises: Roll downs, Flat backs Primitive squat, Foot work Laterals, Deep lunges Coccyx balance	Chapters 3 & 5 Chapter 7 (p.91-94)
1/14 W	Leg Swings, Release Swings Fortification #1	Chapter 6 Chapter 7 (p.54-56)
1/19 M	<i>Martin Luther King Day – no classes</i>	
1/21 W	Lateral T, Fortification #2	Chapter 7 (p.56-58 and 86-90)
1/26 M	Fortification #6	Chapter 7 (p.62-63), Chapter 12
1/28 W	Practical Skills Tests 1 & 2	Dunning, J. "DANCE: A Belated Farewell to a Free-thinking Choreographer." The New York Times (14 Nov 1993).
2/2 M	Lecture (do not dress out), <i>room 2014</i>	<ul style="list-style-type: none"> •Traiger, L. "Dance Masters from Coast to Coast." The Washington Post (3 June 2005). •Bizot, R. "Lester Horton's Salome." Dance Research Journal 16.1 (Spring 1984): 35-40. •Johnson, R. "Review: Sacred Scandals." Dance Chronicle 15.2 (1992): 227-36.
2/4 W	Figure 4 Study, Traveling Combinations	Chapter 7 (p.94-99), Chapter 13
2/9 M	Fortification #3, Traveling Combinations	Chapter 7 (p.59), Chapter 10
2/11 W	Arch Springs, Traveling Combinations	Chapter 14, Chapter 11
2/16 M	Fortification #4, Percussive Stroke Study	Chapter 7 (p.59-61 and 108-113)
2/18 W	Fortification #14, Traveling Combinations	Chapter 7 (p.73-74)
2/23 M	Alvin Ailey Lecture/Discussion Practical Skills Test 3 & 4	<ul style="list-style-type: none"> •Bodensteiner, K. "Alvin Ailey and Revelations." ArtsEdge, The Kennedy Center (2014). •Croce, A. "Ailey and Revelations" from <u>Writing in the Dark, Dancing in The New Yorker</u>. Farrar, Straus and Giroux (2000).
2/25 W	Written Exam, room 2014	

HESM 326: Current Trends in Dance

Course Inventory Change Request

In Workflow

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

Approval Path

1. Tue, 28 Apr 2015 16:37:45 GMT
George Holden (gtholden): Approved for 24HES UnderGrad Head
2. Mon, 14 Sep 2015 16:12:56 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 15 Sep 2015 16:46:34 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Thu, 24 Sep 2015 11:43:59 GMT
Autumn Belk (ambelk2): Approved for ambelk2
5. Thu, 24 Sep 2015 12:40:25 GMT
Kasey Harris (kkharris): Approved for kkharris
6. Wed, 30 Sep 2015 15:19:03 GMT
Sean Cassidy (smcassid): Approved for DASA CC Chair UG
7. Wed, 30 Sep 2015 15:24:14 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
8. Wed, 30 Sep 2015 18:57:11 GMT
Michael Mullen (mdmullen): Approved for DASA Dean UG
9. Mon, 12 Oct 2015 17:23:42 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
10. Tue, 20 Oct 2015 15:35:15 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
11. Wed, 21 Oct 2015 16:54:25 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
12. Wed, 21 Oct 2015 18:29:33 GMT
Jeffrey Despain (despain): Approved for UCCC Chair
13. Fri, 23 Oct 2015 12:01:15 GMT
Gina Neugebauer (gmneugeb): Approved for CUE Coordinator
14. Fri, 23 Oct 2015 12:03:50 GMT

Gina Neugebauer (gmneugeb): Rollback to CUE Coordinator for CUE Meeting

New Course Proposal

Date Submitted: Tue, 28 Apr 2015 15:52:38 GMT

Viewing: HESM 326 : Current Trends in Dance

Changes proposed by: ambelk2

Course Prefix

HESM (Health and Exercise Studies Minor)

Course Number

326

Cross-listed Course

No

Title

Current Trends in Dance

Abbreviated Title

Current Trends in Dance

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number

CIP Discipline Specialty Title

Term Offering

Spring Only

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

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

Lecture

Contact Hours

3

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Autumn Mist Belk

Instructor Title

Teaching Assistant Professor

Anticipated On-Campus Enrollment

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

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	25	25	No	none

Course Prerequisites, Corequisites, and Restrictive Statement

none

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

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

Catalog Description

Critical and contextual examination of current trends in dance. While specific readings and video resources will vary by semester as the field of dance continues to change, major course topics will include at least three of the following: the role of dance supporters and presenters, media influences, non-concert and site-specific dance, current movement trends, political significance, and international concerns.

Justification for new course:

This course provides an opportunity for students to critically and contextually examine current trends in the field of dance.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Visual Performing Arts

Open when gep_category = VPA

Each course in the Visual and Performing Arts category of the General Education Program will provide instruction and guidance that help students to:

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

Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

Outcomes: 1. Trace the changing characteristics and values of dance as an art form.

2. Discuss how the government, corporations, and/or dance presenters are shaping dance as a performing art form.

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

1. Students will write a 10-12 page research paper discussing and evaluating a current trends in the field of dance from a list of topics provided by he instructor. Example: Possible topic: How reality tv shows such as "So You Think You Can Dance" have influenced historic dance values from technique combined with artistry, to mere technical "trickery."

2. Students will answer questions on written exams regarding how presenters are shaping dance as a performing art form. Example: Describe how the National Endowment for the Arts (NEA) has changed its funding for dance since the late 1980's and how this has impacted what we see on stage.

List the Instructor's student learning outcomes that are relevant to the GEP Visual Performing Arts Objective 2:

Obj. 2) Strengthen their ability to interpret and make critical judgements about the arts through the analysis of structure, form, and style of specific works.

Outcome: Compare the similarities and differences between current U.S. and international dance artists.

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

Students will compare current U.S. and international dance artists by answering questions on a written exam. Example: List and describe 2 similarities and 2 differences between the aesthetic of Shen Wei and Monica Bill Barnes.

List the Instructor's student learning outcomes that are relevant to the GEP Visual Performing Arts Objective 3:

Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Outcome: Evaluate a non-traditional dance performance in relation to current movement trends.

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

Students will watch a non-traditional dance performance and submit a written evaluation in relation to current movement trends and concepts discussed in class.

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100%

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

none

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

none

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

none

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

none

Additional Information

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

Title and author of any required text or publications.

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

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

Consultation

Instructional Resources Statement

No additional resources will be needed at this time. The reallocation of existing resources, including classroom facilities and instructor assignments, permits the offering of this course.

Course Objectives/Goals

Each course fulfilling the GEP Visual and Performing Arts objectives will provide instruction and guidance that help students to:

- 1.
2. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
- 3.
4. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and
- 5.
6. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.
- 7.

Student Learning Outcomes

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

- 1.
2. Identify the changing characteristics and values of dance as an art form.
- 3.
4. Discuss how the government, corporations, and/or dance presenters are shaping dance as a performing art form.
- 5.
6. Compare the similarities and differences between current U.S. and international dance artists.
- 7.
8. Evaluate a non-traditional dance performance in relation to current movement trends.
- 9.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Multiple exams	30%	Students will demonstrate their knowledge of the material covered in class and assigned readings by completing three written exams (each exam is worth 10% of the final grade).
Major Paper	30%	Students will write one 10-12 page research paper discussing and evaluating a current trend in the field of dance. Students may choose from a list of topics supplied by the instructor or propose their own topic (for instructor approval). At least four references are required and should be noted at the end of the paper. This research paper is in place of the final exam for this course.
Discussion	20%	Students are expected to actively participate in all in-class discussions and will be graded during each discussion (see syllabus for rubric).
Homework	20%	Students will read/watch and evaluate articles and videos in relation to the concepts discussed in class. Each written evaluation will be graded (see syllabus for rubric).

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Non-traditional Concert Dance	2 weeks	Readings, videos, and class discussions related to outdoor performances and dance in art galleries and warehouses.
Movement Trends	3 weeks	Readings, videos, and class discussions related to athleticism in dance, hip-hop influences, cultural fusion dance styles, and pedestrian and gestural movement forms.
Media Influences	2 weeks	Readings, videos, and class discussions related to the influences of reality tv and social media on the field of dance.
Dance Funding	1 week	Readings, videos, and class discussions related to the major sources of dance funding, including the NEA and private foundations.
Dance Presenters	2 weeks	Readings, videos, and class discussions related to the major presenters of dance, including festivals, universities, and private and public theaters.
International Concerns	3 weeks	Readings, videos, and class discussions related to the work of international dance artists and U.S. artists working overseas.
Current Dance Artists	2 weeks	Readings, videos, and class discussions related to several major dance artists working in the field today.

Syllabus

HESM326-Syllabus.doc
HESM326-Syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 15 Sep 2015 16:46:18 GMT): Notes from University College CCC on Sept. 14, 2015: Approved Pending Revisions: A member suggested the evaluation process should focus on the quality of the work presented by the student not quantity regarding discussions. A member noted the GEP course and learning outcomes needed to be reflected in the course syllabus. Members noted they would like to see more specifics on exactly

how the components of the various learning objectives are being addressed. A member suggested including grading topics in the syllabus, as it would help further committee review gain a fuller picture of the course. Members suggested providing more information on how attendance would affect the grading of the course. Action has been sent to instructor for revisions.

gmneugeb (Fri, 23 Oct 2015 12:03:50 GMT): Rollback: .

Key: 7210

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

NC State University – Department of Health and Exercise Studies
HESM 326: Current Trends in Dance
Spring 2017

Instructor: Autumn Mist Belk
Office: 2022 Carmichael Gym
Phone/Email: 919.515.6384, autumn_belk@ncsu.edu
Office Hours: MoWe 11:10am-12:10pm, TuTh 10:10-11:10am, Fr by appointment
Class Times: MoWeFr 12:25-1:15pm,
Credit Hours: Three (3)
Course Prerequisites: None

Required Text: None. Readings and handouts provided by instructor.

Course Description: Critical and contextual examination of current trends in dance. While specific readings and video resources will vary by semester as the field of dance continues to change, major course topics will include at least three of the following: the role of dance supporters and presenters, media influences, non-concert and site-specific dance, current movement trends, political significance, and international concerns.

Objectives for courses in the category of Visual and Performing Arts and

Course and Student Learning Outcomes:

Each course fulfilling the GEP Visual and Performing Arts objectives will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and

Course Outcomes:

Trace the changing aesthetic, cultural, and historical dimensions of dance as an art form.
Discuss how the government, corporations, and/or dance presenters are shaping dance as a performing art form.

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

Course Outcome:

Compare the similarities and differences between current U.S. and international dance artists.

3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Course Outcome:

Evaluate a non-traditional dance performance in relation to current movement trends.

Course Requirements/Grading:

Written Exams – 30%

Students will demonstrate their knowledge of the material covered in class and assigned readings by completing three written exams (each exam is worth 10% of the final grade).

Research Paper – 30%

Students will write one 10-12 page research paper discussing and evaluating a current trend in the field of dance. Students may choose from a list of topics supplied by the instructor or propose their own topic (for instructor approval). At least four references are required and should be noted at the end of the paper. This research paper is in place of the final exam for this course.

In-class Discussion Participation – 20%

Students are expected to actively participate in all in-class discussions and will be graded during each discussion based on the following rubric:

0pt = no participation or absent

1pt = contributing one opinion/concept to the discussion

2pts = contributing at least two opinions/concepts to the discussion

3pts = contributing at least three opinions/concepts to the discussion

At the end of the semester, all points will be totaled, divided by the total possible points, and weighted to 20% of the final grade. *All comments must be thoughtful and relevant to the discussion to receive credit.*

Written Evaluations of Articles and Videos – 20%

Students will read/watch and evaluate 6-10 articles and 5-8 videos in relation to the concepts discussed in class. Each written evaluation will be graded according to the following rubric:

0pt = no written evaluation

1pt = incomplete or poorly written evaluation

2pts = average evaluation with ties to classroom discussion points

3pts = excellent evaluation with original thoughts and ties to classroom discussion points

At the end of the semester, all points will be totaled, divided by the total possible points, and weighted to 20% of the final grade.

Grading Scale:

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

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

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

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

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

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

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

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

Electronic Hosted Course Components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course. **We will be using Moodle for this course. Please log in with your unity id to <http://wolfware.ncsu.edu> to access handouts and assignments.*

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

Emailing the Instructor:

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

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

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

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

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

General Information:

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

http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

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

NC State University – Department of Health & Exercise Studies
HESM 326: Current Trends in Dance
Spring 2017

WEEK	SUBJECT	READINGS
1	Course Overview Non-traditional Concert Dance: Outdoor Performances	Roach, J. (1996). Kinship, Memory, and Intelligence as Improvisation. In <i>Performance and cultural politics</i> (pp. 217-234). New York: Routledge.
2	Non-traditional Concert Dance: Galleries and Warehouses	Kaprow, Allan. (1996). Assemblages, Environments and Happenings. In <i>The Twentieth-Century Performance Reader</i> (pp.260-270). New York: Routledge.
3	Movement Trends: Hip-Hop and Cultural Fusion	Chang, J. (2005). <i>Can't stop, won't stop: A history of the hip-hop generation</i> (pp. 148-162). New York: St. Martin's Press. Gottschild, B. (2003). <i>The black dancing body: A geography from coon to cool</i> (pp. 240-257). New York: Palgrave Macmillan.
4	Movement Trends: Athleticism	Guarino, L. (2015). Is Dance a Sport?: A Twenty-First-Century Debate. <i>Journal of Dance Education</i> , 77-80. Tindall, B. (n.d.). For dancers, a new athleticism - at what price? <i>New York Times</i> . Retrieved January 11, 2015, from http://www.nytimes.com/2006/06/13/arts/13iht-tindall.1962911.html?pagewanted=all
5	Movement Trends: Pedestrian Forms Exam #1	Carlson, Marvin. (1996). What is Performance? In <i>The Twentieth-Century Performance Reader</i> (pp.146-153). New York: Routledge.

		Daly, Ann. (2002). <i>Critical Gestures: Writings on Dance and Culture</i> (pp.175-178). Middletown, Connecticut: Wesleyan University Press.
6	Media Influences: Reality TV	Kourlas, G. (2010, September 10). Time to Put Choreography Back on Its Feet. <i>New York Times</i> . Retrieved January 6, 2015, from http://www.nytimes.com/2010/09/05/arts/dance/05label.html?_r=2&
7	Media Influences: Social Media	Schneider, R. (1996). After Us The Savage Goddess. In <i>Performance and cultural politics</i> (pp. 155-172). New York: Routledge.
8	Funding: NEA, Doris Duke Foundation, and the Guggenheim	Peeps, C. (1998). Robbie Conal: Taking Back the Power. In <i>The Citizen Artist</i> (pp. 117-120). Gardiner: Critical Press.
9	Presenters: ADF, Jacob's Pillow, and the Kennedy Center	See research assignment list on Moodle.
10	Presenters: University Presenters Exam #2	See research assignment list on Moodle.
11	International Concerns: Dance in Europe and Asia	Recorded interview series on Moodle: Emma James, Reini Kopp
12	International Concerns: International Artists in the U.S.	Recorded interview series on Moodle: Marisa C. Hayes
13	International Concerns: U.S. Artists Abroad	Recorded interview series on Moodle: Nejla Yarkin
14	Current Dance Artist Profiles: Shen Wei and Monica Bill Barnes	<p>Maine, N. (2008, December). The Soho Journal Interview: Shen Wei. <i>The Soho Journal</i>. http://www.sohojournal.com/content/soho-journal-interview-shen-wei</p> <p>Rose, Charlie. (2010, August 8). Charlie Rose Interviews Shen Wei. https://www.youtube.com/watch?v=weGUoPNw9p0</p> <p>Boynton, Andrew. (2012, November 12). Dance That Tries Too Hard. <i>The New Yorker</i>. http://www.newyorker.com/culture/culture-desk/dance-that-tries-too-hard</p>
15	Current Dance Artist Profiles, TBD Exam #3	See video links on Moodle.
16	Research Papers Due	

HESM 332: Dance and Technology

Course Inventory Change Request

In Workflow

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

Approval Path

1. Tue, 28 Apr 2015 16:37:52 GMT
George Holden (gtholden): Approved for 24HES UnderGrad Head
2. Mon, 14 Sep 2015 16:13:07 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 15 Sep 2015 17:04:38 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Wed, 23 Sep 2015 17:53:03 GMT
Autumn Belk (ambelk2): Approved for ambelk2
5. Thu, 08 Oct 2015 18:08:55 GMT
Kasey Harris (kkharris): Approved for kkharris
6. Mon, 12 Oct 2015 13:59:42 GMT
Sean Cassidy (smcassid): Approved for DASA CC Chair UG
7. Tue, 13 Oct 2015 14:27:57 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
8. Mon, 19 Oct 2015 14:35:45 GMT
Michael Mullen (mdmullen): Approved for DASA Dean UG
9. Mon, 26 Oct 2015 20:34:51 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
10. Fri, 30 Oct 2015 14:04:27 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
11. Wed, 04 Nov 2015 18:25:30 GMT
Kasey Harris (kkharris): Approved for UCCC Meeting
12. Wed, 04 Nov 2015 20:07:03 GMT
Jeffrey Despain (despain): Approved for UCCC Chair

New Course Proposal

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

Viewing: HESM 332 : Dance and Technology

Changes proposed by: ambelk2

Course Prefix

HESM (Health and Exercise Studies Minor)

Course Number

332

Cross-listed Course

No

Title

Dance and Technology

Abbreviated Title

Dance and Technology

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

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

Spring Only

Year Offering

Offered Alternate Even Years

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

2

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

2

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Autumn Mist Belk

Instructor Title

Teaching Assistant Professor

Anticipated On-Campus Enrollment

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

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

Course Prerequisites, Corequisites, and Restrictive Statement

None.

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

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

Catalog Description

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

Justification for new course:

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

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Interdisciplinary Perspectives

Open when gep_category = INTERDISC

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

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

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

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

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

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

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

Obj. 2) Identify and apply authentic connections between two or more disciplines.

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

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

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

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

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

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

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

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

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

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

Dance, Film, Animation, Computer Science

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

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

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

n/a

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

n/a

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

none

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

none

Additional Information

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

Title and author of any required text or publications.

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

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

Consultation

College(s)

College of Humanities and Social Sciences

Contact Name

Dr. Ora Gelley, Film Studies

Statement Summary

Request consult from the Film Studies Program in relation to the film course components. Please feel free to send any comments, concerns, or suggestions through courseleaf or to the instructor: Autumn Belk, Teaching Assistant Professor, ambelk2@ncsu.edu

College of Design

Marc Russo, Art+Design

Request consult from Art+Design in relation to the animation and new media course components. Please feel free to send any comments, concerns, or suggestions through courseleaf or to the instructor: Autumn Belk, Teaching Assistant Professor, ambelk2@ncsu.edu

College of Engineering

Dr. Mladen Vouk, Computer Science

Request consult from the department of Computer Science in relation to the computer application and entrepreneurial course components. Please feel free to send any comments, concerns, or suggestions through courseleaf or to the instructor: Autumn Belk, Teaching Assistant Professor, ambelk2@ncsu.edu

Instructional Resources Statement

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

Course Objectives/Goals

Objectives for courses in the category of Interdisciplinary Perspectives:

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

- 1.
2. Distinguish between the distinct approaches of two or more disciplines.
- 3.
4. Identify and apply authentic connections between two or more disciplines.
- 5.
6. Explore and synthesize the approaches or views of two or more disciplines.
- 7.

Student Learning Outcomes

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

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

Student Evaluation Methods

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

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Introduction to Dance and Technology	1 weeks	Lecture, Video Journal Writing

Dance and Film: Art and Theory	2 weeks	Readings, Lecture, Video Journal Writing
Dance and Film: Techniques	3 weeks	Readings, Lecture, Screendance Project Journal Writing
Motion Capture Technology	2 weeks	Readings, Lecture, Video Lab activity Journal Writing
Dance Animation	1 week	Readings, Lecture, Video Journal Writing
Dance in Virtual and Dual Realities	2 weeks	Readings, Lecture, Video Homework Lab Exploration Journal Writing
Dance Apps and Entrepreneurial Endeavors	2 weeks	Readings, Lecture, Video Guest Speaker Journal Writing
Exams and Project Critiques	3 weeks	Midterm and final exams Screendance Project critiques

Syllabus

HESM332-Syllabus.doc
HESM332-Syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

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

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

Key: 7209

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

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

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

Two Required Texts:

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

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

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

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

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

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

2. Identify and apply authentic connections between two or more disciplines.

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

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

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

Course Requirements/Grading

Written Exams – 40%

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

Screendance Project – 20%

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

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

Technology Project Critique – 10%

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

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

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

In-class Discussion Participation/Journals – 30%

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

Grading Scale:

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

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

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

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

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

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

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

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

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

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

Incomplete Grades: http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

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

Emailing the Instructor:

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

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

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

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

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

General Information:

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

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

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

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

ANT 385: Island Archaeology

Course Inventory Change Request

In Workflow

1. 16SOC UG Director of Curriculum (dtcase@ncsu.edu)
2. 16SOC UnderGrad Head (wrs@ncsu.edu)
3. CHASS CC Coordinator UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
4. CHASS CC Meeting UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
5. CHASS CC Chair UG (david_austin@ncsu.edu)
6. CHASS Final Review UG (hope_ziglar@ncsu.edu)
7. CHASS Dean UG (dpdannel@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. UCCC Meeting (gmneugeb@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. CUE Coordinator (gmneugeb@ncsu.edu)
13. CUE Meeting (gmneugeb@ncsu.edu)
14. CUE Chair (cmashwel@ncsu.edu)
15. OUCC Final Signature (barbara_kirby@ncsu.edu)
16. OUCC Final Review (gmneugeb@ncsu.edu)
17. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmhamr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Fri, 20 Mar 2015 16:43:12 GMT
Daniel Case (dtcase): Approved for 16SOC UG Director of Curriculum
2. Thu, 10 Sep 2015 18:44:30 GMT
William Smith (wrs): Approved for 16SOC UnderGrad Head
3. Thu, 10 Sep 2015 20:33:59 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Mon, 05 Oct 2015 19:08:20 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Mon, 05 Oct 2015 19:55:04 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Mon, 05 Oct 2015 20:11:27 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Mon, 05 Oct 2015 20:14:27 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG

Course Drop Proposal

Date Submitted: Tue, 17 Mar 2015 18:56:32 GMT

Viewing: ANT 385 : Island Archaeology

Changes proposed by: twallace

Course Prefix

ANT (Anthropology)

Course Number

385

Cross-listed Course

No

Title

Island Archaeology

Abbreviated Title

Island Archaeology

College

College of Humanities and Social Sciences

Academic Org Code

Sociology (16SOC)

CIP Discipline Specialty Number

45.0201

CIP Discipline Specialty Title

Anthropology.

Term Offering**Year Offering****Effective Date**

Spring 2015

Previously taught as Special Topics?

No

Course Delivery**Grading Method**

Graded with S/U option

Credit Hours

3

Course Length

weeks

Contact Hours

(Per Week)

Component Type

Lecture

Contact Hours

3.0

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

No

Instructor Name**Instructor Title**

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisite: ANT 253

Is the course required or an elective for a Curriculum?

No

Catalog Description

Exploration of the archaeology of islands. Analysis of the conditions and phenomena surrounding human adaptation to and impact on island environments. Geographic areas include Oceania, Caribbean, Mediterranean, Japan, and the Americas.

Justification for each revision:

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Social Sciences

Social Sciences

Open when gep_category = SOCSCI

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

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

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

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

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

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

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

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

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

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

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

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

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

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

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

Additional Information

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

Title and author of any required text or publications.

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

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

Consultation

Instructional Resources Statement

Course Objectives/Goals

Student Learning Outcomes

Student Evaluation Methods

Topical Outline/Course Schedule

Syllabus

Additional Documentation

Additional Comments

Justification for this request

The professor who taught this course is no longer on the faculty and there are no other faculty with that expertise to teach it.

Course Reviewer Comments

Key: 166

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

GEP Interdisciplinary Perspectives & U.S. Diversity Special Topic Shell Offering (IPUS 295)

*This form is to be used for submitting a Special Topics shell offering for the **Interdisciplinary Perspectives** and **U.S. Diversity** GEP categories to the Council on Undergraduate Education. (CUE)*

Course action proposals for a GEP shell offering 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.
2. Identify and apply authentic connections between two or more disciplines.
3. Explore and synthesize the approaches or views of the two or more disciplines.

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

4. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.
5. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.
6. 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.
7. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

IPUS 295

Department(s)/Program	Sociology & Anthropology	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: (30 character limit)	Language and Society	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2016	
Instructor Name/Title	Michael Joseph Fox/ Walt Wolfram	

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* [\[Click Here\]](#)

Interdisciplinary Perspectives

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.

Compare and contrast the approaches to language that are used in Sociology and Linguistics.

Measure(s) for above Outcome:

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

The following essay question is a part of the final exam.

Throughout the semester we consider the idea of meritocracy (aka the American Dream, pulling oneself up by your bootstraps, and/or the Achievement Ideology) which says that if you work hard and persevere you will get

the reward you deserve (economic mobility and prosperity). This idea exists alongside the idea of a “proper English” which is the “right way” to speak. Identify and compare the way that sociology and linguistics conceptualizes dialect differences, their impact on life chances, and what each recommends for changing the situation.

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.

Determine how ideological structures surrounding dialects and social groups impact people’s life chances.

Measure(s) for above Outcome:

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

The following exam question and others like it will be used to access their knowledge of ideology, society, and language.

José and Charles separately call into a leasing company to ask about the availability of an apartment. Charles speaks relatively unaccented English, while José speaks a heavily accented variety. José is told the apartment has been rented but Charles is told it’s available. What linguistic process is happening here?

- a. Linguistic distinction
- b. Linguistic regularity
- c. **Linguistic subordination**
- d. Linguistic exaltation

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.

Formulate plans of action for changing racial and sexual discrimination using approaches from both Sociology and English Linguistics.

Measure(s) for above Outcome:

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

The following essay prompt for a midterm or final exam is used to see how well they are able to synthesize the materials into a concrete plan of action.

Humans are social beings, and as such have created a social system which we live in. This social system is not fair to all groups; however, humans are capable of making choices, which have political, economic, and personal consequences. How do the actions of individuals impact the structure of social relations and how does the structure of social relations constrain the actions of individuals? What changes could we make that would allow for less negative consequences being attached to the linguistic identity that people perform?

Provide at least two concrete plans of action that could lead to greater equality among social groups.

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

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

Sociology and Linguistics

- 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 parts of view into a cohesive understanding”?

The class will be co-taught by Dr. Walt Wolfram, a professor in English Linguistics, and Michael Fox, a graduate student in the Sociology PhD program. The readings for each week are structured such that there are complementary readings from each discipline that illustrate the issues from both perspectives. Students will spend much of class time engaging in group activities and discussions that are focused on identifying the areas’ of overlap and synthesizing the approaches. Any lecture time will be focused on key points of overlap between the two disciplines broken up by activities designed to help students combine the unique elements from each approach.

U.S. Diversity

List the Instructor’s student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 4, 5, 6, or 7:

Obj. 4) Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.

Examine how social identities based on race, gender, and class, are expressed via dialect variation.

Measure(s) for above Outcome:

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

The weekly journal assignments listed below are designed to elicit critical examination of the expression of identities and social group membership via dialect(s). And thusly, students must make an explicit connection to such expression in their response.

Every week before the beginning of Friday’s class you will submit on Moodle a reflection journal entry that connects to one or more of the readings for that week. This reflection should demonstrate not only that you completed the readings, but that you critically reflected upon their content and made connections to at least two of the numbered options and how they relate to language and race, gender, and/or class:

1. *Other concepts and/or content covered in the class (readings, discussions, and/or lectures)*
2. *News articles that relate to an aspect of what is being learned in this class.*
3. *Research from your group project*
4. *Content from other classes that you’ve taken that supports or contradicts the material*
5. *Personal experiences outside of class with the topic under discussion*
6. *The social, political, and/or economic consequences of linguistic and social identity choices*

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 4, 5, 6, or 7:

Obj. 5) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.

Analyze how social identities are historically constructed within and between social institutions such that it leads to differential social valuation of some identities.

Measure(s) for above Outcome:

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

Written Assignment based on a group activity paired with a reading.

Students take a survey asking them to rate the dialect spoken in a particular state on a scale for correctness and pleasantness. The in-class portion involves identifying similarities between their aggregate responses and the responses reported in the reading. The questions include: 1) How do the results reported in the reading match up or not match up with the map given on the main monitor?; 2) Explain how it does or does not. Are negative valuations of dialects racist, classist, sexist, or regionalist? If so, how?; 3) What gives people the feeling that they can judge others based on the way they use language?; and 4) What institutions promote the continual reproduction of these attitudes? Following the activity, students will be asked to do individual write ups of what patterns they found, how they were the same or different, and what the implications are for their lives and the lives of others.

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 and U.S. Diversity* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
Tuesday/Thursday 3:00-4:15 PM
 - Seat count:
30
 - Room assigned or room preference including needed classroom technology/seat type:
Winston Hall 00001
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

SOC 295

What percentage of the seats offered will be open to all students? ____100__ %

- a. If seats are restricted, describe the restriction being applied.
N/A
- b. Is this restriction listed in the course catalog description for the course?

N/A

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

None

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

None

SECTION 3: ADDITIONAL INFORMATION

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 FOR IPUS 295

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM

DATE

**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

LANGUAGE AND SOCIETY

SPRING 2016

SOC 295-001
TuTh: 3:00PM – 4:15PM
Winston Hall 00001

Instructor: Dr. Walt Wolfram
E-mail: walt_wolfram@ncsu.edu
Phone: (919) 515-4151

Office: Tompkins Hall, Room 208
Office Hours: 1:30PM – 3:00PM (MW)
or, by appointment

Instructor: Michael Joseph Fox
E-mail: mjfox3@ncsu.edu
Phone: (919) 513-0287

Office: Tompkins Hall, Room 205
Office Hours: 1:30PM – 3:00PM (TuTh)
or by appointment.

COURSE DESCRIPTION

This course considers a sociological approach towards understanding language use in its social and interpersonal context. It explores how and why language variation exists and the role of standard and nonmainstream language varieties in society. This class will inform students about how dialects and “Standard English” in their social, historical, and political contexts are connected to persistent economic and civic inequalities in contemporary American society. The course considers the social construction of language ideologies and issues of power as they relate to inequalities based on how dialect intersects with race, gender, and social class, with particular focus on political and social identities.

Through this course, you will learn about sociological theories of inequality, sociological conceptions of ideology, sociological and sociolinguistic methods of study and research findings, and consider varieties such as Appalachian English, African American English, Native American English, Latino English, and other ethnic and regional varieties.

.nh

If you have questions or concerns about the course content, please email us immediately. If, however, you experience a technical problem with Moodle, contact NCSU’s Technical Support immediately (help@ncsu.edu or call 919-515-4357). We will be unable to assist you with any technical problems. When you log into our Moodle page, you will note a box at the right-hand side that provides you with links about how to use Moodle. You should spend some time looking through those resources.

COURSE OBJECTIVES AND OUTCOMES

Upon successful completion of this course students will be able to:

- Determine how ideological structures surrounding dialects and social groups impact people’s life chances.
- Examine how social identities based on race, gender, and class, are expressed via dialect variation.
- Analyze how social identities are historically constructed within and between social institutions such that it leads to differential social valuation of some identities.

- Apply sociological theories of social stratification to dialects of a language
- Acquire knowledge about the methods used by sociologists and sociolinguists in studying language.
- Apply quantitative and qualitative reasoning to the investigation of sociologically informed questions about language and society.
- Formulate plans of action for changing discrimination based on dialect(s)

GENERAL EDUCATION PROGRAM CO-REQUISITE REQUIREMENTS

This course meets the **Interdisciplinary Perspectives** requirement for the **General Education Program**. The objectives for this program are listed below. This course provides instruction and guidance that help students to:

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

COURSE REQUIREMENTS AND EVALUATION

Films

“Inequality for All” Published by Beverly Hills, CA: Anchor Bay Entertainment, 2014. Run Time 1 hour 30 minutes. Available on Netflix and at the D.H. Hill Library.

“Voices of North Carolina” Published by NCLLP Films, Raleigh, NC 2005. Run time 57 minutes. Available at the D.H. Hill Library.

Breakdown of Class Grades

Weekly Reflection Journals	25%
Exams	35%
Group Research Project	15%
Group Discussions	15%
Participation and Attendance	10%
Total	100%

Weekly Reflection Journals (25%)

Every week before the beginning of Friday’s class you will **submit on Moodle** a reflection journal entry that connects to one or more of the readings for that week. This reflection should demonstrate not only that you completed the readings, but that you critically reflected upon their content and made connections to at least two of the numbered options:

- 1) Other concepts and/or content covered in the class (readings, discussions, and/or lectures)
- 2) News articles that relate to an aspect of what is being learned in this class
- 3) Research from your group project
- 4) Content from other classes that you’ve taken that supports or contradicts the material
- 5) Personal experiences outside of class with the topic under discussion
- 6) The social, political, and/or economic consequences of linguistic and social identity choices

Each reflection should be **no more than ONE double spaced page**. It should be written in 12 point Times New Roman font with 1-inch margins. If you reference materials from outside of class (News, journals, books) you must include a second page with these references.

Exams (35%)

Equally spaced throughout the semester there will be a total of three non-cumulative exams each worth 10% of your total grade. Each exam will cover the material since the last exam up until the current one. Each will consist of a mixture of multiple choice, true false, matching, fill in the blank, short answer, and essay questions.

Group Research Project (15%)

Throughout the semester you will be working with your group members on researching a topic that extends one of the core areas covered in the class, along a path that we did not cover in class. At the end of the semester your group will present the results of your research in a poster session format, which will take place during the last week of classes.

Group Discussions (15%)

Each student is required to submit one discussion question via Moodle by 7pm of the day before class that relates to that week's topic. The Moodle space to submit discussion questions will be available from the Monday before questions are due until the above specified time. In class discussions will generally involve small group and whole class discussions, with small group consisting of your assigned group members.

Participation and Attendance (10%)

Attending and participating in every class is crucial to your grade. Your performance in small groups will be evaluated not only by the instructors, but also by your other group members. **At the end of the semester you will be required to fill out an evaluation for each of your group members' performance during group discussions and the Group Research Project. We will adjust both your participation grade and each type of activity's grade based on these evaluations.** Participation in this class requires reading the assigned materials BEFORE the class day on which they are assigned and completion of online assignments by their due dates.

Grading Scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	94-96	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D	60-63
						F	<60

Please contact us throughout the semester if you have questions or concerns about your grade. **YOU SHOULD NOT WAIT UNTIL THE END OF THE SEMESTER OR AFTER THE SEMESTER ENDS TO EXPRESS CONCERNS ABOUT YOUR GRADE!**

We will not give extra credit in this course.

Please do not ask the instructors how you can get a certain grade in the course.

Before you email the instructors with questions please look in the syllabus.

We will not give any incompletes in this course except in the case of severe illness. Relevant documentation (university-approved) will be required. For the NC State policy on grading and IN grades, see <http://policies.ncsu.edu/regulation/reg-02-50-03>. Students are subject to the grade they earned in the work they performed for the class. Incompletes must be made up before the end of the next regular semester in which the student is enrolled and in no case may be made up more than 12 months after the end of the semester in which the “incomplete” is given (unless the teacher or department offering the course is not able to provide the student with an opportunity to make up incomplete work in which case the period can be extended).

Grades are meant to reflect students’ knowledge and understanding of the course material. If students honestly believe that their efforts and understanding of the class material are not reflected by the grade, they are welcome to request reconsideration of grades. **All requests for grades reconsideration must be submitted in writing. Students who wish to submit an exam or an assignment for a second evaluation must prepare a written statement explaining why particular sections of the exam/assignment warrant re-examination and references to the appropriate text or lecture notes.** Be explicit in your case with reference to the relevant material (page numbers and full citations). The request must be submitted to the instructor minimum 24 hours and maximum 5 days from receiving the grade. Students are expected to go over my comments, class notes and readings before they submit their request for grade reconsideration. Students should be aware that, following reconsideration, the instructor reserves the right to adjust grades up or down.

CLASS POLICIES

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 <http://policies.ncsu.edu/regulation/reg-02-20-01>. You may also wish to visit Disability Services Office <http://www.ncsu.edu/dso/> and/or Academic Accommodations for Students with Disabilities <http://policies.ncsu.edu/regulation/reg-02-20-01>

Harassment and 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://policies.ncsu.edu/policy/pol-04-25-05>. Related Anti-harassment policies include: Resolution Procedures for Discrimination, Harassment and Retaliation Complaints found at <http://policies.ncsu.edu/regulation/reg-04-25-02>; Harassment and Discrimination Prevention and Response found at

<http://oied.ncsu.edu/oied/harassment.php> and NC State's [Eleven] Protected Classes [includes classes not covered by federal or state law] found at http://oied.ncsu.edu/oied/harassment/pro_class.php

Academic Integrity Policy: Strict standards of academic honesty will be enforced according to the University policy on academic integrity found in the code of student conduct. NC State Students are bound to an honor code, which states: "I have neither given nor received unauthorized aid on this test or assignment." It is my understanding and expectation that a student's signature on any test or assignment means that you have neither given nor received unauthorized aid. Please consult the following website for further details on student conduct: <http://studentconduct.ncsu.edu/>

Late Work: Assignments submitted late will receive a grade penalty as follows,

1 minute – 1 hour late = - 5%	1 hour – 5 hours late = - 10%
5 hours – 24 hours late = - 15%	24 – 36 hours late = - 20%

Any assignments submitted more than 36 hours late must be pre-approved by the instructor to receive credit.

Absences: Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence. Emergency absences (e.g., student illness, injury or death of immediate family member, must be documented by the Student Organization Resource Center 515-3323) within one week following the emergency. Make-up work will be allowed only in situations where absences were excused. **While any unexcused absence will negatively affect your participation grade and bar you from completing makeup work, students who exceed 3 unexcused absences will be docked 2% of the final grade for each absence above the allowed limit. Those who exceed 6 total unexcused absences will automatically fail the class.** Please consult the following website for further information on University attendance regulations: <http://policies.ncsu.edu/regulation/reg-02-20-03>

Laptops and Cellphones: Laptop use is allowed during any class period only for class activities or note taking. Surfing the web, social media, or any other non-class related activity is prohibited. Violations will negatively affect your participation and attendance grade. **Cellphone use is prohibited in class at all times and will be negatively sanctioned via point deductions.** If you absolutely need to use your cell phone for an emergency please leave the classroom before doing so.

SCHEDULE

Introduction to Sociology and Sociolinguistics (2 weeks) $75/2 = 37.5$ pages per week

Week 1

- Mills, C. W. (2000). *The Sociological Imagination*. Oxford University Press. (excerpted) **(5 pages)**
- Schwalbe, Micheal. (2005) "Inventing the Social World" In *The Sociologically Examined Life: Pieces of the Conversation*. (4th ed) (pp. 16-35). McGraw-Hill: New York, NY. **(19 pages)**

Week 2

- Schwalbe, Michael. (2015). "The Roots of Inequality." In *Rigging the Game: How Inequality is Reproduced in Everyday Life*. (pp. 27-54). New York, NY: Oxford University Press. **(27 pages)**
- Allan Bell. (2014) "What Are Sociolinguistics?" in *The Guidebook to Sociolinguistics*. Malden, Massachusetts: Wiley-Blackwell. **(12 pages)**
- Edwards, J. (2009). "Identity, the Individual, and the Group" in *Language and Identity: An introduction*. Cambridge University Press. **(12 pages)**

Ideology and Language (2 weeks) $62/2 = 31$ pages per week

Week 3

- Schwalbe, Michael. (2005). "Images, Representations, and Accounts" In *The Sociologically Examined life: Pieces of the Conversation*. (4th ed). (pp. 168-188). McGraw-Hill: New York, NY. **(20 pages)**
- Edwards, J. (2009). "Dialect and Identity: beyond standard and nonstandard" in *Language and identity: An introduction*. Cambridge University Press. **(9 pages)**
- Lippi-Green, R. (2012). "Language Subordination." In *English with an Accent: Language, Ideology, and Discrimination in the United States*. (pp. 66-76). New York, NY: Routledge. **(10 pages)**

Week 4

- Preston, D. R. (1998). "They speak really bad English down South and in New York City." In Laurie Bauer and Peter Trudgill (eds.) *Language Myths*. (139-49). New York, NY: Penguin Books. **(10 pages)**
- Milroy, J. (1998) "Children can't speak or write properly any more" In Laurie Bauer and Peter Trudgill (eds.) *Language Myths*. (58-65). New York, NY: Penguin Books. **(7 pages)**
- Fairclough, Norman. (1995). "Language and ideology." In *Critical Discourse Analysis*. London: Longman. Pp 70-83. **(13 pages)**

Race, Ethnicity, and Citizenship (3 weeks) $134/3 = 44.6$ pages per week

Week 5

- Johnson, Allan G. (2006) "Privilege, Oppression, and Difference." In *Privilege, Power, and Difference*. (2nd ed.) (pp. 12-38). McGraw-Hill: New York, NY. **(26 pages)**

- Massey, D. S. (2005). "Racial discrimination in housing: A moving target". *Social Problems*, 52(2), 148-151. **(3 pages)**
- Moss, Philip, and Chris Tilly. (1996). "'Soft' skills and race: An investigation of black men's employment problems." *Work and Occupations* 23(3): 252-276. **(24 pages)**
- Baugh, John. (2003) "Linguistic Profiling." (pp. 155-161) In Makoni, Sinfree, Geneva Smitherman, Arnetha F. Ball, and Arthur K. Spears (eds.) *Black Linguistics: Language, Society, and politics in Africa and the Americas*. New York, NY: Routledge. **(6 pages)**.

Week 7

- Alim, H. S., & Smitherman, G. (2012). "A.B.W. (Articulate While Black): Language and Racial Politics in the United States" In *Articulate while Black: Barack Obama, language, and race in the US*. Oxford University Press. (pp. 31-63). **(32 pages)**
- Bonilla-Silva, E. (2002). "The linguistics of color blind racism: How to talk nasty about blacks without sounding 'racist'". *Critical Sociology*, 28(1-2), 41-64. **(23 pages)**

Week 8

- Bucholtz, M. (2001). "The whiteness of nerds: Superstandard English and racial markedness." *Journal of Linguistic Anthropology*, 11.1: 84-100. **(16 pages)**
- Portes, A. (2002). "English-only triumphs, but the costs are high". *Contexts*, 1(1), 10-15. **(5 pages)**
- Portes, A., & Hao, L. (1998). "E pluribus unum: Bilingualism and loss of language in the second generation." *Sociology of Education*, 269-294. **(25 pages)**

Gender (3 weeks) 114/3 = 38 pages per week

Week 9

- Connell, R. W. (2009). "Sex differences and gendered bodies." In *Gender* 2nd edition. Malden, MA: Polity Press. Pp. 50-71. **(21 pages)**.
- Connell, R. W. (1997). "Hegemonic masculinity and emphasized femininity." *Feminist frontiers IV* (pp. 22-25). (available in D.H. Hill) **(3 pages)**

Week 10

- Sumerau, J. Edward. (2012). "'That's What a Man is Supposed to Do' Compensatory Manhood Acts in a LGBT Christina Church." *Gender & Society* 26(3): 461-487. **(26 pages)**.
- Holmes, Janet. (1998). "Women Talk Too Much" In Laurie Bauer and Peter Trudgill (eds.) *Language Myths*. (41-49). New York, NY: Penguin Books. **(8 pages)**
- Wolf, Naomi. (2015, July 24) "Young women, give up the vocal fry and reclaim your strong female voice." Retrieved from <http://www.theguardian.com/commentisfree/2015/jul/24/vocal-fry-strong-female-voice> **(4 pages)**
- Cameron, Deborah. (2015, July 5). "just don't do it" Retrieved from <https://debuk.wordpress.com/2015/07/05/just-dont-do-it/> **(8 pages)**

Week 11

- Kiesling, Scott F. "Men, masculinities, and language." *Language and Linguistics Compass* 1.6 (2007): 653-673. **(20 pages)**
- Kiesling, Scott F. "Dude." *American Speech* 79.3 (2004): 281-305. **(24 pages)**

Social Status and Class (3 weeks) $126/3 = 42$ pages per week

Week 12

- Johnson, Allan G. (2006) "Capitalism, Class, and the Matrix of Domination." In *Privilege, Power, and Difference*. (2nd ed.) (pp. 41-54). McGraw-Hill: New York, NY. **(13 pages)**
- Davis, James (1982). "Up and down opportunities ladder" *Public Opinion*. 11.15: 289-98. **(10 pages)**
- Dodsworth, R. (2009). "Modeling Socioeconomic Class in Variationist Sociolinguistics." *Language and Linguistics Compass*, 3: 1314–1327. doi: 10.1111/j.1749-818X.2009.00167.x **(13 pages)**

Week 13

- Hauhart, RobertC. 2015. "American Sociology's Investigations of the American Dream: Retrospect and Prospect." *The American Sociologist* 46(1):65-98. doi: 10.1007/s12108-015-9253-1. **(33 pages)**

Week 14

- Parcel, T. L., Dufur, M. J., & Cornell Zito, R. (2010). Capital at home and at school: A review and synthesis. *Journal of Marriage and Family*, 72(4), 828-846. **(18 pages)**
- Lareau, Annette. (2011). "Language as a Conduit for Social Life: Harold McAllister." (pp. 134-160) In *Unequal Childhoods: Class, Race, and Family Life*. Los Angeles, CA: University of California Press. **(26 pages)**.
- Eric J. Johnson , (2015) "Debunking the "language gap"", *Journal for Multicultural Education*, 9(1), pp. 42-50 **(8 pages)**.

Changing the Discourse (2 weeks) 98 pages / 2 weeks = 49 per week

Week 15

- Schwalbe, Michael. (2005) "Studying and Changing the Social World." In *The Sociologically Examined Life: Pieces of the Conversation*. (4th ed.) (pp. 238-256). McGraw-Hill: New York, NY. **(18 pages)**
- Anne H. Charity Hudley. (2013). "Sociolinguistics and Social Activism" in Robert Bayley, Richard Cameron, and Ceil Lucas (eds.) *The Oxford Handbook of Sociolinguistics*. 812-31 **(19 pages)**.

Dunstan, Stephany Brett, et al. "Educating the educated: language diversity in the university backyard." *American Speech* 90.2 (2015): 266-280. **(14 pages)**

Week 16

Wolfram, Walt. (forthcoming) Public sociolinguistic education in the United States: A proactive, comprehensive program. In Robert Lawson and Dave Sayers (eds.) *Sociolinguistic Research: Impact and Application*. New York: Routledge **(12 pages)**

Burawoy, Michael. 2005. "For Public Sociology." *American Sociological Review* 70(1):4-28. doi: 10.1177/000312240507000102. **(26 pages)**

Tittle, C. R. (2004). "The Arrogance of Public Sociology." *Social Forces* 82(4), 1639-1643. **(4 pages)**

Fried, Mindy (December 15th 2014) "How Sociologists Can Support Black Lives Matter." Retrieved from: <http://thesocietypages.org/feminist/2014/12/15/how-sociologists-can-support-black-lives-matter/> **(5 pages)**.

SIGNATURE PAGE FOR IPUS 295**RECOMMENDED BY:**

William R. Smith
HEAD, DEPARTMENT/PROGRAM

Nov. 18, 2015
DATE

**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

xGEP Social Sciences and U.S. Diversity Special Topic Shell Offering (SSUS 295)

*This form is to be used for submitting a Special Topics shell offering for the **Social Sciences** and **U.S. Diversity** GEP category to the Council on Undergraduate Education (CUE)*

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

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

1. Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.
2. Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.
3. Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.

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

4. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.
5. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structure inequalities in the U.S.
6. 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.
7. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

SSUS 295		
Department(s)/Program	Communication	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Language, Communication, and Culture	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Maymester 2016	
Instructor Name/Title	Dr. Lynsey Romo, Assistant Professor	

SECTION 1: GEP CRITERIA		
<p><u>Instructions:</u></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] 		
<i>Social Sciences</i>		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <u>Social Sciences</u> Objective 1: Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.</p>		
<p style="text-align: center;"><i>Measure(s) for above Outcome:</i></p> <p style="text-align: center;"><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>		
<p>Learning Outcome 1: Examine the ways in which culture can affect language and communication.</p>		

Measure for Learning Outcome 1: Portfolio/writing assignments

Example Prompt – Read the article entitled, “Body Rituals of the Nacirema” by Horace Miner. Read this article carefully, noting how each ritual is described. Select a “ritual activity” of your own and describe it following the example of Miner’s article. Discuss Agar’s notion that culture makes the arbitrary seem natural and how that idea relates to this exercise. Also, what is the value of Miner’s Nacirema and your own Nacirema-like piece in terms of understanding culture?

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

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

Conduct empirical studies of naturally-occurring behavior as well as deviations from cultural norms.

Measure(s) for above Outcome:

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

Portfolio/writing assignments

Example Prompt – We have discussed the notion of “healthy deviance” in class. For this assignment:

- Define and briefly critique healthy deviance.
- Think of a healthy yet deviant behavior that you can temporarily adopt (e.g., become vegetarian, give up alcohol or sugar, etc.) and plan to enact this behavior for two straight days. Choose a behavior that is at odds with how you normally act/what you normally do.
- Go out to places or hang out with people where engaging in such healthy deviant behavior is outside the norm of that culture, and observe what happens (but do not tell people why you are doing what you are doing). How do people react? How do you feel? What do you say if they question or pressure you? Write up your detailed experiences. Be sure to relate your experiences to what we have discussed about communication, particularly felt and enacted stigma.

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

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

Identify and explain theories that provide a framework for understanding the root of cultural misunderstandings.

Measure(s) for above Outcome:

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

Portfolio/writing assignments

Example Prompt – In the first chapter of *Language Shock*, Agar talks about the “number one mentality” and the “deficit theory.” For this assignment, I would like you to do the following:

- Define the terms “number one mentality” and the “deficit” theory using Agar’s definitions, followed by offering your own definition of each term.
- Provide at least two examples from your own life where you may have demonstrated the “number one mentality” about another culture.
- Discuss the deficit theory in relation to your examples in terms of 1) your own perspective, and 2) the other culture in question.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 4, 5, 6, or 7.

Objective 4

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

Learning Outcome for Objective 4: Examine U.S. socialization norms pertaining to gender, ethnicity, and/or race and how these norms and behaviors are reflected in language and communication.

Measure(s) for above Outcome:

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

Portfolio/writing assignments

Example Prompt – For this assignment, choose three gender-related issues raised in Deborah Tannen's book, *That's Not What I Meant!* They may be examples that "ring true" to your own experience, or they may be points with which you disagree. First, summarize the issues. Then, relate these issues to your own experience. Finally, critique what you've found. Do you think Tannen's observations are correct? Do her claims hold true in all cases? How do these issues relate to other material we have discussed in class?

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 4, 5, 6, or 7.

Objective 7

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

Learning Outcome for Objective 7:

Examine interactions among people of varying sexual orientations, genders, and/or racial groups.

Measure(s) for above Outcome:

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

Portfolio/writing assignment

Example Prompt – Watch the assigned video clip from the TV show "Will and Grace." To what extent do Will and Jack use either what Leap called "gay discourse" or "gay language" with one another. How does the communication and dialect change when a heterosexual character enters the scene? In what ways do any communication shifts demonstrate the ways in which cultural norms can affect communication and communication can affect culture?

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 *Social Sciences* and *U.S. Diversity* category designations and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): **M-F 10:20-1:05.**
 - Seat count:
20 (10 COM 298 and 10 SSUS 295)
 - Room assigned or room preference including needed classroom technology/seat type:
Circle configuration, mobile furniture
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

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

- If seats are restricted, describe the restriction being applied.
- Is this restriction listed in the course catalog description for the course?

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

Reading List

Agar, M. (1994). *Language shock: Understanding the culture of conversation*. New York: William Morrow & Co.

Griffin, J.H. (1977). *Black like me*. Boston: Houghton Mifflin Company

Tannen, D. (1986). *That's not what I meant!: How conversational style makes or breaks relationships*. New York: Ballantine Publishing Group.

Electronic Reading Citations:

Bailey, B. (2000). Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles. *Discourse & Society*, 11, 86-108.

Blumenthal, R. (2003, November 28). Scholars of twang track all the y'all in Texas. *The New York Times*.

Bolkan, S. & Holmgren, J. L. (2012). "You are such a great teacher and I hate to bother you but...": Instructors' perceptions of students and their use of email messages with varying politeness strategies. *Communication Education*, 61, 253-270.

Carbaugh, D. (1996). The playful self: Being a fan at a college basketball game. In *Situating Selves: The communication of social identities in American scenes* (pp. 39-60). Albany, NY: SUNY Press.

Daniels, H.A. (1983). Nine ideas about language. In *Famous Last Words* (pp. 59-86). Carbondale/Edwardsville, IL: Southern Illinois University Press.

Easton, S. S. & Bommelje, R. K. (2011). Interpersonal communication consequences of email non-response. *The Florida Communication Journal*, 39, 45-63.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. Chicago, IL: University Press.

Goffman, E. (1959). *Presentation of self in everyday life*. Garden City, NY: Doubleday.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. University of Chicago Press: Chicago, IL.

Leap, W. L. (1996). *Word's out: Gay men's English*. University of Minnesota Press. Chapter 1: Can there be gay discourse without gay language?

Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58, 503-507.

Rickford, J. R., & Rickford, R. J. (2000). *Spoken soul: The story of Black English*. New York, NY: John Wiley & Sons.

Romo, L. K. (2012). Living "above the influence:" How college students communicate about the healthy deviance of alcohol abstinence. *Health Communication*, 27, 672-681.

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.

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM

DATE

**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE**APPROVED BY:**

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

Week	Readings (Before class on the assigned day)	Assignments Due
5/9–5/13	<p><i>Unit 1: Language and Culture</i></p> <p>(M) Introduction to the Course and Unit 1, Watch <i>Outsourced</i></p> <p>(T) Object Talk, Agar: The Circle, The Circle & The Field</p> <p>(W) Agar: Culture Blends, Daniels: Nine Ideas about Language</p> <p>(TH) Miner: Nacirema, Lakoff & Johnson: Metaphors We Live By</p> <p>(F) Collaborative Editing 1 (Bring drafts to class)</p>	<p>(T) Bring object to class</p> <p>(W) Sign up for Discussion Leadership</p> <p>(TH) Discussion Leaders</p> <p>(F) Portfolio Drafts</p>
5/16–5/20	<p><i>Unit 2: Language in Use</i></p> <p>(M) Introduction to Unit 2; Emerson et al.: Writing Ethnographic Field Notes</p> <p>(T) Carbaugh: The Playful Self: Being a Fan at a College Basketball Game; Agar: Speech Acts</p> <p>(W) Bolkan & Holmgren: Use of Email Messages with Varying Politeness Strategies; Easton & Bommelje: Communication Consequences of Email Non Response</p> <p>(TH) Goffman, Introduction to Presentation of Self; Romo, Above the Influence</p> <p>(F) Collaborative Editing (Bring drafts to class)</p>	<p>(M) Discussion Leaders</p> <p>(T) Discussion Leaders</p> <p>(W) Discussion Leaders</p> <p>(TH) Discussion Leaders</p> <p>(F) Portfolio Drafts</p>

5/23– 5/27	<p>Unit 3: Language and Identity</p> <p>(M) Black Like Me (Part 1)</p> <p>(T) Black Like Me (Part 2); Bailey: Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles</p> <p>(W) Rickford & Rickford: Spoken Soul: Story of Black English; Blumenthal: Texas Twang; Leap: Gay Discourse</p> <p>(Th) Tannen</p> <p>(F) Culture Presentations</p>	<p>(M) Discussion Leaders</p> <p>(T) Discussion Leaders</p> <p>(W) Discussion Leaders</p> <p>(Th) Discussion Leaders</p> <p>(F) Group Culture Presentations, Portfolio Due</p>
------------	---	--

SIGNATURE PAGE FOR SSUS 295**RECOMMENDED BY:**

Ken Zagari 11/17/15
HEAD, DEPARTMENT/PROGRAM DATE

**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

GEP Visual and Performing Arts and U.S. Diversity Special Topic Shell Offering (VPUS 295)

This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts and U.S. Diversity GEP categories to the Council on Undergraduate Education (CUE)

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

The **GEP Visual and Performing Arts objectives** will provide instruction and guidance that help students to:

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

The **GEP U.S. Diversity objectives** will provide instruction and guidance that help students to achieve at least 2 of the following:

4. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.
5. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.
6. 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.
7. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

VPUS 295

Department(s)/Program	Interdisciplinary Studies/ Art Studies	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: (30 character limit)	Outsiders in the US Avant-Garde Arts	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Maymester	
Instructor Name/Title	Rodney Waschka II/ Prof. of Art Studies	

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* [\[Click Here\]](#)

Visual and Performing Arts

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1: Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.*

Outcome 1: Describe the aesthetic, cultural, and historical dimensions of modernism/post-modernism in the United States.

Measure(s) for above Outcome:

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

Midterm essay question: Describe how specific works of at least two of the artists studied exemplify or illustrate elements of modernism and/or post-modernism.

List the Instructor's student learning outcomes for the course that are relevant to GEP Visual and Performing Arts Objective 2:
Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

Outcome 2: Categorize art works according to form and identify key elements that determine the form. Evaluate the nature of the interaction and level of congruence between structure, form, and style of the works.

Measure(s) for above Outcome:

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

Midterm essay question: Discuss two works by two of the artists we have studied, analyzing and categorizing the works as to their forms (traditional – including closed and narrative, non-traditional – including open forms, or hybrid forms), the structures employed (name and locate the kinds of structures designed and describe how they create the form) and then evaluate each of the works based on the interaction of the structure(s), form(s), and style(s) utilized.

List the Instructor's student learning outcomes for the course that are relevant to GEP Visual and Performing Arts Objective 3:
Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Create a work of art based upon the techniques developed by the American artists studied.

Measure(s) for above Outcome:

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

Final project: Create a work of art using the techniques we have discussed and write a one-page program note for the work listing the techniques used and explaining how they fit into the techniques of the avant garde in the USA during this time period. The works will be displayed or performed in class. You are responsible for arranging for performers from amongst your classmates – expect to participate in works by other students – and for arranging rehearsal(s) outside of class.

U.S. Diversity

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 4, 5, 6, or 7:

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

Outcome 4: Describe the historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S. that are reflected in, referenced, commented upon or acted upon in different works of art from the American avant garde movement of this time period.

Measure(s) for above Outcome:

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

Midterm essay question: List specific art works and/or actions by at least two of the artists we have studied. Identify the historical, social, political, and/or economic factors referenced, reflected upon, ignored, changed, or were attempted to be changed at the time the works were created or specific art-related actions taken. Explain the impact or lack of impact of these works and/or art-related actions had on diversity, equality, and/or structured inequalities in US Society.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 4, 5, 6, or 7:

5. 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.

Outcome 5: Interpret and evaluate social actions, such as the making of art (including pieces for which the artist provided no explanation) by "outsider" artists who belong to various groups who have been marginalized in some way and the impact of that art on equality and social justice in the USA.

Measure(s) for above Outcome:

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

Midterm essay question: Choose a specific art work by each of at least two of the artists studied and interpret the equality/social justice politics of those works including a statement on the intended result. Evaluate the intended result by itself (brilliant, useful, pointless, counter-productive, etc.) and then evaluate the effectiveness of the art work in achieving that intended result related to equality and/or social justice.

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 *Visual and Performing Arts* and *U.S. Diversity* category designations and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Monday through Friday mornings
 - Seat count:
Max 20
 - Room assigned or room preference including needed classroom technology/seat type:
"Smart" classroom with ability to project video
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)
IDS 295?

What percentage of the seats offered will be open to all students? 100 %

- a. If seats are restricted, describe the restriction being applied.
- b. Is this restriction listed in the course catalog description for the course?

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

NONE

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

NONE

SECTION 3: ADDITIONAL INFORMATION

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

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

Calvin Tomkins: *The Bride and the Bachelors* (recommended for purchase). Readings: the chapters on John Cage, Merce Cunningham, and Robert Rauschenberg. Other texts will be on reserve in the library – many are available electronically.

Roger Copeland: *Merce Cunningham: The Modernizing of Modern Dance*
Reading: Introduction

Jane C. Desmond, editor: *Dancing desires: choreographing sexualities on and off the stage*
Readings: selected sections

David Gere: *How to make dances in an epidemic: tracking choreography in the age of AIDS*

Reading: mentions of Merce Cunningham

Victoria Thoms: *Martha Graham*

Readings: Chapter 1 Martha Graham as Ghost and Chapter 2 Graham and the Spectres of Feminism

Kenneth Silverman: *BEGIN AGAIN: A Biography of John Cage*

Reading: first section on early life to meeting with Cunningham

Mary Lynn Kotz: *Rauschenberg, art and life*

Readings: selected sections

Susan Davidson: "Remembering Robert Rauschenberg"

<http://www.jstor.org/stable/10.1086/599067?pq-origsite=summon&>

Jill Johnston: *Jasper Johns: privileged information*

Readings: selected sections

Catherine Parsons Smith, editor: *William Grant Still: a study in contradictions*

Readings:

"Introduction"; "Chronology"; "Personal notes"; "'Dean of Afro-american Composers' or 'Harlem Renaissance Man'"; "The New Negro and the Musical Poetics of William Grant Still"

Heidi Von Gunden: *The Music of Pauline Oliveros*

Readings: selected sections

Denise von Glahn: Music and the skillful listener: American women compose the natural world

Reading: Pauline Oliveros chapter.

Faith Ringgold: *We flew over the bridge: the memoirs of Faith Ringgold*

Readings: selected sections

Lisa E. Farrington: *Faith Ringgold*

Readings: selected sections

In addition, students will be required to audition and/or view recordings of various works by John Cage, Merce Cunningham, William Grant Still, Martha Graham (and various composers), and Pauline Oliveros

2.

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

See attachment.

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

None

SIGNATURE PAGE FOR VPUS 295

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM

DATE

**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

Course Outline

Week/Meeting 1: Introduction, Background, and Explanation of how the course will work.

This meeting will note the basic questions to be addressed: What is going on in this art? How does this artwork connect with or disconnect from the ideas of the avant-garde in the United States of the time? Does the background or orientation of the artist being considered influence their approach to making art? If so, how? If not, why not? Do the techniques used grow out of the artist's particular "outsider" background? Are the techniques typical avant-garde techniques applied to a particular set of artistic interests growing out of the artist's "outsider" status? Did the artists consider themselves "outsiders" in some way? Did they consider themselves "outsiders" because of their background and/or orientation, or because of their artistic practices? Videos and audio recordings shown with comments. Discussion of course requirements including creation and presentation of artwork and writing of final paper and due dates.

Week/Meeting 2: Lecture, instructor-guided listening to, and/or viewing of artworks by William Grant Still with works by Aaron Copland, Martha Graham and others to provide context. Readings: Catherine Parsons Smith, editor: *William Grant Still: a study in contradictions* Sections: "Introduction"; "Chronology"; "Personal notes"; "'Dean of Afro-American Composers' or 'Harlem Renaissance Man'"; "The New Negro and the Musical Poetics of William Grant Still". Topics include Du Bois and Still – duality in the African-American experience. Brief review of homework.

Week/Meeting 3: Lecture, instructor-guided listening to, and/or viewing of artworks by Martha Graham with works by others to provide context. Readings: Victoria Thoms: *Martha Graham* Readings: Chapter 1: "Martha Graham as Ghost" and Chapter 2: "Graham and the Spectres of Feminism". Topics include Graham and feminism, Graham and disability. Brief review of homework.

Week/Meeting 4: Lecture, instructor-guided listening to, and/or viewing of artworks by Robert Rauschenberg with works by others to provide context. Readings: Calvin Tomkins: "Robert Rauschenberg" chapter; Mary Lynn Kotz: *Rauschenberg, art and life* Readings: selected sections; Susan Davidson: "Remembering Robert Rauschenberg" <http://www.jstor.org/stable/10.1086/599067?pq-origsite=summon&> Topics include Rauschenberg and the joy of naivete – about everything. Brief review of homework.

Week/Meeting 5: Lecture, instructor-guided listening to, and/or viewing of artworks by Jasper Johns with works by others to provide context. Readings: Jill Johnston: *Jasper Johns: privileged information* Topics include Johns et al and the closet. Readings: selected sections. Brief review of homework.

Week/Meeting 6: Lecture, instructor-guided listening to, and/or viewing of artworks by John Cage with works by others to provide context. Readings: Calvin Tomkins: "John Cage" chapter; Kenneth Silverman: *BEGIN AGAIN: A Biography of John Cage*--Reading: first section on early life to meeting with Cunningham; John Cage: *Silence* -- Reading: selected sections. Topics include Cage and the never-ending experiment. Brief review of homework.

Week/Meeting 7: Lecture, instructor-guided listening to, and/or viewing of artworks by Merce Cunningham with works by others to provide context. Readings: Calvin Tomkins: "Merce Cunningham" chapter; Roger Copeland: *Merce Cunningham: The Modernizing of Modern Dance* Reading: Introduction; Jane C. Desmond, editor: *Dancing desires: choreographing sexualities on and off the stage* Readings: selected sections; David Gere: *How to make dances in an epidemic: tracking choreography in the age of AIDS*, Reading: mentions of Merce Cunningham. Topics include Cunningham and need to know basis. Brief review of homework.

Week/Meeting 8: Lecture, instructor-guided listening to, and/or viewing of artworks by Faith Ringgold with works by others to provide context. Readings: Faith Ringgold: *We flew over the bridge: the memoirs of Faith Ringgold* Readings: selected sections; Lisa E. Farrington: *Faith Ringgold*, Readings: selected sections. Topics include: Ringgold and Liberation Quilting. Brief review of homework.

Week/Meeting 9: Lecture, summary and discussion: connections between the artists; comparison of techniques, structures, forms; discussion of political aspects: inclusion, exclusion, subtle programs, implicit programs, explicit programs; turning the power structure against itself, etc.


Meeting 10: Review and midterm exam.

Meetings 11-13: Creation, discussion, and critique of final paper ideas, theses, bibliographies, and outlines.

Meeting 14: In-class presentation of newly created artworks.

Meeting 15: In-class presentation and submission of final papers.

SIGNATURE PAGE FOR VPUS 295**RECOMMENDED BY:**

 _____
HEAD, DEPARTMENT/PROGRAM DATE 11/20/15

**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:_____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:_____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____