

Minutes Recorder: Gina Neugebauer

CALL TO ORDER

Welcome and Remarks - Chair Dr. Herle McGowan

Remarks - Dr. Barbara Kirby, Associate Vice Provost, APS

APPROVAL OF THE MINUTES

Approval of Minutes from the February 6, 2015 Meeting

NEW BUSINESS

Courses for GEP Category - New Courses

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List(s)</u>	<u>GEP Action</u>	<u>Title</u>	<u>Notes</u>	<u>Prereqs/Restrict. /Credits</u>
Stoller	Emigh, Nowel, Parish	USD	HON 300	<i>Race, Society, and Eugenics</i>	n/a	Restrictive Statement: University Honors Program students; others by permission of the University Honors Program

GEP Special Topics Shell Courses

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List</u>	<u>GEP Action</u>	<u>Course</u>	<u>Notes</u>	<u>Comments</u>
Young	Ashwell, Keene, Knopp	HUM, GK	HUMG 295	<i>Language in Globalization</i>	1st offering	Spring 2016
Isaacson	Ash, Buie, Hergeth	HUM, GK	HUMG 295	<i>Cuba Today: Historical and Sociopolitical Perspectives</i>	1st offering	Summer 2015
Young	Domingue, Hemenway, Vick	IP, GK	IPGK 295	<i>Current Controversies in Health and the Life Sciences: Ebola</i>	1st offering	Maymester 2015

NOTIFICATIONS

View courses in CIM at: <https://next-catalog.ncsu.edu/courseadmin/>

CUE Minutes- February 6, 2015-DRAFT
 Witherspoon Student Center 201
 Call to Order: 1:31pm

ATTENDANCE

Voting Members Present (Quorum Present: 14): Chair McGowan, Timothy Buie, Peggy Domingue, Ted Emigh, Tyler Hatch, Nathaniel Isaacson, James Knopp, Andy Nowel, Kim Outing, David Parish, Adam Rogers, Aaron Stoller, Candace Vick, Karen Young

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

Members Absent: Sarah Ash (E), Chris Ashwell, David Auerbach (E), Cynthia Hemenway (E), Helmut Hergeth (E), Karen Keene (E), Ingrid Schmidt (E)

Guests: Meredith Fosque (*English*), Philipp Tavakoli (*Interdisciplinary Studies*)

WELCOME and INTRODUCTIONS

Welcome and Introductions from Chair McGowan:

Chair McGowan welcomed the committee to first meeting of the semester. She welcomed guests in attendance, Dr. Meredith Fosque (*English*) and Philipp Tavakoli (*Interdisciplinary Studies*). Chair McGowan asked members to let her know if they are interested in participating in the CUE GEP Review Subcommittee. She noted that there are no representatives from the College of Textiles and the College of Design, but all other colleges are represented. Gina will be sending out an email to coordinate meeting times for the subcommittee.

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

Dr. Kirby thanked the council for their participation in CourseLeaf training, and their assistance with faculty in their colleges and departments. She asked members to keep their ears open for where faculty might be having questions or bumps. Dr. Kirby noted that questions can be sent to courseleaf-help@ncsu.edu, which will allow for the team to answer questions more efficiently. She noted that a workflow email was sent out to approvers in the workflow, and will be due Monday. The *Office of Undergraduate Courses & Curricula* and the *Graduate School* will deal with the questions about workflow as they come in. Dr. Kirby notified the council that she will be asking Tommy Griffin (*Undergraduate Admissions*) and Louis Hunt (*Registration and Records*) to update CUE on how the revised *Comprehensive Articulation Agreement* (CAA) is affecting transfer students coming in for the GEP. The university is starting to see thirty core credit hours through the A.A. and A.A.S. coming in. Dr. Kirby explained that some sister institutions are stating that the thirty credit hours will complete all General Education requirements for their university. GA stated that the GEP will be unique to the institution, but each is handling this differently. Some students are coming in under the CAA with different courses counting outside of the GEP list NC State associates it with. Dr. Kirby brought to the attention of the Student Senate approved Free Electives Act, which was featured in the [Technician](#). She noted that students are concerned about free electives in degree programs and the possibilities found in the General Education Program. Dr. Kirby explained that Dr. Mike Mullen wants to have a dialogue with students about their free electives.

Approval of Minutes from December 5, 2014 Meeting:

A motion was made and seconded to approve the Minutes as presented. A member noted grammatical errors to be addressed. Without any further discussion, the motion was **APPROVED** unanimously.

NEW BUSINESS

Courses for GEP Category-Review

➤ HS 242 Introduction to Small Scale Landscape Design-VPA-APPROVED unanimously.

Discussion: Jim Knopp moved; David Parish seconded. The presenter explained that the course incorporates elements of art. One member noted that the content seemed appropriate. She noted that whoever wrote the paperwork appeared to not have experience with student learning objectives and outcomes. But, she emphasized that this should not keep the action from being approved. Another member noted that the instructor explained that measures will be assessed through assignments. He felt that the instructor did a good job illustrating the measures, just in a fashion that is not typically done. The presenter explained that when the action came to the college course and curriculum committee, it was not in as good as shape. A lot of work was done. Without any additional discussion, the action was **APPROVED** unanimously.

Courses for GEP Category-New Courses

- ENG 476 Southern Literature-USD-HUM-APPROVED unanimously.

Discussion: Karen Young moved; Andy Nowel seconded. The presenter explained that the course was up for review for Humanities. Her college, in response to the US Diversity shortage, has been asking departments to identify courses that could possibly fulfill this category. She explained to the council that the course clearly fits into the US Diversity category, based on the topics and readings outlined in the syllabus. Without any further discussion, the action was **APPROVED** unanimously.

Courses for GEP Category-GEP Special Topics Shell Request

- IPGE 295 The Scientific Sherlock Holmes-IP- APPROVED, 8 in favor, 4 against, and 1 abstention.

Discussion: Ted Emigh moved; David Parish seconded. The presenter explained that the course was on Sherlock Holmes, and included scientific method inquiries. One member noted that the course raises questions about Interdisciplinary Perspectives. He asked if he uses a tool from another discipline, such as mathematics, does this make his course inherently IP. The presenter noted that he thought it was IP if students are incorporating the learning basis of the discipline, not just the use of the discipline. The member noted that it did not seem clear with the tools listed. The presenter asked if students have to learn the facts of a discipline or the way a topic is approached. Another member stated that the way it is laid out in Interdisciplinary Perspectives criteria, students should be able to use methodological approaches that are unique to the disciplines as well as recognition of synergy and overlap between two disciplines. She did not see the expertise, as she only saw a Chemistry instructor. She noted that students could not be relied on to be disciplinary experts, and she saw it as an overreach of Interdisciplinary Perspectives. Additionally, she did not see any CHASS expertise for the course, making her believe that the only expertise would be coming from COS. She noted that the book for the course is from a 'self-proclaimed crime historian' who has a degree in Theatre. One member noted that the IP could come from Chemistry, Biology, Medicine, and Toxicology as the main disciplines, with other disciplines being secondary. Another member asked what the disciplinary expertise was; would it be coming from Chemistry or other sciences. She noted that the reading list doesn't suggest anything about expertise. Another member noted that it came from the literature of Arthur Conan Doyle. Another member noted that just reading the text does not make it scholarly. The presenter noted that he teaches in Biology, but he is not an expert to instruct in what he has been teaching for the past thirty five years. He noted that just because a person does not have a degree in the field, does not mean that they don't have expertise in the field. The presenter questioned the validity of questioning the author of the book because he does not have a degree. One member noted that the instructor was Phil Brown, and assured the council that he is a good instructor. He noted however that this was not in question, but rather as an IP course, if there are two different perspectives shown or a view with two disciplines combined. He explained that he teaches a Biochemistry course that used Mathematics, but he does not consider it eligible for the IP designation. Another member asked if there was overreach with the other disciplines listed. A different member explained that perhaps his concern with the range of disciplines listed; he agreed that Forensic Science and Medicine would be more understandable for him. One member explained that sometimes an instructor will put too many disciplines, and so the fear is that the Interdisciplinary Perspectives nature of the course may not be in depth. She wondered if CUE should ask the instructor to clarify the disciplines. She noted that once an instructor gets past two disciplines, there are questions on how it can be three disciplines or more. It is at this point that questions arise about the expertise. One member asked how many disciplines would an Interdisciplinary Perspectives course need? Chair McGowan noted that it should be at least two. The member noted that as soon as it goes beyond two, it causes worry. Chair McGowan asked the committee if they see enough support with the paperwork and the syllabus for an Interdisciplinary Perspectives classification. In her experience, shell course offerings have a little more benefit of the doubt, because the council makes recommendations to the instructor before it comes forward as a permanent offering. Without any additional discussion, the action was **APPROVED**, 8 in favor, 4 against, and 1 abstention.

- NSGE 295 The Scientific Sherlock Holmes-NS- APPROVED unanimously.
Discussion: Ted Emigh moved; Jim Knopp seconded. One of the reviewers noted that he wholeheartedly supports it. Without any additional discussion, the action was **APPROVED** unanimously.
- IPGK 295 Happiness: An Inquiry into its nature-IP, GK- APPROVED unanimously pending revision.
Discussion: Karen Young moved; David Parish seconded. The presenter explained that she felt that the paperwork made a clear case. She noted questions had arisen concerning Philosophy being listed as one of the disciplines. She explained that the course has Aristotle readings, but the instructor could remove Philosophy as a discipline if necessary. She introduced the instructor of the course, Philipp Tavakoli (*Interdisciplinary Studies*) to answer any questions that may arise. One member asked what qualified the course for Global Knowledge. The instructor explained that the pursuit of happiness is uniquely American. He explained that he is European and very familiar with Buddhist culture. In this, happiness does not come up. Dr. Tavakoli explained that there is overlap between Buddhism and Positive Psychology. One member explained that he was not with the Philosophy department, but his educational background is in Philosophy. He expressed concerns about there not being any modern philosopher listed. He noted that what is representing Philosophy is Aristotle. The member noted that he sees the Interdisciplinary Perspectives disciplines for the course coming from Psychology and Biology; he would still approve the course based on this. He suggested more engagement with a modern philosopher. Another member asked if the philosophers have to be modern. A member noted that all the other representations from the remaining disciplines are coming from the last twenty years, but the Philosophy represented is thousands of years old. He explained that no generational relationship is needed, but the instructor may want to incorporate contemporary Philosophy as well. Dr. Tavakoli explained that is what has him so excited about the topic. In Positive Psychology there is a reemergence of concepts like virtue returning. In a discipline that is only twenty to thirty years old, ancient studies from Buddhism and Aristotle are present. Another member questioned the Biology discipline represented in the paperwork; he saw only one reading from James Baird. Dr. Tavakoli noted that there are also readings from a medical doctor and a scientist that studies the nervous system. The member explained that from his perspective this is Chemistry, not Biology. Another member agreed that it does not illustrate Biology, but suggested the discipline to be medicine. Without any additional discussion, the action was **APPROVED** unanimously pending changing the disciplines listed for the IP category to Medicine and Psychology.
- HUMG 295 Literature and War- HUM, GK-APPROVED unanimously.
Discussion: Nathaniel Isaacson moved; Karen Young seconded. The presenter introduced the instructor of the course, Dr. Meredith Fosque, who attended CUE to answer any questions the council might have. One member asked the instructor to explain the Global Knowledge aspect of the course. Dr. Fosque explained that the course includes topics on Japan in two eras: the medieval era and World War II. Literature includes *The Iliad* and *The Odyssey*. One topic for the course is to view the Middle East crusades from the perspective of the Middle Eastern world at the time. Another looks at the German viewpoint from World War I. The member noted that this seemed to be a basis from war, which creates its own culture for people in warzones. He explained that this is not the same viewpoint from those outside a warzone. How would students learn about the country through this lens? Dr. Fosque explained that a student will look through the various viewpoints. The member asked if this was from the perspective of the soldier. Dr. Fosque noted this certainly was true, an example being from *All Quiet on the Western Front*. She explained that there will be non-soldier viewpoints as well. One example is World War II through the view of a kamikaze pilot and that of a baker. Dr. Fosque explained that the course is arranged around the following questions: What is war? What are we fighting for? How do weapons and technology impact outcomes? What is a just war? What is the theory of deterrence? Who become soldiers? What is a modern soldier? Without any further discussion, the action was **APPROVED** unanimously.

ANNOUNCEMENTS and DISCUSSION

Update on CUE GEP Rubric Subcommittee Report

Chair McGowan notified the council that after some review of the data in SIS, it was discovered that for the US Diversity category in the GEP Rubric Subcommittee Report, some seats had been double counted while others had been missed.

Meeting adjourned at 2:24pm.

Respectfully submitted by Gina Neugebauer

**N.C. STATE UNIVERSITY
UNDERGRADUATE COURSE ACTION FORM**
Effective September 2008

NOTE: Click shaded fields to type data and click on boxes to check.

DEPARTMENT/PROGRAM	UNIVERSITY HONORS PROGRAM		
COURSE PREFIX/NUMBER	HON 300		
PREVIOUS PREFIX/NUMBER	HON 398		
COURSE TITLE	RACE, SOCIETY, AND EUGENICS		
ABBREVIATED TITLE	RACE, SOCIETY, AND EUGENICS		
SCHEDULING	Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Every Year <input type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input checked="" type="checkbox"/>		
COURSE DELIVERY CHECK ALL THAT APPLY	ON CAMPUS <input checked="" type="checkbox"/> DISTANCE EDUCATION <input type="checkbox"/> ONLINE <input type="checkbox"/> REMOTE LOCATION <input type="checkbox"/>		
COURSE CREDIT/GRADING	CREDIT HOURS 3'	GRADING ABCDF <input checked="" type="checkbox"/> S/U <input type="checkbox"/>	
CONTACT HOURS <i>See contact/credit hour guidelines for detail.</i>	LECTURE	SEMINAR 3	LABORATORY
	STUDIO	INDEPENDENT STUDY	PROBLEM RESEARCH
	INTERNSHIP	PRACTICUM	FIELD WORK
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED	
INSTRUCTOR(S) (NAME/RANK)	CAROLYN VEALE, ASSISTANT DIRECTOR, UNIVERSITY HONORS PROGRAM DUAL APPOINTMENT? <input type="checkbox"/>		

TYPE OF PROPOSAL	
NEW COURSE	<input checked="" type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input type="checkbox"/>
REVISION IN:	
CONTENT	<input type="checkbox"/>
PREFIX/NUMBER	<input type="checkbox"/>
TITLE	<input type="checkbox"/>
ABBREVIATED TITLE	<input type="checkbox"/>
CREDIT HOURS	<input type="checkbox"/>
CONTACT HOURS	<input type="checkbox"/>
GRADING METHOD	<input type="checkbox"/>
SCHEDULING	<input type="checkbox"/>
PRE/CO-REQUISITES	<input type="checkbox"/>
RESTRICTIVE STATEMENT	<input type="checkbox"/>
CATALOG DESCRIPTION	<input type="checkbox"/>
LEARNING OUTCOMES	<input type="checkbox"/>
GEP LEARNING OUTCOMES ONLY	<input type="checkbox"/>
DUAL-LEVEL COURSE	<input type="checkbox"/>
GEP COURSE	<input type="checkbox"/>
<i>CHECK APPLICABLE CATEGORY BELOW:</i>	
HUMANITIES	<input type="checkbox"/>
SOCIAL SCIENCES	<input type="checkbox"/>
MATHEMATICAL SCIENCES	<input type="checkbox"/>
NATURAL SCIENCES	<input type="checkbox"/>
INTERDISCIPLINARY PERSPECTIVES	<input type="checkbox"/>
VISUAL & PERFORMING ARTS	<input type="checkbox"/>
PE/HEALTHY LIVING	<input type="checkbox"/>
GLOBAL KNOWLEDGE CO-REQ	<input type="checkbox"/>
U.S. DIVERSITY CO-REQ	<input checked="" type="checkbox"/>
THEMATIC TRACK	<input type="checkbox"/>

ANTICIPATED ENROLLMENT	Per semester <u>20</u> Per section <u>20</u> Will multiple sections be offered? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
PREREQUISITE(S)	NONE	
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? N/A	
CO-REQUISITE(S)	NONE	
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING? N/A	
PRE/CO-REQUISITE FOR...	N/A	
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)	UNIVERSITY HONORS PROGRAM STUDENTS; OTHERS BY PERMISSION OF THE UNIVERSITY HONORS PROGRAM	
COURSE IS REQUIRED FOR:	N/A	
COURSE IS AN ELECTIVE FOR:	COURSE CAN BE USED TO SATISFY THE REQUIREMENTS OF THE UNIVERSITY HONORS PROGRAM	
PROPOSED EFFECTIVE DATE 1/5/2015	APPROVED EFFECTIVE DATE	COURSE REVIEW DUE

DOCUMENTATION AS REQUIRED	
(CHECK ALL THAT APPLY)	
COURSE JUSTIFICATION	<input checked="" type="checkbox"/>
PROPOSED REVISION(S) WITH REASONS	<input type="checkbox"/>
ENROLLMENT LAST 5 YEARS	<input checked="" type="checkbox"/>
NEW RESOURCES STATEMENT	<input checked="" type="checkbox"/>
CONSULTATION WITH DEPARTMENT(S) PROVIDED	<input checked="" type="checkbox"/>
SYLLABUS (OLD AND NEW)	<input checked="" type="checkbox"/>
GEP CATEGORY OBJECTIVES	<input checked="" type="checkbox"/>
GEP STUDENT LEARNING OUTCOMES	<input checked="" type="checkbox"/>
MEANS OF ASSESSING GEP OUTCOMES	<input checked="" type="checkbox"/>

**SIGNATURE PAGE
ATTACHED**

CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)
THEORIES OF RACE ARE LINKED TO EUGENICS. EUGENICS, A BELIEF AND PRACTICE OF IMPROVING THE GENETIC QUALITY OF THE HUMAN POPULATION DROVE MUCH OF AMERICAN SOCIAL POLICY IN THE EARLY 20TH CENTURY. THE PRACTICE AND SCIENCE THAT SUPPORTS IT HAS HISTORICAL ROOTS IN THE US AND IN PARTICULAR FOR POOR PEOPLE AND PEOPLE OF COLOR. THIS COURSE WILL EXAMINE RACE, MEMBERSHIP, AND EUGENICS AND THE IMPACT ON AMERICAN SOCIETY, AS WELL AS EXPLORE THE SCIENTIFIC AND SOCIAL TRENDS THAT SUPPORTED THE MOVEMENT. COURSE RESTRICTED TO UNIVERSITY HONORS PROGRAM STUDENTS; OTHERS BY PERMISSION OF THE UHP.

FOR COURSE ACTION FORM INSTRUCTIONS
SEE [HTTP://WWW.NCSU.EDU/UAP/ACADEMIC-STANDARDS/COURSES/CRSINST.HTML](http://www.ncsu.edu/uap/academic-standards/courses/crsinst.html)

HON 300: Race, Society, and Eugenics

Course Justification

The University Honors Program seeks to offer an array of interdisciplinary seminars to provide students with choice across the spectrum of GEP categories, therefore enabling them to satisfy simultaneously General Education requirements and the UHP HON seminar requirements (each student must complete four HON seminars with a grade of B- or better). Each HON seminar is first offered through one of our Special Topics "shells." Courses that meet the needs of students (as shown by enrollment history, course evaluations, and evaluations of our overall HON seminar program) are then proposed to be established as permanent courses.

"Race, Society, and Eugenics" has proven to be popular with a cross-section of majors in the University Honors Program and would be a valuable addition to our permanent course offerings.

Enrollment Last Five Years

This course has been offered in the following three semesters:

Semester and Year	Course Number	Enrollment
Spring 2014	HON 398-001	15
Fall 2013	HON 398-001	7
Spring 2013	HON 398-004	11

Resources Statement

This course requires no new hires of staff or faculty, nor does it require additional operating dollars. The anticipated enrollment is 20 students per semester, 40 per year. The frequency of course offering is based on availability of instructor. Allocation of funds to offer this seminar has been approved the Director of the University Honors Program.

Consultation with other Departments

No consultation needed for USD

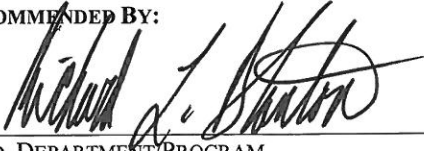
About the course instructor:

Carolyn Veale is Assistant Director for the University Honors Program at NC State. Her graduate work focuses on diversity, social justice and higher education. Completed courses of interests include Multicultural Issues in Psychology, Multicultural Lifespan Development, and Fostering Diversity in Higher Education. Carolyn's research has focused on Black Identify Development and the African American College Student, Critical Race Theory, Perception of Prejudice and Discrimination, Nigrescence Theory and adjustment strategies of African Americans in both social and higher education settings. Carolyn Veale holds a BA in Political Science and Government (Criminal Justice emphasis) from NC State University, a BA in Speech Communication (emphasis on Public Relations and Organizational Communication) from NC State University, a M.Ed. in Higher Education of Administration from NC State University and is ABD in Higher Education Administration from NC State University.

SIGNATURE PAGE

COURSE ACTION FOR HON 300

RECOMMENDED BY:

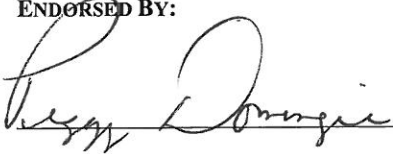


9-15-2014

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:



9-15-2014

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



9-15-2014

COLLEGE DEAN

DATE

APPROVED BY:



9-24-14

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HON 300 Course Syllabus

HON 300 – Race, Society, and Eugenics

Section TBD

SPRING 2015

3 Credit Hours

Course Description

The link between race and intelligence has been a subject of discussion and debate in academic research since the creation and distribution of intelligence quotient (IQ) testing in the early 20th century. There is no widely accepted formal definition of either race or intelligence in academia. Discussions connecting race and intelligence involves studies from multiple disciplines, including psychology, anthropology, biology, and sociology. Techniques have been employed to support and justify beliefs in racism, racial inferiority, and racial superiority. Human populations have been classified into physically discrete human races that supposedly separate the superior and inferior.

Biological theories of race are linked to eugenics. Eugenics is the study of a belief in the possibility of improving the qualities of the human species or a human population especially by such means as discouraging reproduction by persons having genetic defects or presumed to have inheritable undesirable traits (negative eugenics) or encouraging reproduction of persons presumed to have inheritable desirable traits (positive eugenics). Eugenics was a branch of the life sciences that drove much of American social policy in the early twentieth century. The Nazis gave eugenics its negative connotations, but the practice and the science that supports it has its historical roots in the United States and in particular for poor people and people of color in America and in particular the South (North Carolina). Over 8,000 sterilizations were approved by the Eugenics Board of North Carolina. This seminar examines the scientific and social trends that supported the movement to view the human race as fit and eliminate those that were classified as unfit (Race and Intelligence). This seminar will take a look at race and intelligence, scientific racism, and eugenics and its impact on American society and in particular the state of North Carolina.

Learning Outcomes

1. Analyze and evaluate scholarship and research in the areas of race and intelligence and the implication on eugenics.
 2. Articulate an understanding of race and intelligence and scientific racism.
 3. Identify and examine key issues of race and intelligence and its impact on history.
 4. Articulate an understanding of the American Eugenics Movement and its impact on society.
 5. Articulate an understanding of the North Carolina Sterilization Movement and its political and social implications.
 6. Evaluate how the American Eugenics Movement surfaced and the implications it had on health care, the economy, and areas of law and government.
 7. Evaluate how the North Carolina Sterilization Movement emerged and the implications it had on health care, the economy, and areas of law and government.
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Course Structure

Proposed syllabus

Students participating in this class will be challenged to think critically regarding the material that is presented in class. This will include reading material that approaches the topics from varying schools of thought, interviewing, viewing documentaries, and synthesizing data and literature both in and out of class. With every assignment and discussion students will think critically (critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion), reason ethically (ethical reasoning is reasoning about right and wrong human conduct, it requires students to be able to assess their own ethical values and social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions), orally communicate (oral communication is a prepared, purposeful presentation to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors), and communicate in writing (written communication is the development and expression of ideas in writing).

Course Policies

It is understood that students may have limited breaks during the course of the day. With that knowledge I will allow students to eat and drink during class as long as it does not disrupt the flow of the class and the goals of the day.

Computers and communication devices are prohibited. From a historical perspective I have found these tools to be disruptive. If you have to communicate due to an emergency please step outside class.

Instructors

Carolyn Veale (cpveale) - *Instructor*

Email: carolyn_veale@ncsu.edu

Phone: 919-513-4077

Fax: 919-513-4392

Office Location: 207 Clark Hall

Office Hours:

Tuesday 12pm - 2pm

Thursday 9am - 10am

Course Meetings

Lecture

Days: TH

Time: 10:15am - 11:30am

Campus: Main

Location: 205 Clark Hall

This meeting is required.

Course Materials

Textbooks

The Bell Curve Intelligence and Class Structure in American Life - *Richard J. Herrnstein and Charles Murray*

Edition: 1st

ISBN: 978-0-384-82429-1

Cost: \$15.00

This textbook is required.

Proposed syllabus

Three Generations No Imbeciles Eugenics, the Supreme Court and Buck v. Bell -
Paul A. Lombardo

Edition: 1st

ISBN: 978-0-8018-9824-2

Cost: \$20.00

This textbook is required.

Race and Membership in American History: The Eugenics Movement - Facing History
and Ourselves

Edition: 4th

ISBN: 0-9615841-9-K

Cost: \$24.00

This textbook is required.

Expenses

None.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

Restricted to UHP students. Open to other students by permission of the University Honors Program.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

U.S. Diversity

GEP Co-requisite Outcomes

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

Outcome 1: Analyze and evaluate the scholarship and research in the areas of race and intelligence and the implication on eugenics.

Outcome 2: Articulate an understanding of scientific racism.

Outcome 3: Identify key issues of race and intelligence and its impact on history.

Proposed syllabus

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

Outcome 4: Articulate an understanding of the American Eugenics Movement and its impact on society.

Outcome 5: Articulate an understanding of the North Carolina Sterilization Movement and its political and social implications.

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

Outcome 6: Evaluate how the American Eugenics Movement surfaced and the implications it had on health care, the economy, and areas of law and government.

Outcome 7: Evaluate how the North Carolina Sterilization Movement emerged and the implications it had on health care, the economy, and areas of law and government.

How This Course Will Fulfill GEP Co-requisite Outcomes

1. Students will submit weekly reflections based upon class discussion and required readings. Reflections will allow students to examine the literature and articulate an understanding of various schools of thought as it relates to race and intelligence and the eugenics movement.
2. Students will interview a faculty or professional staff member of color regarding the issues of race and intelligence and scientific racism. The purpose of the assignment is to allow students to have a first-hand look at race and intelligence from the perspective of a non-white group member and what impact if any race and intelligence has had on them on a personal and professional level.
3. Students will research and brief any US eugenics case with the exception of Buck v. Bell in order to evaluate eugenics before and after the particular case, identify what stands out about the particular case, evaluate how the case compares to Buck v. Bell, and interpret the historical implications of the case.
4. Students will write an essay and participate in a group project in which they will explore the issue of race and intelligence as it relates to the eugenics movement. In the essay students will examine the implications of the American Sterilization Movement and the North Carolina Sterilization Movement and both movements place in history. Students will then compare and contrast the Eugenics Movement with another atrocity in the world as it relates to equality and social justice from a racial, ability and/or gender perspective.
5. Students will engage in face to face dialogue with their classroom peers and instructor in response to the readings and other resources in the form of documentaries, movies, etc.

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

Proposed syllabus

None.

Grading

Grade Components

Component	Weight	Details
Reflections and Participation	30%/30 Points	Students are expected to attend every class and contribute to the discussion. Students will be required to submit weekly reflections based upon class discussion and required readings. Students can elect to write on any portion of the discussion and/or readings. Reflections should be 1-2 page(s). This reflection should be typed, double spaced, Times Roman, and 12 pt font. Please cite references appropriately. A rubric will be distributed. Reflections are due by noon on Friday.
Faculty/Professional Staff Interview	20%/20 Points	Students will interview a non-white faculty or professional staff member regarding the issue of race and intelligence and scientific racism. Further details regarding this assignment and the rubric will be distributed.
Case Paper	25%/25 Points	Research any US eugenics case with the exception of <i>Buck v. Bell</i> . <ol style="list-style-type: none"> 1. Provide a description of the eugenics movement in the state prior to the case. 2. What happened to eugenics, particularly enforced sterilization after this case? 3. What are the particulars of this case and what stands out in regards to case findings and rulings? 4. How does this case compare to that of <i>Buck v. Bell</i>? 5. Should genetics be used as the basis for any type of legal decision? Support your answers. Rubric will be distributed.
Final Paper and Presentation	25%/25 Points	Students will write an essay in which they will explore the issue of race and intelligence as it relates to the eugenics movement. In the essay, students will examine the implications of the American Sterilization

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Component	Weight	Details
		<p>Movement and the North Carolina Sterilization Movement and both movements place in history. Students will then compare and contrast the Eugenics Movement with another atrocity in the world as it relates to equality and social justice from a racial, ability and/or gender perspective. Students will also be required to do a 10 presentation of their paper.</p> <p>Final Papers will be due on the last two days of class. Due date is dependent upon your presentation date.</p>

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Students are not permitted to get HON Seminar credit if they take the class for credit only.

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next

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regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

Students will be given adequate timing to complete all assignments. Assignments due dates will be communicated in advance. Late Assignments will be handled on a case by case basis and can face a 5 points (on a 100 point scale) deduction for each day late.

Attendance Policy

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

Attendance Policy

This is a discussion based course which means that the students need to be present and accounted for to contribute to the discussion. The success of this class is dependent upon EVERYONE's participation. Excessive absences will negatively impact your final grade.

Absences Policy

An excused absence will affect your ability to achieve the learning objectives of this course. Absences should be communicated in advance.

One unexcused absence will result in the loss of onethird of a letter grade from the final grade (i.e. a B+ would become a B). Two unexcused absences will result in the loss of two-thirds of a letter grade from the final grade (i.e. a B becomes a C+). Three or more unexcused absences will result in failure of the course.

Makeup Work Policy

There will be no makeup work offered for students who missed class. Students will still be responsible for the content of all missed discussions.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

Students in this course are expected to maintain the highest level of integrity in regards to all necessary assignments. The work you submit must be your own. Please site resources to avoid plagiarism.

The penalty for an academic integrity violation on an assignment is to receive zero points for that assignment. All violations will be submitted to the Office of Student Conduct for further action.

For further details concerning academic integrity at NC State University, please refer to the Code of Student Conduct policy (POL11.35.1); http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php.

Academic Honesty

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

None.

Honor Pledge

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

Electronically-Hosted Course Components

There are no electronically-hosted components for this course.

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>), 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>.

Non-Discrimination Policy

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

Course Schedule

NOTE: The course schedule is subject to change.

Lecture TH 10:15am - 11:30am — Class Introduction and Getting Started — 01/07/2014 - 01/07/2014

Course introduction and goals. Discuss syllabus and schedule.

What is race? What is its significance? Why does it matter?

Reading for Next Class:

Race and Membership:

Chapter 1 Science Fiction and Social Realities (pp. 1-31)

Proposed syllabus

Chapter 2 Race, Democracy, and Citizenship (pp. 34-58)

Lecture TH 10:15am - 11:30am — Race, Society, and Intelligence — 01/09/2014 - 01/09/2014

Discussion:

Race and Membership:

Chapter 1 Science Fiction and Social Realities (pp. 1-31)

Chapter 2 Race, Democracy, and Citizenship (pp. 34-58)

Video: Race and Intelligence: Science Last Taboo

Video Discussion

Reading for Next Class:

Race and Membership:

Chapter 3 Evolution, "Progress," and Eugenics (pp. 68-86)

The Bell Curve (Introduction pp. 1-24)

Part 1: The Emergence of a Cognitive Elite (pp. 25-27)

Assignment: Reflection due by noon Friday, January 10, 2014.

Lecture TH 10:15am - 11:30am — Race, Society and Intelligence — 01/14/2014 - 01/14/2014

Discussion:

Chapter 3 Evolution, "Progress," and Eugenics (pp. 68-86)

The Bell Curve (Introduction pp. 1 - 24)

Part 1: The Emergence of a Cognitive Elite

Reading for Next Class:

Race and Membership:

Chapter 4 In an Age of "Progress" (pp. 90-133)

The Bell Curve

Part 2: Cognitive Classes and Social Behavior

Chapter 5 Poverty (pp. 127-142)

Proposed syllabus

Lecture TH 10:15am - 11:30am — Race, Society, and Intelligence — 01/16/2014 - 01/16/2014

Discussion:

Race and Membership:

Chapter 4 In an Age of "Progress" (pp. 90-133)

The Bell Curve

Part 2: Cognitive Classes and Social Behavior

Chapter 5 Poverty (pp. 127-142)

Reading for Next Class:

The Bell Curve

Part 2: Cognitive Classes and Social Behavior

Chapter 12 Civility and Citizenship (pp. 253-266)

Race and Membership:

Chapter 7 Eugenics, Citizenship, and Immigration

Assignment: Reflection due by noon Friday, January 17, 2014.

Lecture TH 10:15am - 11:30am — Race, Society, and Intelligence — 01/21/2014 - 01/21/2014

Discussion:

The Bell Curve

Part 2: Cognitive Classes and Social Behavior

Chapter 12 Civility and Citizenship (pp. 253-266)

Race and Membership:

Chapter 7 Eugenics, Citizenship, and Immigration

Reading fo Next Week:

Proposed syllabus

The Bell Curve

Part 3: The National Context

Chapter 15 The Demography of Intelligence (pp. 341-368)

Lecture TH 10:15am - 11:30am — Race, Society, and Intelligence — 01/23/2014 - 01/23/2014

Discussion:

The Bell Curve

Part 3: The National Context

Chapter 15 The Demography of Intelligence (pp. 341-368)

Video: Scientific Racism: The Eugenics of Social Darwinism (1 hour)

Reading for Next Two Class Meetings:

Race and Membership:

Chapter 5 Eugenics and the Power of Testing (pp. 140-176)

Chapter 6 Toward Civic Biology (pp. 181-201)

The Bell Curve

Part 3: The National Context

Chapter 14 Ethnic Inequalities in Relationship to IQ (pp. 317-340)

Assignment: Reflection due by noon Friday, January 24, 2014.

Lecture TH 10:15am - 11:30am — Race, Society, and Intelligence — 01/28/2014 - 01/28/2014

Discussion:

Race and Membership:

Chapter 5 Eugenics and the Power of Testing (pp. 140-176)

Chapter 6 Toward Civic Biology (pp. 181-201)

Proposed syllabus

The Bell Curve

Part 3: The National Context

Chapter 14 Ethnic Inequalities in Relationship to IQ (pp. 317-340)

Previous Reading Continued:

Race and Membership:

Chapter 5 Eugenics and the Power of Testing (pp. 140-176)

Chapter 6 Toward Civic Biology (pp. 181-201)

The Bell Curve

Part 3: The National Context

Chapter 14 Ethnic Inequalities in Relationship to IQ (pp. 317-340)

Lecture TH 10:15am - 11:30am — Race, Society, and Intelligence — 01/30/2014 - 01/30/2014

Discussion:

Race and Membership:

Chapter 5 Eugenics and the Power of Testing (pp. 140-176)

Chapter 6 Toward Civic Biology (pp. 181-201)

The Bell Curve

Part 3: The National Context

Chapter 14 Ethnic Inequalities in Relationship to IQ (pp. 317-340)

Reading for Next Week:

Chapter 16 Social Behavior and the Prevalence of Low Cognitive Ability

Reading for Next Class:

Race and Membership:

Chapter 8 The Nazi Connection (pp. 240-283)

Chapter 9 Legacies and Possibilities (pp. 288-331)

Assignment: Reflection due by noon Friday, January 31, 2014.

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Lecture TH 10:15am - 11:30am — Race, Society, and Intelligence — 02/04/2014 - 02/04/2014

Discussion:

Race and Membership:

Chapter 8 The Nazi Connection (pp. 240-283)

Chapter 9 Legacies and Possibilities (pp. 288-331)

Reading for Next Week:

The Bell Curve

Part 4: Living Together

Chapter 22 A Place for Everyone (pp. 527-552)

Lecture TH 10:15am - 11:30am — Race, Society, and Intelligence — 02/06/2014 - 02/06/2014

Discussion: Chapter 22 A Place for Everyone

Video: War on the Weak: Eugenics in America

Race and Intelligence Interviews Due.

Discussion of Race and Intelligence Interviews

Assignment: No Reflection due this week.

Lecture TH 10:15am - 11:30am — A Sterilization Case — 02/11/2014 - 02/11/2014

Video: The Sterilization of Leilani Muir (47 minutes)

Video Discussion

Reading for Next Class:

Three Generations No Imbeciles (Chapters 1-2)

Proposed syllabus

Lecture TH 10:15am - 11:30am — Eugenics, the Supreme Court and Buck v. Bell — 02/13/2014 - 02/13/2014

Discussion:

Three Generation No Imbeciles (Chapters 1-2)

Reading for Next Class:

Three Generations No Imbeciles (Chapters 3-4)

Assignment: Reflection due by noon Friday, February 14, 2014.

Lecture TH 10:15am - 11:30am — Eugenics, the Supreme Court, and Buck v. Bell — 02/18/2014 - 02/18/2014

Discussion:

Three Generations No Imbeciles (Chapters 3-4)

Reading for Next Class:

Three Generations No Imbeciles (Chapters 5-6)

Lecture TH 10:15am - 11:30am — Eugenics, the Supreme Court, and Buck v. Bell — 02/20/2014 - 02/20/2014

Discussion:

Three Generations No Imbeciles (Chapters 5-6)

Reading for Next Class:

Three Generations No Imbeciles (Chapters 7-8)

Assignment: Reflection due by noon Friday, February 21, 2014.

Lecture TH 10:15am - 11:30am — Eugenics, the Supreme Court, and Buck v. Bell — 02/25/2014 - 02/25/2014

Discussion:

Proposed syllabus

Three Generations No Imbeciles (Chapters 7-8)

Reading for Next Class:

Three Generations No Imbeciles (Chapters 9-10)

Lecture TH 10:15am - 11:30am – Eugenics, the Supreme Court, and Buck v. Bell – 02/27/2014 - 02/27/2014

Discussion:

Three Generations No Imbeciles (Chapters 9-10)

Reading for Next Class:

Three Generations No Imbeciles (Chapters 11-12)

Assignment: Reflection due by noon Friday, February 28, 2014.

Lecture TH 10:15am - 11:30am – Eugenics, the Supreme Court, and Buck v. Bell – 03/04/2014 - 03/04/2014

Discussion:

Three Generations No Imbeciles (Chapters 11-12)

Reading for Next Class:

Three Generatons No Imbeciles (Chapter 13-14)

Lecture TH 10:15am - 11:30am – Eugenics, the Supreme Court, and Buck v. Bell – 03/06/2014 - 03/06/2014

Discussion:

Three Generations No Imbeciles (Chapters 13-14)

Reading for Next Class: Three Generations No Imbeciles (Chapters 15-16)

No Reflection - Enjoy your break!

CASE PAPERS DUE.

Proposed syllabus

SPRING BREAK MARCH 10 - 14, 2014

Lecture TH 10:15am - 11:30am – Eugenics, the Supreme Court, and Buck v. Bell – 03/18/2014 - 03/18/2014

Discussion:

Three Generations No Imbeciles (Chapters 15-16)

Reading for Next Class:

Three Generations No Imbeciles (Chapters 17-18 and Epilogue)

Lecture TH 10:15am - 11:30am – Eugenics, the Supreme Court, and Buck v. Bell – 03/20/2014 - 03/20/2014

Discussion:

Three Generations No Imbeciles (Chapters 17-18 and Epilogue)

Reading for Next Class:

Reassessing Eugenic Sterilization: The Case of North Carolina
Eugenics/Sexual Sterilization in North Carolina
(Reading will be distributed in class.)

Assignment: Reflection due by noon Friday, March 21, 2014.

Lecture TH 10:15am - 11:30am – NC Sterilization Movement – 03/25/2014 - 03/25/2014

Discussion:

Reassessing Eugenic Sterilization: The Case of North Carolina

Reading for Next Class:

Eugenics/Sexual Sterilization in North Carolina
(Reading will be distributed in class.)

Lecture TH 10:15am - 11:30am – NC Sterilization Movement – 03/27/2014 - 03/27/2014

Discussion:

Proposed syllabus

Eugenics/Sexual Sterilization in North Carolina

Reading for Next Class:

North Carolina's Forced Sterilization Program: A Case for Compensating the Living Victims

Article: North Carolina Eugenics: Sterilization Program Victims Offered Funds

(Readings will be distributed in class.)

Assignment: Reflection due by noon Friday, March 28, 2014.

Lecture TH 10:15am - 11:30am — Research — 04/01/2014 - 04/01/2014

Research Day

Lecture TH 10:15am - 11:30am — Research — 04/03/2014 - 04/03/2014

Discussion:

North Carolina's Forced Sterilization Program: A Case for Compensating the Living Victims

Article: North Carolina Eugenics: Sterilization Program Victims Offered Funds

Video: *State of Shame: NC Sterilization Survivors Fight for Justice* (18 minutes)

Assignment: Reflection due by noon Friday, April 4 2014.

Lecture TH 10:15am - 11:30am — NC Sterilization Movement — 04/08/2014 - 04/08/2014

Discussion:

North Carolina Sterilization Wrap Up.

Assignment: Reflection due by noon Friday, April 11, 2014.

Lecture TH 10:15am - 11:30am — Research Presentations — 04/10/2014 - 04/10/2014

Discussion:

Race, Society and Intelligence Wrap Up

Proposed syllabus

Assignment: Reflection due by noon Friday, April 11, 2014.

**Lecture TH 10:15am - 11:30am — Research Presentations —
04/15/2014 - 04/15/2014**

Research Presentations and Research Paper Due.

SPRING HOLIDAY APRIL 17 - 18, 2014

**Lecture TH 10:15am - 11:30am — Research Presentations —
04/22/2014 - 04/22/2014**

Research Presentations and Research Paper Due.

LAST DAY OF CLASS.

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

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

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

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

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

Department(s)/Program	University Honors Program	New to GEP Category <input type="checkbox"/>
Course Prefix/Number <i>(include cross-listed prefix)</i>	HON 300	Retain for GEP Category <input checked="" type="checkbox"/>
Course Title	Race, Society, and Eugenics	
Instructor Name/Title	Carolyn Veale, Assistant Director, University Honors Program	

SECTION 1: GEP CRITERIA

Instructions:

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

List the Instructor’s student learning outcomes for the course that are relevant to GEP 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 society influences.

Measure(s) for above Outcome:

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

List the Instructor’s student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 2:
Obj. 2) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.

- Outcome 1: Analyze and evaluate the scholarship and research in the areas of race and intelligence and the implication on eugenics.
 Outcome 2: Articulate an understanding of scientific racism.
 Outcome 3: Identify key issues of race and intelligence and its impact on history.

Measure(s) for above Outcome:

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

Students will submit weekly reflections based upon class discussion and required readings. Reflections will allow students to examine the literature and articulate an understanding of various schools of thought as it relates to race and intelligence and the eugenics movement.

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

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

Outcome 4: Articulate an understanding of the American Eugenics Movement and its impact on society.

Outcome 5: Articulate an understanding of the North Carolina Sterilization Movement and its political and social implications.

Measure(s) for above Outcome:

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

Students will research and brief any US eugenics case with the exception of Buck v. Bell in order to evaluate eugenics before and after the particular case, identify what stands out about the particular case, evaluate how the case compares to Buck v. Bell, and interpret the historical implications of the case.

Students will write an essay and participate in a group project in which they will explore the issue of race and intelligence as it relates to the eugenics movement. In the essay students will examine the implications of the American Sterilization Movement and the North Carolina Sterilization Movement and both movements place in history. Students will then compare and contrast the Eugenics Movement with another atrocity in the world as it relates to equality and social justice from a racial, ability and/or gender perspective.

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

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

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

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

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

n/a

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

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

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

None

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

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

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

GEP Humanities & Global Knowledge Special Topic Shell Offering (HUMG 295)

*This form is to be used for submitting a Special Topics shell offering for the **Humanities and Global Knowledge** 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 Humanities objectives** will provide instruction and guidance that help students to:

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

Each course in **GEP Global Knowledge objectives** will provide instruction and guidance that help students to ***achieve goal #4 plus at least one of #5, #6, or #7.***

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

And at least one of the following:

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

HUMG 295

Department(s)/Program	English	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Language in Globalization	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2016	
Instructor Name/Title	Associate Professor, Dr. Agnes Bolonyai	

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

Humanities

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

Students will examine people's experience under conditions of global mobility through the analysis and interpretation of the circulation of identities, information, texts, images, cultural values, norms and ideologies and its impact on linguistic practices around the world.

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.

Critical Essays

Sample Question: Analyze the formations of immigrant and transnational youth identities (and associated linguistic practices) in at least two different genres and interactional contexts (e.g. hip-hop lyrics, social media and internet communication, multilingual urban signs).

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

Students will demonstrate the ability to apply critical interpretation as a means to developing a nuanced and complex understanding of the (trans)national and (trans)local migrant experience, of global and local identities, of people living at the intersection of multiple cultural ideologies and identities, and the impact of this contemporary human experience on people's linguistic practices.

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.

Critical Essays

Sample Question: Interpret the diverse identity practices and semiotic resources people employ in various (trans)national, (trans)local, and translinguistic contexts (e.g. identity construction and social categorization in personal migrant narratives, global hip-hop, face-book interactions, advertisements).

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Humanities Objective 3:
Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Student will be able to understand and apply the semiotic, discursive, sociolinguistic concepts, tools and strategies (e.g., voice, framing, footing, stance, code-switching, agency, intersubjectivity, hybridity) used to provide insights into and make academic arguments about the central role language plays both at the small-scale and large-scale processes of globalization and localization, including the (re)construction of identities, ideologies, cultural practices and relations of power.

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.

Critical Essays

Sample Question: What central role does language play both at the small-scale and large-scale processes of globalization and localization, including the (re)construction of identities, ideologies, cultural practices and relations of power?

Global Knowledge

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

Obj. 4) Identify and examine distinguishing characteristics, including ideas, values, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Students will be able to explain the role of language in global movements and the links of language, national, transnational and hybrid identities, and the circulation of ideologies/values in diverse cultural contexts around the globe.

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.

Critical Essays

Sample Question:

Identify and examine multilinguals' linguistic and identity practices of at least two of the following cultures: Tanzania (English-Swahili), Hong Kong (Cantonese-English), Canada (Russian-English, French-English-Caribbean Creoles), or Germany (German-Turkish).

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 5, 6, or 7*:

Students will apply a critical analytical approach to describing and analyzing the relationship of power, language and culture and the sociolinguistic inequality of privileged and marginalized linguistic resources and cultural groups in the wider global order.

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.

Critical Essays

Sample Question:

Using your critical understanding of voice, framing, footing, stance, code-switching, agency, intersubjectivity, and/or hybridity, examine the implicit and explicit role power plays in such languages as Tanzania (English-Swahili), Hong Kong (Cantonese-English), Canada (Russian-English, French-English-Caribbean Creoles), or Germany (German-Turkish).

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
T TH 11:30-12:45 Spring 2016
 - Seat count:
30
 - Room assigned or room preference including needed classroom technology/seat type:
No preference
- 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)

ENG 298 with HUMG 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.

Anthony Giddens (2010). *Runaway World. How Globalisation is Reshaping Our Lives*. Routledge.

2. Major topics to be covered and required readings including laboratory and studio topics.**Bibliography of Readings**

Beck, U. (2000). Dimensions, controversies, definitions. In U. Beck, *What is Globalization?* Polity Press.

Cameron, D. (2003). Globalizing communication. *New Media Language*, 1(2), 27-35.

Grosjean, F. (2010). Having an accent in a language. In F. Grosjean, *Bilingual Life and Reality*. Harvard, pp. 77-84.

Hanauer, D. (2008). Non-place identity: Britain's response to migration in the age of supermodernity. In G. Delanty, P. Jones and R. Wodak (eds), *Migrant Voices: Discourses of Belonging and Exclusion*. Liverpool UP, pp. 198-220.

Higgins, Ch. (2009). From Da Bomb to Bomba: Global Hip Hop Nation Language in Tanzania. In S. Alim, A. Ibrahim, & A. Pennycook, *Global Linguistic Flows: Hip Hop Cultures, Youth Identities, and the Politics of*

Language. Routledge, pp. 95-112.

Kelly-Holmes, H. (2010). Languages and global marketing. In N. Coupland, *The Handbook of Language and Globalization*, Blackwell, pp. 476-490.

Kramsch, C. (1998). The relationship of language and culture. In C. Kramsch, *The Language and Culture*, Oxford, pp. 3-14.

Kramsch, C. & E. Boner. (2010). Shadows of discourse: Intercultural communication in global contexts, In N. Coupland, *The Handbook of Language and Globalization*, Blackwell, pp. 495-519.

Krzyzanowski, M. & R. Wodak. (2008). Migration and belonging: 'Voices of migrants'. In, C.R. Caldas-Coulthard & R. Iedema (eds.), *Identity Trouble: Critical Discourse and Contested Identities*, Palgrave, pp. 95-119.

Lee, C. & D. Barton. (2011). Constructing glocal identities through multilingual practices on Flickr.com. *International Multilingualism Research Journal*, 5(1):39-59.

Maher, J. (2010). Metroethnicities and Metrolanguages. In N. Coupland, *The Handbook of Language and Globalization*, Blackwell, pp. 575-591.

Mufwene, S. (2010). Globalization, Global English, and World English(es): Myths and Facts. In N. Coupland, *The Handbook of Language and Globalization*, Blackwell, pp.29 – 55.

Piller, I. (2010). Sex in the City: On Making Space and Identity in Travel Spaces. In Jaworski, A. & C. Thurlow, (eds.), *Semiotic Landscapes: Language, Image, Space*. London, Continuum, pp. 123-136.

Osumare, H. (2001). Beat streets in the global hood: Connective marginalities of the hip hop globe. *Journal of American & Comparative Cultures* 2/1&2, 171-181.

Shin, S. (2013). Bilingualism in a globalized world. In, S. Shin, *Bilingualism in Schools and Society*, Routledge, pp. 24-47.

Shin, The politics of bilingualism. In, S. Shin, *Bilingualism in Schools and Society*, Routledge, pp. 48-71.

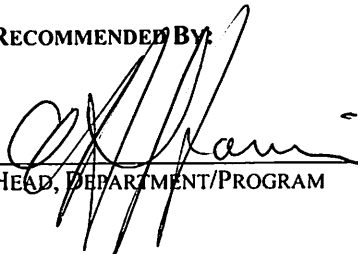
Watson, K. (2007). Language, education and ethnicity: Whose rights prevail in an age of globalization? *International Journal of Educational Development*, 27 (3). pp. 252-265.

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

None

SIGNATURE PAGE FOR HUMG 295

RECOMMENDED BY:



 HEAD, DEPARTMENT/PROGRAM _____ DATE 1-29-2015

**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 Humanities & Global Knowledge Special Topic Shell Offering (HUMG 295)

*This form is to be used for submitting a Special Topics shell offering for the **Humanities and Global Knowledge** 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 Humanities objectives** will provide instruction and guidance that help students to:

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

Each course in **GEP Global Knowledge objectives** will provide instruction and guidance that help students to ***achieve goal #4 plus at least one of #5, #6, or #7.***

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

And at least one of the following:

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

HUMG 295

Department(s)/Program	History	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: (30 character limit)	Cuba Today: Historical and Sociopolitical Perspectives	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Summer, 2015 (Study Abroad in Havana, Cuba)	
Instructor Name/Title	Nicholas A. Robins, Teaching Associate Professor, Dept. of History	

SECTION 1: GEP CRITERIA

Instructions:

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

Humanities

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

Students are expected to be able to summarize, explain, evaluate and analyze the historical influences on post-revolutionary Cuban society and culture.

Measure(s) for above Outcome:

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

Exams and written assignments.

Sample prompt:

It has been argued that Cuba's colonial history continues to exert a strong influence on post-Revolutionary society and politics. Summarize the colonial legacy, and assess and analyze its impact both on the Cuban Revolution and post-Revolutionary politics and society.

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

Evaluate, critique, and interpret primary and secondary historical sources and field research interviews.

Measure(s) for above Outcome:

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

Exams and written assignments.

Sample Prompt:

The U.S. trade embargo on Cuba continues to be an impediment to improved relations between the two nations. Based on your readings and field research interviews, explain, analyze and critique the arguments both for and against the embargo.

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

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

Analyze information from primary sources and use that information to generate (and support arguments for) a model of key historical issues in Cuba.

Measure(s) for above Outcome:

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

Exams and written assignments.

Sample prompt:

Among the results of the Cuban Revolution has been improved healthcare and education, relative to pre-Revolutionary levels. These social benefits have also entailed social costs. Analyze these costs and benefits in terms of positive and negative human rights, and synthesize a model which balances the two.

Global Knowledge

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

Obj. 4) Identify and examine distinguishing characteristics, including ideas, values, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Evaluate and critique how the historical legacy of the Revolution led to development of Cuba's distinctive economic ideology and structure.

Measure(s) for above Outcome:

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

Exams and written assignments.

Sample prompt:

Among the results of the Cuban Revolution has been improved healthcare and education, relative to pre-Revolutionary levels. These social benefits have also entailed social costs. Analyze these costs and benefits in terms of positive and negative human rights, and synthesize a model which balances the two.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge* Objective 5, 6, or 7:
Obj. 6) Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

Summarize, explain, evaluate and analyze the historical influences on post-revolutionary Cuban society and culture.

Measure(s) for above Outcome:

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

Exams and written assignments.

Sample prompt:

It has been argued that Cuba's colonial history continues to exert a strong influence on post-Revolutionary society and politics. Summarize the colonial legacy, and assess and analyze its impact both on the Cuban Revolution and post-Revolutionary politics and society.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
 - Seat count:
 - Room assigned or room preference including needed classroom technology/seat type:
- 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)

HI 395

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.

Latell, Brian. *After Fidel: The Inside Story of Castro's Regime and Cuba's Next Leader*. New York: Palgrave MacMillian, 2007.

Perez, Louis. *Cuba: Between Reform and Revolution*. New York: Oxford University Press, 2010

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

Required readings indicated above will be completed prior to the start of the course in Cuba.

Topics:

The Mechanics of Mercantilism

American Political and Economic Hegemony, 1898-1959

The U.S. Embargo on Cuba

The Special Period

The Cuban Health Care System

Santeria and Cuban Society

Tourism and Historic Preservation in Cuba

Cuba's Updated Economic Model

Cuba's International Relations

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

Field Trips/Out of Class Activities:

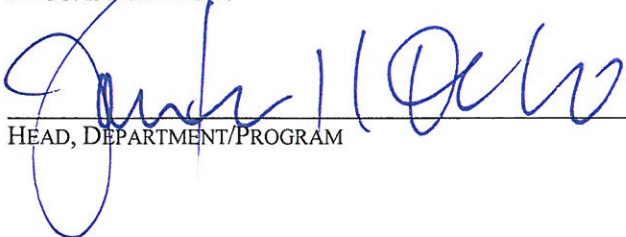
Museum of the Revolution

Office of the City Historian

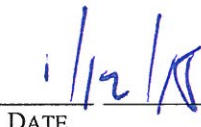
Farmer's Market

SIGNATURE PAGE FOR HUMG 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 _____

GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering (IPGK 295)

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives and Global Knowledge 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; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

The GEP Global Knowledge objectives will provide instruction and guidance that help students to:

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

And at least one of the following:

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

IPGK 295		
Department(s)/Program	Interdisciplinary Studies	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(31 character limit)</small>	Current Controversies in Health and the Life Sciences: Ebola	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Maymester 2015, 3 weeks, face-to-face	
Instructor Name/Title	Kathleen Vogel/Associate Professor	

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 Studies

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.

Distinguish between the perspectives on the recent Ebola virus outbreak from, (1) scientists and doctors focused on the technical understandings and responses to the outbreak; and from (2) medical anthropologists and related social science disciplines that provide broader social, economic, political, and historical understanding on the outbreak and its responses.

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.

Students will write daily reading responses on assigned questions that require students to summarize these perspectives. Example prompts:

1. From the assigned readings in medical literature, what are the primary ways that an individual becomes infected with the Ebola virus? What are important technical, environmental, and physical factors for infection? What is known in the scientific literature about the possible reservoirs of the Ebola virus?
2. From the assigned readings in medical anthropology, what are three cultural reasons for why the Ebola virus outbreak was so severe in West Africa? What socio-economic infrastructures have also contributed to the outbreak in West Africa?

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.*

Identify and describe the differences and synergies between scientific and medical studies on the Ebola virus outbreaks and medical anthropology and related social science understandings of the Ebola virus outbreaks.

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.

Students will create maps (e.g., concept mapping, Venn diagrams) from assigned readings that identify these connections, but that also identify gaps in connections between technical and social science expert communities.

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.*

Generate recommendations for future Ebola response and preparedness.

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 Group Project, in which students will work collaboratively to propose a new set of national and international guidelines for future Ebola response and preparedness based on the synthesis, evaluation, and application of what has been learned from the disciplines presented in the course.

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?
Virology, Medicine, Public Health, and Medical Anthropology will be the main disciplines used in the course. The instructor will also draw on related disciplines in the social sciences (Sociology, History, Cultural Studies). Vogel has a Ph.D. in Biophysical Chemistry and has used technical literature in undergraduate courses that she has previously taught on the topics of life sciences and society, bioethics, biosecurity, and intelligence. These courses have been thoroughly interdisciplinary, combining perspectives from anthropology, political science, sociology, and history. Vogel has over 10 years of experience in teaching and conducting research that combines scientific and social science literature. Vogel will also use a guest speaker, Dr. Jens Kuhn, to provide

- additional technical expertise to the course. Kuhn is one of the leading Ebola virologist in the United States and will provide 2 guest lectures for the course on scientific issues regarding the Ebola virus.
- 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"?
1. Students will read primary source material from virology (Kuhn, et al.), medicine (articles from the Journal of the American Medical Association, New England Journal of Medicine, and the Lancet), and medical anthropology (e.g., Farmer, Petryna, etc...)
 2. Students will receive guest lectures from experts on the Ebola virus. Dr. Jens Kuhn, one of the leading U.S. Ebola virus researchers based at the NIH research laboratory in Frederick, MD will give a guest lecture on the course. He has agreed to come to Raleigh during the Maymester course for these lectures. He has spoken in an undergraduate course that the instructor taught at a previous institution and he does an excellent job of summarizing complicated technical information into accessible language for undergraduates. He also projects a great enthusiasm about understanding how the Ebola virus works. Dr. Vogel will be working closely with Dr. Kuhn to select key scientific references for the students to read. Students will also receive a guest lecture from Andrew Weber, the Deputy Coordinator for Ebola Coordination Unit in the U.S. Department of State in Washington, DC, who will talk about the policy responses to the Ebola outbreak. He has already agreed to come for my Maymester course. Both Kuhn and Weber are able to come as guest lectures through generous Maymester course development support. In addition, Dr. Vogel plans to have as guest lecturers (either in person or by skype) some of the U.S. survivors of the Ebola virus outbreak. Each of these guest speakers will provide important technical and on-the-ground perspectives of the outbreak and the responses to the outbreak.
 3. Students will watch videos and video excerpts of scientific, medical anthropology, and policy perspectives of the Ebola virus outbreak. Example videos include two PBS documentaries, a movie, videos from medical anthropologist Paul Farmer and other leading medical anthropologists, and scientist talks from the March 2015 international Ebola conference to be held in Washington, DC.
 4. Students will go on field trips to local hospitals, EMT, and emergency preparedness facilities in the Triangle area to learn how local medical practitioners were preparing for an Ebola outbreak.
 5. The instructor will provide lectures, which connect insights from the disciplines, and facilitate students' interdisciplinary learning.
 6. Students will write daily reading responses that engage with an assigned question that will test the students' understanding of the disciplinary perspectives presented in the course.
 7. Students will participate in in-class mapping exercises that will help students understand connections and gaps between disciplines.
 8. Students will work on a final group project, which will involve a paper and an in-class Powerpoint demonstration, in which they synthesize, evaluate, and apply what has been learned from the disciplines presented in the course to propose a new set of national and international guidelines for future Ebola response and preparedness.

Global Knowledge

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 4: Obj. 4) Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.*

Students will be able to identify and examine the distinguishing features of life in the West African countries most severely affected by the Ebola virus outbreak (Liberia, Sierra Leone, and Guinea) to better understand how the social, cultural, economic, and political context in these countries has shaped the spread of the Ebola virus in these countries.

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.

Students will be asked to write reading responses to assigned questions. Example prompt: Identify and describe three specific local conditions and issues in Sierra Leone that have contributed to how the Ebola virus outbreak has been shaped in this country.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge* Objective 5, 6, or 7:
Obj. 5) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Students will be able to compare the distinguishing characteristics of the Ebola virus outbreak in West Africa (Guinea, Liberia, and Sierra Leone) with those outbreaks and infections that occurred 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.

Students will write reading responses to assigned questions: Example prompt: Compare and contrast the economic differences in supplies and equipment available for Ebola virus treatment and response in Sierra Leone and the United States.

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 Global Knowledge* category designations and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Maymester, 3-week course M-F, 1:40-4:25 pm
 - Seat count:
20
 - Room assigned or room preference including needed classroom technology/seat type:
SAS Building, Room 1220
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(.X: BIO 295 with NSGK 295)
None

What percentage of the seats offered will be open to all students? 75 %

- a. If seats are restricted, describe the restriction being applied.
25% of the seats will be restricted to existing STS majors
- 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.

One introductory biology course

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.

There is no required textbook. However, I will have assigned readings that come from portions of a scientific text, Jens Kuhn (ed.), *Filovirus: A Compendium of 40 Years of Epidemiological, Clinical, and Laboratory Studies* (New York: Springer-Verlag, 2008). The remainder of the readings will come from scholarly journal articles, newspapers, and other on-line sources. See attachment for more details.

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

Public understanding of the Ebola Virus, Technical understandings of the Ebola virus, Science, Medical Anthropology and related social science understandings of the Ebola virus outbreak, local/national/international medical responses to the Ebola virus outbreak, risk communication regarding the Ebola virus, U.S. and international policy responses to the Ebola virus. See attachment for more details.

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

There will be two field trips to local hospital/EMT/emergency preparedness units. I also plan to have two guest speakers: Dr. Jens Kuhn and Mr. Andrew Weber. If possible, I will also try to have as guest speakers (either in person, or via Skype, U.S. survivors who were infected with the Ebola virus. See attachment for a description of when these field trips and guest speakers will take place.

SIGNATURE PAGE FOR IPGK 295

RECOMMENDED BY:



2.6.15

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 _____

IPGK 295: Current Controversies in Health and the Life Sciences: Ebola

Instructor: Professor Kathleen Vogel

Email: kmvogel@ncsu.edu

Course day/time: M-F, 1:40-4:25 pm

Course location: SAS Building, Room 1220

Office Hours: By appointment in Room 106C in the 1911 building

Course Description:

Students will be able to distinguish between the perspectives on the recent Ebola virus outbreak from, (1) scientists and doctors focused on the technical understandings and responses to the outbreak; and from (2) medical anthropologists and related social science disciplines that provide broad a broader social, economic, political, and historical understanding on the outbreak and its responses.

Required Texts:

Course materials will be available through e-link or electronic reserve. The course Moodle site has an electronic version of the syllabus that includes clickable links for some of the on-line readings. Students should read required sources in preparation for class discussion on the day they are listed. The syllabus and web materials may be accessed through Moodle at <http://moodle.wolfware.ncsu.edu/>.

ASSIGNED READINGS

Monday, May 11: Overview to Course

- Introductory Lecture
- Andrew Green, “Remembering Health Workers who died from Ebola in 2014,” *The Lancet*, vol. 384, Iss 9961 (20 December-2 January 2015): 2201-2206. (5 pages)
- To Watch in Class: *The Fight Against Ebola* (2014) documentary film (29 minutes)

Tuesday, May 12: What has Shaped our Understanding of Ebola

- Tara C. Smith, “How *The Hot Zone* Created the Worst Myths About Ebola,” iO9 (October 22, 2014), available at: <http://io9.com/how-the-hot-zone-created-the-worst-myths-about-ebola-1649384576> (8 pages)
- John Horgan, “Ebola “Fear Mongering” Critiqued by Medical Anthropologist,” Scientific American blog (September 3, 2014), available at: <http://blogs.scientificamerican.com/cross-check/2014/09/03/ebola-fear-mongering-critiqued-by-medical-anthropologist/> (3 pages)
- To Watch in Class: *Outbreak* (1995)

Wednesday, May 13: What do we know about Ebola?: Technical Perspectives, Part I

- Guest Speaker, Dr. Jens Kuhn
- Heinz Feldmann and Thomas W. Geisbert, “Ebola Hemorrhagic Fever,” *The Lancet*, vol. 377, iss 9768 (March 2011): 849-862 (24 pages).
- Yoshihiro Kawaoka, “How Ebola Virus Infects Cells,” *New England Journal of Medicine*, vol. 352, iss. 2645 (June 23, 2005): 2645-2646. (2 pages)

- Selected readings from: Jens Kuhn (ed.), *Filovirus: A Compendium of 40 Years of Epidemiological, Clinical, and Laboratory Studies* (New York: Springer-Verlag, 2008). (approx.. 20 pages)

Thursday, May 14: What do we know about Ebola?: Technical Perspectives, Part II

- Guest Speaker, Dr. Jens Kuhn
- Selected readings from: Jens Kuhn (ed.), *Filovirus: A Compendium of 40 Years of Epidemiological, Clinical, and Laboratory Studies* (New York: Springer-Verlag, 2008). (approx. 20 pages)
- Richard Preston, “The Ebola Wars,” *The New Yorker* (October 27, 2014), available at: <http://www.newyorker.com/magazine/2014/10/27/ebola-wars> (32 pages)

Friday, May 15: Specific Presentations of Disease

- Daniel Chertow et al., “Ebola Virus Disease in West Africa—Clinical Manifestations and Management,” *New England Journal of Medicine*, vol. 371 (November 27, 2014): 2054-2057. (4 pages)
- John Schieffelin et al., “Clinical Illness and Outcomes in Patients with Ebola in Sierra Leone,” *New England Journal of Medicine*, vol. 371 (November 27, 2014): 2092-2100. (9 pages)
- Elhadj Ebrahima Bah et al., “Clinical Presentation of Patients with Ebola Virus Disease in Conakry, Guinea,” *New England Journal of Medicine*, vol. 372 (January 1, 2015): 40-47. (8 pages)
- Gael D. Maganga et al., “Ebola Virus Disease in the Democratic Republic of Congo,” *New England Journal of Medicine*, vol. 371 (November 27, 2014): 2083-2091. (9 pages)

Monday, May 18: A Social Science Approach to Ebola

- Sharon Alane Abramowitz et al., “Social Science Intelligence in the Global Ebola Response,” *The Lancet*, vol. 385, iss 9965 (24-30 January 2015): 330. (1 page)
- Paul Farmer, “Diary,” *London Review of Books*, vol. 36, no. 20 (23 October 2014): 38-39, available at: <http://www.lrb.co.uk/v36/n20/paul-farmer/diary> (9 pages)
- Gregg Mitman, “Ebola in a Stew of Fear,” *New England Journal of Medicine* (November 6, 2014): 371-1763. (3 pages)

Tuesday, May 19: Infrastructures in Ebola

- Paul E. Farmer et al., “Structural Violence and Clinical Medicine,” *PLoS Med*, vol. 3, iss 10 (24 October 2006): 1686-1691, available at: <http://www.plosmedicine.org/article/fetchObject.action?uri=info:doi/10.1371/journal.pmed.0030449&representation=PDF> (6 pages)
- Alice Street, “Rethinking Infrastructures for Global Health: A View from West Africa and Papua New Guinea,” *Ebola Fieldnotes*, available at: <http://somatosphere.net/2014/12/rethinking-infrastructures.html> (5 pages)
- Jim Yong Kim and Paul Farmer, “What’s missing in the Ebola fight in West Africa,” *The Washington Post* (August 31, 2014), available at: http://www.washingtonpost.com/opinions/whats-missing-in-the-ebola-fight-in-west-africa/2014/08/31/19d6dafc-2fb4-11e4-9b98-848790384093_story.html (4 pages)

- Andrew S. Bonzary, Paul E. Farmer, Ashish, K. Jha, “The Ebola Outbreak, Fragile Health Systems, and Quality as a Cure,” *Journal of the American Medical Association*, vol. 18 (2014): 1859-1860. (2 pages)

Wednesday, May 20: Medical Anthropologists in the Field

- Crystal Biruk, “Ebola and Emergency Anthropology: The View from the “global health slot:”, *Ebola Fieldnotes* (3 October 2014), available at: <http://somatosphere.net/2014/10/ebola-and-emergency-anthropology-the-view-from-the-global-health-slot.html> (9 pages)
- World Health Organization, *Medical Anthropology Study of the Ebola Virus Disease (EVD) Outbreak in Liberia/West Africa*, (24 August 2014), available at: <http://reliefweb.int/sites/reliefweb.int/files/resources/WHO-Anthro.pdf> (21 pages)
- Sanjana J. Ravi and Eric M. Gauldin, “Sociocultural Dimensions of the Ebola Virus Disease Outbreaks in Liberia,” *Biosecurity and Bioterrorism: Biodefense Strategy, Practice, and Science*, vol. 12, no 6 (2014): 301-305. (5 pages)
- B.S. Hewlett, A. Epelboin, BL Hewlett, and P. Formenty, “Medical anthropology and Ebola in Congo: Cultural Models and Humanistic Care,” *Bull Soc. Pathol. Exot.* (September 2005), vol. 98, no. 3: 230-6. (7 pages)

Thursday, May 21: How Medical Anthropology can Inform Ebola Response Efforts

- Rebecca Voelker, “Ebola Perspectives From Opposite Sides of the Globe,” *Journal of the American Medical Association*, vol. 312, iss 24 (2014): 2605-2606. (2 pages)
- Francois Lamontagne et al., “Doing Today's Work Superbly Well — Treating Ebola with Current Tools,” *New England Journal of Medicine*, vol. 371 (October 23, 2014): 1565-1566. (2 pages)
- Adia Benton, “Race and the immuno-logics of Ebola response in West Africa,” *Series: Ebola Fieldnotes* (September 19, 2014), available at: <http://somatosphere.net/2014/09/race-and-the-immuno-logics-of-ebola-response-in-west-africa.html> (4 pages)
- Melanie Bannister –Tyrrell et al., “Blood as medicine: social meanings of blood and the success of Ebola trials,” *The Lancet*, Vol. 385, iss 9966 (31 January-6 February 2015): 420. (1 page)
- In Class, Watch: [Engaging Anthropology Virtual Event: Anthropology and Ebola](http://blog.aaanet.org/2014/10/02/engaging-anthropology-virtual-event-anthropology-and-ebola/) <http://blog.aaanet.org/2014/10/02/engaging-anthropology-virtual-event-anthropology-and-ebola/> (~1 hour in length) On October 2, 2014, the American Anthropological Association will be hosting a virtual event panel discussing the role anthropologists play in not only research, but infrastructure and policy, in light of the escalating Ebola outbreak in western Africa. The panel will include Adia Benton, Robert Hahn, Jacklyn Lacey, and Michael McGovern; with Julie Livingston as the acting moderator

Friday, May 22: Social and Technical Challenge in Ebola Vaccine Development and Clinical Trials

- Adriana Petryna, “Ethical Variability: Drug Development and Globalizing Clinical Trials,” *American Ethnologist* vol. 32, no. 2 (May 2005): 183-197. (15 pages)
- Steven Joffe, “Evaluating Novel Therapies During the Ebola Epidemic,” *Journal of the American Medical Association*, vol. 312, no 13 (2014): 1299-1300. (2 pages)

- Tracy Hampton, “Largest-Ever Outbreak of Ebola Virus Disease Thrusts Experimental Therapies, Vaccines into Spotlight,” *Journal of the American Medical Association*, vol 312, iss. 10 (10 September 2014): 987-989. (3 pages)
- Rupa Kanapathipillai et al., “Ebola Vaccine: An Urgent International Priority,” *New England Journal of Medicine*, Vol. 371 (11 December 2014): 2249-2251. (3 pages)
- Bruce Y. Lee et al., “Is the world ready for an Ebola vaccine?” *The Lancet*, vol. 385, iss. 9964 (17-23 January 2015): 203-204. (2 pages)
- Edward Cox, Luciana Borio, and Robert Temple, “Evaluating Ebola Therapies—The Case for RCTs,” *New England Journal of Medicine*, vol. 371 (18 December 2014): 2350-2351. (2 pages)
- Jesse L. Goodman, “Studying ‘Secret Serums’: Towards Safe, Effective Ebola Treatments,” *New England Journal of Medicine*, vol. 371 (18 September 2014): 1086-1089. (4 pages)
- Annette Rid and Ezekiel J. Emmanuel, “Ethical considerations of experimental interventions in the Ebola outbreak,” *The Lancet*, vol. 384 (2014): 1896-1899 (4 pages)
- Dallas Ducar, “The Boundaries of Treating Ebola,” *Voices in Bioethics* (15 August 2014), available at: <http://voicesinbioethics.org/2014/08/15/the-boundaries-of-treating-ebola/> (2 pages)

Monday, May 25: The Invisible Practitioners in Ebola Response

- Steven Shapin, “The Invisible Technician,” *American Scientist* vol 77, no 6 (1989): 554-563; available online at: www.fas.harvard.edu/~hsdept/bios/docs/shapin-invis_tech.pdf (10 pages)
- Anja Wolz, “Face to Face with Ebola — An Emergency Care Center in Sierra Leone,” *New England Journal of Medicine*, vol. 371 (18 September 2014): 1081-1083. (3 pages)
- Peter H. Kilmarx, “Ebola Virus Disease in Health Care Workers — Sierra Leone, 2014,” *Morbidity and Mortality Weekly Report*, vol. 63, iss 49 (12 December 2014): 1168-1171 (4 pages)
- Diana Reese, “Ebola nightmare for nurses as union demands protection for its members,” *The Washington Post* (October 24, 2014), available at: <http://www.washingtonpost.com/blogs/she-the-people/wp/2014/10/24/ebola-nightmare-for-nurses-as-union-demands-protection-for-their-members/> (2 pages)
- Lisa Rosenbaum, “License to Serve — U.S. Trainees and the Ebola Epidemic,” *New England Journal of Medicine* (17 December 2014): 1-3 (3 pages).

Tuesday, May 26: Local Hospital Field Visit to Learn about NC Ebola Preparedness

- Lawrence O. Gostin, James G. Hodge, Jr. and Scott Burris, “Is the United States Prepared for Ebola?” *Journal of the American Medical Association*, vol. 312, no. 23 (17 December 2014): 2497-2498. (2 pages)
- G. Marshall Lyon et al., “Clinical Care of Two Patients with Ebola Virus Disease in the United States,” *New England Journal of Medicine*, vol. 371 (18 December 2014): 2402-2409. (8 pages)
- Kenneth D. Mandl, “Ebola in the United States: EHRs as a Public Health Tool at the Point of Care,” *Journal of the American Medical Association*, vol. 312, iss 23 (2014): 2499-2500. (2 pages)

- Michael B. Edmond, Daniel J. Diekema, and Eli N. Perencevich, “Ebola Virus Disease and the Need for New Personal Protective Equipment,” *Journal of the American Medical Association*, vol. 312, iss 23 (2014): 2495-2496. (2 pages)

Wednesday, May 27: Local Medical Field Visit to Learn about NC Ebola Preparedness

- Jeffrey M. Drazon et al., “Ebola and Quarantine,” *New England Journal of Medicine*, vol. 371 (20 November 2014): 2029-2030. (2 pages)
- Congressional Research Service, *The Ebola Outbreak: Quarantine and Isolation Authority*, CRS Legal Sidebar (October 28, 2014), available at: <http://fas.org/sgp/crs/misc/outbreak.pdf> (2 pages)
- Gregg Gonsalves and Peter Staley, “Panic, Paranoia, and Public Health — The AIDS Epidemic’s Lessons for Ebola,” *New England Journal of Medicine*, vol. 371 (18 December 2014): 2348-2349. (2 pages)
- Sung-Joon Park and Rene Umlauf, “Caring as existential insecurity: quarantine, care, and human insecurity in the Ebola crisis,” *Ebola Fieldnotes* (24 November 2014), available at: <http://somatosphere.net/2014/11/caring-as-existential-insecurity.html> (7 pages)

Thursday, May 28: Ebola and Risk Communication

- Peter Sandman and Jody Lanard, “Ebola Risk Communication: Talking about Ebola in Dallas, West Africa, and the World,” (October 6, 2014), available at: <http://www.psandman.com/col/Ebola-2.htm> (19 pages)
- Mark Grey and Michele Devlin, “Ebola and Localizing the ‘Global Other’ in the United States,” *Ebola Fieldnotes*, (16 January 2015), available at: <http://somatosphere.net/2015/01/ebola.html> (8 pages)
- Lisa Rosenbaun, “Communicating Uncertainty — Ebola, Public Health, and the Scientific Process,” *New England Journal of Medicine*, vol. 372 (1 January 2015): 7-9. (3 pages)
- Clare Chandler et al., “Ebola: Limitations of Correcting Misinformation,” *The Lancet*, vol. (19 December 2014): 1-2 (2 pages).

Friday, May 29: U.S. and International Policy Responses to the Ebola Outbreak

Guest Speaker: Andrew Weber and Wrap Up

- The White House, “Remarks by the President After Meeting on Ebola (October 6, 2014), available at: <http://www.whitehouse.gov/the-press-office/2014/10/06/remarks-president-after-meeting-ebola> (2 pages)
- Lawrence O. Gostin, Henry A. Waxman, and William Foege, “The President’s National Security Agenda: Curtailing Ebola, Safeguarding the Future,” *Journal of the American Medical Association*, vol. 313, iss 1 (2015): 27-28. (2 pages)

Monday, June 1st

Final Group Project due and Student Presentations