

**Call to Order**

Welcome and Introductions from Chair, Dr. Herle McGowan

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

**Presentations**

Review of Committee Voting Options - Chair McGowan

Course Student Learning Outcomes - Dr. Carrie Zelna

Committee Agendas and Website - Catherine Freeman

GEP Course Review and Submission Form - Catherine Freeman

**Quorum**

Establish Quorum (20 Voting Members) - Chair McGowan

**Approval of the Minutes:**

Review and approval of Minutes of the April 25, 2014 meeting

**New Business**

**Courses for GEP Category - *New additions***

<u>Presenter</u>	<u>GEP List</u>	<u>Action</u>	<u>Title</u>	<u>Currently on other GEP</u>	<u>Restrictions</u>
Young	HUM, GK	New	HI 214 - History and Archaeology of Ancient Latin America	No	
Young	IP	New	WGS 224 - Contemporary Issues in Ecofeminism	No	
Isaacson	IP	New	WGS 370 - Advanced Studies of Gender in Science	No	<i>Pre-req</i> : WGS 200 or WGS 210 or STS 210
Isaacson	SS, GK	New	ANT 315 - The Aztecs, Maya, and Their Predecessors: Archaeology of Mesoamerica	No	<i>Pre-req</i> : 3 credits of 200-level Anthropology, or HI 215, or HI 216
Emigh	NS	New	CH 103 - General Chemistry I for Students in Chemical Sciences	No	<i>Pre-req</i> : Pass Chemistry Placement exam, or Chemistry placement modules exam, or CH 111 with a grade of C- or better, and eligibility for MA 107 <i>Co-req</i> : CH 104
Emigh	NS/Lab	New	CH 104 - General Chemistry Laboratory I for Students in Chemical Sciences	No	<i>Co-req</i> : CH 103
Emigh	NS	New	CH 203 - General Chemistry II for Students in Chemical Sciences	No	<i>Pre-req</i> : CH 101 with a minimum of 3.00 grade points or CH 103, and CH 102 or CH 104, and eligibility for MA 131 or higher <i>Co-req</i> : CH 204
Emigh	NS/Lab	New	CH 204 - General Chemistry Laboratory II for Students in Chemical Sciences	No	<i>Co-req</i> : CH 203
Hergeth	USD	New	T 101- Introduction to the College of Textiles	No	n/a

**Courses for GEP Category - *Review***

<u>Presenter</u>	<u>GEP List</u>	<u>GEP Action</u>	<u>Title</u>	<u>Currently on other GEP</u>	<u>Restrictions</u>
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Outing	VPA, GK	Review	MUS 330 - Music Drama	No	n/a
Outing	VPA, GK	Review	MUS 350 - Music of Asia	No	n/a

**Courses for GEP Category - Drop**

<u>Presenter</u>	<u>GEP List</u>	<u>GEP Action</u>	<u>Title</u>	<u>Currently on other GEP</u>	<u>Restrictions</u>
Young	VPA	Drop	ARS 253 - Arts of NC State	No	n/a

**Other Business**

Chair-elect nomination process - Chair McGowan

GEP subcommittee - Data review - Dr. Kirby

**Announcements**

*Oct 17th* Dean and Vice-Chancellor Mullen attending; Lunch Buffet provided

CUE Minutes-April 25, 2014  
Witherspoon Center 201  
Call to Order: 1:33pm

**Voting Members Present (Quorum Present):** Chair James Knopp; Donna Burton; Peggy Domingue; Ted Emigh; Joshua Heitman; Cynthia Hemenway; Helmut Hergeth; Nathaniel Isaacson; Karen Keene; Cynthia Levine; Herle McGowan; Andy Nowel; David Parish; Adam Rogers; Ingrid Schmidt; Candace Vick

**Ex-Officio Non-Voting Members Present:** Catherine Freeman; Barbara Kirby; Melissa Williford

**Members Absent:** Timothy Buie (E); Maria Crockett (E); Michelle Johnson (E); Jesse Jur; Cody Long; Aaron Stoller (E); Robert Warren; Paul Williams; Karen Young (E; Scott Despain served as proxy); Carrie Zelna (E)

**Guests:** Larry Blanton (*University Honors Program*); Roger Callanan (*Office of Student and Community Standards*); Scott Despain (proxy for Karen Young; *Foreign Language and Literatures*); Stephany Dunston (*DASA-Assessment*); Beverly Jones Williams (*Office for Institutional Equity and Diversity*)

## WELCOME AND INTRODUCTIONS

### Welcome and Introductions:

Chair Knopp welcomed the committee, calling the meeting to order at 1:32 pm in Witherspoon Student Center 201. He welcomed the guests in attendance: Larry Blanton (University Honors Program), Roger Callanan (Office of Student and Community Standards), Scott Despain (Foreign Language and Literatures), and Beverly Jones Williams (Office for Institutional Equity and Diversity). Chair Knopp recognized the members that would be cycling off for the 2013-2014 academic year, thanking them for their years of service:

Members Cycling Off	Departments Represented
Jessica Jameson	Communication
Donna Burton	First Year College
Megan Albidrez	Academic Support Program for Student Athletes
Peggy Domingue	Health & Exercise Studies
Joshua Heitman	Soil Science
Cynthia Levine	NCSU Libraries-DH Hill
Paul Williams	Accounting
Cody Long	Student Senate Representative; History
Robert Warren	UCCC Chair; Chemistry

Additionally, he thanked the proxies that served as members for the 2013-2014 academic year:

Proxy Members	Departments Represented
Maria Crockett	Academic Support Program for Student Athletes
John Morillo	English

Chair Knopp explained that it was an honor and a privilege serving as CUE Chair. He noted that he has served on the committee for eleven years which equates to a quarter of his time at NC State. He explained that he has witnessed many changes in the administration and in the focus of the committee. Chair Knopp also recognized Gina Neugebauer noting that she did an excellent job on the minutes. He thanked Catherine Freeman noting that she gives the committee excellence and strength. Additionally, he acknowledged Dr. Barbara Kirby for her hard work. Chair Knopp urged members to partake in the catered lunch.

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

Dr. Kirby thanked Chair Knopp for all of his work, service, and insight. The committee gave Chair Knopp a round of applause for his dedication. Dr. Kirby noted that she and Catherine Freeman attended a UNC-GA sponsored meeting in Sanford to discuss the new CAA (*Comprehensive Articulation Agreement*). The meeting served to clarify what had been written in the document. One of the purposes of attending was to verify what the obligations were for the four year institutions in regards to GEP courses that were not in the core of thirty hours. She explained that NC State automatically accepts the thirty hours a community college student takes, including the GEP courses completed in an A.A. or A.A.S. When

a student transfers in, the advisor will need to look at the GEP courses being brought in and assess where the courses fit. Dr. Kirby noted that an [announcement](#) was made the previous day in regards to fostering undergraduate student success. She noted that both standing committees CUE and UCCC, that work with faculty, syllabi, and advising. She asked that CUE spend some time reading through the three regulations that are now posted. Dr. Kirby explained that these new regulations have been created because of Transmittal Letter 83 from UNC-GA. She noted that the purpose of Transmittal Letter 83 was to find ways to promote student success and to be more uniform across the campuses in the ways that students are helped in progressing towards degrees. One of these requirements was that NC State would need to limit the number of course withdrawals that a student would be allowed to have over the course of an undergraduate career. Starting Fall 2014, all existing and incoming students, will subject to the regulations. Dr. Kirby explained that there will be no grandfather clause, although exceptions for extenuating circumstances will occur. As it stands, a student will be allowed sixteen hours of course withdrawal after census date. This makes some faculty nervous as it brings up the question, "How much will the student know about the course on the tenth day of the class?" The syllabus becomes even more important for student success as a communications tool and so UCCC might need to review these more diligently. Some of the discussion for 2014-2015 will deal with not only the course description, but also if there are master syllabi available for students to plan courses. This would provide students with more information to go on when selecting courses with learning outcomes and expectations of the course. Dr. Kirby explained that this would help reduce the number of courses that students simply sign up for, only to drop six weeks later. This should also help student on waitlists as well. Dr. Kirby explained that the regulations also affect the current [Grade Exclusion Policy](#). Students will still be able to use grade exclusions, but the hours that are excluded will still count as attempted hours. This will relate to financial aid, progress towards degree, course repeat, satisfactory academic progress, and tuition surcharge. She noted that these regulations also deal with the 2.0 GPA to be considered in [Good Academic Standing](#). Dr. Kirby noted that the committee is still working on regulations relating to [Progress Towards Degree](#) and [S/U Grading](#). She explained that there is room for campus input, but there are also guidelines that NC State must adhere to. She noted that the regulations have shortened considerably from their previous versions, and there may need to be further discussion for specific questions. Additionally, there may be some unintended consequences that will be discovered once the regulations are in effect.

*Approval of the Minutes from March 28, 2014:* A motion was made and seconded to approve the Minutes as presented. Without discussion, the motion was **APPROVED** unanimously.

## NEW BUSINESS

### Honor Shell Courses-Special Topic Offerings

- **HON 290 Sec. 001 Frauds and Mysteries in History-HUM, IP-APPROVED, 13 in favor, 2 abstentions**  
*Discussion:* Dr. Dunstan, from Assessment, noted that the outcomes for Humanities were great, but that the outcomes for Interdisciplinary Perspectives needed some work. Specifically, Outcome #1 needed to be updated. She explained that Assessment was willing to work with the instructor to address this. Larry Blanton explained that this feedback had been provided in the college CCC discussion, and that Aaron Stoller is working with the faculty member to reformulate her course outcomes. Chair Knopp asked if the course would be coming forward as a new course; Larry Blanton explained that the course is currently crosslisted with History, and so it might become a history course. Chair Knopp asked what the disciplines composed the Interdisciplinary Perspectives category. Larry Blanton explained that these were History and Anthropology, with the primary category being History. Dr. Kirby noted that the students will complete readings that deal with the different disciplines, developing an understanding of writing styles and forms of evidence between culture and primary sources. One member asked if the readings use Anthropological texts. Dr. Kirby noted that two of the readings focus on Archaeology perspective. Without any additional discussion, the action was **APPROVED-13 in favor, 2 abstentions**.
- **HON 296 Sec. 003 A Global History of American Food & Drink-HUM, IP, GK, USD-APPROVED unanimously.**  
*Discussion:* One member explained that she felt that the action was good and that the syllabus provided a good idea of the course components. However, she noted that it could have used a little more information on how the Student Learning Outcomes would be assessed, but that the content seemed appropriate. Another member noted that he felt the represented categories were how they should be. Another member noticed that the course seemed similar to [SOC 350 Food and Society](#). Larry Blanton explained that this course is a Special Topics Honors Shell Course and not a permanent course offering. A different member noted that the course is currently being taught; she wondered if the GEP attributes would be grandfathered in. Dr. Blanton explained that the agreement with CUE states that the Honors Program has the privilege offering seminars that will be reviewed while the course is being taught. One member noted that the Outcome

#1 for USD seemed weak. Larry Blanton explained that Aaron Stoller is working with the instructor to fix this for the next offering of the topic. Without any further discussion, the action was **APPROVED unanimously**.

### Courses for GEP Category-New GEP Designation

- **HESO 263 Whitewater Kayaking-HES-APPROVED unanimously.**  
*Discussion:* Chair Knopp asked how the intermediate swimming ability would be assessed. Catherine Freeman explained that it would be assessed on the first day of class. Without any additional discussion, the action was **APPROVED unanimously**.
- **USC 240 Leadership and Coalition Building in Diverse Communities-USD-APPROVED** unanimously without discussion.
- **HON 310 The Creative Process in Science: Realities, Comparisons, and Cultural Perceptions-USD-TABLED unanimously.**  
*Discussion:* One member asked what the diversity aspect of the course. He noted that it is a course that combines science and creative thinking. Larry Blanton explained that the course is a permanent offering and already sits on the IP list. Dr. Blanton explained that the IP relates to the different aspects of creativity. He explained that the different perspectives in the sciences became apparent when discussing creativity. He noted some examples as being: How creativity is portrayed in literature, creativity in historical case studies. Dr. Blanton explained that it works its way up from individuals to societies. As the course was being taught, it was the depths of diversity in the class became apparent. He gave an example of a large focus on women in Science that is explored, with a specific example being Rosalind Franklin with the double helix. Dr. Blanton noted that there is also an emphasis on tolerance in both society and creativity. He explained an example topic could be creativity research from the 16<sup>th</sup> to the 21<sup>st</sup> century with psychometric testing, which explores the relationship between intelligence and creativity. One member noted that the learning outcomes appear minimal. Another member noted that the language does not reflect the USD component. The committee asked that the course demonstrate the diversity component is not peripheral to the course. The asked that the instructor highlights specific topics in the syllabus and course description. Without any further discussion, the action was **TABLED** unanimously.
- **IDS 210 Introduction to American Studies-IP, USD-APPROVED** unanimously.  
*Discussion:* The reviewers found the course to be well written. One member asked if it was an issue for IP when the course lists several disciplines, but she was convinced that only two were truly defined. Without any additional discussion, the action was **APPROVED** unanimously.
- **HI 338 Empire, War and Revolution in Russia-HUM, GK-APPROVED unanimously with friendly suggestions.**  
*Discussion:* One reviewer noted that the course seemed okay to him. However, he was less pleased with the measures. Another member noted that the outcomes and measures were minimal, but that it seemed reasonable for the course to be on the GEP. A different member noted that measure for Outcome #1 for Global Knowledge was vague. As a friendly suggestion, she mentioned that providing the prompt might help clarify the measure, but she was not concerned enough to hold up the action. Without any further discussion, the action was **APPROVED unanimously with friendly suggestions**.
- **SOC 350 Food and Society-SS-APPROVED** unanimously without discussion.

### Courses for GEP Category-Review to Remain on GEP List(s)

- A motion was made and seconded to approve these courses as a package.

Presenter	Course	Action	GEP Category
McGowan	MEA 100 Earth Systems Science: Exploring the Connections	GEP Review	NS
McGowan	MEA 200 Introductions to Oceanography	GEP Review	NS
McGowan	MEA 210 Oceanography Lab	GEP Review	NS
McGowan	MEA 202 Geology II: Historical	GEP Review	NS
McGowan	MEA 211 Geology II: Laboratory	GEP Review	NS
McGowan	MEA 250 Introduction to Coastal Environments	GEP Review	NS

*Discussion:* One member asked if all of the courses were being reviewed solely for NS. The presenter explained that all of the courses were up for review for the NS category; the courses that had other GEP components have already been reviewed. The presenter noted that some of the later MEA courses were a bit concerning with their assessments, but overall the ways that the measures were written were still acceptable. One member noted at the college level, there was quite a bit of pushback in getting the instructor to provide specifics. Another member noticed that the sample questions for MEA 100 do not ask students to solve or use the scientific method. The data could easily be memorized. Example questions can be particularly helpful when assessing the means of measurement. Dr. Kirby asked Dr. Dunstan about the relationship between the MEA packages' measures and assessment. She noted that while these courses are currently up for evaluation, a number of things can change in courses, making it important for the review. One member made the friendly suggestion for the MEA instructors to work with Assessment. Dr. Kirby said she appreciated the concerns of members about faculty pushback. Her sense is that the committee expects responses to be meatier in discussion. She notes that consistency is important. Without any additional discussion, the action was **APPROVED pending friendly suggestion, 14 in favor, 1 abstention.**

- **TDE 351 Ceramics: The Art and Craft of Clay-VPA-APPROVED unanimously with friendly suggestions.**  
*Discussion:* One member noted that the wording could use some expert advice on how to word objectives. She noted that the course clearly meets the category, but that the objectives could use a little work. Dr. Kirby explained that the GEP learning outcomes are listed in the syllabus, which students read, and so ensuring that they are well written is important. Chair Knopp asked how much of the course is composed of art and how much of it is craft. He explained that the council has been reluctant to take technique courses. The presenter explained that the course is in the focal area of Technology and Design Education. She explained that it is about Design and a student's ability to do it. One member asked if the committee asks an instructor to make a change, if it goes back to Catherine Freeman. Catherine Freeman explained that if it is 'approved with friendly suggestion', then it does not come back to her; if the course is 'approved pending' it does come back to her. One member suggested that the instructor meet with the Office of Assessment to address the outcomes which shouldn't take more than a few minutes to fix. Without any further discussion, the action was **APPROVED unanimously with friendly suggestions.**
- A motion was made and seconded to approve these courses as a package.

Presenter	Course	Action	GEP Category
Despain	ARS 251 <i>The Arts of a World Capital: London</i>	GEP Review	VPA
Despain	ARS 252 <i>The Arts of Vienna 1900</i>	GEP Review	VPA
Despain	ARS 259 <i>The Arts and Politics</i>	GEP Review	VPA

*Discussion:* One member noted that for ARS 251, the student learning outcomes looked copied and pasted from the category objectives, specifically for Objective #1 and #3. She noted that this should be a friendly suggestion. One member noted that since the GEP learning outcomes will be on the syllabus, it is up to the council to make sure that the quality is there; that it is not copy and paste. He explained that the instructor should write it better in the syllabus then they would even do so for CUE, because it is for the student. The committee agreed to make the friendly suggestion for Objective #1 and #3 for ARS 251 needed to be cleaned up. Without any additional discussion, the package was **APPROVED** unanimously with friendly suggestions.

- A motion was made and seconded to approve these courses as a package. The package was **APPROVED** unanimously without discussion.

Presenter	Course	Action	GEP Category
Isaacson	ARS 351 <i>Arts, Ideas, and Values</i>	GEP Review	VPA
Isaacson	ARS 353 <i>Arts and Cross-Cultural Contacts</i>	GEP Review	VPA
Isaacson	FLG 318 <i>New German Cinema</i>	GEP Review	GK

## DISCUSSION

A motion was made and seconded to extend the meeting by ten minutes.

➤ GEP Rubric Revision Draft from CUE Subcommittee for Review & Discussion

Chair Elect McGowan outlined the changes that the GEP Rubric Subcommittee has been working on for the Spring 2014 semester. The overall goal was to streamline the GEP process, make the form more user friendly, and provide more information. This will help the instructor understand as they fill out the paperwork, what the spirit of the GEP is and whether their course is appropriate. Chair Elect McGowan explained that one of the initial issues that the subcommittee recognized was the confusing nature of the GEP Rubric instructions. The main goal in the revision has been to eliminate the three separate forms, the *Instructions Form*, the *GEP Rubric Form*, and the *GEP Checklist Form*. A focus of the subcommittee was making the process easier for instructors who have never submitted courses to CUE for GEP review. Chair Elect McGowan showed the council the Humanities hybrid form, and explained that parallel forms will be created for all of the other GEP categories. She noted that a link will be included on the form to a Bloom's Taxonomy diagram; this will help instructors understand the different levels and the verbs that will best facilitate the goals of the GEP. She hopes that this will help instructors when creating the objectives. For the measures, the subcommittee determined that the instructor needs to provide a specific example of a question or a prompt. Chair Elect McGowan explained that the approach of the subcommittee was rather than having answers be 'yes' or 'no', more information and detail would be provided. She noted that the pre-requisite and co-requisite question asks the instructor to list all; this was especially important as CUE has continued to come back to the appropriateness of the course level. One member asked about the seat restrictions and the opportunity for courses to be complete restricted. Would it be easier to make clear the number of seats that cannot be reserved for particular majors. Chair Knopp explained that in the past, CUE had as a requirement, that at least twenty five percent of a course's seats must be unrestricted. He explained that this rule became muddled later; should the council bring this back as a requirement? Chair Knopp thanked the subcommittee for its hard work. Chair Elect McGowan thanked the subcommittee for its collaborative work. The committee **APPROVED** implementation of the new GEP Rubric Short form unanimously.

Meeting adjourned at: 3: 12pm.

*Respectfully Submitted by Gina Neugebauer*

### Course Action Short Form for GEP Humanities (HUM)

Department(s)/Program	History	New to GEP: <input checked="" type="checkbox"/>
Course Prefix/Number <i>(Include cross-listed prefix)</i>	HI 214	Review for GEP: <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	History and Archaeology of Latin America	
Instructor Name/Title	Dr. Alicia McGill/Assistant Professor	
<p>Each course in the <i>Humanities</i> will provide instruction and guidance that help students to:</p> <ol style="list-style-type: none"> <li>1. Engage the human experience through the interpretation of human culture and</li> <li>2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and</li> <li>3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.</li> </ol>		
<p><b>Student learning outcome(s) for Objective #1:</b>            Outcome 1.1: Students will describe the diversity of ancient civilizations that lived throughout Latin America before the arrival of Europeans.            Outcome 1.2: Students will be able to identify and compare cultural characteristics of pre-Columbian groups in Latin America.</p>		
<p>Measure(s) for above Outcome(s):            Test questions will ask students to identify specific cultural characteristics and historical details (subsistence practices, religious ideology, changes in settlement patterns over time, writing systems, etc.) associated with various groups. For example: "Using specific examples (some possibilities: sites, architecture, artwork, artifacts) compare and contrast the lives and practices of Ancient Maya people in different social groups (e.g. elites, nobles, commoners)." Test questions will also ask students to identify differences between different cultural groups (in areas such as mechanisms for social control, social hierarchy, architecture, subsistence practices, religious practices, etc.). For example: "Compare and contrast specific ways the Aztec and Inca Empires acquired and maintained social and political power. Be sure to provide specific terms and examples."</p>		
<p><b>Student learning outcome(s) for Objective #2:</b>            Outcome 2.1: Students will identify and interpret the various methods and forms of evidence that archaeologists and historians use to study past cultures and events.            Outcome 2.2: Students will evaluate, critique, and interpret primary and secondary historical sources.</p>		
<p>Measure(s) for above Outcome(s):            Students will complete two in-class activities in which they compare and interpret primary sources. In one of these, students will be evaluating murals and stone monuments as primary sources and in the other, students will be reading translations of Aztec codices and Spanish accounts of contact with Aztecs. Examining archaeological artifacts and written documents as primary sources materials will enable students to understand and analyze various forms of evidence and interpretative and analytical techniques utilized within the disciplines of archaeology and history. Additionally, students will practice interpretative techniques as they answer questions about documents written about similar events by different individuals.</p>		
<p><b>Student learning outcome(s) for Objective #3:</b>            Outcome 3.1: Students will be able to identify major historical forces and events that have shaped Latin America and analyze, explain the impacts of these forces and events, and evaluate the ways historical issues continue to affect the region today.            Outcome 3.2: Students will evaluate and critique myths and misconceptions about ancient Latin America.            Outcome 3.3: Students will identify, analyze, and evaluate political, cultural, and economic issues related to archaeological practice and historical studies in the region today and develop and articulate opinions about ways</p>		



## Course Action Short Form for GEP Humanities (HUM)

to address these issues.

### Measure(s) for above Outcome(s):

Essay questions on exams will require students to evaluate and interpret historical events and cultural practices, put these events and practices into broader contexts using various forms of evidence, and will make academic arguments about the human experience using reasons and evidence for supporting those reasons. For example: "Identify and describe two specific misconceptions or myths about the Spanish Conquest and European/Indigenous interactions in Latin America in the 1400s and 1500s. Besides the fact that they are inaccurate, why are they problematic? Why have these misconceptions persisted?--Using Restall's book and other specific class examples, discuss cultural and historical factors that reinforced the misconceptions you described. Provide specific evidence from the readings and class to disprove and/or challenge the misconceptions." And "What was the state of the Aztec and Inca Empires just before the arrival of Europeans? Describe three specific environmental, cultural, political, and/or economic factors that contributed to the fact that some aspects of European conquest were so successful and contributed to the decline of the Aztec Empire and Inca Empire (you should describe three for each). Then discuss what happened after contact by identifying two specific things the Spanish did or two specific results/impacts of the arrival of Europeans in Latin America."

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

2013-2014

**SIGNATURE PAGE FOR GEP COURSE SUBMISSION**

HI 214  
COURSE PREFIX AND NUMBER

RECOMMENDED BY:  
[Signature] 4/28/14  
HEAD, DEPARTMENT/PROGRAM DATE

**RECOMMENDED BY 2<sup>ND</sup> DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):**

\_\_\_\_\_  
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:  
[Signature] 4/28/14  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE  
[Signature] 4/30/14  
COLLEGE DEAN DATE

**ENDORSED BY 2<sup>ND</sup> COLLEGE (FOR CROSS-LISTED COURSES ONLY):**

\_\_\_\_\_  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

\_\_\_\_\_  
COLLEGE DEAN DATE

APPROVED BY:  
\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

\_\_\_\_\_  
DEAN OF DIVISION OF ACADEMIC AND STUDENT AFFAIRS DATE

## Criteria for Reviewing Course Action Forms for GEP Courses

**ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA**

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

<i>Departmental Criteria</i>	Yes	No	Comments
1. Are the stated GEP course learning outcomes supported by the course content?	X		HI 214: History and Archaeology of Ancient Latin America
2. Are the stated GEP course learning outcomes applicable across all course sections?	X		
3. Does each stated GEP course learning outcome map to a GEP category objective?	X		
4. Are the means of evaluating these state GEP course learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	X		
5. Are the stated GEP student learning outcomes clearly measurable using the proposed means of evaluation?	X		

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

Department signature \_\_\_\_\_

Jonathan Ocko

Head, History

Date

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

## Criteria for Reviewing Course Action Forms for GEP Courses

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

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

**Miscellaneous Comments**

College Signature Linda Williams CHASS C+C Comm 4/28/14  
Name Title Date

# 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	HISTORY	
COURSE PREFIX/NUMBER	HI 214	
PREVIOUS PREFIX/NUMBER		
COURSE TITLE	HISTORY AND ARCHAEOLOGY OF ANCIENT LATIN AMERICA	
ABBREVIATED TITLE	HISTORY ARCH ANCIENT LAT AMER	
SCHEDULING	Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input 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 3 SEMINAR LABORATORY PROBLEM STUDIO INDEPENDENT STUDY RESEARCH INTERNSHIP PRACTICUM FIELD WORK	
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED
INSTRUCTOR(S) (NAME/RANK)	ALICIA MCGILL, ASSISTANT PROFESSOR DUAL APPOINTMENT? <input type="checkbox"/>	
ANTICIPATED ENROLLMENT	Per semester 70 Per section 70 Will multiple sections be offered? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
PREREQUISITE(S)		
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING?	
CO-REQUISITE(S)		
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING?	
PRE/CO-REQUISITE FOR...		
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)		
COURSE IS REQUIRED FOR:		
COURSE IS AN ELECTIVE FOR:	16HISTBA, 16HISTBS, 16HIM, 16ABY-2097-GRP501	
PROPOSED EFFECTIVE DATE 8/14	APPROVED EFFECTIVE DATE	COURSE REVIEW DUE

<b>TYPE OF PROPOSAL</b>	
NEW COURSE	<input checked="" type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input type="checkbox"/>
<b>REVISION IN:</b>	
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 checked="" 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 checked="" type="checkbox"/>
U.S. DIVERSITY CO-REQ	<input type="checkbox"/>
THEMATIC TRACK	<input type="checkbox"/>
<b>DOCUMENTATION AS REQUIRED</b>	
<i>(CHECK ALL THAT APPLY)</i>	
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)

EXPLORATION OF ANCIENT LATIN AMERICAN CIVILIZATIONS AND EARLY EUROPEANS IN THE REGION THROUGH ARCHAEOLOGICAL AND HISTORICAL ANALYSIS. MAJOR THEMES INCLUDE MIGRATIONS OF PEOPLE INTO THE WESTERN HEMISPHERE, THE RISE AND DECLINE OF STATES AND EMPIRES SUCH AS THE MAYA, AZTECS, MOCHES, AND INCAS, INTERREGIONAL TRADE, DEVELOPMENT OF WRITING AND COMMUNICATION SYSTEMS, RELIGIOUS IDEOLOGY, SOCIAL AND POLITICAL INFRASTRUCTURE AND MECHANISMS OF CONTROL. UNIQUE CULTURAL FORMS DISCUSSED INCLUDE MUMMIES, PYRAMIDS, MILITARY TECHNIQUES, POLITICAL PROPAGANDA, AND AGRICULTURAL INNOVATION. CONTEMPORARY ISSUES ADDRESSED INCLUDE MEDIA REPRESENTATIONS OF THE PAST, INDIGENOUS RIGHTS, AND LOOTING AND DESTRUCTION OF CULTURAL PROPERTY.

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)



## **HI 214: History and Archaeology of Ancient Latin America**

**Instructor:** Dr. Alicia McGill

**Class Time:** Tuesday, Thursday 1:30-2:45pm  
3 credits

**Class Location:** Withers Hall 115

### **Instructor Contact Information**

My preferred form of contact is for students to post general questions in Moodle Forums so all questions about this course are in one place.

**Office Phone:** 919-513-2212

**Email:** [aemcgill@ncsu.edu](mailto:aemcgill@ncsu.edu)

**Office Hours:** Monday, Thursday 3:00-5:00pm and by appointment

**Office Location:** Withers Hall 249

### **CATALOG DESCRIPTION**

Exploration of ancient Latin American civilizations and early Europeans in the region through archaeological and historical analysis. Major themes include migrations of people into the Western hemisphere, the rise and decline of states and empires such as the Maya, Aztecs, Moche, and Incas, interregional trade, development of writing and communication systems, religious ideology, social and political infrastructure and mechanisms of control. Unique cultural forms discussed include mummies, pyramids, military techniques, political propaganda, and agricultural innovation. Contemporary issues addressed include media representations of the past, indigenous rights, and looting and destruction of cultural property.

### **COURSE OVERVIEW**

This course is an introduction to ancient civilizations, cultures, and the early history of Latin America. Through the study of ancient groups who lived throughout Central and South America and historic events that affected the development of modern Latin America, we will address questions like: When did the first people arrive in Latin America? How did early cultural groups and civilizations develop and change over time? What were the impacts of European contact? Who are some of the descendants of ancient Latin American civilizations and what are some current needs and concerns of these groups? What are some modern political, cultural, and economic

issues related to archaeological practice and historical studies in this region? We will also discuss important steps in the origins of complex societies in this region, including the development of agriculture, writing systems, interregional trade networks, and political infrastructures. We will also learn about a range of forms of evidence that are used to develop an understanding of past cultures and history in Latin America including: material culture, historical documents, ethnohistorical accounts, and ethnoarchaeological resources.

### **STUDENT LEARNING OUTCOMES**

**By the end of the semester you will be able to:**

- ❖ Identify the various methods and forms of evidence that archaeologists and historians use to study past cultures and events
- ❖ Describe the diversity of ancient civilizations that lived throughout Latin America before the arrival of Europeans.
- ❖ Identify and compare cultural characteristics of pre-Columbian groups in Latin America
- ❖ Identify major historical forces and events that have shaped Latin America and analyze, explain the impacts of these forces and events, and evaluate the ways historical issues continue to affect the region today
- ❖ Evaluate and critique myths and misconceptions about ancient Latin America
- ❖ Identify, analyze, and evaluate political, cultural, and economic issues related to archaeological practice and historical studies in the region today and develop and articulate opinions about ways to address these issues
- ❖ Hone and practice fundamental literacies, including: critical thinking, information literacy, verbal articulation, and writing
- ❖ Evaluate, critique, and interpret primary and secondary historical sources

**Means of Evaluation:** Students will accomplish these objectives through 1) analysis, discussion, and critique of historic accounts and academic resources through discussions and debates, 2) essays on exams that focus on specific themes, issues, events, and cultural groups, 3) an interpretive assignment focused on an archaeological site and ancient cultural group.

**GENERAL EDUCATION PROGRAM DESIGNATION:** This course satisfies the criteria for the Humanities and Global Knowledge General Education categories.

**GEP Humanities Learning Outcomes:** This course will provide instruction and guidance that help students to achieve the following goals:

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

**GEP Humanities Course Objectives in HI 214:**

- 1.1 Students will describe the diversity of ancient civilizations that lived throughout Latin America before the arrival of Europeans.**
- 1.2 Students will be able to identify and compare cultural characteristics of pre-Columbian groups in Latin America.**
- 2.1 Students will identify and interpret the various methods and forms of evidence that archaeologists and historians use to study past cultures and events.**
- 2.2 Students will evaluate, critique, and interpret primary and secondary historical sources.**
- 3.1 Students will be able to identify major historical forces and events that have shaped Latin America and analyze, explain the impacts of these forces and events, and evaluate the ways historical issues continue to affect the region today.**
- 3.2 Students will evaluate and critique myths and misconceptions about ancient Latin America.**
- 3.3 Students will identify, analyze, and evaluate political, cultural, and economic issues related to archaeological practice and historical studies in the region today and develop and articulate opinions about ways to address these issues.**

**Means of Assessing GEP Humanities Course Outcomes in HI 214:**

- 1. Test questions will ask students to identify specific cultural characteristics and historical details (subsistence practices, religious ideology, changes in settlement patterns over time, writing systems, etc.) associated with various groups. For example: "Using specific examples (some possibilities: sites, architecture, artwork, artifacts) compare and contrast the lives and practices of Ancient Maya people in different social groups (e.g. elites, nobles, commoners)." Test questions will also ask students to identify differences between different cultural groups (in areas such as mechanisms for social control, social hierarchy, architecture, subsistence practices, religious practices, etc.). For example: "Compare and contrast specific ways the Aztec and Inca Empires acquired and maintained social and political power. Be sure to provide specific terms and examples."**
- 2. Students will complete two in-class activities in which they compare and interpret primary sources. In one of these, students will be evaluating murals and stone monuments as primary sources and in the other, students will be reading translations of Aztec codices and Spanish accounts of contact with Aztecs. Examining archaeological artifacts and written documents as primary sources materials will enable students to understand and analyze various forms of evidence and interpretative and analytical techniques utilized within the disciplines of archaeology and history. Additionally, students will practice interpretative techniques as they answer questions about documents written about similar events by different individuals.**
- 3. Essay questions on exams will require students to evaluate and interpret historical events and cultural practices, put these events and practices into broader contexts using various forms of evidence, and will make academic arguments about the human experience using reasons and evidence for supporting those reasons. For example: "Identify and describe two specific misconceptions or myths about the Spanish**



Conquest and European/Indigenous interactions in Latin America in the 1400s and 1500s. Besides the fact that they are inaccurate, why are they problematic? Why have these misconceptions persisted?—Using Restall’s book and other specific class examples, discuss cultural and historical factors that reinforced the misconceptions you described. Provide specific evidence from the readings and class to disprove and/or challenge the misconceptions.” And “What was the state of the Aztec and Inca Empires just before the arrival of Europeans? Describe three specific environmental, cultural, political, and/or economic factors that contributed to the fact that some aspects of European conquest were so successful and contributed to the decline of the Aztec Empire and Inca Empire (you should describe three for each). Then discuss what happened after contact by identifying two specific things the Spanish did or two specific results/impacts of the arrival of Europeans in Latin America.”

**GEP Global Knowledge Learning Outcomes:** This course will provide instruction and guidance that help students to achieve the following goals:

1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.
3. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
4. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

**GEP Global Knowledge Course Objectives in HI 214:**

- 1.1 Students will describe the diversity of ancient civilizations that lived throughout Latin America before the arrival of Europeans.
- 1.2 Students will be able to identify and compare cultural characteristics of pre-Columbian groups in Latin America.
- 3.1 Students be able to identify, analyze, and evaluate political, cultural, and economic issues related to archaeological practice and historical studies in the region today.
- 3.2 Students will evaluate and critique myths and misconceptions about ancient Latin America, placing them in cultural context.
4. Students will be able to identify major historical forces and events that have shaped Latin America and analyze, explain the impacts of these forces and events, and evaluate the ways historical issues continue to affect the region today.

**Means of Assessing GEP Global Knowledge Course Outcomes in 214:**

1. Test questions will ask students to identify specific cultural characteristics and historical details (subsistence practices, religious ideology, changes in settlement patterns over time, writing systems, etc.) associated with various groups (e.g. pre-Columbian groups: Paleoindian people in Central and South America, the Maya, Aztecs, Amazonian cultures, Moche, Nazca, Wari, the Incas, Spanish missionaries and conquistadores, etc.; as well as contemporary Indigenous and Mestizo groups in Belize,

Colombia, Guatemala, Brazil, etc.). For example: "Define the *Axis Mundi* and explain how Joyce suggests it is represented at Monte Albán and what it symbolized and emphasized in terms of social dynamics."; "List four components of extensive urban planning at Teotihuacán"; "Identify and describe two agricultural innovations implemented by Pre-Inca or Inca cultures."

Test questions will also ask students to identify differences between different cultural groups (in areas such as mechanisms for social control, social hierarchy, architecture, subsistence practices, religious practices, etc.). For example: "Compare and contrast specific ways the Aztec and Inca Empires acquired and maintained social and political power. Be sure to provide specific terms and examples."

3. Essay questions on exams will require students to evaluate and interpret historical events and cultural practices, and put these events and practices into broad cultural and historical contexts using various forms of evidence. For example: "What was the state of the Aztec and Inca Empires just before the arrival of Europeans? Describe three specific environmental, cultural, political, and/or economic factors that contributed to the fact that some aspects of European conquest were so successful and contributed to the decline of the Aztec Empire and Inca Empire (you should describe three for each). Then discuss what happened after contact by identifying two specific things the Spanish did or two specific results/impacts of the arrival of Europeans in Latin America."

Essay questions on exams will require students to place myths about ancient Latin America in cultural context using various forms of evidence. For example: "Identify and describe two specific misconceptions or myths about the Spanish Conquest and European/Indigenous interactions in Latin America in the 1400s and 1500s. Besides the fact that they are inaccurate, why are they problematic? Why have these misconceptions persisted?"

4. Test questions will ask students to identify ways and theories about how and why distinguishing characteristics in various Latin American cultural groups changed in response to internal and external pressures. For example: "Identify one theory we learned about regarding why things changed in Maya culture and at large Maya cities AD 700-1000 and provide two pieces of evidence and/or specific examples used to support this theory."; "Identify two specific ways Maya culture changed in the Post-Classic period. Use examples from different sites if relevant."

## **COURSE STRUCTURE**

**Content:** This course is organized regionally and somewhat chronologically around various ancient Latin American cultures and the early history of the region. We will begin with the peopling of the Americas, proceed to the earliest civilizations in Mexico, and then work our way down to South America. The last few classes are focused on European contact, colonialism, and resistance, and important considerations for the future of archaeological and historical research in the region.

**In-Class Structure:** What we do in class will vary class to class. We will use lectures, discussions (led by the instructor as well as by students), group activities, and videos to facilitate learning in the classroom.

it. The information I expect to see labeled on the map includes: the names of modern countries, major rivers and mountain ranges, climatic zones (desert areas, lowland tropical forests and other wet low, areas, and highlands), and the equator. For the total amount of points, you need to continue to update your map. Throughout the semester you should add information about ancient sites, cultural groups, and civilizations in Central and South America as we learn about these in order to earn additional points. You can also feel free to add information about modern cultural groups to the map.

Learning Objectives: For students to identify and recall important geographic, environmental, and cultural markers.

**COURSE SCHEDULE:** Below are details about our class meetings, with lists of topics to be discussed, required readings, assignments, class activities, and tests.

\*\* Note that the course schedule is subject to change but not without prior notice.

<b>COURSE SCHEDULE: Topics, Readings, and Assignments</b>		
<b>OBJECTIVES and GUIDING QUESTIONS and THEMES</b>	<b>READINGS</b>	<b>WORK DUE</b>
<b>WEEK 1 - Introduction to History and Archaeology of Ancient Latin America</b>		
Tuesday January 7 -- What will we learn about and do in this course? -- Intro to prof and students		
Thursday January 9 -- How do we study the past?	<ul style="list-style-type: none"> <li>▪ Stephens "Exploring Maya Copan" (pp. 334-344)</li> <li>▪ Bingham "Adventure at Machu Picchu" (pp. 367-372)</li> </ul>	
<b>WEEK 2 - Studying Ancient Latin America, Misconceptions about Ancient Latin America, and Early Migration</b>		
Tuesday January 14 -- Why lump together Ancient Latin America? -- Deconstructing myths about Ancient Latin America	<ul style="list-style-type: none"> <li>▪ Restall pp. xi-xix</li> </ul>	
Thursday January 16 -- When/how did people arrive in the Americas?	<ul style="list-style-type: none"> <li>▪ Readings on Migration and Culture in Early Latin America</li> </ul>	
<b>WEEK 3 - Early Settlements, the Olmecs, and Inaccurate Theories about Ancient Latin America</b>		
Tuesday January 21 -- Domestication -- Who are the Olmecs? What are their cultural legacies?	<ul style="list-style-type: none"> <li>▪ Start readings for Reading Discussion 1</li> </ul>	Reading Discussion Notes #1 Due 1/22
Thursday January 23 <u>Reading Discussion 1: Myths, Mysteries, and Inaccurate Theories about Ancient Latin</u>	<b>Reading Discussion Readings:</b> <ul style="list-style-type: none"> <li>▪ Feder "After the Indians Before Columbus?"</li> <li>▪ Von Daniken Excerpt from "Chariots of the Gods"</li> <li>▪ Feder "Skeptics, fence sitters, and true believers"</li> </ul>	

America		
<b>WEEK 4 - Early Urban Centers in Mexico and Teotihuacán</b>		
Tuesday January 28 -- Development of urban centers in Central Mexico -- The Zapotecs	• Joyce "Sacred Space and Social Relations" (pp. 192-216)	
Thursday January 30 -- How is Teotihuacán unique in comparison to other sites and cultural groups?	• Manzanilla "Social Identity and Daily Life at Classic Teotihuacan" (pp. 124-147)	Map Checkpoint
<b>WEEK 5 - The Ancient Maya Introduced</b>		
Tuesday February 4 -- Major cultural centers, social organization and site structure -- Primary Source Analysis # 1 done in class	• McKillop "Ancient Mariners on the Belizean Coast" (pp. 15-28)	
Thursday February 6 -- Interpreting Maya sources	• Coe "The Birth of Cacao" (pp. 38-64)	Primary Source Analysis # 1 Due
<b>WEEK 6 - Social and Political Structures and Transformations in Ancient Maya Culture</b>		
Tuesday February 11 -- Maintenance of power at Maya sites, religion, art, trade, social and economic changes	• Start readings for Reading Discussion 2	Reading Discussion Notes #2 Due 2/12
Thursday February 13 <u>Reading Discussion 2:</u> Unpacking, Questioning, and Challenging The Maya "Collapse"	Reading Discussion Readings: • McAnany and Negrón "Bellicose Rulers and Climatological Peril?" • Wilk "The Ancient Maya and the Political Present" • Pyburn "The Politics of Collapse" • ** One additional reading assigned to groups of students	
<b>WEEK 7 - The Maya Post-Classic Period</b>		
Tuesday February 18 -- Factors that led to cultural transitions and political reorganization -- Major sites and cultural characteristics of Post-Classic Mesoamerica	• Aimers "Anti-Apocalypse" (pp. 45-48)	
Thursday February 20	MIDTERM	
<b>WEEK 8 - Popular Representations of Ancient Latin America</b>		
Tuesday February 25 -- Popular representations of the past	• Start readings for Reading Discussion 3	Reading Discussion Notes #3 Due

		2/26
<b>Thursday February 27</b> <b>Reading Discussion 3: Popular Representations of the Past</b>	<b>Reading Discussion Readings:</b> <ul style="list-style-type: none"> <li>• Ren "Maya Archaeology and the Political and Cultural Identity of Contemporary Maya in Guatemala"</li> <li>• Archaeology Magazine "Apocalypto Readings"</li> <li>• Restall Chapter 6</li> </ul>	
<b>WEEK 9 - The Aztecs</b>		
<b>Tuesday March 4</b> -- Aztec origins -- Aztec cultural and social organization, maintenance of power, food, family, economy -- Primary Source Analysis # 2 done in class	<ul style="list-style-type: none"> <li>• Coe "Aztec Ingredients" (pp. 88-107)</li> <li>• Ferguson "The Birth of the Blue Hummingbird"</li> </ul>	<b>Map Checkpoint</b>
<b>Thursday March 6</b> -- Contact with Europeans -- Interpreting written documents on Aztec history	<ul style="list-style-type: none"> <li>• Restall Chapter 5 (pp. 77-88)</li> <li>• Diaz "The Discovery and Conquest of Mexico" (208-221)</li> </ul>	<b>Primary Source Analysis # 2 Due</b>
<b>SPRING BREAK</b>		
<b>NO CLASSES March 11 and 13</b>		
<b>WEEK 10 - Ancient Amazonia and Studying the Past and Interacting with Living People</b>		
<b>Tuesday March 18</b> -- Common misconceptions about Ancient Amazonia and recent evidence -- Indigenous peoples	<ul style="list-style-type: none"> <li>• Mann "Ancient Earthmovers of the Amazon"</li> </ul>	<b>Reading Discussion Notes #4 Due 3/19</b>
<b>Tuesday March 20</b> <b>Reading Discussion 4: Studying the Past and Interacting with Living People in Latin America</b>	<b>Reading Discussion Readings:</b> <ul style="list-style-type: none"> <li>• Vasco "Archaeology and Identity: The Case of the Guambianos" (pp. 237-249)</li> <li>• Green, Green, and Neves "Indigenous Knowledge and Archaeological Science" (pp. 366-398)</li> <li>• Oland "Public and Postcolonial Practices in Latin American Archaeology" (pp. 467-474)</li> </ul>	
<b>WEEK 11 - The Ancient Andes</b>		
<b>Tuesday March 25</b> -- Cultural groups that preceded and overlapped with the Incas	<ul style="list-style-type: none"> <li>• Moseley et al "Burning Down the Brewery" (pp. 17264-17271)</li> <li>• Weismantal "Moche Sex Pots" (pp. 495-505)</li> </ul>	<b>Choose site to research by today</b>
<b>Thursday March 27</b> -- Inca civilization: social organization, infrastructure, other cultural practices -- Inca contact with Europeans	<ul style="list-style-type: none"> <li>• Besom "Inka Sacrifice and the Mummy of Salinas Grandes" (pp. 399-422)</li> <li>• de Diez Canseco "The Commoners" (pp. 163-181)</li> </ul>	<b>Map Checkpoint</b>
<b>WEEK 12 - Ancient Andean Artifacts and Spanish Contact, the Columbian Encounter, and Colonialism</b>		
<b>Tuesday April 1: Field-trip to see Ancient Andean artifacts at temporary storage location for the Gregg Museum of Art and Design collections at: 516 Brickhaven Drive, Suite 200</b>		
<b>Thursday April 3</b>	<ul style="list-style-type: none"> <li>• Restall Chapters 3 and 7</li> </ul>	<b>Reading</b>

-- The Columbian Encounter, Colonialism, and Resistance -- Factors that influenced European expansion -- Impacts of European contact		Discussion Notes #5 Due 4/7
<b>WEEK 13 - Interpretations of European Contact in Latin America and Contemporary Issues with Studying the Past in Latin America</b>		
<b>Tuesday April 8</b> Reading Discussion 5: Interpretations of European Contact in Latin America	<b>Reading Discussion Readings:</b> <ul style="list-style-type: none"> <li>• Columbus Quincentennial Readings (pp. 1-15)</li> <li>• Restall Chapters 1</li> <li>• Trouillot "Chapter 4: Good Day, Columbus" (105-141)</li> </ul>	
<b>Thursday April 10</b> -- Contemporary Issues with Studying the Past in Latin America: threats to sites, stakeholders' interests		- Archaeological Site Project Due 4/11 on Moodle - Reading Discussion Notes #6 Due 4/14
<b>WEEK 14 - Studying the Past Today</b>		
<b>Tuesday April 15</b> Reading Discussion 6: Contemporary Issues with Studying the Past in Latin America	<b>Reading Discussion Readings/Resources:</b> <ul style="list-style-type: none"> <li>• Atwood "Guardians of the Dead" (pp. 1-9)</li> <li>• Nohmul Articles</li> <li>• Sabloff "The Importance of the Past for the Present"</li> <li>• Video on development and archaeology</li> </ul>	
<b>Thursday April 17</b> <p style="text-align: center;"><b>Spring Holiday -- NO CLASS</b></p>		
<b>WEEK 15 - Class Wrap-up</b>		
<b>Tuesday April 22</b> -- Class wrap-up -- Impacts of Latin American history on the present	Bring a laptop to class if you have one.	Map Checkpoint
<b>Finals Week</b>		
<b>Tuesday April 29</b> Final Exam in Withers 115 (same room as class), Tuesday April 29, 1:00-4:00pm		

### POLICY on ACADEMIC INTEGRITY

All work in this course should be conducted in accordance with the North Carolina State University Code of Student Conduct. This Code exists to help facilitate a safe and engaging environment for education and professional development and to protect all members of the university community.

**Academic Misconduct:** Some forms of Misconduct are discussed here to provide examples of practices that are considered violations of the Code of Student Conduct but this discussion is not meant to be exhaustive. **Academic Misconduct** includes (but is not limited to) personally cheating, conducting plagiarism, destroying or removing academic materials, violating course rules and/or aiding and abetting individual(s) in any form of misconduct. "Cheating is the giving, taking, or presenting of information or

**Course Action Short Form for GEP Interdisciplinary Perspectives (IP)**

Department(s)/Program	Interdisciplinary Studies/Women's and Gender Studies	New to GEP: <input checked="" type="checkbox"/>
Course Prefix/Number (Include cross-listed prefix)	WGS 224	Review for GEP: <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	Contemporary Issues in Ecofeminism	
Instructor Name/Title	Nancy Bishop/Instructor	
<p>To assist CUE in evaluating this course for inclusion on the <i>Interdisciplinary Perspectives</i> list, please provide answers to the following questions and <u>attach to form</u>.</p> <ol style="list-style-type: none"> <li>1. Which disciplines will be synthesized, connected, and/or considered in this course?</li> <li>2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?</li> </ol> <p>* For more detail about the rationale for the IP requirement including the category requirement and design criteria for IP courses, go to <a href="http://oucc.ncsu.edu/gep-ip">http://oucc.ncsu.edu/gep-ip</a></p>		
<p>Each course in <i>Interdisciplinary Perspectives</i> will provide instruction and guidance that help students to:</p> <ol style="list-style-type: none"> <li>1. Distinguish between the distinct approaches of two or more disciplines; and</li> <li>2. Identify and apply authentic connections between two or more disciplines; and</li> <li>3. Explore and synthesize the approaches or views of the two or more disciplines.</li> </ol>		
<p><b>Student learning outcome(s) for Objective #1:</b> at the end of the course, students will be able to: Distinguish between the methodology used in a feminist history of early modern science and the assumptions and methods of that emerging science (which did not technically take the shape of a single, coherent field of study – biology—until the 19<sup>th</sup> century).</p>		
<p><b>Measure(s) for above Outcome(s):</b> Early in the semester, a feminist history of early modern science introduces students to the rhetorical devices (images and metaphors) that early modern natural science writing (and the religious discourses with which they inevitably intersected) used to represent women, "Nature," and their presumed relationship. This lays the groundwork for the 20<sup>th</sup>-21<sup>st</sup> century ecofeminist identification of those early discourses as fundamental contributors to current environmental crises.</p> <p>Weekly posts and discussion on the course message board, which include reflective writing on the assigned readings, are designed to generate critical thinking about those early representations and how and whether they continue to appear in certain cases of modern biological research. The two field research assignments, the midterm, and the final exam essays are also designed to provide students with additional venues for assessing the residual impact of such representations.</p>		
<p><b>Student learning outcome(s) for Objective #2:</b> at the end of the course, students will be able to: Identify and apply the methodology used in a feminist history of science to assess the assumptions about women and nature in some contemporary environmental studies.</p>		
<p><b>Measure(s) for above Outcome(s):</b> Midterm and final exam essays will ask students to use their rhetorical and historical awareness (from the history of science readings) to analyze the degree to which early modern assumptions about women and "Nature" are operant (or not) in two significant texts about environmental hazard: Rachel Carson's <i>Silent Spring</i> and Maude Barlow's <i>Blue Covenant: The Global Water Crises and the Coming Battle for the Right to Water</i>.</p>		
<p><b>Student learning outcome(s) for Objective #3:</b> at the end of the course, students will be able to: Explore the feminist standpoint framework for assessing how scientific knowledge is produced (and by whom) and synthesize that analysis with non-standpoint environmental research.</p>		

## Course Action Short Form for GEP Interdisciplinary Perspectives (IP)

### Measure(s) for above Outcome(s):

A mid-term essay question will ask students to evaluate the effects of a standpoint framework in one of the course readings (Shiva); the final research project for the course asks students to assess all evidence collected on the environmental issue of their choice through a standpoint perspective. This evidence will be synthesized into a final research project.

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

2013-2014



**Documentation for: WGS 224 Course Action Short Form for GEP Interdisciplinary Perspectives (IP)**

Departments/Programs: IDS/WGS

New to GEP

Course Prefix/Number: WGS 224

Course Title: Contemporary Issues in Ecofeminism

1. Which disciplines will be synthesized, connected, and/or considered in this course?
2. How will the instructor present the material so that these disciplines are addressed in a way that allows the student to “integrate the multiple points of view into a cohesive understanding”?

**1. History of Science, Gender Studies/Standpoint Theory**

2A. As a history of western natural science, Carolyn Merchant’s *The Death of Nature* focuses on the radical and gendered change in world-view that occurred during the 16<sup>th</sup> -17<sup>th</sup> centuries and its consequences—for science, capitalism, and women. This revolution involved the displacement of an organicist world-view -- in which humans were seen as embedded in a female, living cosmos -- to one in which men were seen as potentially detached, objective observers and controllers of nature. This displacement implied, at least to the users of that language, a symbolic act of violence both against nature-as-woman and against woman-as-nature.

Chapters from Merchant’s text are assigned throughout the semester. They provide students with a history of this gendered change in emerging natural science perspectives and supply arguments about the continuing effects of this perspective germane to the particular environmental issues – pesticide use and water scarcity—on which students will focus. For example, juxtaposed with the chapters from Carson’s *Silent Spring*, which spell out the biology and cultural context of pesticide use in the US, Merchant’s text allows students to gain a historical perspective on the gendered aspects of the science Carson relates (and critiques.)

Merchant’s text is also valuable for another reason: it is an early example of how feminists have used the techniques of literary criticism to “read science as a text” in order to reveal its social meanings. In such readings, metaphors of gender work, as social images in science invariably do, in two directions: they import social expectations into our representations of nature and, by so doing, they simultaneously serve to naturalize cultural beliefs and practices. Therefore, Merchant’s text also provides students with a model of reading any text in any field with an attentiveness to the rhetorical devices and gendered language used to represent that disciplines’ knowledge claims. The weekly discussion forums will specifically ask students to be attentive to language in course texts and those they gather for research assignments.

One of the mid-term questions also requires such an analysis, e.g. Given our focus on the ways in which early modern science and some of the dominant western religious discourses have represented women and Nature and the presumed relationship between them, identify and explore at least 3 specific ways in which ecofeminism challenges and/or utilizes the dominant ideologies (about woman/Nature relationship) as represented in those discourses. Cite at least two course readings.

2B. Other gender studies texts augment this kind of analysis, e.g. Tong's chapter on "radical feminism" and Wylie's "Why Standpoint Matters" present the concept of "standpoint theory," which specifically calls for a gendered and cultural perspective in scientific research. In this view, science and social science need to formulate questions and gather data from woman's and other minority standpoints, which can supplement and occasionally counter the research conducted from traditionally privileged and/or Western sites.

Developing an awareness of "how" knowledge is produced (and by whom) is integral to seeing how both research agendas and procedures used to carry out those agendas are devised. While it is not necessarily true that people or groups who are marginalized know better than others (those who are not), standpoint theory offers a framework for understanding how certain kinds of diversity (cultural racial, gender) may significantly enrich scientific inquiry.

A mid-term essay question will ask students to evaluate the effects of a standpoint framework in one of the course readings; the final research project for the course asks students to assess all evidence collected on the environmental issue of their choice through a standpoint perspective. This evidence will be synthesized into a final research project.

#### **Course Outline:**

##### **Required Texts:**

*Nature Science and Religion; Intersections Shaping Society and the Environment*, Catherine Tucker (2012) \$26.95

*The Death of Nature; Women, Ecology, and the Scientific Revolution*, Carolyn Merchant (1989) \$13.60

*Silent Spring*, Rachel Carson (2002) \$11.74

*Blue Covenant: The Global Water Crises and the Coming Battle for the Right to Water*, Maude Barlow (2007) \$13.31

**Additional Readings-** Located in Course Schedule of Readings and on Electronic Reserve (ER). Access ER through [www.lib.ncsu.edu](http://www.lib.ncsu.edu)

##### **Week 1: An Introduction to Ecofeminism: Exploring Preconceptions**

- Merchant, "Death of Nature" (List of Illustrations, Pg. viii/Preface, Pg. xv-xxiv)
- Carson, "Silent Spring" (Introduction)
- Tong, "Feminist Thought" (Introduction-The Varieties of Feminist Thinking) – ER (all Tong readings are on ER)
- Barlow, "Blue Covenant-The Global Water Crises" (Introduction)
- Tucker, "Nature, Science and Religion" (Introduction)
- Buckingham, "Ecofeminism in the Twenty-First Century" (Course Docs)

## **Setting the Stage: Exploring Historical Representations of Women and Science, and Woman and Nature**

### **Week 2:**

- Merchant, "Death of Nature"(Chapter 1)
- Carson, "Silent Spring"(Chapter 1-2)
- Barlow, "Blue Covenant-The Global Water Crises" (Chapter 1)
- Aureli and Brelet, "Water and Ethics; Women and Water: An Ethical Issue" (Chapter 2, 2.1-2.3)
- <http://unesdoc.unesco.org/images/0013/001363/136357e.pdf>

### **Week 3: Setting the Stage: Western science, religion, and gender**

- Barlow, "Blue Covenant-The Global Water Crises" (Chapter 2)
- Carson, "Silent Spring" (Chapter 3)
- Merchant, "Death of Nature"(Chapter 2)
- Tucker, "Nature, Science and Religion" (Pg. 169)
- Tong, "Historical Development of Liberal Feminist Thought" (Chapter 1, 23-45)
- Aureli and Brelet, "Water and Ethics; Women and Water: An Ethical Issue" (Chapter 3)

### **Week 4: Faith and Science in Specific Ecological Contexts**

- Carson, "Silent Spring" (Chapter 5)
- Barlow, "Blue Covenant-The Global Water Crises"(Chapter 2, Pg. 34)
- Merchant, "Death of Nature", (Chapter 3)
- Tucker, "Nature, Science and Religion" (Chapter 3)
- Taylor, B., "Encyclopedia of Religion and Nature" (Course Documents)
- **Research Assignment:** investigate this issue: "What is the most important environmental issue facing the United States today and a Third World Country such as Ethiopia or Haiti and what impact do these issues have on women?" You will explore this question by (1) referring to course readings and (2) conducting an informal survey of fellow students or people in an organization to which you belong. Talk to at least six different people (try to be as diverse as possible). Ask them: "What is the most crucial environmental issue facing the United State and a Third World Country today and what impact do these issues have on women?" Then consider the following: What relation do these people have to you? Who took this question more seriously? Why do you feel they took the issue so seriously? Compare their responses to your own. Why do you feel the way you do?

### **Week 5: Feminist Interrogations of Western Science, Religion, and Ethics**

- Carson, "Silent Spring" (Chapter 4)
- Tong, "Radical Feminism and Ethics" (Chapter 3, Pgs. 110-126)
- Tucker, "Nature, Science and Religion" (Chapter 2)
- Merchant, "Death of Nature" (Chapter 4)
- Aureli and Brelet, "Gender Commitment in Natural Resources Management" (Chapter 4, 4.1-4.3)
- <http://unesdoc.unesco.org/images/0013/001363/136357e.pdf>

**Week 6:**

- Carson, "Silent Spring" (Ch. 6, Pg. 63)
- Merchant, "Death of Nature" (Ch. 5, Pg. 127)
- Barlow, "Blue Covenant-The Global Water Crises" (Chapter 3)
- World Health Organization, "Water Scarcity" (Course Documents-Go to website and click on the link that states "Read the fact file")
- Wylie, "Why Standpoint Matters," 26-48 (Course Documents)

**Week 7:**

- Carson, "Silent Spring" (Ch. 7)
- Tucker, "Nature, Science and Religion" (Chapter 4)
- Merchant, "Death of Nature" (Chapter 6)
- Shiva, "Women's Indigenous Knowledge and Biodiversity," 238-244 (Course Documents)

**Week 8: Before the Fall Break Begins: Mid-Term Essay is due by Midnight (EST) on October 6, 2013. Submit your midterm essay via email to [nlbishop@ncsu.edu](mailto:nlbishop@ncsu.edu) by the date/time above.**

**Week 9: Environmental Crises and Women's Global Activism**

- Barlow, "Blue Covenant-The Global Water Crises" (Pg. 102)
- Carson, "Silent Spring" (Ch. 8)
- Merchant, "Death of Nature" (Chapter 7)
- Beneria, "Economic Rationality and Globalization: A Feminist Perspective" (ER)
- Arya and Mittal, "Rural Women and Conservation of Natural Resources" (Course Documents)
- Lall, U. Dr. "Drought Will Magnify Water Scarcity Issues" (Course Documents-Click on link for access to website with article.)

**Week 10: Water as a "Women's Issue"**

- Carson, "Silent Spring" (Ch. 9-10)
- Merchant, "Death of Nature" (Chapter 8, Pg. 192)
- Simate, et. al. "Human Health Effects of Residual Carbon Nanotubes and Traditional Water Treatment Chemicals in Drinking Water" (Course Documents)
- U.S. Environmental Protection Agency, "Drinking Water Contaminants" (Course Documents) (Set up link: <http://water.epa.gov/drink/contaminants/index.cfm>)
- Water.org, "Women and Water-Facts"
- England, "The Separative Self: Androcentric Bias in Neoclassical Assumptions" (ER)

**Week 11: Environmental Degradation and Human Consequence**

- Carson, "Silent Spring" (Ch. 11-12)
- Tong, "Feminist Thought" (Chapter 6, Pgs. 200-215)
- Merchant, "Death of Nature" (Chapter 9)
- Tucker, "Nature, Science and Religion" (Pg. 6, Pg. 106)
- Nelson, "The Study of Choice or the Study of Provisioning? Gender and the Definition of Economics" (ER)
- **Research Assignment:** After completing this unit's readings, conduct a poll among six of your friends: choose 3 women and 3 men. Ask each one: "What is a way that each of us can help

preserve a healthy environment." In addition, ask each respondent the following:

- Why do you feel the way that you do?
- Write a short report (3-4 pages) of your findings, making sure to bring in at least 2 of the readings from the semester up to this point. Your report should (a) summarize your findings (not just a list of what everyone said); (b) bring in course material, and (c) make some observations on whether/how gender or race or religious outlooks (or all 3) seemed to influence answers.
- This assignment must be submitted through email to [nlbishop@ncsu.edu](mailto:nlbishop@ncsu.edu) no later than midnight on October 27, 2013.

### **Week 12: Non-western or non-dominant Representations of Women and Nature**

- Carson, "Silent Spring"(Ch. 13)
- ER: Allen, "The Red Roots of White Feminism"
- Merchant, "Death of Nature" (Chapter 10)
- Tucker, "Nature, Science and Religion" (Chapter 7-8)
- "Women, Natural Resource Management and Poverty" (Course Documents)

### **Week 13: The Tao of Nature**

- Carson, "Silent Spring"(Ch. 14)
- Merchant, "Death of Nature" (Chapter 11)
- Tucker, "Nature, Science and Religion" (Chapter 10)
- Li, "Feminism As A Pedagogical Project: Women, Nature and Education" (Course Documents)

### **Week 14: Understanding Our Interconnected World**

- Carson, "Silent Spring"(Ch. 15)
- Barlow, "Blue Covenant-The Global Water Crises"(Chapter 5)
- Tucker, "Nature, Science and Religion" (Chapter 11)
- Maxwell, S., "Four Critical Trends in the Future of Water" (Course Documents)
- Growing Blue, "Water in 2050" (Course Documents-Interactive Website)

### **Week 15: Understanding our Interconnected World: Food and Water Enough for All?**

- Carson, "Silent Spring"(Ch. 16-17)
- Tong, "EcoFeminist Thought", (Chapter 8, Pgs. 270-290)
- Thanksgiving Break

### **Week 16:**

- Merchant, "Death of Nature" (Chapter 12)
- Murphy, "Ecofeminism and Postmodernism: Agency, Transformation, and Future Possibilities" (Course Documents)

### **Finals Period:**

- Final essay is due on December 15, 2013 by 12:00 a.m. (EST)
- Remember to ask questions if you need help
- All papers are to be sent to my email: [nlbishop@ncsu.edu](mailto:nlbishop@ncsu.edu)

**Criteria for Reviewing Course Action Forms for GEP Courses**

**ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA**

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

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

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

Department signature John G. Pen Assistant Dean April 28, 2014  
 Name Title Date

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

## Criteria for Reviewing Course Action Forms for GEP Courses

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

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

**Miscellaneous Comments**

College Signature Luide Williams CHASS CPE Chair 4/28/14  
Name Title Date

# N.C. STATE UNIVERSITY UNDERGRADUATE COURSE ACTION FORM

Effective September 2008

5350

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

DEPARTMENT/PROGRAM	INTERDISCIPLINARY STUDIES/WOMEN'S AND GENDER STUDIES		
COURSE PREFIX/NUMBER	WGS 224		
PREVIOUS PREFIX/NUMBER	<del>WGS 200 - SPECIAL TOPICS</del>		
COURSE TITLE	<del>CONTEMPORARY ISSUES IN ECOFEMINISM</del> Contemporary Issues		
ABBREVIATED TITLE	ISSUES IN ECOFEMINISM in Ecofeminism.		
SCHEDULING	Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input type="checkbox"/>		
COURSE DELIVERY CHECK ALL THAT APPLY	ON CAMPUS <input type="checkbox"/> DISTANCE EDUCATION <input checked="" type="checkbox"/> ONLINE <input checked="" 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 3 SEMINAR <input type="checkbox"/> LABORATORY <input type="checkbox"/> PROBLEM <input type="checkbox"/> STUDIO <input type="checkbox"/> INDEPENDENT STUDY <input type="checkbox"/> RESEARCH <input type="checkbox"/> INTERNSHIP <input type="checkbox"/> PRACTICUM <input type="checkbox"/> FIELD WORK <input type="checkbox"/>		
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED	
INSTRUCTOR(S) (NAME/RANK)	NANCY L. BISHOP, INSTRUCTOR DUAL APPOINTMENT? <input type="checkbox"/>		

ANTICIPATED ENROLLMENT	Per semester <u>30</u> Per section <u>30</u> Will multiple sections be offered? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
PREREQUISITE(S)	<del>NONE</del>		
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? <u>N/A</u>		
CO-REQUISITE(S)	<del>NONE</del>		
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING? <u>N/A</u>		
PRE/CO-REQUISITE FOR...	NONE		
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)	NONE		
COURSE IS REQUIRED FOR:	NONE		
COURSE IS AN ELECTIVE FOR:	<u>WGS MAJOR AND MINOR - 016WGS</u>		
PROPOSED EFFECTIVE DATE	APPROVED EFFECTIVE DATE	COURSE REVIEW DUE	
1/1/2014			

CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)

CONTEMPORARY ISSUES IN ECOFEMINISM PROVIDES A HISTORICAL INTRODUCTION TO AND GLOBAL PERSPECTIVES ON WOMEN'S SOCIOPOLITICAL, ETHICAL, AND ECONOMIC CONTRIBUTIONS TO THE 20<sup>TH</sup> AND 21<sup>ST</sup> CENTURY ENVIRONMENTAL MOVEMENT. THEORY AND POLITICAL ACTION AS THEY INTERWEAVE ISSUES OF GENDER, RACE, AND CLASS IN WESTERN AND NON-WESTERN CONTEXTS WILL BE EMPHASIZED. STUDENTS WILL READ WORKS BY AND ABOUT FEMALE SCIENTISTS/ACTIVISTS AND EXAMINE THEIR OWN COMMUNITIES, ANALYZING THE WAYS THAT INDIVIDUALS, COMMUNITY VALUES, AND DOMINANT INSTITUTIONS IMPACT WOMEN'S RELATIONSHIPS WITH THE ENVIRONMENT. STUDENTS WILL FORMULATE QUESTIONS, RESPONSES, AND INTERPRETATIONS THROUGH CRITICAL READING PRACTICES, CLASS OR ONLINE DISCUSSION GROUPS, SELF-REFLECTIVE WRITING, AND COMPARATIVE ANALYSES.

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 checked="" type="checkbox"/>	
CHECK APPLICABLE CATEGORY BELOW:		
HUMANITIES	<input type="checkbox"/>	
SOCIAL SCIENCES	<input type="checkbox"/>	
MATHEMATICAL SCIENCES	<input type="checkbox"/>	
NATURAL SCIENCES	<input type="checkbox"/>	
INTERDISCIPLINARY PERSPECTIVES	<input checked="" 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 type="checkbox"/>	
THEMATIC TRACK	<input type="checkbox"/>	
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

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)



## **WGS 224 - Contemporary Issues in Ecofeminism**

### **Documentation**

#### **1. Course Justification**

Knowledge about the environment and about the impact individuals and institutions have on local and global environments is a requisite of contemporary education and citizenship. NC State offers a broad range of courses and majors in environmental management, policy, and biology primarily through the College of Natural Resources and the College of Agriculture and Life Sciences; however, these courses are not structured to examine environmental issues through a gendered perspective, nor is the history of women's contributions to the fields of environmental science, environmental policy and sustainability a primary focus. Within CHASS, several courses include a component on ecofeminism or on the sociopolitical relationship between women and the environment; however, none substantially addresses the variety of ecofeminisms in a sustained, international context.

The proposed course, WGS 224, "Contemporary Issues in Ecofeminism," introduces students to the history and variety of women-centered environmental activism and research in a global context. Students will read the works of female citizen activists and scientists from western and non-western cultures as well as overviews and theories of women's historical relationship to the environment and environmental work. They will also examine their own communities to analyze the ways in which the individual, community values, and institutions shape women's relationships to the environment, and thus shape female activism and environmental research.

Within the WGS curriculum, this 3-credit hour course will fulfill the requirements for a B.A. in Women's and Gender studies by counting as either a Disciplinary Grouping, Advised Elective, or a Free Elective. If its proposal as a GEP course is approved, it can, alternately, fulfill the Interdisciplinary Perspectives GEP for all students.

"Issues in Contemporary Ecofeminism" will be offered at the 200 level; it will thereby:

- expand the range of WGS program offerings suitable to undergraduates new to the discipline of gender studies by concentrating specifically on one locus of women's activity: female-initiated environmental activism and scholarship;
- strengthen student awareness about the transnational scope of women's activism and demonstrate women's leadership roles as writers, scholars, and activists in the international environmental movement;
- offer specific international environmental contexts in which the intersections of race/class/ethnicity/gender can be demonstrated, compared, and assessed;
- strengthen the aspect of N.C. State's WGS program that distinguishes it from all others in the state and region--our specialization in women and gender in science and technology;
- complement existing courses in the program, such as our popular WGS 210: Women and Gender in Science and Technology (WGS 210); as such, it provides another interdisciplinary bridge between the hard sciences and the social sciences through its narratives about and examination of the work of women working in biological and environmental sciences, e.g., Carson, Steingraber, Shiva, etc.;
- complement courses in the hard sciences that do not explore the gendered components of science, research, and science-based policy or the impact of gender on environmental activism.

## 2. Resources Statement

As a WGS Special Topics course, WGS 293 has been taught as a flexible access DE course supported by DELTA . In the near future we plan to continue offering it as an online course through DELTA.

At some point, we may choose to also offer a face-to-face version of the course. If we do so, it would be *in lieu* of another course from our palette of WGS courses. It would be a part of the regular rotation of WGS courses taught by our regular WGS faculty. A face-to-face offering would thus not require any additional resources but would simply increase the variety of courses we are offering to NC State students.

## 3. Enrollment for the last 3 years:

Note: WGS 293-601 was not listed as an elective on *any* degree keys until Spring 2012, which no doubt bears on its lower enrollments for some semesters. However, as noted above, the demand for both the on-site and online sections of WGS 210, Women and Gender in Science and Technology, suggests that an additional course bridging the sciences and the social sciences would appeal to students in the agricultural, environmental, and life sciences as well as to those in CHASS and WISE. We believe that this demand, as well as that from our own majors, would sustain WGS 224 enrollments.

### WGS 293 Enrollments:

Spring 2010	17
Summer 2010	5
Fall 2010	5

Spring 2011	8
Summer 2011	2
Fall 2011	6

Spring 2012	7
Fall 2012	14

Spring 2013	9
Fall 2013	13

4. Proposed Syllabus – See attachment A

5. GEP Information – See attachment B

6. Consultation Correspondence – See attachment C

**Attachment A:  
Proposed Syllabus for WGS 224: Contemporary Issues in Ecofeminism**

**WGS 224: Contemporary Issues in Ecofeminism – DELTA section**

Instructor: Nancy L. Bishop  
 Email: [nlbishop@ncsu.edu](mailto:nlbishop@ncsu.edu)  
 Phone: (919) 515-6219 (Office)  
 Office Hours: In Chat Room by appointment or email.  
 Website: <http://wolfware.ncsu.edu/>

**Required Texts:**

*Nature Science and Religion; Intersections Shaping Society and the Environment*, Catherine Tucker (2012) \$26.95  
*The Death of Nature; Women, Ecology, and the Scientific Revolution*, Carolyn Merchant (1989) \$13.60  
*Silent Spring*, Rachel Carson (2002) \$11.74  
*Blue Covenant: The Global Water Crises and the Coming Battle for the Right to Water*, Maude Barlow (2007) \$13.31

**Additional Readings-** Located in Course Schedule of Readings and on Electronic Reserve (ER). Access ER through <http://www.lib.ncsu.edu/>

**COURSE DESCRIPTION and OBJECTIVES**

This course provides a historical introduction to some of the ways that women's relationship to the environment has been represented -- in the sciences, in religious discourses, and in feminist challenges to those two discourses, and in women's own autobiographical writing. It also focuses on women's political and economic contributions to the modern environmental movement in both the West/North and East/South. In that context and as case studies, we will look closely at two pressing environmental issues: water availability and pesticide pollution. Students will read the contemporary works of women writers in this field and examine their own communities to analyze the ways in which the individual, community values, and institutions impact women's relationships with the environment. Theory and political action, particularly as they are shaped by ideologies of gender, race, class, geographical location, and religion will be emphasized. Students will also learn to formulate responses and interpretations using varied strategies (e.g., critical reading, online discussion, self-reflection, comparative analysis).

**Prerequisites, Co-requisites, Restrictions: None**

**Student Learning Outcomes:**

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

1. Analyze and explain the connections between theoretical concepts and peoples' lived experience –in this case women's contribution to environmental awareness and political change.

2. Recognize and evaluate the intersections of gender and the environment, e.g. how gender – the social-cultural elaboration of sexual difference – shapes identities, defines behavioral expectations, frames individual possibilities, and shapes environmental responses.

3. Demonstrate in writing how and why women in various cultural contexts have responded to environmental challenges, describe the success or failure of those responses, and explain their ramifications for future activism.

**GEP Requirements:**

This course is designed to satisfy the University Interdisciplinary Perspectives Requirement.

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

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

**GEP Student Learning Outcomes for WGS 224:**

1. Outcomes for Objective #1: at the end of the course, students will be able to:

Distinguish between the methodology used in a feminist history of early modern science and the assumptions and methods of that emerging science (which did not technically take the shape of a single, coherent field of study – biology—until the 19<sup>th</sup> century).

2. Outcomes for Objective #2: at the end of the course, students will be able to:

Identify and apply the methodology used in a feminist history of science to assess the assumptions about women and nature in some contemporary environmental studies.

3. Outcomes for Object #3: at the end of the course, students will be able to

Explore the feminist standpoint framework for assessing how scientific knowledge is produced (and by whom) and synthesize that analysis with non-standpoint environmental research.

**Major Requirements and Grading: Your grade for the semester will be determined by your performance on the following requirements:**

Discussion Board	12 @ 25 points each	Total 300
Mid-term essay		200
Research Assignments	2 @ 100 points each	Total 200
Final Essay		300
Semester Total Points		1000

**Discussion Board:** You participate/contribute at least three times throughout the week beginning Wednesday in the course discussion that takes place in the "Discussion Board." I will get things started by 7:00 a.m. on Mondays of each new week, and the discussion will develop from that point. I will post a discussion question or questions, and all students must answer the question and respond to at least two classmate threads throughout the week. Your first post must appear by Thursday at 11:59 p.m.

Always reference course articles/books when responding and avoid personal anecdotes unless relevant and you show a clear connection to course readings. Most importantly, feel free to start a fresh discussion/thread about the topics of the week on your own!

I assign reading and assignments for an entire week and you will have a full seven days to complete all assignments. A class week runs from 7:00 a.m. Monday until midnight Sunday. All times refer to Eastern Standard Time. Assignments turned in after the due date and time will not be accepted, unless prior arrangements have been made. **NO EXCEPTIONS.**

Points will also be deducted if all components of the questions are not thoroughly answered. Merely stating "I agree" does not constitute a thorough answer and points will be deducted depending upon how much of the question is not answered. Also, the first post of the week, either a response to a classmate or a posted question is due by Thursday night with the remaining work due by Sunday night. A total of five points for a particular discussion will be deducted for missing the Thursday night deadline.

Rubric for Discussion Board Posts:

<b>Discussion Board Rubric</b>				
	<b>Superb (A)</b>	<b>Excellent (B)</b>	<b>Good (C)</b>	<b>Needs Work (D and below)</b>
<b>Timely</b>	Signs on in timely manner allowing classmates to respond to their analysis.	Signs on in timely manner allowing classmates to respond to their analysis.	Signs on last minute during the current discussion board week that does not allow classmates to respond.	Thread posted after deadline with little to no in-depth analysis of question. No connection made to readings.
<b>Grammar, Spelling, Clarity</b>	No errors. Grammar is clear and concise as is spelling. Analyses are comprehensible.	Very few errors, if any. Response is clear and concise.	Errors that show laziness/sloppiness that would easily be corrected with care and even proofreading.	Poor Grammar, misspelled words, letter's not correctly capitalized and no/poor punctuation.
	Active participation	Actively participates	Appears to be uninterested in	Work is late. No collaboration

<b>Participation/ Collaborative/ Significance</b>	throughout the current discussion board week. Displays significant, respectful collaboration with others in class contributing to a rich, positive learning environment.	with others in class and allows for strong collaboration.	current topic. Belittles others responses. Needs constant reprimanding and reminding of class requirements.	with others in the class. Is basically a "no show".
<b>Scholarly</b>	Stimulating analysis that displays clear integration of weekly discussion topic while making strong connections to outside materials to show support for work. Stimulating, respectful and academic responses.	Original thoughts are persistent throughout responses as well as strong analysis of weekly reading assignment. May need to provide a bit more analysis to present a stronger response.	No personal analysis shown. Much of work is copied out of textbooks and/or internet sites. Personal opinions dominate much of response to questions.	Response offers little evidence of cognitive processing/higher level of thought. Response very general/not directly correlated with questions. Offers very little analytical reasoning only personal opinions.

**Research Assignments:**

You must submit two research assignments (3-4 full pages, format depending upon the report). You may earn a maximum of 50 points for each report, for a possible total of 100 points for this set of assignments.

Research assignments are shown on the syllabus on the weeks in which they are due. Each research assignment requires you to conduct some simple field work in addition to considering the readings for the unit.

The research assignment is due no later than midnight on the last day of the learning unit associated with the activity. You may not submit a research assignment on a unit after the next learning unit begins. No late research assignment papers will be accepted.

All papers must be in MLA format and have a works cited page. Attention to proofreading and adhering to the standard conventions of written English as well as promptness in submitting the paper are all crucial to not losing points.

**Mid-term Essay:** The mid-term consists of 2 questions @ 300 words ea.  
**Format:** typed, Times New Roman font, 12 pt., 1" margins, double spaced).

(1) Given our focus on the ways in which early modern science and some of the dominant western religious discourses have represented women and Nature and the presumed relationship between them, identify and explore at least 3 specific ways in which ecofeminism challenges and/or utilizes the dominant ideologies (about woman/Nature relationship) as represented in those discourses.

Cite at least two course readings and provide a works cited page and a title. All papers must be in MLA format and submitted to me as a Word document.

(2) Using Wylie's framework of standpoint values (Week 6) identify the ways in which Vandana Shiva's article, "Women's Indigenous Knowledges and Biodiversity" (Week 7) exemplifies and/or challenges those values.

**Final Essay:** The final consists of a 1000 word analytical essay of your choice of topic. The focus can be on one of the environmental crises we have explored or one of your choosing. Your paper format must follow these guidelines: Times New Roman font, 12 pt., 1" margins, double spaced.

The essay should draw from your readings, the class discussions, and other relevant materials to create a coherent argument about a specific issue regarding women and the environment: this can be a consideration of the ways that different cultures shape attitudes towards gender and the environment, an analysis and/or critique of specific environmental movements with attention to gender, race, religion, economics, etc.)

You must cite at least two course readings and/or outside sources, provide a title and a works cited page. Papers must be in MLA format and submitted as a Word document.

**Grading Scale:** the possible 1000 points you may accrue translate into the following letter grades for the course:

A+	970-1000
A	940-969
A-	900-939
B+	870-899
B	840-869
B-	800-839
C+	770-799
C	740-769
C-	700-739
D+	670-699
D	640-669
D-	600-639
F	Anything lower than a 600

**Late Assignments:**

If a student misses the Sunday night deadline for the week's discussion posts, there is no make-up unless prior arrangements are made. Work submitted after specified deadlines for other assignments will not be evaluated, unless prior arrangements have been made.

If an emergency arises please let me know by email ASAP, and we can make arrangements for a make-up schedule. All missed work must be made up within a reasonable amount of time. Typically, missed work is due two weeks from when it was originally due unless another arrangement is specified.

I try to respond to all e-mails as quickly as possible. However, standard reply time is **two days**. You are adults in a college setting so I expect professionalism in the e-mails that you send to me. For more information on e-mail netiquette go to:  
<http://www.onlinedegrees.com/general/email-etiquette-tips.html>.

**Attendance:**

This section of "Contemporary Issues in Ecofeminism" is not a face-to-face (f2f) class; consequently it does not have a regular meeting time. It is up to you to log on to <http://distance.ncsu.edu> and keep up with the readings and discussions. I assign readings and assignments for an entire week, and you will have a full seven days to complete all assignments for that week.

A class week runs from 7:00 a.m. Monday until midnight the next Sunday. All times refer to Eastern Standard Time.

**Course Credit Information**

**Credit Only (S/U Grading):** in order to receive a grade of S, students are required to take all exams, 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:  
[http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrade/REG02.20.15.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrade/REG02.20.15.php)

**Audit:** To receive credit for auditing the course, students must complete both exams and major written assignments. For more details on auditing a course, refer to  
[http://www.ncsu.edu/policies/academic\\_affairs/pols\\_regs/REG205.00.5.php](http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php)

**Incompletes:** at the discretion of the instructor, students may be given an IN grade *for work not completed because of a serious interruption in their work not caused by their own negligence*. An IN will not be used, however, as a substitute for an F when the student's performance in the course is deserving of failing.

An IN is appropriate only when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. Work undertaken to make up the IN grade should be limited to the completion of the missed work. An unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer session) or (b) by the end of 12 months if the



student is not enrolled, whichever is shorter. Incompletes that change to an F will count as an attempted course on the transcript. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades can be found at: [http://www.ncsu.edu/policies/academic\\_affairs/grades\\_undergrad/REG02.50.3.php](http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php)

### **General Information and Resources**

#### **Academic Integrity**

Plagiarism is defined as copying the language, phrasing, structure, or specific ideas of others and presenting any of these as one's own original work; it includes buying papers, having someone else write your papers, and improper (or failure to use) citation of sources. When you present and words or ideas of another (either published or unpublished) in your writing, you must fully acknowledge your sources. Plagiarism is considered a violation of academic integrity whenever it occurs in written work.

The NCSU Policies, Regulations and Rules on Student Discipline ([http://www.ncsu.edu/policies/student\\_services/student\\_discipline/POL11.35.1.php](http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php)) set the standards for academic integrity at this university and this course. Students are expected to adhere to these standards. Plagiarism and other forms of academic dishonesty will be handled through the university's Office of Student Conduct and may result in failure for the project or the course. See the Office of Student Conduct website for additional information about academic integrity: [http://www.ncsu.edu/student\\_affairs/osc/Alpage/acaintegrity.html](http://www.ncsu.edu/student_affairs/osc/Alpage/acaintegrity.html)

#### **Honor Pledge**

With every written essay assignment or exam, the student must attach a separate sheet of paper with the following pledge: "I have neither given nor received unauthorized aid on this test or assignment." The student's typed or printed name or signature must appear below this pledge and indicates compliance and understanding.

#### **Writing and Speaking Tutorial Center**

Open to all NCSU students, the NCSU Writing and Speaking Tutorial Center is available to help you with any phase of writing or speaking assignments. At 101 Park Shops you can make an appointment to meet face-to-face with a consultant. WSTS consultants can help you at any point as you develop your writing or speaking projects: brain storming, outlining, organizing, revising, etc. In addition to class projects, consultants can help with e-mail, cover letters, personal statements for scholarships or graduate school applications, or any other piece of writing on which you are working. The WST website provides more information at: [http://www.ncsu.edu/tutorial\\_center/writespeak/](http://www.ncsu.edu/tutorial_center/writespeak/)

If you are not on the NCSU campus, you can still utilize the online materials at our campus Writing and Speaking Tutorial Center. Click the link below for those resources. [http://www.ncsu.edu/tutorial\\_center/writespeak/resources.html](http://www.ncsu.edu/tutorial_center/writespeak/resources.html)

#### **Disability Services for Students**

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

Office (<http://www.ncsu.edu/dso/>). For more information on NCSU's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulations at [http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.1.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php)

### **Computing @NC State**

Information about email accounts, printing, using electronic reserves, and other campus computing resources can be found at <http://www.ncsu.edu/it/essentials>

### **Anti-discrimination Statement:**

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, 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 hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is also in 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 found at [http://www.ncsu.edu/policies/campus\\_environ](http://www.ncsu.edu/policies/campus_environ) or [http://www.ncsu.edu/equal\\_op](http://www.ncsu.edu/equal_op). Any person who feels he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Officer for Equal Opportunity (OEO) at 919-515-3148.

### **Electronic course components:**

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

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

### **Course Outline**

#### **Week 1: An Introduction to Ecofeminism: Exploring Preconceptions**

- Merchant, "Death of Nature" (List of Illustrations, Pg. viii/Preface, Pg. xv-xxiv)
- Carson, "Silent Spring" (Introduction)
- Tong, "Feminist Thought" (Introduction-The Varieties of Feminist Thinking) – ER (all Tong readings are on ER)
- Barlow, "Blue Covenant-The Global Water Crises" (Introduction)

- Tucker, "Nature, Science and Religion" (Introduction)
- Buckingham, "Ecofeminism in the Twenty-First Century" (Course Docs)

### **Week 2: Setting the Stage: Exploring Historical Representations of Women and Science, and Woman and Nature**

- Merchant, "Death of Nature"(Chapter 1)
- Carson, "Silent Spring"(Chapter 1-2)
- Barlow, "Blue Covenant-The Global Water Crises" (Chapter 1)
- Aureli and Brelet, "Water and Ethics; Women and Water: An Ethical Issue" (Chapter 2, 2.1-2.3)
- <http://unesdoc.unesco.org/images/0013/001363/136357e.pdf>

### **Week 3: Setting the Stage: Western science, religion, and gender**

- Barlow, "Blue Covenant-The Global Water Crises" (Chapter 2)
- Carson, "Silent Spring" (Chapter 3)
- Merchant, "Death of Nature"(Chapter 2)
- Tucker, "Nature, Science and Religion" (Pg. 169)
- Tong, "Historical Development of Liberal Feminist Thought" (Chapter 1, 23-45)
- Aureli and Brelet, "Water and Ethics; Women and Water: An Ethical Issue" (Chapter 3)

### **Week 4: Faith and Science in Specific Ecological Contexts**

- Carson, "Silent Spring" (Chapter 5)
- Barlow, "Blue Covenant-The Global Water Crises"(Chapter 2, Pg. 34)
- Merchant, "Death of Nature", (Chapter 3)
- Tucker, "Nature, Science and Religion" (Chapter 3)
- Taylor, B., "Encyclopedia of Religion and Nature" (Course Documents)
- **Research Assignment:** investigate this issue: "What is the most important environmental issue facing the United States today and a Third World Country such as Ethiopia or Haiti and what impact do these issues have on women?" You will explore this question by (1) referring to course readings and (2) conducting an informal survey of fellow students or people in an organization to which you belong. Talk to at least six different people (try to be as diverse as possible). Ask them: "What is the most crucial environmental issue facing the United State and a Third World Country today and what impact do these issues have on women?" Then consider the following: What relation do these people have to you? Who took this question more seriously? Why do you feel they took the issue so seriously? Compare their responses to your own. Why do you feel the way you do?

### **Week 5: Feminist Interrogations of Western Science, Religion, and Ethics**

- Carson, "Silent Spring" (Chapter 4)
- Tong, "Radical Feminism and Ethics" (Chapter 3, Pgs. 110-126)
- Tucker, "Nature, Science and Religion" (Chapter 2)
- Merchant, "Death of Nature" (Chapter 4)

- Aureli and Brelet, "Gender Commitment in Natural Resources Management" (Chapter 4, 4.1-4.3)
- <http://unesdoc.unesco.org/images/0013/001363/136357e.pdf>

**Week 6:**

- Carson, "Silent Spring" (Ch. 6, Pg. 63)
- Merchant, "Death of Nature" (Ch. 5, Pg. 127)
- Barlow, "Blue Covenant-The Global Water Crises" (Chapter 3)
- Wylie, "Why Standpoint Matters," 26-48 (Course Documents)
- World Health Organization, "Water Scarcity" (Course Documents-Go to website and click on the link that states "Read the fact file")

**Week 7:**

- Carson, "Silent Spring" (Ch. 7)
- Tucker, "Nature, Science and Religion" (Chapter 4)
- Merchant, "Death of Nature" (Chapter 6)
- Shiva, "Women's Indigenous Knowledge and Biodiversity Conservation," 238-244 (Course Documents)

**Week 8: Before the Fall Break Begins: Mid-Term Essay is due by Midnight (EST) on October 6, 2013. Submit your midterm essay via email to [nlbishop@ncsu.edu](mailto:nlbishop@ncsu.edu) by the date/time above.**

**Week 9: Environmental Crises and Women's Global Activism**

- Barlow, "Blue Covenant-The Global Water Crises" (Pg. 102)
- Carson, "Silent Spring" (Ch. 8)
- Merchant, "Death of Nature" (Chapter 7)
- Tucker, "Nature, Science and Religion" (chapter 5, Pg. 85)
- Arya and Mittal, "Rural Women and Conservation of Natural Resources" (Course Documents)
- Lourdes Beneria, "Economic Rationality and Globalization: A Feminist Perspective" (ER)
- Lall, U. Dr. "Drought Will Magnify Water Scarcity Issues" (Course Documents-Click on link for access to website with article.)

**Week 10: Water as a "Women's Issue"**

- Carson, "Silent Spring" (Ch. 9-10)
- Merchant, "Death of Nature" (Chapter 8, Pg. 192)
- Paula England's "The Separative Self: Androcentric Bias in Neoclassical Assumptions" (ER)
- Simate, et. al. "Human Health Effects of Residual Carbon Nanotubes and Traditional Water Treatment Chemicals in Drinking Water" (Course Documents)
- U.S. Environmental Protection Agency, "Drinking Water Contaminants" (Course Documents) (Set up link: <http://water.epa.gov/drink/contaminants/index.cfm>)
- Water.org, "Women and Water-Facts"

**Week 11: Environmental Degradation and Human Consequence**

- Carson, "Silent Spring" (Ch. 11-12)
- Tong, "Feminist Thought" (Chapter 6, Pgs. 200-215)
- Merchant, "Death of Nature" (Chapter 9)

- Nelson, "The Study of Choice or the Study of Provisioning? Gender and the Definition of Economics" (ER)
- Tucker, "Nature, Science and Religion" (Pg. 6, Pg. 106)
- **Research Assignment:** After completing this unit's readings, conduct a poll among six of your friends: choose 3 women and 3 men. Ask each one: "What is a way that each of us can help preserve a healthy environment." In addition, ask each respondent the following:
  - Why do you feel the way that you do?
  - Write a short report (3-4 pages) of your findings, making sure to bring in at least 2 of the readings from the semester up to this point. Your report should (a) summarize your findings (not just a list of what everyone said); (b) bring in course material, and (c) make some observations on whether/how gender or race or religious outlooks (or all 3) seemed to influence answers.
- This assignment must be submitted through email to [nlbishop@ncsu.edu](mailto:nlbishop@ncsu.edu) no later than midnight on October 27, 2013.

#### **Week 12: Non-western or non-dominant Representations of Women and Nature**

- Carson, "Silent Spring" (Ch. 13)
- ER: Allen, "The Red Roots of White Feminism"
- Merchant, "Death of Nature" (Chapter 10)
- Tucker, "Nature, Science and Religion" (Chapter 7-8)
- "Women, Natural Resource Management and Poverty" (Course Documents)

#### **Week 13: The Tao of Nature**

- Carson, "Silent Spring" (Ch. 14)
- Merchant, "Death of Nature" (Chapter 11)
- Tucker, "Nature, Science and Religion" (Chapter 10)
- Li, "Feminism As A Pedagogical Project: Women, Nature and Education" (Course Documents)

#### **Week 14: Understanding Our Interconnected World**

- Carson, "Silent Spring" (Ch. 15)
- Barlow, "Blue Covenant-The Global Water Crises" (Chapter 5)
- Tucker, "Nature, Science and Religion" (Chapter 11)
- Maxwell, S., "Four Critical Trends in the Future of Water" (Course Documents)
- Growing Blue, "Water in 2050" (Course Documents-Interactive Website)

#### **Week 15: Understanding our Interconnected World: Food and Water Enough for All?**

- Carson, "Silent Spring" (Ch. 16-17)
- Tong, "EcoFeminist Thought", (Chapter 8, Pgs. 270-290)
- Thanksgiving Break

#### **Week 16:**

- Merchant, "Death of Nature" (Chapter 12)
- Murphy, "Ecofeminism and Postmodernism: Agency, Transformation, and Future Possibilities" (Course Documents)

**Finals Period:**

- **Final essay is due on December 15, 2013 by 12:00 a.m. (EST)**
- **Remember to ask questions if you need help**
- **All papers are to be sent to my email: [nlbishop@ncsu.edu](mailto:nlbishop@ncsu.edu)**

**Attachment B: GEP Requirements**

**WGS 224 is designed to satisfy the University Interdisciplinary Perspectives Requirement.**

**GEP Interdisciplinary Perspectives Objectives:** Each course in the Interdisciplinary Perspectives category 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.

**GEP Student Learning Outcomes for WGS 224:**

1. **Outcomes for Objective #1:** at the end of the course, students will be able to:

Distinguish between the methodology used in a feminist history of early modern science and the assumptions and methods of that emerging science (which did not technically take the shape of a single, coherent field of study – biology—until the 19<sup>th</sup> century).

2. **Outcomes for Objective #2:** at the end of the course, students will be able to:

Identify and apply the methodology used in a feminist history of science to assess the assumptions about women and nature in some contemporary environmental studies.

3. **Outcomes for Object #3:** at the end of the course, students will be able to

Explore the feminist standpoint framework for assessing how scientific knowledge is produced (and by whom) and synthesize that analysis with non-standpoint environmental research.

**Means of Evaluating GEP Outcomes**

1. Early in the semester, a feminist history of early modern science introduces students to the rhetorical devices (images and metaphors) that early modern natural science writing (and the religious discourses with which it inevitably intersected) used to represent women, "Nature," and their presumed relationship. This lays the groundwork for the 20<sup>th</sup>-21<sup>st</sup> century feminist and ecofeminist challenge to those discourses as fundamental contributors to our current environmental crisis.

Weekly posts and discussions on the course message board, which include reflective writing on the assigned readings, are designed to generate productive and critical thinking about the impact of such representations on western attitudes and behaviors towards both women and the environment. The two field research assignments, the midterm and the final exam essays are also designed to provide students with additional venues for exploring the continuing impact of such representations and dominant ideologies.

2. Mid-term and final exam essays will ask students to use their rhetorical and historical awareness (from the history of science readings) to analyze the degree to which early modern assumptions about women and "nature" are operant (or not) in two significant texts about

**environmental hazard: Rachel Carson's *Silent Spring* and Maude Barlow's *Blue Covenant: The Global Water Crises and the Coming Battle for the Right to Water*.**

**3. A mid-term essay question will ask students to evaluate the effects of a standpoint framework in one of the course readings: Using Wylie's framework of standpoint values (Week 6) identify the ways in which Shiva's article, "Women's Indigenous Knowledge and Biodiversity" (Week 7) exemplifies and/or challenges those values.**

**The final research project for the course asks students to assess all evidence collected on the environmental issue of their choice through a standpoint perspective. This evidence will be synthesized into a final research project.**



### **Attachment C: Consultation Correspondence for Proposed WGS 224:**

**Relationship to similar courses within the originating or other departments:** The complementary relationship of the proposed WGS 224 to other courses in our own curriculum and within CALS and Natural Resources has been acknowledged above. As the attached course consults with Sociology, Political Science, and Interdisciplinary Studies indicate, within the College of Humanities and Social Sciences, WGS 224 also fills a specific content need. Several courses in CHASS address, but not in a substantial way, the relationships between women and environmental activism from a social sciences perspective. WGS 224 can fill this gap in coverage. WGS 224 can also provide a relevant free elective to our double majors with a science as their second major; similarly, for those majoring in the sciences, and for our female undergraduates participating in the WISE (Women in Science and Engineering) Program, WGS 224 would also provide a relevant free elective. If approved as an Interdisciplinary Perspectives GEP, WGS 224 can also provide students in CALS and Natural Resources with a GEP that fulfills both the GEP requirement and directly bears on the environmental focus of those majors.

The latest enrollment figures and the omnipresent wait lists for both the on-site and online sections of WGS 210, Women and Gender in Science and Technology, further suggest that an additional course bridging the sciences and the social sciences would appeal to students in the agricultural, environmental, and life sciences. We believe this demand would sustain WGS 224 enrollments.

#### **Sociology 203: Social Problems**

Examination of social problems linked to structures of economic, political, gender and racial inequality; including poverty, disease, racism, sexism, unemployment, psychological distress, educational failure, environmental destruction and violence. Possible solutions viewed from a variety of perspectives. Includes core sociological concepts, methods and theories.

“Thanks for consulting with us and sorry for the delay in replying. We offer courses in sociology on both gender and the environment. My colleagues who teach those courses have reviewed your proposed course and assure me that there is insufficient overlap for us to have any concern.

Best wishes.

Jeff Leiter

Associate Head

Department of Sociology and Anthropology”

#### **IDS 201: Environmental Ethics**

Interdisciplinary consideration of ways in which field of study coupled with personal/cultural values contribute towards either solving or compounding environmental problems; provides framework for process of making ethical decisions.

The following two emails are from instructors who regularly teach IDS 201. Both IDS courses and WGS courses are within the Division of Interdisciplinary Studies in CHASS.

From: Nell Kriesberg <nkriesb@ncsu.edu>

Date: Fri, Aug 10, 2012 at 8:19 PM

Subject: Re: Course Consult re: WGS 293 - Contemporary Issues in Ecofeminism

To: Helga Braunbeck <hgb@ncsu.edu>

Looks like an excellent course, the more environment courses the better and Professor Bishop is bringing out an important aspect to be sure. I have one class in my 201 on Ecofeminism, there is a marvelous online video on the Appiko Movement in India that gets a very spirited discussion going so it's clear to me that this is an area the students are very interested in.

Best,  
Neil

On Mon, Aug 13, 2012 at 3:03 PM, Thomas Wiggins <tmwiggin@ncsu.edu> wrote:

I'm going to look at this a little more in detail, but at first glance it seems fine. I actually don't have a lot of time to go into ecofeminism so I'm glad this course is there for those that want to explore it."

**PS 236: Issues in Global Politics**

Selected problems facing the world community, related political issues, and international responses to them, including international trade, economic development, wars, arms control, terrorism, ethnic conflict, human rights, status of women, population growth, food security, and environmental degradation.

"I am sorry that it took me this long to get back to you, but I wanted to wait until the faculty members most involved with PS 236 could review your course. We do not see much overlap and the PS Department has no objection to the course. If you need a more formal statement, let me know.

Cordially,

Trace

Traci V. Reid

Chair

Department of Political Science

School of Public and International Affairs

North Carolina State University

Raleigh, North Carolina 27695-8102"

**Course Action Short Form for GEP Interdisciplinary Perspectives (IP)**

<b>Department(s)/Program</b>	Women's and Gender Studies/Interdisciplinary Studies	<b>New to GEP:</b> <input checked="" type="checkbox"/>
<b>Course Prefix/Number</b> (include crosslisted prefix)	Proposed Prefix: WGS 370	<b>Review for GEP:</b> <input type="checkbox"/>
<b>Course Title</b>	Advanced Studies of Gender in Science	
<p>To assist CUE in evaluating this course for inclusion on the <i>Interdisciplinary Perspectives</i> list, please provide answers to the following questions and <u>attach to form</u>.</p> <ol style="list-style-type: none"> <li>Which disciplines will be synthesized, connected, and/or considered in this course?</li> <li>How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?</li> </ol> <p>* For more detail about the rationale for the IP requirement including the category requirement and design criteria for IP courses, go to <a href="http://qucc.ncsu.edu/gep-ip">http://qucc.ncsu.edu/gep-ip</a></p>		
<p>Each course in <i>Interdisciplinary Perspectives</i> will provide instruction and guidance that help students to:</p> <ol style="list-style-type: none"> <li>Distinguish between the distinct approaches of two or more disciplines; and</li> <li>Identify and apply authentic connections between two or more disciplines; and</li> <li>Explore and synthesize the approaches or views of the two or more disciplines.</li> </ol>		
<p><b>Student learning outcome(s) for Objective #1:</b> By the end of the semester, students will have learned to:</p> <ol style="list-style-type: none"> <li>Summarize similarities and differences in major perspectives on diversity in science and engineering from the humanities, social sciences and STEM fields</li> </ol>		
<p><b>Measure(s) for above Outcome(s):</b> The course is organized into three sections, each reflecting one of the interdisciplinary objectives. For Objective #1, in-class essay exam #1 includes questions that specifically ask students to contrast two articles, each from a different disciplinary perspective, in relation to how/why diversity in the scientific and technological workforce is (or is not) important.</p>		
<p><b>Student learning outcome(s) for Objective #2:</b> 2. Describe critiques of major perspectives from within theory and research about sex/gender</p>		
<p><b>Measure(s) for above Outcome(s):</b> In-class essay exam for the second section of the course addresses objective #2 by including a question that specifically asks students to articulate, link and critique major perspectives on sex/gender in relation to a single topic across 2-3 articles in that section.</p>		
<p><b>Student learning outcome(s) for Objective #3:</b> 3. Evaluate strengths and limitations of the critiques of major perspectives</p>		
<p><b>Measure(s) for above Outcome(s):</b> The third section of the course addresses objective #3 by including a final exam question that asks students to distill and then evaluate the limitations and strengths of critiques of major perspectives as described in the third section readings.</p>		
<p><b>Instructor Name:</b> Dr. Mary Wyer</p>		

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric <http://www.provost.ncsu.edu/governance/standing-committees/undergrad-education/2011-2012/>

2012-2013

## **Course Action Short Form for GEP Interdisciplinary Perspectives (IP)**

### **Justification of Interdisciplinarity**

**An interdisciplinary overview is provided by theory and research on gender in science, including the psychosocial dynamics of inequality, the social construction of knowledge, intersectional theory regarding race, gender, class, ethnicity and religion, and empiricist feminist perspectives. Objectives will be met by providing students with reading materials, discussion topics, and exam questions that routinely and repeatedly ask them to describe specific studies, outline key theories, and offer distilled perspectives on course themes.**

**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	WOMEN'S AND GENDER STUDIES	
COURSE PREFIX/NUMBER	WGS 370	
PREVIOUS PREFIX/NUMBER		
COURSE TITLE	ADVANCED STUDIES OF GENDER IN SCIENCE	
ABBREVIATED TITLE	ADVANCED GENDER IN SCIENCE	
SCHEDULING	Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input 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 3.0 SEMINAR _____ LABORATORY _____ PROBLEM _____ STUDIO _____ INDEPENDENT STUDY _____ RESEARCH _____ INTERNSHIP _____ PRACTICUM _____ FIELD WORK _____	
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED _____
INSTRUCTOR(S) (NAME/RANK)	MARY WYER, ASSOCIATE PROFESSOR DUAL APPOINTMENT? <input type="checkbox"/>	

ANTICIPATED ENROLLMENT	Per semester 25 Per section 25 Will multiple sections be offered? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
PREREQUISITE(S)	WGS 200 OR WGS 210 OR STS 210	
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? No	
CO-REQUISITE(S)	NA	
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING? No	
PRE/CO-REQUISITE FOR...	NA	
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)	NA	
COURSE IS REQUIRED FOR:	NA	
COURSE IS AN ELECTIVE FOR:	WGS (16WGSBA); STS (16STSBA, 16STSBS)	
PROPOSED EFFECTIVE DATE 8/15/2014	APPROVED EFFECTIVE DATE	COURSE REVIEW DUE

CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)

THIS COURSE IS DESIGNED TO PROVIDE STUDENTS WITH AN IN-DEPTH VIEW OF RECENT RESEARCH ABOUT THE INFLUENCE OF CONTEMPORARY GENDER RELATIONS ON SCIENCE AND ENGINEERING. READINGS ADDRESS FEMINIST THEORIES ABOUT SEX/GENDER, RACE/CLASS/SEXUALITIES, THE SOCIAL CONSTRUCTION OF SCIENCE, AND TECHNOLOGICAL INNOVATION. DISCUSSIONS WILL FOCUS ON SCHOLARSHIP THAT EXPLORES HOW, WHY, AND WHEN A "GENDER LENS" BRINGS VALUE TO UNDERSTANDING NATURE AND KNOWLEDGE.

<b>TYPE OF PROPOSAL</b>	
NEW COURSE	<input checked="" type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input type="checkbox"/>
<b>REVISION IN:</b>	
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"/>
<b>GEP COURSE</b>	<input checked="" type="checkbox"/>
<b>CHECK APPLICABLE CATEGORY BELOW:</b>	
HUMANITIES	<input type="checkbox"/>
SOCIAL SCIENCES	<input type="checkbox"/>
MATHEMATICAL SCIENCES	<input type="checkbox"/>
NATURAL SCIENCES	<input type="checkbox"/>
<b>INTERDISCIPLINARY PERSPECTIVES</b>	<input checked="" 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 type="checkbox"/>
THEMATIC TRACK	<input type="checkbox"/>
<b>DOCUMENTATION AS REQUIRED</b>	
(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**

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

COURSE ACTION FOR WGS 370

RECOMMENDED BY:

J. G. [Signature] Feb. 28, 2014  
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

Linda Williams 4/28/14  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Victoria J. Gallego 4/29/14  
COLLEGE DEAN DATE

APPROVED BY:

Warney 7 May 14  
CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

7  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_

## Documentation

### Justification

We live in an era in which conversations about diversity and inclusion have taken on national prominence in the United States, and the need to be globally competitive drives efforts to recruit talent to STEM careers. The issues, unfortunately, are more complicated than simply recruiting more women and persons of color into STEM fields—a lot more complicated—in substance, scope, detail, definitions, and debates. Feminist scholars have built an impressive body of theory and research that not only offers important additions and correctives to traditional disciplines, but also offers new visions and insights that take decidedly interdisciplinary turns.

This course is designed to encourage interdisciplinary thinking about the complex relationships between gender issues and the directions, priorities, and impacts of scientific and technological innovations. The materials explore advances in the field of “gender in science” in four general areas: work that (1) critiques distortions and misrepresentations of women’s minds and bodies in medical and scientific research and development, thus documenting and demonstrating the social construction of knowledge, (2) explores technoscientific innovations as both colluding and colliding with the sex/gender/sexuality nexus, and (3) reflects on the limitations and possibilities of interdisciplinary borderlands in understanding social inequalities, and (4) examines if/how prevailing paradigms (principally the nature/nurture dichotomy, but also male/female, human/animal, science/technology) enable or constrain new scientific insights. This course has been developed in order to provide students with an opportunity to explore scientific and technological topics in relation to these themes.

In developing this course as a permanent offering, WGS is contributing to the university’s interdisciplinary priorities as well as its emphasis on science and engineering education. The course is being offered in order to address an increasing demand for advanced level studies that focus on scientific and technological topics in WGS. A 200-level course, WGS 210 (Women and Gender in Science and Technology), enrolls over 400 students a year, many of them with science and engineering majors and most of them juniors or seniors. Input from students in class evaluations indicates that they would welcome the new offering.

**Previous Enrollment:** Piloted Special topics sections in Fall 2012 and Fall 2013 enrolled 5-6 students each semester. As this course becomes a regular course offering and will be listed on the GEP IP list, we expect enrollment to increase substantially.

### Resources Statement:

This course will be taught as one of the WGS courses that Dr. Wyer teaches in regular rotation. Dr. Wyer has a teaching obligation to WGS of one course per semester.

**(GEP-IP Short form Attached.)**

### GEP-IP Objectives – WGS 370 – Advanced Studies of Gender in Science

1. To tap contemporary studies from psychology, sociology, history, and biology to examine reciprocal relationships between society and scientific/technological innovations
2. To utilize theory and research on gender to explore these relationships, with topical overviews and case studies utilizing three major approaches (knowers, knowing, known)

3. To distill insights about how gender does (or does not) influence knowledge about the natural world, as approached across or within social sciences, sciences, and engineering.

An interdisciplinary overview is provided by theory and research on gender in science, including the psychosocial dynamics of inequality, the social construction of knowledge, intersectional theory regarding race, gender, class, ethnicity and religion, and empiricist feminist perspectives. Objectives will be met by providing students with reading materials, discussion topics, and exam questions that routinely and repeatedly ask them to describe specific studies, outline key theories, and offer distilled perspectives on course themes.

### **GEP Learning Outcomes**

By the end of the semester, students will have learned to:

1. Summarize similarities and differences in major perspectives on diversity in science and engineering from the social sciences and STEM fields
2. Describe critiques of major perspectives from within theory and research about sex/gender
3. Evaluate strengths and limitations of the critiques of major perspectives

Assessment of these learning outcomes is provided via each of three in-class essay exams. Each exam will include questions that directly ask students to summarize, describe, and evaluate readings for that section, as per objectives and outcomes.



## Syllabus

### WGS 370 Advanced Gender in Science Studies

Dr. Mary Wyer, [mbwyer@ncsu.edu](mailto:mbwyer@ncsu.edu), 919-515-7997 (office), 732b Poe Hall  
Office Hours: MW (time TBD) and by appointment

#### Catalog Description

This course is designed to provide students with an in-depth view of recent research about the influence of contemporary gender relations on science and engineering. Readings address feminist theories about sex/gender, race/class/sexualities, the social construction of science, and technological innovation. Discussions will focus on scholarship that explores how, why, and when a “gender lens” brings value to understanding nature and knowledge.

#### Prerequisites

WGS 200 or WGS 210 or STS 210

#### Course Learning Outcomes

By the end of the semester students will have learned to:

- Identify gender relations as embedded in scientific and technological fields
- Summarize major perspectives on diversity in science and engineering
- Describe critiques of major perspectives from within theory and research about sex/gender
- Evaluate strengths and limitations of critiques of these perspectives
- Discuss and debate feminist approaches that inform teaching and research

#### GEP-IP Objectives – WGS 370 – Advanced Studies of Gender in Science

1. To tap contemporary studies from psychology, sociology, history, and biology to examine reciprocal relationships between society and scientific/technological innovations
2. To utilize theory and research on gender to explore these relationships, with topical overviews and case studies utilizing three major approaches (knowers, knowing, known)
3. To distill insights about how gender does (or does not) influence knowledge about the natural world, as approached across or within social sciences, sciences, and engineering.

An interdisciplinary overview is provided by theory and research on gender in science, including the psychosocial dynamics of inequality, the social construction of knowledge, intersectional theory regarding race, gender, class, ethnicity and religion, and empiricist feminist perspectives. Objectives will be met by providing students with reading materials, discussion topics, and exam questions that routinely and repeatedly ask them to describe specific studies, outline key theories, and offer distilled perspectives on course themes.

#### GEP Learning Outcomes

By the end of the semester, successful students will have learned to:

1. Summarize similarities and differences in major perspectives on diversity in science and engineering from the social sciences and STEM fields
2. Describe critiques of major perspectives from within theory and research about sex/gender
3. Evaluate strengths and limitations of the critiques of major perspectives

Assessment of these learning outcomes is provided via each of three in-class essay exams. Each exam will include questions that directly ask students to summarize, describe, and evaluate readings for that section, as per objectives and outcomes.

### Course Requirements

In addition to ungraded writing exercises in class, students will take two in-class exams and one final exam, each worth 25% of the course grade. These exams will give students the opportunity to summarize and synthesize ideas across readings, distill key insights from them, and describe the limitations and strengths of the work. Class participation is worth 25% of the course grade. Class participation includes identifying a relevant reading and topic of the student's choice, and then leading a discussion on the topic for one class session, in consultation with me. Active, prepared, and informed participation in all class discussions is required.

This course is offered in seminar format to provide students with the opportunity to engage in conversation and lively debate in a supportive learning environment. Classrooms are small communities and your attendance, participation, and preparation enrich that community. In order to encourage participation and preparation, students are expected to:

- Attend regularly and participate actively as a statement of commitment to the course community
- Come to class prepared to discuss scheduled readings
- Develop and lead discussion about a topic of interest and relevance for one class session
- Develop and improve abilities to communicate knowledge and insight from theory and research about women and gender

### Grading

Grades will be on the ABCDF scale with +/- grades. The letter grade will be based on 3 exams (one of which is a comprehensive final), and attendance and thoughtful participation in class discussions, including leading a discussion on your topic of choice relevant to the course. Each component will contribute in the following manner to the final grade: Exams -- 75% (25% each); Attendance and participation -- 25%. Students are allowed 2 unexcused absences; each absence over that number will be counted as -1% of attendance/participation grade.

It is anticipated that letter grades for this course will be assigned according to the scale below, although these grade cutoffs may be lowered at the discretion of the instructor. They will not be raised.

A+	≥ 96.7%
A	≥ 93.4% and < 96.7%
A-	≥ 90% and < 93.4%
B+	≥ 86.7% and < 90%
B	≥ 83.4% and < 86.7%

B-	≥ 80% and < 83.4%
C+	≥ 76.7% and < 80%
C	≥ 73.4% and < 76.7%
C-	≥ 70% and < 73.4%
D+	≥ 66.7% and < 70%
D	≥ 63.4% and < 66.7%
D-	≥ 60% and < 63.4%
F	< 60%

### Exams

You will be given three exams over the course of the semester. The exams are meant to (1) provide you with practice in distilling and synthesizing the key points of course material, (2) encourage you to think critically about the readings and how they relate to each other, (3) provide you with an opportunity to think about both the strengths and weaknesses of an approach/perspective, and (4) thereby help you prepare for, contribute to, and benefit from the course and undergraduate study. You are required to complete the in-class exams during the dates/times as indicated on the schedule. Students will be given a set of short-answer essay questions and will have some choices about which questions you choose to answer for the exam. Dates of the exams are: September XX, November X, and December XX (final). There will be a review session for each exam.

### Choosing a topic and leading the discussion

This component of class participation is designed to give you the opportunity to focus on a topic of special interest to you in relation to the course. You will select the topic and reading(s) for a portion of one class session, and then lead the discussion. On the day of that discussion, you will be responsible for presenting brief synopses of the articles/topics as a starting point for the discussion, including necessary background information, the major theories and issues addressed, and the arguments the author(s) make. You should end your presentation by posing questions of relevance to the articles and previous discussions in this course, and then facilitate the discussion that follows.

### Policies

**Policy on Late Written Assignments.** Written assignments will NOT be accepted late, subject to university policies regarding excused absences.

**Policy on Absences.** Attendance is required in this course. Make-up assignments for absences will be allowed only when supporting documentation is provided as per university policies regarding excused absences. For more information, see:

<http://policies.ncsu.edu/regulation/reg-02-20-03>

**Policy on Academic Integrity.** Students are expected to adhere to the University policy on academic integrity found in the Code of Student Conduct. The University policy on honesty and academic integrity can be found at:

<http://studentconduct.ncsu.edu/policies-and-procedures>

It is my understanding and expectation that the submission of any assignment means that you neither gave nor received unauthorized aid on that assignment. Giving or receiving unauthorized aid may result in an F for this course as well as more severe disciplinary penalties.

**Students with Disabilities.** This course adheres to the NCSU policy on working with students with disabilities. This policy can be found at: <http://policies.ncsu.edu/regulation/reg-02-20-01>

and in the NCSU Handbook for Advising and Teaching. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at the Student Health Center Building, Suite 2221, Campus Box 7509, 515-7653; TTY: 919-515-8830. email: [disability@ncsu.edu](mailto:disability@ncsu.edu)  
<http://www.ncsu.edu/dso/>

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

## Readings

Course readings are provided via .pdf files on the Moodle website. You will need the software program, Acrobat, to read and download the .pdf files. If you need to download the free software, go to:

<http://www.adobe.com/products/acrobat/readermain.html>

### Schedule of Readings

Session 1 – General introduction and overview to the course

#### Section 1. Why Diversity Matters

Session 2 – The national data on diversity in S&E fields

Session 3 – Lost History

Jennifer Light (2009). When computers were women. In *Women in Engineering: Pioneers and Trailblazers*, ed. Margaret Layne. 179-210. Reston, VA, American Society for Civil Engineers.

Session 4 – No Class. Labor Day holiday.

Session 5 – Whose Science, Whose Knowledge?

Londa Schiebinger (2007). Getting more women into science: Knowledge issues. *Harvard Journal of Law and Gender* 30, 365-378.

Session 6 – Professional Advancement: New Barriers

Sue Rosser (2012). The gender gap in patents. In *Breaking into the Lab: Engineering Progress for Women in Science*, 150-177. New York, New York University Press.

#### Section 2. Social Construction of Knowledge

Session 7 – Language Matters - 1

Wayne, Marta (2000). Walking a tightrope: The feminist life of a *drosophila* biologist. *NWSA Journal*, 12, no. 3, 139-150.

Session 8 – Language Matters - 2

Cohn, Carol (1987). Sex and death in the rational world of defense intellectuals, *Signs: Journal of Women in Culture and Society* 12, no. 4, 687-718.

**Session 9 – Constructing Difference**

Milam, Erica L. (2012). Making males aggressive and females coy: Gender across the animal-human boundary. *SIGNS: Journal of Women in Culture and Society* 37, 935-959.

**Session 10 – Constructing Women**

Jennifer Aengst and Linda L. Layne (2010). The need to bleed? A feminist technology assessment of menstrual-suppressing birth control pills. In *Feminist Technology*, ed. Linda Layne, Sharra Vostral, and Kate Boyer, pp. 55-88. Chicago, University of Illinois Press.

**Session 11 – Overview and Review for Exam #1**

**Session 12 – In-Class Exam #1**

**Session 13 – Asking Different Questions**

Chikako Takeshita (2011). "Keep life simple": Body/technology relationships in racialized global contexts. In *The global biopolitics of the IUD: How science constructs contraceptive users and women's bodies*, pp.137-162. Boston, MIT Press.

**Session 14 – Questions for Natural Scientists**

Deboleena Roy (2008). Asking different questions: Feminist practices for the natural sciences. *Hypatia* 23, 134-157.

**Session 15 – What is a feminist technology?**

Deborah G. Johnson (2010). Sorting out the question of feminist technology. In *Feminist Technology*, ed. Linda Layne, Sharra Vostral, and Kate Boyer, pp. 36-54. Chicago, University of Illinois Press.

**Session 16 – Gender and the Brain**

Rebecca M. Jordan-Young and Raffaella I. Rumiati (2012). Hardwired for Sexism? Approaches to Sex/Gender in Neuroscience. In *Neurofeminism: Issues at the intersection of feminist theory and cognitive science*. Basingstoke, Hampshire, GBR: Palgrave Macmillan. 105-120.

**Session 17 – The Master Molecule**

Ruth Hubbard (2003). Science, power, gender: How DNA became the book of life. *SIGNS: Journal of Women in Culture and Society* 28, 791-799.

**Session 18 – Chromosomes**

Sarah S. Richardson (2012). Sexing the X: How the X became the "female chromosome." *SIGNS: Journal of Women in Culture and Society* 37, 909-933.

**Session 19 – Sex selection**

Rajani Bhatia (2010). Constructing gender from inside out: Sex-selection practices in the United States. *Feminist Studies* 36, 260-292.

**Session 20 – Bones**

Fausto-Sterling, Anne (2005). The Bare Bones of Sex: Part 1--Sex and Gender. *Signs: Journal of Women in Culture & Society*, 30, no. 2, 1491-1527.

**Session 21 – Genetic Technologies**

Dorothy E. Roberts (2009). Race, gender, and genetic technologies: A new reproductive dystopia? *SIGNS: Journal of Women in Culture and Society* 34, 784-804.

**Session 22 – Overview and review for Exam #2**

**Session 23 – In-class Exam #2**

**Section 3: Identifying Theoretical Strengths and Limitations**

**Session 24 – Technological empowerment 1**

Jesse Daniels (2009). Rethinking cyberfeminism(s): Race, gender, and embodiment. *Women's Studies Quarterly* 37, 101-124.

**Session 25 – Technological empowerrment 2**

Virginia Eubanks (2012). Technologies of Citizenship. Chapter 5 in her *Digital Dead End: Fighting for Social Justice is the Information Age*. 82-98. Cambridge, MA: MIT Press

**Session 26 – Facts and truths as social knowledge**

Donna Haraway (1991). Situated knowledges: The science question in feminism and the privilege of partial perspective. In *Simians, Cyborgs, and Women: The Reinvention of Nature*, 183-201. New York, Routledge.

**Session 27 – Animals and Humans**

Lynda Birke, Mette Bryld, & Nina Lykke (2004). Animal performances: An exploration of intersections between feminist science studies and studies of human/animal relationships. *Feminist Theory* 5, 167-18.

**Session 28 – Student Presentations**

**Session 29 – Thanksgiving Holiday Break**

**Session 30 – Student Presentations. Readings and topics to come.**

**Session 31 – Last Day of Class. Overview and review for final exam.**

**Session 32 – Final Exam**

## Course Action Short Form for **GEP Social Sciences (SS)**

<b>Department(s)/Program</b>	Sociology and Anthropology / Anthropology	New to GEP: <input checked="" type="checkbox"/> <b>SS</b>
<b>Course Prefix/Number</b> <i>(include cross-listed prefix)</i>	ANT315	Review for GEP: <input type="checkbox"/>
<b>If Special Topics, list GEP special topics prefix/#:</b> <i>(ex: HUMG)</i>		Special Topics: <input type="checkbox"/>
<b>Course/Topic Title</b>	The Aztecs, Maya, and Their Predecessors: Archaeology of Mesoamerica	
<b>Instructor Name/Title</b>	John Millhauser, Assistant Professor	
<p>Each course in the <i>Social Sciences</i> will provide instruction and guidance that help students to:</p> <ol style="list-style-type: none"> <li>1. Examine <u>at least one</u> of the following: human behavior, culture, mental processes, organizational processes, or institutional processes; and</li> <li>2. Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes; and</li> <li>3. Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.</li> </ol>		
<p>Student learning outcome(s) for <b>Objective #1</b>: Demonstrate knowledge of the wide range of past and present human biocultural systems in Mesoamerica, including ecological relationships, social and cultural organization, and ideology.</p>		
<p>Measure(s) for above Outcome(s): I will rely on the midterm and final exam to assess the breadth and depth of student knowledge in this domain. When I design questions like this, I generally want students to be able to link broad ideas and generalizations to specific pieces of empirical data (such as an artifact you could hold or a site you could visit). I make this expectation explicit in class, and I present information in lectures that makes these connections apparent.</p> <p><i>Short Answer examples from midterm or final exam:</i></p> <p>Pick two of the four statements below and make a case for whether it true or false. To support your argument, identify one piece of evidence from class (a site, object, or written source) explain in a single paragraph (3-5 sentences) how the example provides this support.</p> <ul style="list-style-type: none"> <li>• The Maya long count predicts the end of the world in 2012.</li> <li>• The names "Pyramid of the Sun" and "Pyramid of the Moon" accurately reflect the use and meaning of these structures by the people who lived at Teotihuacan.</li> <li>• Rainforests like those in the Maya lowlands were able to support agricultural societies.</li> <li>• When Europeans first arrived in the New World, they found it depopulated and lacking evidence of indigenous civilizations.</li> </ul>		

## Course Action Short Form for GEP Social Sciences (SS)

**Student learning outcome(s) for Objective #2:** Explain the different research methodologies that archaeologists and ethnohistorians use and their strengths and limitations as applied to anthropological research questions.

**Measure(s) for above Outcome(s):** As with the first object and learning outcome, I will rely on exams to determine the breadth and depth of student knowledge and the ways in which they connect what we know of the past to the methods we use to study it.

*Fill-in-the-Blank examples from midterm and final exams:*

Archaeologists studying the Colonial period in the Americas use written \_\_\_\_\_ sources, such as first-hand accounts of the conquest, archives, and writings in indigenous languages. (Ethnohistoric)

Archaeologists used the technique of \_\_\_\_\_ to determine that Teotihuacan was, in fact, the largest city in the Basin of Mexico during the Classic Period. (surveys, regional surveys, settlement pattern surveys)

*Essay examples from the midterm and final exams:*

Answer two of the following questions in a short essay. Use specific cases to illustrate your points and empirical data to support your argument.

- How were public activities such as feasting, ritual, and ballgames involved in the transition from egalitarian societies to societies of hereditary inequality in Mesoamerica? How can these activities be detected archaeologically?
- What sources of information can be used to reconstruct the social status and roles of Maya women? What conclusions can be drawn about the social status and roles of Maya women based on this information?
- What is landscape archaeology? What kinds of information does it provide for archaeologists? Use specific examples from Mesoamerican sites and regions to support your argument.

**Student learning outcome(s) for Objective #3:** Frame an archaeological question of theoretical or substantive significance and outline a process by which the question posed might be empirically answered.

**Measure(s) for above Outcome(s):** While the ideas of this objective and outcome are woven throughout the course material and are inherent in many of the questions I'll ask on the exams, it will be best addressed through the third and final writing assignment for the semester. The third paper asks student to write a research proposal for the cultural institution they have studied in the second paper. They are asked to define an interesting research question, relate the research question to some broader theoretical issue, choose a research technique, design a research strategy, and state criteria for answering the research question. This will be a difficult task for many students, but by this time in the semester, they will be familiar with many case studies of how archaeologists have asked and answered research questions. All of my writing assignments are limited to 1200-1500 words in length, not counting citations and references.

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

2013-2014



# GEP Global Knowledge

<b>Department(s)/Program</b>	Sociology and Anthropology / Anthropology	New to GEP: <input checked="" type="checkbox"/> GK
<b>Course Prefix/Number</b> <i>(include cross-listed prefix)</i>	ANT 315	Review for GEP: <input type="checkbox"/>
<b>If Special Topics, list GEP special topics prefix/#:</b> <i>(ex: HUMG)</i>		Special Topics: <input type="checkbox"/>
<b>Course/Topic Title</b>	The Aztecs, Maya, and Their Predecessors: Archaeology of Mesoamerica	
<b>Instructor Name/Title</b>	John Millhauser, Assistant Professor	
<p>Each course in <i>Global Knowledge</i> will provide instruction and guidance that help students to <i>achieve goal #1 plus at least one of #2, #3, or #4:</i></p> <ol style="list-style-type: none"> <li>1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.</li> </ol> <p><b><i>And at least one of the following:</i></b></p> <ol style="list-style-type: none"> <li>2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.</li> <li>3. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.</li> <li>4. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.</li> </ol>		
<p>Student learning outcome(s) for <b>Objective #1:</b> Demonstrate a thorough understanding of the diversity of past cultures and life ways dating to prehistoric Mesoamerica, and be able to place specific sites within their environmental and culture-historical context.</p>		
<p>Measure(s) for above Outcome(s): I will rely on the midterm and final exam to assess the breadth and depth of student knowledge in this domain. When I design questions like this, I generally want students to be able to link broad ideas and generalizations to specific pieces of empirical data (such as an artifact you could hold or a site you could visit). I have high expectations for students to link particular sites to cultural regions, nations, and geography and so my exams usually involve a map component. I also expect students to place sites in temporal order, but I focus less on specific dates and date ranges.</p> <p><b>Multiple Choice question example from midterm and final exam:</b></p> <p>The murals discovered at Bonampak reveal which of the following?</p> <ol style="list-style-type: none"> <li>a. The role of warfare among the Classic Maya</li> <li>b. The importance of blood sacrifice at Teotihuacan</li> <li>c. The Zapotec tradition of portraiture</li> <li>d. The myth of Aztec origins at Chicomoztoc</li> <li>e. The arrival of the Spaniards in the Inca empire</li> </ol> <p><b>Fill-in-the-Blank examples from midterm and final exam:</b></p> <ul style="list-style-type: none"> <li>• Maya farmers used _____ to practice intensive agriculture in wet and swampy environments. (chinampas, raised fields)</li> <li>• Maya scribes wrote _____, a kind of books in which they recorded astronomical observations, descriptions of the calendar, and mythological histories. (Codices)</li> <li>• Of the three capitals of the Aztec Triple Alliance, the largest and most powerful at the time that the Spanish arrived was _____. (Tenochtitlan)</li> </ul>		

**Essay question examples from the midterm and final exam:**

Answer the following questions in a short essay. Use specific cases to illustrate your points and empirical data to support your argument.

- Does it look as if people in the Tehuacan Valley first began cultivating plants in order to overcome food shortages? Does it look as if people in the Tehuacan Valley finally accepted a food producing way of life in order to overcome food shortages? Explain why you answer as you do.
- Why do archaeologists sometimes call Olmec culture the "Mother Culture" of Mesoamerica? What are the two most popular views about how this "Mother Culture" was spread? What view does Kent Flannery take about the spread of Olmec culture to the Valley of Oaxaca? Can Oaxaca's experience be generalized to other areas of Formative Mesoamerica? Why or why not?

**Student learning outcome(s) for Objective 3 (insert objective number 2, 3 or 4)**

Identify the material culture, artifacts, and architecture of Mesoamerican cultures and explain their economic, social, and cultural significance in the past and present.

**Measure(s) for above Outcome(s):** These student learning outcomes will be partially addressed in the three writing assignments to the extent that students draw on material evidence to describe Mesoamerican social institutions to explain cultural and political processes. The first writing assignment, especially, will challenge students to consider a particular object in the context of Mesoamerican resources and cultures, but will also push them to generalize their findings beyond the particular society or culture in question. Questions on the exams will also link more directly to these themes (examples below).

**Multiple Choice question example from midterm and final exam:**

The style of art and craft production at Teotihuacan is so distinctively different from other Mesoamerican styles because it...

- a. makes such abundant use of rare pigments
- b. reflects the skill and talents of individual artisans and craftspeople
- c. downplays individuality in both subject matter and manufacturing technique
- d. emphasizes the importance of individual rulers and their retinues
- e. reflects the use of a highly advanced and complicated writing system

**Writing Assignment #1:**

The first paper is a kind of commodity chain analysis of an artifact to learn how Mesoamerican people combined natural resources, human labor, and cultural knowledge to produce the artifacts that sustained their ways of life and how the artifact was used. For most students, this paper will be based primarily up ethnohistoric and ethnographic information. Learning the factors that went into artifact production and use will aid students' "archaeological imagination." That is, after this paper, they can use artifacts to draw inferences about the organization of society and culture. Because I provide a bibliography for students to draw on at the beginning of the semester, the work of writing this paper will be more about digesting material than searching for sources. All of the writing assignments are limited to 1200-1500 words in length, not counting citations and references.

**Student learning outcome(s) for Objective 4 (insert objective number 2, 3 or 4)**

**Identify the unique challenges that Mesoamerican cultures faced as they adapted to their physical environments and cultural contexts**

**Measure(s) for above Outcome(s):** These student learning outcomes will be partially addressed in the three writing assignments to the extent that students draw on material evidence to describe Mesoamerican social institutions to explain cultural and political processes. The second writing assignment, especially, will challenge students to consider a particular object in the context of Mesoamerican resources and cultures, but will also push them to generalize their findings beyond the particular society or culture in question. Questions on the exams will also link more directly to these themes (examples below).

**Multiple choice example from midterm and final exam:**

**One of the primary differences between the civilizations in the Old and New Worlds was that:**

- a. Agriculture in the New World was based on rice and beans
- b. Most of the New World lacked domesticated pack animals
- c. New World civilizations were integrated into a single trade and interaction network
- d. There were no empires that developed locally in the New World
- e. All of the above

**Essay question examples from the midterm and final exam:**

**Answer one of the following questions in a short essay. Use specific cases to illustrate your points and empirical data to support your argument.**

- **What was the Classic Maya collapse? What explanations have been offered to account for this collapse? Which of these explanations do you think is most probably true? Why?**
- **The Postclassic era in Mesoamerica is sometimes said to be more militaristic than the Classic era. Comparing the evidence from Teotihuacan and Classic Maya sites with Postclassic Xochicalco, Chichén Itza, and Tula, do you agree or disagree with this position? Why?**
- **People and goods were highly mobile in Mesoamerica, and yet movement was limited enough that unique and distinct cultures developed in different regions. Pick two cases where there is evidence for trade and contact among cultures and explain the role of religion, warfare, and trade in these interactions.**

**Writing Assignment #2:**

**This will be addressed by the second written assignment. The second paper explores the relationship between cultural institutions and social inequality. Students are asked to take a Mesoamerican institution (alcoholic consumption, the ballgame, the calendar, cuisine, clothing, illness and curing, human sacrifice, markets and marketing, writing, sacred landscapes, cities, warfare) and analyze how this institution served as a tool of elite dominance, or as a tool of subordinate resistance, or how it contained elements of both dominance and resistance. Students are also asked to generalize, to draw a general conclusion about the institution or about how social inequality is maintained.**

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

**2013-2014**

## Criteria for Reviewing Course Action Forms for GEP Courses

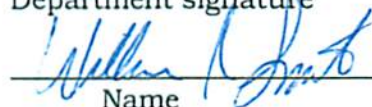
**ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA**

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

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

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

Department signature

  
Name

  
Title

  
Date

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

...

**Criteria for Reviewing Course Action Forms for GEP Courses**  
**The College Curriculum Committees and the Council on Undergraduate Education Should**  
**Consider the Following Criteria.**

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

**Miscellaneous Comments**

College Signature Linda Williams CHASS CAC Comm

Name

Title

Date  
4/28/14

**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	ANTHROPOLOGY	
COURSE PREFIX/NUMBER	ANT 315	
PREVIOUS PREFIX/NUMBER	N/A	
COURSE TITLE	THE AZTECS, MAYA, AND THEIR PREDECESSORS: ARCHAEOLOGY OF MESOAMERICA	
ABBREVIATED TITLE	ARCHAEOLOGY OF MESOAMERICA	
SCHEDULING	Fall <input checked="" 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 checked="" type="checkbox"/> Other <input 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 <u>3</u>	GRADING ABCDF <input checked="" type="checkbox"/> S/U <input type="checkbox"/>
CONTACT HOURS <i>see contact/credit hour guidelines for detail.</i>	LECTURE <u>3</u> SEMINAR _____ LABORATORY _____ PROBLEM _____ STUDIO _____ INDEPENDENT STUDY _____ RESEARCH _____ INTERNSHIP _____ PRACTICUM _____ FIELD WORK _____	
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED _____
INSTRUCTOR(S) (NAME/RANK)	JOHN MILLHAUSER, ASSISTANT PROFESSOR DUAL APPOINTMENT? <input type="checkbox"/>	
ANTICIPATED ENROLLMENT	Per semester <u>50</u> Per section <u>50</u> Will multiple sections be offered? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
PREREQUISITE(S)	3 CREDITS OF 200-LEVEL ANTHROPOLOGY, OR HI 215, OR HI 216	
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? YES	
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 <small>EX: MA AND AMA MAJORS ONLY</small>	NONE	
COURSE IS REQUIRED FOR:	NONE	
COURSE IS AN ELECTIVE FOR:	ANY DEGREE (B.A. IN ANTHROPOLOGY), ANTHRO MINORS	
PROPOSED EFFECTIVE DATE 8/2014	APPROVED EFFECTIVE DATE <u>8/2014</u>	COURSE REVIEW DUE

5416

<b>TYPE OF PROPOSAL</b>	
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"/>
CHECK APPLICABLE CATEGORY BELOW:	
HUMANITIES	<input type="checkbox"/>
SOCIAL SCIENCES	<input checked="" 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 checked="" type="checkbox"/>
U.S. DIVERSITY CO-REQ	<input type="checkbox"/>
DOCUMENTATION AS REQUIRED THEMATIC TRACK	<input type="checkbox"/>
(CHECK ALL THAT APPLY)	
COURSE JUSTIFICATION	<input type="checkbox"/>
PROPOSED REVISION(S) WITH REASONS	<input type="checkbox"/>
ENROLLMENT LAST 5 YEARS	<input type="checkbox"/>
NEW RESOURCES STATEMENT	<input type="checkbox"/>
CONSULTATION WITH DEPARTMENT(S) PROVIDED	<input type="checkbox"/>
SYLLABUS (OLD AND NEW)	<input type="checkbox"/>
GEP CATEGORY OBJECTIVES	<input type="checkbox"/>
GEP STUDENT LEARNING OUTCOMES	<input type="checkbox"/>
MEANS OF ASSESSING GEP OUTCOMES	<input type="checkbox"/>

CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)

THIS COURSE INTRODUCES THE PEOPLES AND CULTURES OF MESOAMERICA FROM PREHISTORIC TIMES TO THE COLONIAL PERIOD. THEMES INCLUDE THE PEOPLING OF THE NEW WORLD, THE DEVELOPMENT OF AGRICULTURE AND SOCIAL INEQUALITY, AND THE RISE OF STATES AND EMPIRES. COVERS THE CULTURES OF THE OLMEC, MAYA, ZAPOTEC, AND AZTEC AS WELL AS THE ONGOING IMPORTANCE OF THESE CULTURES FOR THE PEOPLE OF MEXICO AND CENTRAL AMERICA. INTRODUCES PRIMARY ARCHAEOLOGICAL AND ETHNOHISTORIC SOURCES AND THE ANTHROPOLOGICAL APPROACH TO UNDERSTANDING PEOPLE AND CULTURES THROUGH THEIR MATERIAL REMAINS.

**SIGNATURE PAGE  
ATTACHED**

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)

SIGNATURE PAGE

COURSE ACTION FOR ANT 315

RECOMMENDED BY:

Walter R. Smith  
HEAD, DEPARTMENT/PROGRAM

April 28, 2014  
DATE

ENDORSED BY:

Luida Williams  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

4/29/14  
DATE

Victoria J. Galby  
COLLEGE DEAN

4/30/14  
DATE

APPROVED BY:

Waverly  
CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

2 May 14  
DATE

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

\_\_\_\_\_  
DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_

## **ANT 315: The Aztecs, Maya, and Their Predecessors: Archaeology of Mesoamerica**

### **Course Justification:**

When approved, ANT 315 will fill a current gap in the General Anthropology undergraduate curriculum by providing an "area course" that covers Central America and that provides an archaeological perspective on a world culture area. ANT315 will complement, without repeating, material and ideas presented in existing anthropology offerings that focus on the peoples and cultures of the Americas. These courses include ANT310 (Native Peoples and Cultures of North America), and ANT325 (Andean South America). Anthropology majors (ANY) are required to take between 3 and 12 hours at the 300 level and this class will provide a new outlet for students to meet that requirement. The class is designed to work well for students interested in archaeology specifically and in anthropology more broadly and it will dovetail with the broader anthropology curriculum.

For students who are interested in archaeology as an emphasis for their degree, this course will provide a bridge between ANT 253 (Introduction to World Prehistory) and more advanced classes, like ANT 483 (Archaeological Method and Theory). It will provide a set of substantive cases to explore archaeological data, methods, and interpretations.

Classes like this are important because they represent the rich cultural diversity of the Americas' indigenous populations, and especially those of Mexico and Central America. The Hispanic population of North Carolina is the fastest growing ethnic group in the state, increasing from 1% of the population in 1980 to over 8% in 2010 ([www.census.gov](http://www.census.gov)). Much of this population traces its roots to the countries where Mesoamerican cultures and traditions developed and flourished. Understanding and appreciating these cultures is an integral part to building a more inclusive, understanding, and effective citizenry in our state. Furthermore, economic ties between the United States and Central American countries, from manufacturing to tourism to migrant labor, are built on international relations based on mutual respect and appreciation. Learning about other cultures past and present as part of an undergraduate degree can help foster these qualities in our students.

The only existing course that this offering is similar to is HI 298-003 "History and Archaeology of Ancient America." Both classes have the potential to speak to a wide audience of non-majors, although the History class is taught at a more introductory level. Substantively, ANT 315 focuses on the people and cultures of Mesoamerica (the modern nations of Mexico, Belize, Guatemala, Honduras, and El Salvador) while HI 298-003 covers the peoples and cultures of North, Central, and South America. Intellectually, as part of the general Anthropology curriculum, ANT 315 focuses more on anthropological sources, theories, and methods than HI 298-003.

Among courses offered in the History Department, ANT315 will complement HI 215 (Latin America to 1826), which does include pre-Columbian cultures as a topic. However, because ANT315 focuses entirely on pre-Columbian cultures and specifically those of Mexico and Central America, it will overlap minimally. As the subject matter in ANT 315 ends with the 16<sup>th</sup> century, it does not overlap with any other course offerings on Latin America in the History department. Similarly, the subject matter of this class overlaps only minimally with FLS 251 "Literature and Culture of Latin America I" which covers all of Latin America starting in the 15<sup>th</sup> century.

### **New Resources Statement:**

This course will be taught by a faculty member hired in the fall of 2012 with a specialty in the archaeology of prehistoric and colonial Mesoamerica. As this area was not previously represented in the department, it is necessary to add a new course to address the need for additional 300-level courses. This faculty member is currently developing a portfolio of courses, so it will not adversely



affect the range of course offerings. In previous semesters, this faculty member taught two sections of ANT 253 (Unearthing the Past: Introduction to World Archaeology). Offering ANT 315 will cause him to offer only a single section of ANT 253 in the semesters when he teaches ANT 315 (once every two years).

This new 300-level class will reduce the pressure on scheduling other 300 level classes in Anthropology by providing more options for students and greater flexibility for other faculty who teach Anthropology classes at this level. No other new resources will be required or requested for this course.

**Enrollment:**

This is a new course that has not been offered as a special topics course.

**Consultations:**

Considering the need to include a diversity of perspectives in this course, the instructor has discussed the course content with Dr.'s Jonathan Ocko (Dept. Head), Alicia McGill, and Tom Parker in the Department of History (CHASS).

**From:** Jonathan Ocko <jkohl@ncsu.edu>  
**Date:** March 26, 2014 3:36:11 PM EDT  
**To:** William Smith <wrs@ncsu.edu>, John Millhauser <millhauser@ncsu.edu>, Scott Despain <despain@ncsu.edu>, William Kimler <kimler@ncsu.edu>  
**Subject:** ANT 315  
**Reply-To:** jkohl@ncsu.edu

All,

We think ANT 315 will be a good course to have, and support its adoption.

--

Jonathan K. Ocko  
Professor and Head  
Department of History  
North Carolina State University  
Raleigh, NC 27695-8108  
Email: [jonathan\\_ocko@ncsu.edu](mailto:jonathan_ocko@ncsu.edu)  
Ph: 919 515-3307  
Fax: 919 515-3886

Executive Assistant: LaTonya Tucker  
Email: [LaTonya\\_tucker@ncsu.edu](mailto:LaTonya_tucker@ncsu.edu)  
Ph: 919 513-2240

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# **ANT 315 Course Syllabus**

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## **ANT 315 – The Aztecs, Maya, and Their Predecessors: Archaeology of Mesoamerica**

**Section n/a**

**FALL 2014**

**3 Credit Hours**

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### **Course Description**

This course introduces the peoples and cultures of Mesoamerica from prehistoric times to the Colonial period. Covers the cultures of the Olmec, Maya, Zapotec, and Aztec as well as the ongoing importance of these cultures for the people of Mexico and Central America. Introduces primary archaeological and ethnohistoric sources and the anthropological approach to understanding people and cultures through their material remains. Begins with an overview of Mesoamerica and anthropological approaches to understanding its past and then moves through important cases chronologically, beginning with the peopling of the New World, continuing through the development of agriculture and social inequality, and ending with European colonization

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### **Learning Outcomes**

- Identify the material culture, artifacts, and architecture of Mesoamerican cultures and explain their economic, social, and cultural significance in the past and present.
  - Describe the unique challenges that Mesoamerican people faced as they adapted to their physical environments and cultural contexts.
  - Explain the different research methodologies that archaeologists and ethnohistorians use and their strengths and limitations as applied to anthropological research questions in Mesoamerica.
  - Frame an archaeological question of theoretical or substantive significance and outline a process by which the question posed might be empirically answered using Mesoamerican cases.
- 

### **Course Structure**

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

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

Contributing your thoughts, ideas, responses, and questions is crucial to making our discussions successful. Keeping up with the reading will be vital to participating successfully in our discussions. If you are having difficulty with the material, please do not hesitate to come and talk to me.

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## Course Policies

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

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

**Be polite:** Students are expected to behave responsibly in class, avoid producing distractions, and pay attention. To make our discussions safe, we will not attack or disparage each other or each other's thoughts, opinions, or responses.

**Writing and Speaking Support:** Writing and speaking support is available at the Undergraduate Tutorial Center (<http://tutorial.ncsu.edu/wsts-utc>). I am happy to read or listen to drafts of any written assignments or presentations with a week's advance notice.

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## Instructors

**John K Millhauser** (jkmillha) - *Instructor*

**Email:** [millhauser@ncsu.edu](mailto:millhauser@ncsu.edu)

**Phone:** 919-513-0284

**Office Location:** 1911 Bldg, Room 221

**Office Hours:** T/Th 3:00 to 4:30 or by appointment

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## Course Meetings

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### Lecture

**Days:** Tuesday / Thursday

**Time:** 1:30pm - 2:45pm

**Campus:** Main

**Location:** Winston 110

*This meeting is required.*

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## Course Materials

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### Textbooks

**Mesoamerican Archaeology: Theory and Practice - Hendon and Joyce**

**Edition:** First

**ISBN:** 978-0631230526

**Cost:** New paperback: \$48.13

*This textbook is required.*

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### Expenses

There are no additional expenses

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### Materials

Aside from the textbook, all additional readings will be made available on Moodle. *Be prepared to have them in class, either as a pdf or print out.* There are no other required materials or expenses.

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## **Requisites and Restrictions**

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### **Prerequisites**

3 credits of 200-level ANT, or HI 215, or HI 216

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### **Co-requisites**

None.

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### **Restrictions**

None.

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## **General Education Program (GEP) Information**

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### **GEP Category**

Social Sciences

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### **GEP Category Outcomes**

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

- Demonstrate knowledge of the wide range of past and present human biocultural systems in Mesoamerica, including ecological relationships, social and cultural organization, and ideology.
- Explain the different research methodologies that archaeologists and ethnohistorians use and their strengths and limitations as applied to anthropological research questions.
- Frame an archaeological question of theoretical or substantive significance and outline a process by which the question posed might be empirically answered.

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### **How This Course Will Fulfill GEP Category Outcomes**

Outcomes will be met through class discussions of readings, exams, and written assignments. (See "Course Action Short Form for GEP Social Sciences (SS)" attached at end of document for details)

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### **GEP Co-requisites**

Global Knowledge

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### **GEP Co-requisite Outcomes**

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

- Demonstrate a thorough understanding of the diversity of past cultures and life ways dating to prehistoric Mesoamerica, and be able to place specific sites within their environmental and culture-historical context.
- Identify the material culture, artifacts, and architecture of Mesoamerican cultures and explain their economic, social, and cultural significance in the past and present.
- Identify the unique challenges that Mesoamerican people faced as they adapted to their physical environments and cultural contexts.

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### **How This Course Will Fulfill GEP Co-requisite Outcomes**

Outcomes will be met through class discussions of readings, exams and midterms, and written assignments. (See "Course Action Short Form for GEP Global Knowledge (GK)" attached at end of document for details)

### **Transportation**

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

### **Safety & Risk Assumptions**

None.

### **Grading**

#### **Grade Components**

<b>Component</b>	<b>Weight</b>	<b>Details</b>
Participation	10%	Because discussion and class engagement are important components of this course, you will be evaluated on your participation in class. Participation will be evaluated by me based on your comments and questions in class, ability to make connections between class topics, engagement in class activities, and, and bringing your own interests and experiences to the classroom. Here are some guidelines to guide your participation in class: 5 points will be given to students who actively participate in all discussions and activities in class by trying to answer questions from the professor or other students, posing questions about the readings, offering innovative and creative ideas, and sensitively critiquing and challenging ideas presented in readings, by the professor or by other students. 4-3 points will be given to students who actively participate in <b>less than all</b> discussions and activities in the ways described above. 2 points or less will be given to students who do not say much in class or when they do talk, their comments are not original, do not demonstrate knowledge of the readings or are disrespectful or reactionary. Please contact me during the semester with any questions about your participation grade.
Student Research Papers	35%	Students will select a research topic from a list of Mesoamerican cultural practices provided at the beginning of the semester. They will submit a one-paragraph statement explaining their choice and then write three five-page essays in response to questions that I distribute at the beginning of the semester. I will provide a bibliography to facilitate their research. The topic paragraph will count as 5% of the total grade and each paper will count as 10%, for a total of 35%.
Peer Review	10%	One week before each paper is due, students will meet in small groups to present their research and provide feedback. They will write a brief feedback report and include a one paragraph explanation of how they incorporated this with their research papers.
Class	5%	During the final week of class, students will present one of their

Component	Weight	Details
Presentations		research papers to the class with slides or other media
Reading Journals	10%	Students will be required to keep a reading journal during the semester in which they respond to each of the readings. I will collect these journals at least three times during the semester without prior notice. They may be kept in hardcopy or electronic format. I will determine the final grade for the reading journals by having students turn in what they deem to be their three best entries from the semester during the last week of class.
Exams	30%	There will be two in-class exams during the semester. They may involve multiple choice, definitions, short answers, maps, and essays. The final exam will be cumulative. I will distribute study guides a week before each exam and set aside time for questions. The midterm will count for 10% of the final grade and the Final exam will count for 20%.
Extra Credit	5%	Students will have the opportunity to write an extra credit paper worth up to 5% of their final grade. This will be a critical reflection based on a visit to the North Carolina Museum of Art or a popular film or book about ancient Mesoamerica. Topic selections will be due on 10/16, after that date, the extra credit option will be closed.

### Letter Grades

**This Course uses Standard NCSU Letter Grading:**

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

Undergraduate majors and minors may not enroll S/U and have the class count toward major or minor requirements.

### 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>.

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## **Course Schedule**

**NOTE:** The course schedule is subject to change.

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### **08/21 Introduction to the Class**

No reading

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### **08/26 Mesoamerica through Western Eyes: Conflicting Views**

Reading: Moodle (Díaz del Castillo) & Moodle (Leon-Portilla)

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### **08/28 Mesoamerica through Western Eyes: Issues of Credibility**

Reading: Moodle (Landa) & Moodle (Thompson)

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### **09/02 Ways of Studying the Mesoamerican Past: Archaeology**

Reading: Mesoamerican Archaeology, Chapter 1 (Joyce) & Moodle (Caso)

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### **09/04 Ways of Studying the Mesoamerican Past: Ethnohistory and Linguistics**

Reading: Moodle (Roberts) & Moodle (Boone)

*DUE: paragraph choosing a Mesoamerican Cultural Practice (list of topics and bibliography distributed on first day of class)*

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### **09/09 The Origins of Mesoamerican People: Indigenous and Archaeological Views**

Reading: Moodle (Wolf-1)

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### **09/11 The Origins of Mesoamerican Agriculture and Diet**

Reading: Moodle (Wolf-2)

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### **09/16 First Paper Peer Review and Models of Leadership**

No reading. In-class peer review and questions for Research Paper #1 (How to Make a Mesoamerican Artifact)

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### **09/18 Origins of Social Inequality**

Reading: Mesoamerican Archaeology, Chapter 2 (Clark)

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### **09/23 Weaving Together Lines of Evidence**

In class video "Out of the Past"

*DUE: Research paper #1 in class*

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### **09/25 The Olmec: America's First Civilization**

Reading: Mesoamerican Archaeology, Chapter 3 (Lesure)

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### **09/30 Teotihuacan: Adapting to the Highlands**

Reading: Mesoamerican Archaeology, Chapter 4 (Sugiyama)

In class video "Land and Water"

Midterm study questions distributed

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### **10/01 Teotihuacan: Life in America's Largest City**

Reading: Mesoamerican Archaeology, Chapter 5 (Manzanilla)

Midterm study questions discussed

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### **10/07 Midterm**

In-class midterm

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### **10/09 Fall Break**

No class -- go out for tacos

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### **10/14 Monte Albán and the Valley of Oaxaca**

Reading: Mesoamerican Archaeology, Chapter 8 (Joyce)

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### **10/16 The Maya: Elite Culture**

Reading: Mesoamerican Archaeology, Chapter 7 (Ashmore)

*DUE: Extra credit topic selection*

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### **10/21 The Maya: Commoner Culture**

Reading: Mesoamerican Archaeology, Chapter 6 (Robin)

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### **10/23 Peripheries: The Gulf Coast to West Mexico**

Reading: Moodle (Nelson et al.)

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### **10/28 Second Paper Presentation and Ideas of Collapse**

No reading. Assignment #2 (Building and Resisting Social Inequality) In-class peer review and questions.

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### **10/30 The Epiclassic and Terminal Classic: Collapse and Balkanization**



Reading: Moodle (Nagao) & Moodle (Jones)

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**11/04 Twin City Tales: Tula and Chichén Itzá**

In class video "Collapse"

*DUE: Assignment #2*

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**11/06 Nahua Migrations and the Origins of the Aztec Empire**

Reading: Mesoamerican Archaeology, Chapter 11 (Nichols) & Moodle (Smith)

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**11/11 Everyday Life at the Core of the Aztec Empire**

Reading: Mesoamerican Archaeology, Chapter 10 (Brumfiel)

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**11/13 Tarascans, Tlaxcallans, and other Independent Peoples**

Reading: Moodle (Fargher et al.) & Moodle (Pollard)

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**11/18 Mesoamerican Cultures on the Eve the Conquest**

Reading: Mesoamerican Archaeology, Chapter 9 (Pohl) & Chapter 12 (Hendon)

*DUE: Extra credit paper*

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**11/20 Third Paper peer review and the Heritage of the Conquest**

No reading. Assignment #3 (Research Design) in-class peer review and questions.

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**11/25 Class Presentations I**

No reading

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**11/27 Thanksgiving (No class)**

Have a happy holiday

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**12/02 Class Presentations II**

No reading

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**Final Exam**

Date and Time TBD

**Course Action Short Form for GEP Natural Sciences (NS)**

Department(s)/Program	Chemistry	New to GEP: <input checked="" type="checkbox"/>
Course Prefix/Number <i>(include cross-listed prefix)</i>	CH 103	Review for GEP: <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#:  (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	General Chemistry I for Students in Chemical Sciences	Lab Component: <input type="checkbox"/> <i>Check if applicable</i>
Instructor Name/Title	Elon Ison / Associate Professor	
<p>Each course in the <i>Natural Sciences</i> will provide instruction and guidance that help the student to:</p> <ol style="list-style-type: none"> <li>1. Use the methods and processes of science in testing hypotheses, solving problems and making decisions; and</li> <li>2. Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.</li> </ol>		
<p>Student learning outcome(s) for Objective #1:</p> <p>A) Compare and contrast various historical models of the atom, explaining how the models evolved with new experimental results.</p> <p>B) Describe the interaction between light and matter, and how energies of atoms and molecules are quantized.</p> <p>C) Describe the properties of gases using kinetic molecular theory and the ideal gas law.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>1) Exam Questions, 2) Quizzes (during class and problem sessions)</p> <p><u>Sample Exam Question (Outcome A)</u></p> <p>Sketch the following orbitals. For complete credit clearly identify the coordinate system used and shade orbitals appropriately</p> <ol style="list-style-type: none"> <li>a. s</li> <li>b. <math>p_y</math></li> <li>c. <math>d_{yz}</math></li> <li>d. <math>d_{x^2-y^2}</math></li> <li>e. <math>p_x</math></li> </ol> <p><u>Sample Exam Question (Outcome B)</u></p> <p>If energy is absorbed by a hydrogen atom in its ground state, the atom is excited to a higher energy state. For example, the excitation of an electron from the level with <math>n = 1</math> to the level <math>n = 3</math> requires radiation with a wavelength of 102.6 nm. Which of the following transitions would require radiation of longer wavelength than this? Explain fully.</p> <p>f. <math>n = 2</math> to <math>n = 4</math>      b. <math>n = 1</math> to <math>n = 5</math>      c. <math>n = 1</math> to <math>n = 4</math>      d. <math>n = 3</math> to <math>n = 5</math></p> <p><u>Sample Quiz Question (Outcome C)</u></p>		

### Course Action Short Form for GEP Natural Sciences (NS)

According to the kinetic-molecular theory of matter, particles in a gas

- a) are far apart from each other, but they are confined to specific positions.
- b) are packed closely together like solids, but they are not confined to specific positions.
- c) move faster as their temperature decreases.
- d) vibrate back and forth about an average position.
- e) fly about randomly, colliding with themselves and the walls of their container.

Student learning outcome(s) for Objective #2:

- A) Quantify the mass, moles and number of atoms in elements and compounds, and determine chemical formulas from experimental data.
- B) Predict relative atomic radii, ionization energies and electronegativities of elements based on periodic table location and on orbital energy diagrams.
- C) Predict three dimensional shapes and orbital hybridization of molecules based on their Lewis structures.

Measure(s) for above Outcome(s):

- 1) Exam Questions, 2) Quizzes (during class and problem sessions)

#### Sample Exam Question (Outcome A)

Cacodyl, a compound containing arsenic, was reported in 1842 by the German chemists Robert Wilhelm Bunsen. It has an almost intolerable, garlic-like odor. Its molar mass is 210 g/mol, and it is 22.88% C, 5.76% H and 71.36% As. Determine its empirical and molecular formula.

#### Sample Exam Question (Outcome B)

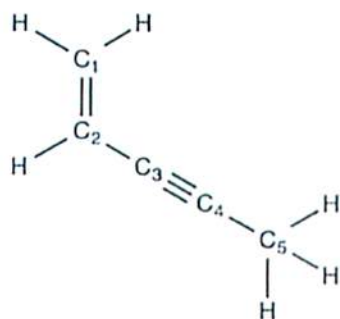
Use electron configuration to explain the following observations:

- a. The first ionization energy of phosphorus is greater than that of sulfur
- b. The electron affinity of nitrogen is lower (less negative) than those of both carbon and oxygen.
- c. The second ionization energy of oxygen is greater than that of fluorine
- d. The third ionization energy of manganese is greater than those of both chromium and iron.

#### Sample Exam Question (Outcome C)

Using valence bond theory, describe the bonding for all carbon atoms in the following molecule:

Course Action Short Form for GEP Natural Sciences (NS)



For example, for C<sub>1</sub>, there are: 2 C-H bonds (s orbital H + sp<sup>2</sup> orbital C<sub>1</sub>), 1 C-C σ bond (sp<sup>2</sup> orbital C<sub>1</sub> + sp<sup>2</sup> orbital C<sub>2</sub>), 1 C-C π bond (unhybridized p C<sub>1</sub> + unhybridized p C<sub>2</sub>),

Continue these descriptions for C<sub>2</sub>, C<sub>3</sub>, C<sub>4</sub> and C<sub>5</sub>.

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric <http://www.provost.ncsu.edu/governance/standing-committees/undergrad-education/2011-2012/>

2013-2014





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

DEPARTMENT/PROGRAM	CHEMISTRY	
COURSE PREFIX/NUMBER	CH 103	
PREVIOUS PREFIX/NUMBER	TYPE PREVIOUS COURSE/SPECIAL TOPIC PREFIX NUMBER HERE	
COURSE TITLE	GENERAL CHEMISTRY I FOR STUDENTS IN CHEMICAL SCIENCES	
ABBREVIATED TITLE	GEN CHEM I CHEM SCI	
SCHEDULING	Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input 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 3 SEMINAR <input type="checkbox"/> LABORATORY <input type="checkbox"/> PROBLEM 1 STUDIO <input type="checkbox"/> INDEPENDENT STUDY <input type="checkbox"/> RESEARCH <input type="checkbox"/> INTERNSHIP <input type="checkbox"/> PRACTICUM <input type="checkbox"/> FIELD WORK <input type="checkbox"/>	
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED
INSTRUCTOR(S) (NAME/RANK)	ELON ISON / ASSOCIATE PROFESSOR DUAL APPOINTMENT? <input type="checkbox"/>	

ANTICIPATED ENROLLMENT	Per semester 60 Per section 60 Will multiple sections be offered? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
PREREQUISITE(S) COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	PASS CHEMISTRY PLACEMENT EXAM, OR CHEMISTRY PLACEMENT MODULES EXAM, OR CH 111 WITH A GRADE OF C- OR BETTER, AND ELIGIBILITY FOR MA 107 ENFORCE PRE-REQUISITE CHECKING? YES	
CO-REQUISITE(S) COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	CH 104 ENFORCE CO-REQUISITE CHECKING? YES	
PRE/CO-REQUISITE FOR...	PREREQUISITE FOR CH 203, CH 204 CO-REQUISITE FOR CH 104	
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)	THIS COURSE IS OPEN TO 17CHEMBS, 17CHEMBA, 14EFY-14CHEI, 11BIOCHBS, AND 17MARSCBS-17MARSCCHM MAJORS AND TO STUDENTS WITH DEPARTMENTAL APPROVAL. STUDENTS CANNOT RECEIVE CREDIT FOR BOTH CH 101 AND CH 103.	
COURSE IS REQUIRED FOR:	17CHEMBS, 17CHEMBA	
COURSE IS AN ELECTIVE FOR:	LIST DEGREE KEY FOR ALL CURRICULA OR IDENTIFY MINOR IN WHICH COURSE SERVES OR WILL SERVE AS AN ELECTIVE	
PROPOSED EFFECTIVE DATE 8/2014	APPROVED EFFECTIVE DATE 8/2014	COURSE REVIEW DUE

CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)  
A STUDY OF THE STRUCTURE OF ATOMS AND THE PERIODIC TRENDS OF THE ELEMENTS, CHEMICAL BONDING, THE SPATIAL AND ELECTRONIC STRUCTURE OF MOLECULES, CHEMICAL REACTIONS, QUANTIFICATION OF MATERIALS AND REACTIONS, ENERGY CHANGES OF REACTIONS, AND PROPERTIES OF GASES. FIRST HALF OF A TWO SEMESTER SEQUENCE FOR STUDENTS INTERESTED IN A CHEMISTRY OR CLOSELY RELATED CAREER. THIS COURSE IS OPEN TO 17CHEMBS, 17CHEMBA, 14EFY-14CHEI, 11BIOCHBS, AND 17MARSCBS-17MARSCCHM MAJORS AND TO STUDENTS WITH DEPARTMENTAL APPROVAL. STUDENTS CANNOT RECEIVE CREDIT FOR BOTH CH 101 AND CH 103.

<b>TYPE OF PROPOSAL</b>	
NEW COURSE	<input checked="" type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input type="checkbox"/>
<b>REVISION IN:</b>	
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 checked="" type="checkbox"/>
<b>CHECK APPLICABLE CATEGORY BELOW:</b>	
HUMANITIES	<input type="checkbox"/>
SOCIAL SCIENCES	<input type="checkbox"/>
MATHEMATICAL SCIENCES	<input type="checkbox"/>
NATURAL SCIENCES	<input checked="" 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 type="checkbox"/>
THEMATIC TRACK	<input type="checkbox"/>

<b>DOCUMENTATION AS REQUIRED</b>	
(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**

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

SIGNATURE PAGE

COURSE ACTION FOR CH 103

RECOMMENDED BY: Ch [Signature] 12/11/13  
\_\_\_\_\_  
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY: Vicki [Signature] 12/12/13  
\_\_\_\_\_  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Jo [Signature] 12/17/2013  
\_\_\_\_\_  
COLLEGE DEAN DATE

APPROVED BY: Nancy [Signature] 30 April 14  
\_\_\_\_\_  
CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

Barbara [Signature] 5-1-14  
\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE 8/2014



### A) Course Justification

CH 101 has, for many years, been a required course for many majors at NC State, as well as serving as course that fulfills the natural sciences requirement in the General Education Program. It also has been the entry point for chemistry majors. While special sections for chemistry majors have been held off and on for many years, in Fall 2009 special sections for “science and engineering majors” were instituted for CH 101 and, in subsequent semesters, CH 201, 221 and 223.

These special sections in the general and organic chemistry sequences have evolved to use different textbooks from the service sections with a different order of topics. Information of interest specific to students who wish to go on to a career in chemistry or a closely related subject is presented, along with information about the chemistry major. In Fall 2011, new laboratory experiments were introduced in the corequisite laboratory sections populated by these same students in the General Chemistry sequence. In Fall 2013, new laboratory experiments were introduced in the Organic Chemistry sequence for these same students.

Since these special sections of General and Organic Chemistry have evolved sufficiently over the past few years, the student learning outcomes for these sections are now different enough from those outcomes for the service sections to justify new course numbers. We propose CH 103 for General Chemistry I specific to chemistry and closely related majors. This is one of a series of new courses proposed for these students.

### B) Enrollment Last 5 Years

Included here are only the enrollment figures for the CH 101 sections specifically designated for “science and engineering students”.

<u>Semester:</u>	<u>Section:</u>	<u>Enrollment:</u>
Fall 2009	CH 101-011	57
	CH 101-012	40
Fall 2010	CH 101-011	21
	CH 101-012	24
Fall 2011	CH 101-011	30
	CH 101-012	21
Fall 2012	CH 101-011	46
Fall 2013	CH 101-011	38

### C) New Resources Statement

No new resources are required for this course. The department currently offers smaller sections of CH 101 (see part B above) into which chemistry majors are advised to enroll. Addition of CH 103 would be concomitant with the elimination of that special section of CH 101.

### D) Consultation With Other Departments

Consultation was sought directly from the other three departments to whose students the course is open, as well the university at large through the associate deans. Responses are shown below:

MEAS supports the creation of for majors sections of general and organic chemistry. We appreciate you including marine chemistry majors in the restrictions. Although it is a small number of students annually, this move ensures they can easily register for the appropriate section in a timely manner.

Sincerely,

Carrie

Director, Center for Ocean Sciences Education Excellence - South East  
Research Associate Professor and Director of Undergraduate Programs  
Department of Marine, Earth, & Atmospheric Sciences  
Box 8208  
NC State University  
Raleigh, NC 27695

Greg, thank you for sharing this information with our Chemical Engineering faculty. We are supportive of our students taking this course as an option to the traditional section and will list it as an alternative, but we will not require that they do so in order to maintain more scheduling flexibility for our students. As discussed in the faculty meeting, we will need to coordinate with the freshman orientation folks, since all COE EFY students are automatically placed into CH 101 if their placement scores allow, and .

Regards,

Lisa Bullard

Chemical Engineering Course and Curriculum Committee

I'm responding on behalf of Dean Davis in the College of Management. We have no concerns and support your proposal. I assume these new courses will be brought forward to be approved as meeting the University's GEP natural science requirement.

Thanks,

Andy Nowel

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# CH 103 Course Syllabus

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## CH 103 – General Chemistry I for Students in Chemical Sciences

**Section 001**

**Fall 2014**

**3 Credit Hours**

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### Course Description

A study of the structure of atoms and the periodic trends of the elements, chemical bonding, the spatial and electronic structure of molecules, chemical reactions, quantification of materials and reactions, energy changes in reactions, and properties of gases. First half of a two semester sequence for students interested in a chemistry or closely related career.

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### Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Compare and contrast various historical models of the atom, explaining how the models evolved with new experimental results
2. Quantify the mass, moles and number of atoms in elements and compounds, and determine chemical formulas from experimental data.
3. Quantify the amounts of reactants and products for reactions that go to completion involving solids, gases or solutions
4. Predict relative atomic radii, ionization energies and electronegativities of elements based on periodic table location and on orbital energy diagrams
5. Describe the interaction between light and matter, and how energies of atoms and molecules are quantized
6. Determine chemical formulas and names of ionic compounds
7. Write balanced chemical equations for combustion, precipitation, redox and acid/base reactions
8. Differentiate between covalent, polar covalent, and ionic bonds
9. Draw Lewis structures of molecules that obey the octet rule
10. Predict three dimensional shapes and orbital hybridization of molecules based on their Lewis structures
11. Calculate enthalpy changes for a process using experimental data and/or tabulated values
12. Describe the properties of gases using kinetic molecular theory and the ideal gas law
13. Apply concepts from the course to interpret data which comes from the chemical research literature
14. State how concepts from the course might be applied by a professional chemist

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### Course Structure

The course consists of three 50 minute lecture periods and one 50 minute problem session a week. In general for lectures we will work in groups and solve representative problems in class, so bring your textbook. Exams and quizzes will be given in problem session.

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## Course Policies

Use of computers, ipads, communication devices and other electronic devices for reasons other than note taking or classroom activities is prohibited.

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## Instructors

**Dr. Elon Ayinde Ison** (eaison) - *Instructor*

**Email:** [eaison@ncsu.edu](mailto:eaison@ncsu.edu)

**Web Page:** <http://www4.ncsu.edu/~eaison/index.html>

**Phone:** 919-513-4376

**Fax:** 919-515-8909

**Office Location:** Dabney Hall 811

**Office Hours:** Monday & Wednesday: 1:30 - 2:30 or by appointment

**Alyson Rose Marmet** (armarmet) - *Teaching Assistant*

**Email:** [armarmet@ncsu.edu](mailto:armarmet@ncsu.edu)

**Phone:** 919-515-6970

**Office Location:** Dabney Hall 833

**Office Hours:** Tuesday and Thursdays 12:30 - 1:30

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## Course Meetings

### Lecture

**Days:** MWF

**Time:** 9:10am - 10:00am

**Campus:** Main

**Location:** 104 Fox Hall

*This meeting is required.*

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### Problem Session

**Days:** H

**Time:** 1:30 pm - 2:20 pm or 3:00 pm - 3:50 pm

**Campus:** Main

**Location:** 104 Fox Hall

*This meeting is required.*

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## Course Materials

### Textbooks

**Chemistry and Chemical Reactivity (Enhanced)-** *Kotz, Treichel & Townsend*

**Edition:** 8th Edition

**Publisher:** Thomson Brooks/Cole

**ISBN:** 08400482289

**Cost:** \$299.99 new, or \$229.50 used from the NCSU bookstore

*This textbook is required.*

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### Materials

**Chem BioDraw Ultra:**

This software can be downloaded for free from the NCSU website at:

<http://software.ncsu.edu/vendor/perkinelmer/package/chembiodraw>

*This material is required.*

**Calculator:** Capable of handling scientific notation - need not be expensive - \$20.00

*This material is required.*

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**Other Expenses**

None.

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**Requisites and Restrictions****Prerequisites**

Pass Chemistry Placement Exam, or Chemistry Placement Modules Exam, or CH 111 with a grade of C- or better, and eligibility for MA 107.

**Co-requisites**

CH 104

**Restrictions**

This course is open to 17CHEMBS, 17CHEMBA, 14EFY-14CHEI, 11BIOCHBS, and 17MARSCBS-17MARSCCHM majors and to students with departmental approval. Students cannot receive credit for both CH 101 and CH 103.

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**General Education Program (GEP) Information****GEP Category**

Natural Sciences

**GEP Category Outcomes**

- A. Use the methods and processes of science in testing hypotheses, solving problems and making decisions.
- B. Make inferences from and articulate scientific concepts, principles, laws and theories, and apply this knowledge to problem solving.

**How This Course Will Fulfill GEP Category Outcomes**

- Outcome A will be fulfilled through learning outcomes #1, 5, 12
- Outcome B will be fulfilled through learning outcomes # 2, 4, 10

**GEP Co-requisites**

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

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**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.

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**Safety & Risk Assumptions**

None.

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**Grading****Grade Components**

Component	Weight	Details
Exam #1	125 pts	Thursday September 5, in problem session.
Exam #2	125 pts	Thursday October 3, in problem session.

Component	Weight	Details
Exam #3	125 pts	Thursday November 14, in problem session.
Final Exam	300 pts	Monday December 9, 8:00 am - 11:00 am in Fox 104.
Four Quizzes	200 pts	Given in problem session; 50 points each
In-Class Quizzes	125 pts	See below

**More information on exams:**

- Exams are administered in problem session.
- The final exam will be in part on the last couple weeks of the semester, and in part based on the material from the first three exams.
- **IF** the NC State Adverse Weather Policy is in effect on an exam day, the exam will be postponed until the next class meeting, and a regular class will be held in its place, weather permitting.
- There will be no make-up exams. If an exam is missed for a documented legitimate excuse, the average score on the other exams, including the final exam, will replace the missing grade.
- Missing either two exams or the final without a documented, legitimate excuse will result in an automatic failure of the course.
- Missing either two exams or the final with a documented, legitimate excuse can result in the grade of IN (see "Policies on Incomplete Grades" below).

**More information on final exam:**

- In order to reward for improvement during the semester, the final exam score will replace the lowest score on an Exam provided it is higher.

**More information on quizzes**

- There will be four scheduled quizzes (50 pts each). Missed quizzes will only be made up at the instructor's discretion if provided a documented, legitimate excuse.

**More information on in-class quizzes:**

- To aid in the learning and further understanding of the material, a series of nine in-class quizzes will be administered at the beginning of every chapter (except chapter 1). Students are expected to read each chapter and attempt all problems before class. In class quizzes will test the general concepts and definitions (usually highlighted in the chapter). These quizzes will be approximately 10-15 minutes in length and will be counted towards the student's final course grade. See the course schedule for the projected dates on which we will start each chapter.

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**Letter Grades**

**This Course uses Standard NCSU Letter Grading:**

97	≤	<b>A+</b>	≤	100
93	≤	<b>A</b>	<	97
90	≤	<b>A-</b>	<	93
87	≤	<b>B+</b>	<	90
83	≤	<b>B</b>	<	87
80	≤	<b>B-</b>	<	83
77	≤	<b>C+</b>	<	80

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/](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.

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## Course Schedule

**NOTE:** The course schedule is subject to change.

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### Lecture MWF 9:10 am – 10:00 am – Semester Outline – 08/21/2013 - 12/06/2013

It is expected that you will **read the pertinent chapter in advance of the lecture.**

Aug 21 Introduction & Chapter 1  
Aug 23 Chapter 1 & Let's Review: The Tools of Quantitative Chemistry  
Aug 26 Let's Review and Chapter 2 Atoms Molecules and Ions  
Aug 28 Chapter 2 Atoms Molecules and Ions  
Aug 30 Chapter 2 Atoms Molecules and Ions  
Sep 2 *No Class (Labor Day)*  
Sep 4 Chapter 2 Atoms Molecules and Ions  
Sep 5 **Exam 1**  
Sep 6 Chapter 2: Atoms Molecules and Ions  
Sep 9 Chapter 7: The Structure of Atoms  
Sep 11 Chapter 7: The Structure of Atoms  
Sep 13 Chapter 7: The Structure of Atoms  
Sep 16 Chapter 7: The Structure of Atoms and Periodic Trends  
Sep 18 Chapter 7: The Structure of Atoms and Periodic Trends  
Sep 20 Chapter 7: The Structure of Atoms and Periodic Trends  
Sep 23 Chapter 8: Bonding and Molecular Structure  
Sep 25 Chapter 8: Bonding and Molecular Structure  
Sep 27 Chapter 8: Bonding and Molecular Structure  
Sep 30 Chapter 8: Bonding and Molecular Structure  
Oct 2 Chapter 9: Orbital Hybridization and Molecular Orbitals  
Oct 3 **Exam 2**  
Oct 4 Chapter 9: Orbital Hybridization and Molecular Orbitals  
Oct 7 Chapter 9: Orbital Hybridization and Molecular Orbitals  
Oct 9 Chapter 9: Orbital Hybridization and Molecular Orbitals  
Oct 11 *No Class (Fall Break)*  
Oct 14 Chapter 3: Chemical Reactions  
Oct 16 Chapter 3: Chemical Reactions  
Oct 18 **Drop Date**  
Oct 21 Chapter 3: Chemical Reactions  
Oct 23 Chapter 3: Chemical Reactions  
Oct 25 Chapter 4: Stoichiometry  
Oct 28 Chapter 4: Stoichiometry  
Oct 30 Chapter 4: Stoichiometry  
Nov 1 Chapter 4: Stoichiometry  
Nov 4 Chapter 5: Stoichiometry  
Nov 6 Chapter 5: Stoichiometry  
Nov 8 Chapter 6: Energy and Chemical Reactions  
Nov 11 Chapter 6: Energy and Chemical Reactions  
Nov 13 Chapter 6: Energy and Chemical Reactions  
Nov 14 **Exam 3**  
Nov 15 Chapter 6: Energy and Chemical Reactions  
Nov 18 Chapter 6: Energy and Chemical Reactions  
Nov 20 Chapter 11: Gases and Their Properties  
Nov 22 Chapter 11: Gases and Their Properties  
Nov 25 Chapter 11: Gases and Their Properties  
Nov 27 *No Class (Thanksgiving Break)*  
Nov 29 *No Class (Thanksgiving Break)*  
Dec 2 Chapter 11: Gases and Their Properties  
Dec 4 Catch-up/Review

**Course Action Short Form for GEP Natural Sciences (NS)**

Department(s)/Program	Chemistry	New to GEP: <input checked="" type="checkbox"/>
Course Prefix/Number <i>(Include cross-listed prefix)</i>	CH 104	Review for GEP: <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#:  (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	General Chemistry Laboratory I for Students in Chemical Sciences	<u>Lab Component:</u> <input type="checkbox"/> <i>Check if applicable</i>
Instructor Name/Title	Ana Ison / Teaching Assistant Professor	
Each course in the <i>Natural Sciences</i> will provide instruction and guidance that help the student to:		
<ol style="list-style-type: none"> <li>1. Use the methods and processes of science in testing hypotheses, solving problems and making decisions; and</li> <li>2. Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.</li> </ol>		
Student learning outcome(s) for Objective #1:		
<p>A) Use collected data to arrive at conclusions based on the reliability of data and knowledge of chemical phenomena</p> <p>B) Present results in the form of formatted tables, plots or figures</p>		
Measure(s) for above Outcome(s):		
1) Pre-lab and in-lab assessment, 2) Written exercises (including formal lab report)		
<u>Sample In-Lab (Outcome A)</u>		
<b><i>Precipitation and Identification of Individual Ions</i></b>		
1. According to your observations, which sulfate salts are insoluble? Write the balanced <b>net ionic equations</b> for all precipitates that are formed. (Show state symbols.)		
2. According to your observations, which hydroxide salts are insoluble? Write the balanced <b>net ionic equations</b> for all precipitates that are formed. (Show state symbols.)		
<u>Sample Written Exercise (Outcome B)</u>		
<b><i>Standardization of NaOH: Plotting and Figures using ChemBioDraw</i></b>		
In this week's assignment you will complete two exercises. The first will be to plot a titration curve from the data collected during standardization of NaOH. The second will be to generate some ChemBioDraw figures of the unknowns in next week's experiment. You can write both parts in the same document.		
<ol style="list-style-type: none"> <li>1. Generate a titration curve in Excel using the data collected when using the pH probe. Make sure the plot is properly labeled and formatted. Label the equivalence point and midpoint on the plot. Write a short paragraph explaining the significance of the equivalence point and how it can be identified on the plot.</li> <li>2. Use ChemBioDraw to generate Figures of two monoprotic and two diprotic acids listed in Table 1 of the Procedure for the 'Titration of Unknown Acids' Experiment. All acidic protons should be shown in bold. Copy and paste the drawings into Word and write a</li> </ol>		



## Course Action Short Form for GEP Natural Sciences (NS)

numbered figure caption for each structure. ChemBioDraw is free software available through the NCSU Library.

**Read the Non-text section of 'Formal Writing' to find instruction for download and use of ChemBioDraw and plotting format.**

Student learning outcome(s) for Objective #2:

- A) Use collected data to arrive at conclusions based on the reliability of data and knowledge of chemical phenomena
- B) Identify connections between laboratory results and the concepts and models learned in the corequisite lecture course

Measure(s) for above Outcome(s):

### Sample In-Lab (Outcome A)

#### **Empirical Formula: In-lab**

Pay attention to sig-figs and agreement between mean and standard deviation.

Data Table 1.

	Mass of O	Mass of Mg
Trial 1		
Trial 2		
Trial 3		
Mean		
Standard deviation		

If one trial is an outlier and doesn't agree well with the others do not include it in your calculation.

1. Write the balanced equation for the reaction of Mg(s) with oxygen gas?
2. Show work for the determination of the empirical formula of  $Mg_xO_y$  from mean masses.

**Empirical formula** \_\_\_\_\_

3. Calculate percent composition of O and Mg obtained from each trial. Show a sample calculation below. Enter all data in the table below.
4. Calculate the mean and standard deviation of your percent composition data. **Show all work neatly.** Enter all data in the table below.
5. What does the standard deviation tell you about accuracy and/or precision of your data? Refer to specific data and use complete sentences.

### Sample Written Exercise (Outcome B)

#### **Copper Recycle: Introduction and References section**

The Introduction section provides a general overview of what was done and any background on the basic chemistry principles involved. Write an Introduction section for this experiment as if you were writing a formal lab report. Remember that the Introduction should provide enough information for readers who are not necessarily familiar with what you did. Be sure to include any relevant reaction types as well as any information regarding the techniques used in the experiment. Since you will have to reference outside sources, you will also need to include a References section for this writing exercise. **Read the 'Formal Writing' section in the lab manual to find a description of the Introduction section and the References section for proper formatting. (More information on next page)**

You may find it helpful to organize your thoughts in the following way:

## Course Action Short Form for GEP Natural Sciences (NS)

### Step one:

- Purpose of the experiment (what was the intended goal, what chemical principles were highlighted, new techniques encountered)
- Detailed description of reaction types observed. Make sure to include specific examples of each type of reaction studied and any identifying features of each reaction type.
- Specific description of what information will be obtained from experiment

### Step two: Construct paragraphs tying together the information listed above.

- Attach course information per review instructions 2013-2014
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric <http://www.provost.ncsu.edu/governance/standing-committees/undergrad-education/2011-2012/>

### Criteria for Reviewing Course Action Forms for GEP Courses

**ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA**

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

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

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

Department signature

Name

*Dkh*

Title

*Chair*

Date

*12/4/13*

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

12/10/2013

## Criteria for Reviewing Course Action Forms for GEP Courses

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

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

**Miscellaneous Comments**

College Signature           *Veekij Mauter*                          12/10/13                \_\_\_\_\_

Name

Title

Date

12/10/2013

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

DEPARTMENT/PROGRAM	CHEMISTRY	
COURSE PREFIX/NUMBER	CH 104	
PREVIOUS PREFIX/NUMBER	TYPE PREVIOUS COURSE/SPECIAL TOPIC/PREFIX NUMBER HERE	
COURSE TITLE	GENERAL CHEMISTRY LABORATORY I FOR STUDENTS IN CHEMICAL SCIENCES	
ABBREVIATED TITLE	GEN CHEM LAB I CHEM SCI	
SCHEDULING	Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input 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 1	GRADING ABCDF <input checked="" type="checkbox"/> S/U <input type="checkbox"/>
CONTACT HOURS <i>See contact/credit hour guidelines for detail.</i>	LECTURE SEMINAR _____ LABORATORY 3 PROBLEM STUDIO _____ INDEPENDENT STUDY _____ RESEARCH _____ INTERNSHIP _____ PRACTICUM _____ FIELD WORK _____	
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED _____
INSTRUCTOR(S) (NAME/RANK)	ANA ISON / ASSOCIATE PROFESSOR DUAL APPOINTMENT? <input type="checkbox"/>	

ANTICIPATED ENROLLMENT	Per semester <u>60</u> Per section <u>15</u> Will multiple sections be offered? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
PREREQUISITE(S)	NONE	
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? No	
CO-REQUISITE(S)	CH 103	
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING? Yes	
PRE/CO-REQUISITE FOR...	PRE-REQUISITE FOR CH 203, CH 204 CO-REQUISITE FOR CH 103	
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)	THIS COURSE IS OPEN TO 17CHEMBS, 17CHEMBA, 14EFY-14CHEI, 11BIOCHBS, AND 17MARSCBS-17MARSCCHM MAJORS AND TO STUDENTS WITH DEPARTMENTAL APPROVAL. STUDENTS CANNOT RECEIVE CREDIT FOR BOTH CH 102 AND CH 104.	
COURSE IS REQUIRED FOR:	17CHEMBS, 17CHEMBA	
COURSE IS AN ELECTIVE FOR:	LIST DEGREE KEY FOR ALL CURRICULA OR IDENTIFY MINOR IN WHICH COURSE SERVES OR WILL SERVE AS AN ELECTIVE	
PROPOSED EFFECTIVE DATE 8/2014	APPROVED EFFECTIVE DATE 8/2014	COURSE REVIEW DUE

CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)  
LABORATORY AND COMPUTER-BASED EXPERIMENTS IN CHEMICAL FORMULAS, ATOMIC STRUCTURE, BONDING, QUALITATIVE ANALYSIS, SOLUTIONS, QUANTITATIVE ANALYSIS OF ACIDS AND BASES, AND CALORIMETRY. FIRST HALF OF A TWO SEMESTER SEQUENCE FOR STUDENTS INTERESTED IN A CHEMISTRY OR CLOSELY RELATED CAREER. THIS COURSE IS OPEN TO 17CHEMBS, 17CHEMBA, 14EFY-14CHEI, 11BIOCHBS, AND 17MARSCBS-17MARSCCHM MAJORS AND TO STUDENTS WITH DEPARTMENTAL APPROVAL. STUDENTS CANNOT RECEIVE CREDIT FOR BOTH CH 102 AND CH 104.

<b>TYPE OF PROPOSAL</b>	
NEW COURSE	<input checked="" type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input type="checkbox"/>
<b>REVISION IN:</b>	
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"/>
<b>GEP LEARNING OUTCOMES ONLY</b>	<input type="checkbox"/>
DUAL-LEVEL COURSE	<input type="checkbox"/>
<b>GEP COURSE</b>	<input checked="" 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 checked="" 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 type="checkbox"/>
THEMATIC TRACK	<input type="checkbox"/>

<b>DOCUMENTATION AS REQUIRED</b>	
(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**

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)

SIGNATURE PAGE

COURSE ACTION FOR CH 104

RECOMMENDED BY: [Signature] 12/11/13  
\_\_\_\_\_  
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY: [Signature] 12/12/13  
\_\_\_\_\_  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 12/13/2013  
\_\_\_\_\_  
COLLEGE DEAN DATE

APPROVED BY: [Signature] 30 April 14  
\_\_\_\_\_  
CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

[Signature] 5-1-14  
\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE 8/2014

### A) Course Justification

CH 102 has, for many years, been a required laboratory course for many majors at NC State, as well as serving as course that fulfills the natural sciences requirement in the General Education Program. It also has been the initial laboratory for chemistry majors. While special sections for chemistry majors have been held off and on for many years, in Fall 2009 special sections for “science and engineering majors” were instituted for the lecture course CH 101 and, in subsequent semesters, CH 201, 221 and 223.

In Fall 2011, new laboratory experiments were introduced in the corequisite CH 102 laboratory sections populated by these same students in the General Chemistry sequence. In Fall 2013, new laboratory experiments were introduced in the Organic Chemistry sequence for these same students. These special sections in the general and organic chemistry sequences have evolved to use different laboratory manuals from the service sections with a different set of experiments. Laboratory skills relevant to students who wish to go on to a career in chemistry or a closely related subject are developed, and information about the chemistry major is presented.

Since these special sections of General and Organic Chemistry have evolved sufficiently over the past few years, the student learning outcomes for these sections are now different enough from those outcomes for the service sections to justify new course numbers. We propose CH 104 for General Chemistry Laboratory I specific to chemistry and closely related majors. This is one of a series of new courses proposed for these students.

### B) Enrollment Last 5 Years

Included here are only the enrollment figures for the CH 102 sections specifically designated for “science and engineering students”. These have been in operation since the Fall 2011 semester.

<u>Semester:</u>	<u>Number of Sections:</u>	<u>Enrollment:</u>
Fall 2011	5	58
Fall 2012	4	53
Fall 2013	4	37

### C) New Resources Statement

No new resources are required for this course. The department currently offers specially designated sections of CH 102 (see part B above) into which chemistry majors are advised to enroll. Addition of CH 104 would be concomitant with the elimination of a corresponding number of sections of CH 102.

### D) Consultation With Other Departments

Consultation was sought directly from the other three departments to whose students the course is open, as well the university at large through the associate deans. Responses are shown below:

**MEAS supports the creation of for majors sections of general and organic chemistry. We appreciate you including marine chemistry majors in the restrictions. Although it is a small number of students annually, this move ensures they can easily register for the appropriate section in a timely manner.**

**Sincerely,**

**Carrie**

Director, Center for Ocean Sciences Education Excellence - South East  
Research Associate Professor and Director of Undergraduate Programs  
Department of Marine, Earth, & Atmospheric Sciences  
Box 6208  
NC State University  
Raleigh, NC 27695

Greg, thank you for sharing this information with our Chemical Engineering faculty. We are supportive of our students taking this course as an option to the traditional section and will list it as an alternative, but we will not require that they do so in order to maintain more scheduling flexibility for our students. As discussed in the faculty meeting, we will need to coordinate with the freshman orientation folks, since all COE EFY students are automatically placed into CH 101 if their placement scores allow, and .

Regards,

Lisa Bullard

Chemical Engineering Course and Curriculum Committee

I'm responding on behalf of Dean Davis in the College of Management. We have no concerns and support your proposal. I assume these new courses will be brought forward to be approved as meeting the University's GEP natural science requirement.

Thanks,

Andy Nowel



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# CH 104 Course Syllabus

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## CH 104 – General Chemistry Laboratory I for Students in Chemical Sciences

**Section 001**

**Fall 2014**

**1 Credit Hour**

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### Course Description

Laboratory and computer-based experiments in chemical formulas, atomic structure, bonding, qualitative analysis, solutions, quantitative analysis of acids and bases, and calorimetry. First half of a two semester sequence for students interested in a chemistry or closely related career.

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### Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Demonstrate proper use of standard laboratory glassware and equipment
  2. Collect reproducible data and analyze data in terms of precision and accuracy
  3. Use collected data to arrive at conclusions based on the reliability of data and knowledge of chemical phenomena
  4. Present results in the form of formatted tables, plots or figures
  5. Communicate results through writing exercises and formal laboratory reports
  6. Identify connections between laboratory results and the concepts and models learned in the corequisite lecture course
  7. Demonstrate safe laboratory practices
- 

### Course Structure

The course consists of one three hour laboratory period a week. Issues raised in the laboratory will be discussed in the corequisite lecture course and its problem sessions. Writing assignments will be based on the experiments performed in the laboratory.

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### Course Policies

Over the course of this semester, you will learn a more independent approach to planning, doing and evaluating chemistry experiments. In preparation for each experiment you will complete pre-lab preparation questions intended to prepare you for the experiment. It is critical that you read the introduction section of each experiment as well as associated section in your textbook prior to coming to lab and complete the Pre-lab Preparation section for each experiment. The In-lab assignments are designed to probe your level of understanding of the experiment as well as encourage you to develop your abilities as a scientist. This course also has a strong emphasis on scientific writing. As developing scientists it is imperative that you begin to improve your writing skills. We have designed a series of short writing assignments to accompany each experiment. Close to the end of the semester you will have the opportunity to demonstrate the skills learned through these assignments by preparing a complete formal lab report.

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## Instructors

**Dr. Ana Ison** - *Instructor*

**Email:** [aison@ncsu.edu](mailto:aison@ncsu.edu)

**Phone:** 919-515-6282

**Fax:** 919-515-8909

**Office Location:** 250 Fox Laboratories

**Office Hours:** Monday & Wednesday: 1:30 - 2:30 or by appointment

**Eric Goggins** - *Teaching Assistant*

**Email:** [emgoggin@ncsu.edu](mailto:emgoggin@ncsu.edu)

**Phone:** 919-515-2942

**Office Location:** 308C Partners III

**Office Hours:** Tuesday and Thursdays 12:30 - 1:30

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## Course Meetings

### Laboratory

**Days:** T

**Time:** 9:00am - 11:45 am

**Campus:** Main

**Location:** 217 Fox Laboratories

*This meeting is required.*

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## Course Materials

### Textbooks

**Laboratory Manual:** CH 104 Laboratory Manual

**Edition:** Fall 2014

**Cost:** \$25; available at Sir Speedy Printing, 2526 Hillsborough St.

*This textbook is required.*

### Materials

**Periodic Table, laminated if possible**

*This material is required.*

**Calculator:** Capable of handling scientific notation - need not be expensive - \$20.00

*This material is required.*

### Other Expenses

None.

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## Requisites and Restrictions

### Prerequisites

None

### Co-requisites

CH 103

### Restrictions

This course is open to 17CHEMBS, 17CHEMBA, 14EFY-14CHEI, 11BIOCHBS, and 17MARSCBS-17MARSCCHM majors and to students with departmental approval. Students cannot receive credit for both CH 102 and CH 104.

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## General Education Program (GEP) Information

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### GEP Category

Natural Sciences

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### GEP Category Outcomes

- A. Use the methods and processes of science in testing hypotheses, solving problems and making decisions.
- B. Make inferences from and articulate scientific concepts, principles, laws and theories, and apply this knowledge to problem solving.
- 

### How This Course Will Fulfill GEP Category Outcomes

Outcome A will be fulfilled through learning outcomes #3 and 4

Outcome B will be fulfilled through learning outcomes #3 and 6

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### GEP Co-requisites

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

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## 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.

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## Safety & Risk Assumptions

Participation in chemistry laboratory courses carries an inherent risk. Students will carry out procedures where they may encounter certain hazards related to the chemicals and equipment associated with laboratory experiments. The risk from these hazards can be minimized by compliance with the laboratory safety rules.

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## Grading

### Grade Components

Component	Percentage of Overall Grade
Pre-Lab Preparation	25%
In-Lab Activities	35%
Technique	5%
Writing Exercises	25%
Formal Laboratory Report	10%

### Pre-lab Preparation

Thorough preparation for lab is imperative. Good preparation will enable you to have a better understanding of the chemistry observed during the experiment as well as allow you to run your experiment in a more organized and efficient way.

Before each lab you should:

1. Read the experiment in detail as well as the related sections of the textbook.
2. Become familiar with the glassware and equipment used in the experiment.
3. Complete all questions in the Pre-lab Preparation section for the experiment.

- The TA will grade 3 randomly chosen questions and check the rest for completion. The grade will be determined as follows: 10pts if all questions are thoroughly completed, 5 pts for each of the three questions if correct.
- The assignment must be done using available word processing software (Word).
- All Pre-lab assignments will be due by 10 pm on Monday before the experiment by Moodle upload. The submission window closes exactly at 10pm so if you are late you will not be able to submit your assignment. Late Pre-lab Preparation assignments will not be accepted.**

### Technique

The 5 points designated as 'technique' are discretionary points that the TA can use to assess your developing lab skills, lab preparedness as well as the condition of your lab bench, glassware and equipment at the end of experiment.

### In-lab

- In-lab assignments are located at the back of the lab manual on carbonless copy paper.
- Complete In-lab sheets while running the experiment.
- Hand in copies of your In-lab work before leaving the lab.
- Late In-labs will not be accepted.**

### Writing Exercises

- The writing exercises are located in the Writing Exercises section of your lab manual.
- The writing exercises must follow the format outlined in the Formal Writing section of the lab manual.
- The assignment must be done using available word processing software (Word).
- All writing exercises will be due by 10pm on the Friday following the experiment by Moodle upload. The submission window closes exactly at 10pm so if you are a minute late you will not be able to submit your assignment. Late Writing Exercises will not be accepted.**

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### Letter Grades

This Course uses Standard NCSU Letter Grading:

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

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### Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required participate in all laboratory experiments, complete all assignments and assessments, and earn a grade of C- or better.

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/](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.

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## **Course Schedule**

**NOTE:** The course schedule is subject to change.

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**Laboratory T 9:00 am – 11:45 am — Semester Outline — 08/21/2013 - 12/06/2013**

Lab	Date	Experiment	Weekly Graded Work
1	Sep 3	Safety Training and Introduction to Laboratory Practices	<b>Pre-lab Preparation</b> (Due Monday night before experiment)
2	Sep 10	Empirical formulas	
3	Sep 17	Atomic Structure	
4	Sep 24	Orbitals and Bonding <b>(Dab 120)</b>	<b>In-lab</b> (Due at the end of lab)
5	Oct 1	Qualitative analysis	<b>Writing Exercise*</b> (Due Friday night following experiment)
	Oct 8	No Lab Sessions: Fall Break	
6	Oct 15	Spectrophotometry and Beer's Law	
7	Oct 22	Standardization of NaOH	
8	Oct 29	Titration of unknown acids	
9	Nov 5	Copper Recycle First draft of formal lab report due	*No writing exercises for Exp's 1 & 3
10	Nov 12	Calorimetry Lab quiz (Nov 19 <sup>th</sup> )	
	Nov 19		*Formal lab report for Experiment 8
	Nov 26	No Lab Sessions. Thanksgiving Break <b>Final Formal Lab Report Due by Moodle Upload (10pm)</b>	
	Dec 3	<b>Pickup of graded papers, and lab cleanup</b>	

### Course Action Short Form for GEP Natural Sciences (NS)

<b>Department(s)/Program</b>	Chemistry	New to GEP: <input checked="" type="checkbox"/>
<b>Course Prefix/Number</b> <i>(include cross-listed prefix)</i>	CH 203	Review for GEP: <input type="checkbox"/>
<b>If Special Topics, list GEP special topics prefix/#:</b>  (ex: HUMG)		Special Topics: <input type="checkbox"/>
<b>Course/Topic Title</b>	General Chemistry II for Students in Chemical Sciences	<b>Lab Component:</b> <input type="checkbox"/> <i>Check if applicable</i>
<b>Instructor Name/Title</b>	James Martin / Professor	

Each course in the **Natural Sciences** will provide instruction and guidance that help the student to:

1. Use the methods and processes of science in testing hypotheses, solving problems and making decisions; and
2. Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.

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

A) Identify the bonding forces present in a material, and predict how those forces affect the physical properties of the material.

B) Determine how to make a buffer solution of desired pH.

C) Determine the rate law and reaction order of a reaction given concentration or rate data.

Measure(s) for above Outcome(s):

1) Exams, 2) Quizzes (in problem session and class), 3) Homework

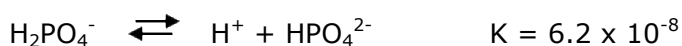
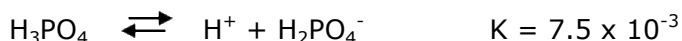
Sample Exam Question (Outcome A)

Indicate whether the following statements are true (T), false (F), or that there is not enough information (NI) to support the claim. If the statement is false, or there is insufficient information, then change a word or phrase to make the statement correct.

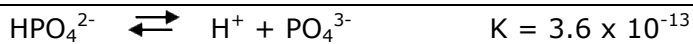
\_\_\_\_\_ MgCl<sub>2</sub> will exhibit greater heat of hydration than CaCl<sub>2</sub> because of stronger hydrogen bonding.

Sample Exam Question (Outcome B)

You need to prepare a phosphate buffer stock solution that will be used to prepare IV fluids, thus it needs to buffer at the pH of blood, i.e. pH = 7.4. Your stock solution should be a 1.0 M buffer solution (the molarity of the buffer solution is the sum of the molarities of the acid and base in solution. You can prepare the buffer from phosphoric acid (H<sub>3</sub>PO<sub>4</sub>) or any of the sodium (hydrogen) phosphates (NaH<sub>2</sub>PO<sub>4</sub>, Na<sub>2</sub>HPO<sub>4</sub> or Na<sub>3</sub>PO<sub>4</sub>). How much (in g) of which compounds would you use to prepare 10 L of your stock solution?

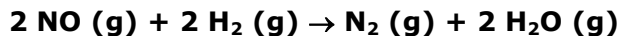


**Course Action Short Form for GEP Natural Sciences (NS)**



Sample Exam Question (Outcome C)

Using the data in the chart below, write out the **rate law expression** for the following reaction:



[NO], M	[H <sub>2</sub> ], M	Rate of N <sub>2</sub> formation, Ms <sup>-1</sup>
0.326	0.118	0.0859
0.109	0.118	0.0095
0.326	0.0295	0.0215

Rate = \_\_\_\_\_

Using the rate of N<sub>2</sub> formation, calculate the rate of disappearance of the reactants as well as the rate of the reaction?

$-(\Delta[\text{NO}]/\Delta t) =$  \_\_\_\_\_

$-(\Delta[\text{H}_2]/\Delta t) =$  \_\_\_\_\_

Rate = \_\_\_\_\_

k = \_\_\_\_\_

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

- A) Interpret phase diagrams and relate the features to physical processes in materials.
- B) Write expressions for K and Q, and determine their values from experimental data.
- C) Apply concepts from the course to interpret data from comes for the chemical research literature.

Measure(s) for above Outcome(s):

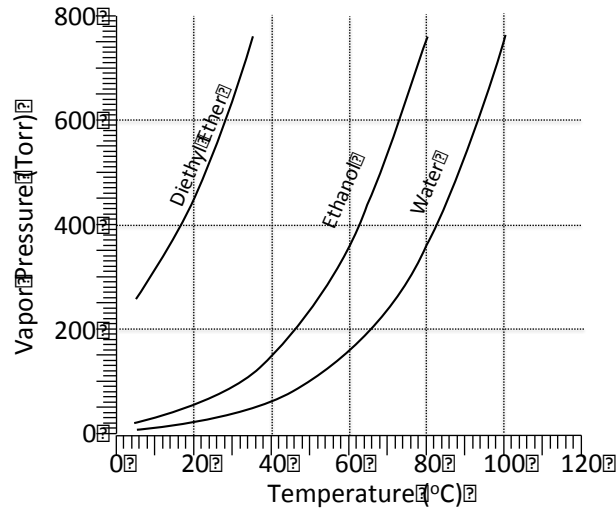
- 1) Exams, 2) Quizzes (in problem session and class), 3) Homework

Sample Exam Question (Outcome A)

Given the liquid/vapor portion of the phase diagrams of three substances:



Course Action Short Form for GEP Natural Sciences (NS)



- a. What is the vapor pressure of ethanol,  $C_2H_5OH$ , at  $60\text{ }^\circ\text{C}$ ? \_\_\_\_\_
- b. Considering only diethyl ether,  $(C_2H_5)_2O$ , and ethanol, which has the stronger intermolecular forces? **Explain your reasoning.**
- c. At what temperature does water have a vapor pressure of 500 Torr? \_\_\_\_\_
- d. What are the normal boiling points of each of the three substances?
- Diethyl Ether \_\_\_\_\_ Ethanol \_\_\_\_\_ Water \_\_\_\_\_

Sample Exam Question (Outcome B)

The reaction below is stopped and the mixture consists of 1.0 atm  $N_2$ , 3.0 atm  $H_2$ , and 0.50 atm  $NH_3$ . Write out the expression for the reaction quotient,  $Q$ . Using your answer for  $\Delta G^\circ$  at  $25\text{ }^\circ\text{C}$  from #9, determine  $\Delta G$  and  $K_{eq}$ . According to your answer for  $\Delta G$ , is the reaction spontaneous in the forward or reverse direction?



$$Q =$$

\_\_\_\_\_

$$\Delta G =$$

$$K_{eq} =$$

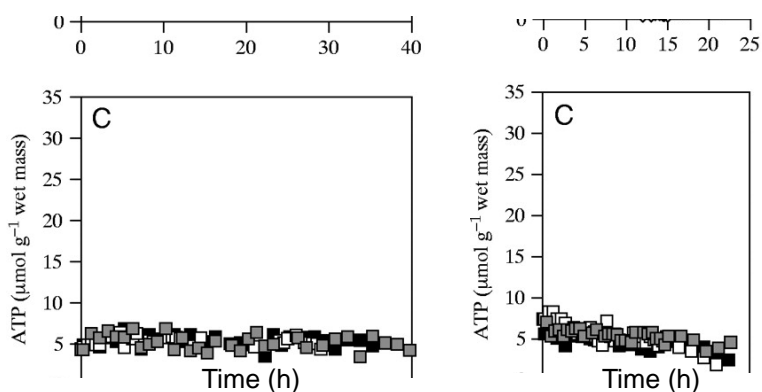
Reaction Direction \_\_\_\_\_

Sample Exam Question (Outcome C)

The following are plots of the kinetics of the anaerobic metabolism of phosphocreatine (PCr) in frog leg muscle measured at two different temperatures, left  $15\text{ }^\circ\text{C}$  and right  $25\text{ }^\circ\text{C}$ , and at different pH. For the purpose of this problem, no not worry about the pH effects. (**But be**

## Course Action Short Form for GEP Natural Sciences (NS)

**careful about your units!**



Using the method of initial rates, use the plots to estimate the rate, and rate constant for this reaction (assume a first order rxn). Approximate the concentration units of  $\mu\text{mol}\cdot\text{g}^{-1}$  to be equivalent to  $\mu\text{mol}\cdot\text{ml}^{-1}$ , and estimate the initial rate based on the first 5 hours.

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric <http://www.provost.ncsu.edu/governance/standing-committees/undergrad-education/2011-2012/>

2013-2014

SIGNATURE PAGE

COURSE ACTION FOR CH 203

RECOMMENDED BY: Ohh 12/11/13  
\_\_\_\_\_  
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY: Vicki Mester 12/12/13  
\_\_\_\_\_  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Julia Cohen 12/13/2013  
\_\_\_\_\_  
COLLEGE DEAN DATE

APPROVED BY: Nancy 30 April 14  
\_\_\_\_\_  
CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

Barbara M. K... 5-1-14  
\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE 8/2014

### A) Course Justification

CH 201 has, for many years, been a required course for many majors at NC State, as well as serving as course that fulfills the natural sciences requirement in the General Education Program. It also has been the second course taken by chemistry majors. While special sections for chemistry majors have been held off and on for many years, in Fall 2009 special sections for “science and engineering majors” were instituted for CH 101 and, in subsequent semesters, CH 201, 221 and 223.

These special sections in the general and organic chemistry sequences have evolved to use different textbooks from the service sections with a different order of topics. Information of interest specific to students who wish to go on to a career in chemistry or a closely related subject is presented, along with information about the chemistry major. In Spring 2011, new laboratory experiments were introduced in the corequisite laboratory sections populated by these same students in the General Chemistry sequence. In Fall 2013, new laboratory experiments were introduced in the Organic Chemistry sequence for these same students.

Since these special sections of General and Organic Chemistry have evolved sufficiently over the past few years, the student learning outcomes for these sections are now different enough from those outcomes for the service sections to justify new course numbers. We propose CH 203 for General Chemistry II specific to chemistry and closely related majors. This is one of a series of new courses proposed for these students.

### B) Enrollment Last 5 Years

Included here are only the enrollment figures for the CH 201 sections specifically designated for “science and engineering students”. They have been offered since the Spring 2010 semester.

<u>Semester:</u>	<u>Section:</u>	<u>Enrollment:</u>
Spring 2010	CH 201-011	64
Spring 2011	CH 201-011	55
Spring 2012	CH 201-011	60
Spring 2013	CH 201-011	49
Spring 2014	CH 201-011	54

### C) New Resources Statement

No new resources are required for this course. The department currently offers smaller sections of CH 201 (see part B above) into which chemistry majors are advised to enroll. Addition of CH 203 would be concomitant with the elimination of that special section of CH 201.

### D) Consultation With Other Departments

Consultation was sought directly from the other three departments to whose students the course is open, as well the university at large through the associate deans. Responses are shown below:

**MEAS supports the creation of for majors sections of general and organic chemistry. We appreciate you including marine chemistry majors in the restrictions. Although it is a small number of students annually, this move ensures they can easily register for the appropriate section in a timely manner.**

**Sincerely,**

**Carrie**

Director, Center for Ocean Sciences Education Excellence - South East  
Research Associate Professor and Director of Undergraduate Programs  
Department of Marine, Earth, & Atmospheric Sciences  
Box 8208  
NC State University  
Raleigh, NC 27695

**Greg, thank you for sharing this information with our Chemical Engineering faculty. We are supportive of our students taking this course as an option to the traditional section and will list it as an alternative, but we will not require that they do so in order to maintain more scheduling flexibility for our students. As discussed in the faculty meeting, we will need to coordinate with the freshman orientation folks, since all COE EFY students are automatically placed into CH 101 if their placement scores allow, and .**

**Regards,**

**Lisa Bullard**

**Chemical Engineering Course and Curriculum Committee**

**I'm responding on behalf of Dean Davis in the College of Management. We have no concerns and support your proposal. I assume these new courses will be brought forward to be approved as meeting the University's GEP natural science requirement.**

**Thanks,**

**Andy Nowel**

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# CH 203 Course Syllabus

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## CH 203 – General Chemistry II for Students in Chemical Sciences

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Section 001

Spring 2015

3 Credit Hours

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### Course Description

A study of intermolecular forces between molecules, and their affect on the properties of solids, liquids and gases, and on phase changes. The interplay of energetics and chemical kinetics on equilibria, including acid-base, redox and solubility equilibria. Second half of a two semester sequence for students interested in a chemistry or closely related career.

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### Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Identify the bonding forces present in a material, and predict how those forces affect the physical properties of the material.
2. Interpret phase diagrams and relate the features to physical processes in materials.
3. Describe the properties of gases using kinetic molecular theory and the ideal gas law.
4. Calculate molarity, molality, mole fraction and mass fraction of a solution, and convert between those quantities
5. Quantitatively predict vapor pressure, melting point, boiling point and osmotic pressure of solutions, and use these data to determine molar masses of solutes
6. Calculate  $\Delta E$ ,  $\Delta H$ ,  $\Delta S$  and  $\Delta G$  for a reaction using experimental data and/or tabulated values
7. Write expressions for K and Q, and determine their values from experimental data
8. Calculate K from thermodynamic data, and vice versa, at different temperatures
9. Calculate the pH of acids, bases, and mixtures, including buffer solutions, using  $K_a$  values
10. Determine how to make a buffer solution of desired pH
11. Calculate the solubility and ion concentrations for sparingly soluble solids in the presence of acids or ligands
12. Determine cell potentials from known concentrations of reactants and products
13. Determine the products of an electrolytic cell, and quantify the product given current and time
14. Determine the rate law and reaction order of a reaction given concentration or rate data
15. Apply concepts from the course to interpret data which comes from the chemical research literature
16. State how concepts from the course might be applied by a professional chemist

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## Course Structure

The course consists of three 50 minute lecture periods and one 50 minute problem session a week.

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## Course Policies

The following are some general guidelines for this lecture course:

- i. Turn off electronic equipment (cell phones, pagers, music, etc).
  - ii. No laptops (unless prior arrangement with instructor) or IM-ing allowed.
  - iii. Leave your seat and desk clean.
  - iv. If you are late to class, I will call on you for the rest of the lecture period. It is not polite to disrupt the lecture for other students.
  - v. Conduct yourself in a manner that allows other students around you to focus on learning.
- 

## Instructors

**Dr. James D. Martin** - *Instructor*

**Email:** [Jim\\_Martin@ncsu.edu](mailto:Jim_Martin@ncsu.edu)

**Web Page:** <http://courses.ncsu.edu/ch201/lec/011/>

**Phone:** (919)515-3402

**Fax:** 919-515-8909

**Office Location:** Dabney Hall 822A

**Office Hours:** M 2:00-3:00 pm, W 11:30 am-12:30 pm or any time by appointment

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## Course Meetings

### Lecture

**Days:** MWF

**Time:** 10:15 am – 11:05 am

**Campus:** Main

**Location:** 104 Fox Hall

*This meeting is required.*

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### Problem Session

**Days:** H

**Time:** 1:30 pm – 2:20 pm or 3:00 pm – 3:50 pm

**Campus:** Main

**Location:** 104 Fox Hall

*This meeting is required.*

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## Course Materials

### Textbooks

**Chemistry and Chemical Reactivity (Enhanced)**- Kotz, Treichel & Townsend

**Edition:** 8th Edition

**Publisher:** Thomson Brooks/Cole

**ISBN:** 08400482289

**Cost:** \$299.99 new, or \$229.50 used from the NCSU bookstore

*This textbook is required.*

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### Materials

**Calculator:** Capable of handling scientific notation - need not be expensive - \$20.00

*This material is required.*

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### Other Expenses

None.

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## Requisites and Restrictions

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### Prerequisites

CH 101 with a minimum of 3.00 grade points or CH 103, and CH 102 or CH 104, and eligibility for MA 131 or higher.

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### Co-requisites

CH 204

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### Restrictions

This course is open to 17CHEMBS, 17CHEMBA, 14EFY-14CHEI, 11BIOCHBS, and 17MARSCBS-17MARSCCHM students and to students with departmental approval. Students cannot receive credit for both CH 201 and CH 203.

---

## General Education Program (GEP) Information

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### GEP Category

Natural Sciences

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### GEP Category Outcomes

- A. Use the methods and processes of science in testing hypotheses, solving problems and making decisions.
  - B. Make inferences from and articulate scientific concepts, principles, laws and theories, and apply this knowledge to problem solving.
- 

### How This Course Will Fulfill GEP Category Outcomes

Outcome A will be fulfilled through learning outcomes # 1, 10, 14

Outcome B will be fulfilled through learning outcomes # 2, 7, 15

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### GEP Co-requisites

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

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## 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.

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## Safety & Risk Assumptions

None.

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## Grading

### Grade Components

Component	Weight	Details
Exam #1	100 pts	Thursday January 31, in problem session.
Exam #2	100 pts	Thursday February 21, in problem session.
Exam #3	100 pts	Thursday March 21, in problem session.
Exam #4	100 pts	Thursday April 18, in problem session.
Final Exam	200 pts	Monday May 6, 8:00 am – 11:00 am in Fox 104.
Six Quizzes	60 pts	Given in problem session and/or class; 50 points each



Component	Weight	Details
Homework	40 pts	See below

**More information on exams:**

- Exams are administered in problem session.
- The final exam will be in part on the last couple weeks of the semester, and in part based on the material from the first four exams.
- **IF** the NC State Adverse Weather Policy is in effect on an exam day, the exam will be postponed until the next class meeting, and a regular class will be held in its place, weather permitting.
- There will be no make-up exams. If an exam is missed for a documented legitimate excuse, the average score on the other exams, including the final exam, will replace the missing grade.
- Missing either two exams or the final without a documented, legitimate excuse will result in an automatic failure of the course.
- Missing either two exams or the final with a documented, legitimate excuse can result in the grade of IN (see "Policies on Incomplete Grades" below).

**More information on quizzes:**

- There will be six quizzes as an incentive to keep students abreast of the coursework. These will be a combination of announced quizzes, given in problem session, and unannounced quizzes, given in class. Each quiz will be 10 points.

**More information on homework:**

- Four graded problem sets worth 10 points each will be given, to be turned in on specific dates at problem session.
- As we cover material, problems at the end of the chapter that correspond to the material being covered in class will be suggested. It is recommended that students work about half of them while we are covering the material and the second half as a tool to study for the exam. As students have questions, they are encouraged to bring them to class or office hours. But otherwise this larger list of homework problems is not graded.

---

**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

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## Requirements for Credit-Only (S/U) Grading

Each student should meet with his or her advisor to find out which S/U courses may count toward graduation and/or fulfillment of the requirements for their major.

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 achieving a grade of D+ or below according to the grading scale above will receive a U.

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## 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>.

In order to receive a grade of AU, students are required to take all exams and quizzes, complete all assignments, and earn a grade of D- or better.

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## Policies on Incomplete Grades

The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>.

At the discretion of the instructor, students may be given an IN grade for work not completed because of a serious interruption in their work not caused by their own negligence. An IN must not be used, however, as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. Work undertaken to make up the IN grade must be limited to the completion of the missed work. An IN grade must be made up by the end of the next regular semester (not including summer sessions) in which the student is enrolled, provided that this period is not longer than twelve (12) months from the end of the semester or summer session in which the work was due.

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

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## Late Assignments

Late assignments will not be accepted. Late assignments without a documented, legitimate excuse will count as a zero towards the total grade.

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## Attendance Policy

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

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### Attendance Policy

Attendance is considered to be a professional obligation of the student. While there are no direct point deductions for missing lecture classes, students may lose the opportunity to gain points if they fail to take in-class quizzes due to absences.

Problem sessions will be held each Thursday (1:30 pm and 3:00 pm in Fox 104) over the semester, and are **mandatory**. For each unexcused (not documented or legitimate) absence, 10 points will be deducted from your final course total. You must attend the problem session for which you are registered. In the event of a documented, legitimate excuse, you may attend another problem session with the instructor's advance permission.

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## **Absences Policy**

If students are absent for a class, they may provide written documentation for the absence to the instructor. What constitutes an excused absence is described at <http://policies.ncsu.edu/regulation/reg-02-20-03>.

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## **Makeup Work Policy**

Missed quizzes may only be made up if a documented, legitimate excuse is provided.

There will be no make-up exams. If an exam is missed for a documented legitimate excuse, the average score on the other exams, including the final exam, will replace the missing grade.

No extra credit assignments will be given for any reason.

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## **Additional Excuses Policy**

None.

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## **Academic Integrity**

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### **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>

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### **Academic Honesty**

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

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### **Honor Pledge**

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

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## **Electronically-Hosted Course Components**

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

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## **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>.

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## **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/](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 MWF 10:15am – 11:05am – Semester Outline – 01/07/2013 - 05/07/2013**

January

7	Introduction	
9	The Chemistry of Solids-Structures	Chapter 13
11	The Chemistry of Solids-Structures	Chapter 13
14	The Chemistry of Solids-Bonding/Intermolecular Forces	Chapter 13 and 12
16	The Chemistry of Solids-Bonding/Properties	Chem. Mat. P. 657
18	No Class (JDM Faculty Assembly)	
21	MLK Holiday	
23	Intermolecular Forces and Liquids-Structure	Chapter 12
25	Intermolecular Forces and Liquids-Properties	Chapter 12
27	Phase Changes (Phase Diagrams)	Chapter 13 and 12
30	Phase Changes (Energy/Clausius-Claperyron)	Chapter 12

**Thursday January 31 EXAM 1**

February

1	Exam debrief	
4	Phase changes (liq-Gas)	Chapter 12
6	Gases and Their Properties-Gas laws/Partial Pressures	Chapter 11
8	Gases and Their Properties-kinetic theory of gasses	Chapter 11
11	Gases and Their Properties-applications	Chapter 11
13	Solutions and Their Behavior-str/bonding	Chapter 14
15	Solutions and Their Behavior-disolution process	Chapter 14
18	Solutions and Their Behavior-solubility of materials	Chapter 14
20	Solutions -colligative properties	Chapter 14

**Thursday February 21 EXAM 2**

22	Exam debrief	
25	Princ. of React.: Entropy and Free Energy	Chapter 19
27	Principals of Reactivity: Entropy	Chapter 19

March

1	Principals of Reactivity: Free Energy	Chapter 19
4	Spring Break	
6	Spring Break	
8	Spring Break	
11	Entropy and Free Energy Changes	Chapter 19
13	Free Energy and Equilibrium	Chapter 19
15	Free Energy and Equilibrium	Chapter 19
18	Principles of Reactivity: Equilibria	Chapter 16
20	Principles of Reactivity: Equilibria	Chapter 16

**Thursday March 21 EXAM 3**

22	Exam debrief and Principles of Reactivity: Equilibria	Chapter 16
25	Principles of Reactivity: Equilibria	Chapter 16
27	Principles of Reactivity: Equilibria	Chapter 16
29	Spring Holiday	

April

1	Acid Base and other Equilibria	Chapters 17&18
3	Acid Base and other Equilibria	Chapters 17&18
5	Acid Base and other Equilibria	Chapters 17&18
8	Chemical Kinetics: The Rates of Chemical Reactions	Chapter 15
10	Chemical Kinetics: The Rates of Chemical Reactions	Chapter 15
12	Chemical Kinetics: The Rates of Chemical Reactions	Chapter 15
15	Chemical Kinetics: The Rates of Chemical Reactions	Chapter 15
17	Chemical Kinetics: The Rates of Chemical Reactions	Chapter 15

**Thursday April 18 EXAM 4**

19	Exam debrief	
22	Principles of Reactivity: Electron Transfer Reactions	Chapter 20
24	Principles of Reactivity: Electron Transfer Reactions	Chapter 20
26	Principles of Reactivity: Electron Transfer Reactions	Chapter 20

May

**7 Final Exam, 8:00 am**



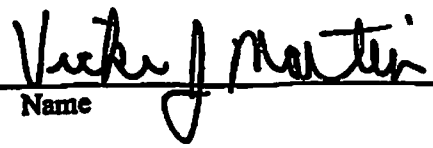

## Criteria for Reviewing Course Action Forms for GEP Courses

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

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

**Miscellaneous Comments**

College Signature    Name    Title    Date   

12/10/2013

**Course Action Short Form for GEP Natural Sciences (NS)**

Department(s)/Program	Chemistry	New to GEP: <input checked="" type="checkbox"/>																												
Course Prefix/Number <i>(include cross-listed prefix)</i>	CH 204	Review for GEP: <input type="checkbox"/>																												
If Special Topics, list GEP special topics prefix/#:  (ex: HUMG)		Special Topics: <input type="checkbox"/>																												
Course/Topic Title	General Chemistry Laboratory II for Students in Chemical Sciences	Lab Component: <input checked="" type="checkbox"/> <i>Check if applicable</i>																												
Instructor Name/Title	Ana Ison / Teaching Assistant Professor																													
Each course in the <i>Natural Sciences</i> will provide instruction and guidance that help the student to:																														
<ol style="list-style-type: none"> <li>1. Use the methods and processes of science in testing hypotheses, solving problems and making decisions; and</li> <li>2. Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.</li> </ol>																														
Student learning outcome(s) for <b>Objective #1</b> :																														
<p>A) Use collected data to arrive at conclusions based on the reliability of data and knowledge of chemical phenomena.</p> <p>B) Present results in the form of formatted tables, plots or figures.</p>																														
Measure(s) for above Outcome(s):																														
1) Pre-lab and in-lab assessment, 2) Written exercises (including formal lab report)																														
<u>Sample In-Lab (Outcome A)</u>																														
<p align="center">Titration of pure acetylsalicylic acid (HASA)</p> <table border="0"> <thead> <tr> <th></th> <th align="center">Sample A</th> <th align="center">Sample B</th> <th align="center">Sample C</th> </tr> </thead> <tbody> <tr> <td>Mass of HASA used</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Final buret reading</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Initial buret reading</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>mL of NaOH used</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>moles of NaOH used</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Percent purity of HASA</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table> <p>Average percent purity _____ Standard deviation _____</p> <p>Show calculations for percent purity and standard deviation:</p> <p>Is HASA a mono or di-protic acid? Explain your answer by referring to your experimental data.</p>				Sample A	Sample B	Sample C	Mass of HASA used	_____	_____	_____	Final buret reading	_____	_____	_____	Initial buret reading	_____	_____	_____	mL of NaOH used	_____	_____	_____	moles of NaOH used	_____	_____	_____	Percent purity of HASA	_____	_____	_____
	Sample A	Sample B	Sample C																											
Mass of HASA used	_____	_____	_____																											
Final buret reading	_____	_____	_____																											
Initial buret reading	_____	_____	_____																											
mL of NaOH used	_____	_____	_____																											
moles of NaOH used	_____	_____	_____																											
Percent purity of HASA	_____	_____	_____																											
<u>Sample Written Exercise (Outcome B)</u>																														
<p>Titration Curves: Plotting and Discussion</p> <p>Generate plots of the two titration curves in Excel and copy and paste into Word. Make sure plots are labeled and formatted correctly. Label each curve to show the midpoint and equivalence point and describe how they are identified visually on the plot. Explain how the identity and concentration of the acid solutions were obtained from the plots. Draw Lewis structures of the acids as well as the deprotonated forms of each (diprotic acid will have two</p>																														



### Course Action Short Form for GEP Natural Sciences (NS)

deprotonated forms). Label each structure with a number so that you can refer to them in the text. Also indicate which species are present in solution at the midpoint and equivalence point.

Student learning outcome(s) for Objective #2:

- A) Use collected data to arrive at conclusions based on the reliability of data and knowledge of chemical phenomena.
- B) Identify connections between laboratory results and the concepts and models learned in the requisite lecture course.

Measure(s) for above Outcome(s):

- 1) Pre-lab and in-lab assessment, 2) Written exercises (including formal lab report)

#### Sample In-Lab (Outcome A)

Molar Mass Determination (Part B)

Mass Determination	Trial 1	Trial 2	Trial 3
Mass of empty flask with cap assembly	g	g	g
Mass of cooled flask with cap assembly	g	g	g
Mass of condensed gas			
Gas Volume Determination			
Mass of empty flask			
Mass of flask with water			
Temperature of water			
Gas Pressure Determination			

For Part B, show your sample calculation for determining the molar mass of the unknown liquid. Be sure to include units, and cancel the units. Do all your trials agree? Is there a reason to discard any trials, such as a technique error or poor values?

What is the probable identity of your unknown liquid? Do the boiling point, molecular mass and specific gravity all suggest one identity? What is the accuracy and precision of your measurements?

#### Sample Written Exercise (Outcome B)

In this writing exercise, write an introduction to the experiment focusing on the preparation of aspirin part of the experiment only. Make sure to reference all background information using the proper format for in-text citing and the reference list. When discussing the reaction you must provide a ChemDraw figure with all Lewis structures drawn by you. Details on what should be included in the Introduction section, how to format ChemDraw figures and referencing can be found in the 'How to Write a Formal Lab Report' document. You may find it helpful to organize your thoughts in the following way:

**Step one:** The Introduction should include the following

### Course Action Short Form for GEP Natural Sciences (NS)

- General introduction to the experiment
- Background information and significance of the reaction
- Specific description of the reaction using chemical equations
- Information regarding the techniques used in the experiment
- Specific description of what information will be obtained from experiment

**Step two:** Construct paragraphs tying together the information listed above.

- Attach course information per review instructions 2013-2014
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric <http://www.provost.ncsu.edu/governance/standing-committees/undergrad-education/2011-2012/>

## Criteria for Reviewing Course Action Forms for GEP Courses

### ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

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

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

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

Department signature \_\_\_\_\_

Name

Title

Date

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

12/11/2013

## Criteria for Reviewing Course Action Forms for GEP Courses

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

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

**Miscellaneous Comments**

College Signature Verky Martin 12/12/13  
Name Title Date

12/10/2013

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

DEPARTMENT/PROGRAM	CHEMISTRY	
COURSE PREFIX/NUMBER	CH 204	
PREVIOUS PREFIX/NUMBER	TYPE PREVIOUS COURSE/SPECIAL TOPIC PREFIX NUMBER HERE	
COURSE TITLE	GENERAL CHEMISTRY LABORATORY II FOR STUDENTS IN CHEMICAL SCIENCES	
ABBREVIATED TITLE	GEN CHEM LAB II CHEM SCI	
SCHEDULING	Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input 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 1	GRADING ABCDF <input checked="" type="checkbox"/> S/U <input type="checkbox"/>
CONTACT HOURS <i>See contact/credit hour guidelines for detail.</i>	LECTURE SEMINAR      LABORATORY 3      PROBLEM STUDIO      INDEPENDENT STUDY      RESEARCH INTERNSHIP      PRACTICUM      FIELD WORK	
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED
INSTRUCTOR(S) (NAME/RANK)	ANA ISON / ASSOCIATE PROFESSOR DUAL APPOINTMENT? <input type="checkbox"/>	

ANTICIPATED ENROLLMENT	Per semester <u>60</u> Per section <u>15</u> Will multiple sections be offered? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
PREREQUISITE(S)	NONE	
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? NO	
CO-REQUISITE(S)	CH 203	
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING? YES	
PRE/CO-REQUISITE FOR...	CO-REQUISITE FOR CH 203, PREREQUISITE FOR CH 225	
RESTRICTIVE STATEMENT (EX MA AND AMA MAJORS ONLY)	THIS COURSE IS OPEN TO 17CHEMBS, 17CHEMBA, 14EFY-14CHEI, 11BIOCHBS, AND 17MARSCBS-17MARSCCHM MAJORS AND TO STUDENTS WITH DEPARTMENTAL APPROVAL. STUDENTS CANNOT RECEIVE CREDIT FOR BOTH CH 202 AND CH 204.	
COURSE IS REQUIRED FOR:	17CHEMBS, 17CHEMBA	
COURSE IS AN ELECTIVE FOR:	LIST DEGREE KEY FOR ALL CURRICULA OR IDENTIFY MINOR IN WHICH COURSE SERVES OR WILL SERVE AS AN ELECTIVE	
PROPOSED EFFECTIVE DATE 1/2015	APPROVED EFFECTIVE DATE <u>8/2014</u>	COURSE REVIEW DUE

CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)  
LABORATORY EXPERIMENTS IN SOLID STATE MATERIALS, PREPARATION AND ANALYSIS OF AN ORGANIC COMPOUND, SEPARATIONS, GASES, SOLUTIONS, EQUILIBRIUM, ACIDS AND BASES, AND KINETICS. SECOND HALF OF A TWO SEMESTER SEQUENCE FOR STUDENTS INTERESTED IN A CHEMISTRY OR CLOSELY RELATED CAREER. THIS COURSE IS OPEN TO 17CHEMBS, 17CHEMBA, 14EFY-14CHEI, 11BIOCHBS, AND 17MARSCBS-17MARSCCHM MAJORS AND TO STUDENTS WITH DEPARTMENTAL APPROVAL. STUDENTS CANNOT RECEIVE CREDIT FOR BOTH CH 202 AND CH 204.

<b>TYPE OF PROPOSAL</b>	
NEW COURSE	<input checked="" type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input type="checkbox"/>
<b>REVISION IN:</b>	
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"/>
<b>GEP LEARNING OUTCOMES ONLY</b>	<input type="checkbox"/>
DUAL-LEVEL COURSE	<input type="checkbox"/>
<b>GEP COURSE</b>	<input checked="" type="checkbox"/>
<b>CHECK APPLICABLE CATEGORY BELOW:</b>	
HUMANITIES	<input type="checkbox"/>
SOCIAL SCIENCES	<input type="checkbox"/>
MATHEMATICAL SCIENCES	<input type="checkbox"/>
NATURAL SCIENCES	<input checked="" 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 type="checkbox"/>
THEMATIC TRACK	<input type="checkbox"/>

<b>DOCUMENTATION AS REQUIRED</b>	
(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**

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)



### A) Course Justification

CH 202 has, for many years, been a required laboratory course for many majors at NC State, as well as serving as course that fulfills the natural sciences requirement in the General Education Program. It also has been the second laboratory for chemistry majors. While special sections for chemistry majors have been held off and on for many years, in Fall 2009 special sections for “science and engineering majors” were instituted for the lecture course CH 101 and, in subsequent semesters, CH 201, 221 and 223.

In Spring 2011, new laboratory experiments were introduced in the corequisite CH 202 laboratory sections populated by these same students in the General Chemistry sequence, followed by new experiments in CH 102 in Fall 2011. In Fall 2013, new laboratory experiments were introduced in the Organic Chemistry sequence for these same students. These special sections in the general and organic chemistry sequences have evolved to use different laboratory manuals from the service sections with a different set of experiments. Laboratory skills relevant to students who wish to go on to a career in chemistry or a closely related subject are developed, and information about the chemistry major is presented.

Since these special sections of General and Organic Chemistry have evolved sufficiently over the past few years, the student learning outcomes for these sections are now different enough from those outcomes for the service sections to justify new course numbers. We propose CH 204 for General Chemistry Laboratory II specific to chemistry and closely related majors. This is one of a series of new courses proposed for these students.

### B) Enrollment Last 5 Years

Included here are only the enrollment figures for the CH 202 sections specifically designated for “science and engineering students”. These have been in operation since the Spring 2011 semester.

<u>Semester:</u>	<u>Number of Sections:</u>	<u>Enrollment:</u>
Spring 2011	3	52
Spring 2012	4	54
Spring 2013	3	48
Spring 2014	4	53

### C) New Resources Statement

No new resources are required for this course. The department currently offers specially designated sections of CH 202 (see part B above) into which chemistry majors are advised to enroll. Addition of CH 204 would be concomitant with the elimination of a corresponding number of sections of CH 202.

### D) Consultation With Other Departments

Consultation was sought directly from the other three departments to whose students the course is open, as well the university at large through the associate deans. Responses are shown below:

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# CH 204 Course Syllabus

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## CH 204 – General Chemistry Laboratory II for Students in Chemical Sciences

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**Section 001**

**Fall 2014**

**1 Credit Hour**

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### Course Description

Laboratory experiments in solid state materials, preparation and analysis of an organic compound, separations, gases, solutions, equilibrium, acids and bases, and kinetics. Second half of a two semester sequence for students interested in a chemistry or closely related career.

---

### Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Demonstrate proper use of standard laboratory glassware and equipment
  2. Collect reproducible data and analyze data in terms of precision and accuracy
  3. Use collected data to arrive at conclusions based on the reliability of data and knowledge of chemical phenomena
  4. Present results in the form of formatted tables, plots or figures
  5. Communicate results through writing exercises and formal laboratory reports
  6. Apply concepts and models learned in the corequisite lecture course to explain experimental observations
  7. Demonstrate safe laboratory practices
- 

### Course Structure

The course consists of one three hour laboratory period a week. Issues raised in the laboratory will be discussed in the corequisite lecture course and its problem sessions. Writing assignments will be based on the experiments performed in the laboratory.

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### Course Policies

Over the course of this semester, you will continue honing your skills in planning and executing experiments as well as evaluating the collected data and observations. Each experiment will begin with a pre-lab quiz intended to assess if you are prepared for the experiment. It is critical that you read the introduction section of each experiment as well as associated sections in your textbook prior to coming to lab and complete the Pre-lab Preparation section for each experiment. The In-lab assignments are designed to probe your level of preparation as well as encourage you to develop your abilities as a scientist. In this course, as in CH102, you will continue to develop your scientific writing skills. To this end, each experiment will require you to prepare a short writing assignment. During the semester you will have two opportunities to demonstrate the skills learned through these assignments by preparing two complete formal lab reports based on two different experiments. In addition, you will have the opportunity to work on your presentation skills during an in-class formal group presentation.



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## Instructors

**Dr. Ana Ison - Instructor**

**Email:** [aison@ncsu.edu](mailto:aison@ncsu.edu)

**Phone:** 919-515-6282

**Fax:** 919-515-8909

**Office Location:** 250 Fox Laboratories

**Office Hours:** Monday & Wednesday: 1:30 - 2:30 or by appointment

**Eric Goggins - Teaching Assistant**

**Email:** [emgoggin@ncsu.edu](mailto:emgoggin@ncsu.edu)

**Phone:** 919-515-2942

**Office Location:** 308C Partners III

**Office Hours:** Tuesday and Thursdays 12:30 - 1:30

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## Course Meetings

### Laboratory

**Days:** T

**Time:** 9:00am - 11:45 am

**Campus:** Main

**Location:** 217 Fox Laboratories

*This meeting is required.*

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## Course Materials

### Textbooks

**Laboratory Manual:** CH 204 Laboratory Manual

**Edition:** Fall 2014

**Cost:** \$25; available at Sir Speedy Printing, 2526 Hillsborough St.

*This textbook is required.*

### Materials

**Periodic Table, laminated if possible**

*This material is required.*

**Calculator:** Capable of handling scientific notation - need not be expensive - \$20.00

*This material is required.*

**Flash Drive:** For transferring data and written reports - \$12.00

This material is recommended

### Other Expenses

None.

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## Requisites and Restrictions

### Prerequisites

None

### Co-requisites

CH 203

### Restrictions

This course is open to 17CHEMBS, 17CHEMBA, 14EFY-14CHEI, 11BIOCHBS, and 17MARSCBS-17MARSCCHM students and to students with departmental approval. Students cannot receive credit for both CH 202 and CH 204.

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## General Education Program (GEP) Information

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### GEP Category

Natural Sciences

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### GEP Category Outcomes

A. Use the methods and processes of science in testing hypotheses, solving problems and making decisions.

B. Make inferences from and articulate scientific concepts, principles, laws and theories, and apply this knowledge to problem solving.

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### How This Course Will Fulfill GEP Category Outcomes

Outcome A will be fulfilled through learning outcomes #3 and 4

Outcome B will be fulfilled through learning outcomes #3 and 6

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### GEP Co-requisites

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

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## 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.

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## Safety & Risk Assumptions

None.

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## Grading

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### Grade Components

Component	Percentage of Overall Grade
Pre-Lab Quizzes	20%
In-Lab Activities	35%
Technique	5%
Writing Exercises	20%
Formal Laboratory Report	10%
Presentation	10%

### Pre-lab Quiz

Thorough preparation for lab is imperative. The experiments planned for this semester are significantly more involved than the experiments we did in CH102. In addition, the assumption is that you are proficient with the material learned last semester and that you have more developed laboratory skills. Some experiments deal with material from last semester or material that has not yet been covered in lecture. Without the preparations described below you will have a very difficult time understanding the experiment and how to obtain good quality data efficiently.

Before each lab meeting you should:

1. Read the experiment in detail as well as the related sections of the textbook.
2. Make sure you are familiar with the glassware and equipment used in the experiment.
3. Complete the Pre-lab Preparation section for the experiment. The Pre-lab Preparation section follows the Introduction section of each experiment.
4. **Each lab meeting will begin with a short 2-3 question Pre-lab quiz based on the information provided in the Introduction section and the Pre-lab Preparation section.**
5. **There are no Pre-lab Quiz make-ups. If you are late to lab and miss the quiz, you receive a zero.**

### **Glassware and Lab Techniques Quiz**

During the week between Experiments #7 and 8, the lab meeting will consist of a quiz on glassware and laboratory techniques. The grade on this quiz will be included with the pre-lab quizzes for that component of the course grade.

1. You are expected to know all of the names of glassware used in previous experiments as well as what they are most commonly used for.
2. There will be questions on techniques such as application of titration, vacuum filtration, dilutions, chromatography, calibration curves.

### **In-lab Assignment**

1. In-lab assignments are located at the back of the lab manual on carbonless copy paper.
2. Complete In-lab sheets while running the experiment.
3. Hand in copies of your In-lab assignment before leaving the lab.
4. Neatness is imperative so that the TA's can read your work. Illegible answers will be marked wrong. Sloppy In-labs will be penalized with a 5 pt. deduction.
5. **Late In-labs will not be accepted.**

### **Post-lab writing exercises**

1. Each experiment has a writing exercise that will be due one week following the completion of the experiment.
2. The writing exercises are located in the Writing Exercises section of your lab manual.
3. The writing exercises must follow the format outlined in the Writing a Formal Lab Report section of the lab manual.
4. The assignment must be done using available word processing software (Word).
5. **All writing exercises will be due by 10 pm on the following Monday by Moodle upload. The submission window closes exactly at 10pm so if you are a minute late you will not be able to submit your assignment. Late Post-lab writing exercises will not be accepted.**

### **Formal Lab Reports**

1. Two experiments (Gas Laws and Kinetics) will require students to write a formal lab report written according to the format described in 'How to Write a Formal Lab Report' section of the lab manual.

### Formal Presentations

1. For the formal presentation you will be given a topic and asked to prepare 10-15 minute PowerPoint presentation on the topic. The presentations will be done in groups of 2-3 students.
2. Each presentation will be followed by a question and answer period where the audience will pose questions to the presenters related to the material discussed.

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### 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

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### Requirements for Credit-Only (S/U) Grading

Each student should meet with his or her advisor to find out which S/U courses may count toward graduation and/or fulfillment of the requirements for their major.

In order to receive a grade of S, students are required participate in all laboratory experiments, complete all assignments and assessments, 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 achieving a grade of D+ or below according to the grading scale above will receive a U.

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### 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>.

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### Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>.

Opportunities are available for students to make up missed laboratory sessions (see Makeup Work Policy). An Incomplete grade (IN) will only be given to students who miss laboratory sessions with excused absences and are unable to arrange makeup work.

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## 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>

**Duplication of another person's lab assignment is academic dishonesty and will be treated as such.** This includes getting data from another student before performing the lab, using data from another student for post-lab assignments or plagiarizing writing assignments. The grade for an experiment in which academic dishonesty has occurred is recorded as a zero and reported in a manner consistent with the University's policy on academic dishonesty.

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## Academic Honesty

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

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## Honor Pledge

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

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## Electronically-Hosted Course Components

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

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## 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>.

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## 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/](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.

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## Course Schedule

**NOTE:** The course schedule is subject to change.

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**Laboratory T 9:00 am – 11:45 am – Semester Outline – 01/7/2013 - 5/03/2013**

Experiment	Date	Experiment	Weekly Graded Work	
1	Jan 22	Safety Training and Solid State Materials	<b>Pre-lab Quiz</b>	
2A	Jan 29	Preparation of Aspirin and Standardization of NaOH		
2B	Feb 5	Analysis of Aspirin		
3	Feb 12	Polarity and Chromatography		<b>In-lab</b>
4	Feb 19	Gas Laws – Ideal gas relationships		
5	Feb 26	Identifying unknown liquid		<b>Writing Exercise*</b>
	Mar 5	<b>No Labs, Spring Break</b>		
6	Mar 12	Properties of Solutions		
7	Mar 19	Equilibrium		
	Mar 26	<b>Quiz: Glassware and lab techniques</b>  (no lab this week only quiz)		
8	Apr 2	Titration curves	<b>Full Lab reports due for Gas Laws and Kinetics</b>	
9	Apr 9	Buffers		
10	Apr 16	Kinetics		
	Apr 23	<b>Presentations</b>		
		<b>(Topics TBA)</b>		

## Course Action Short Form for GEP Update – US Diversity

<b>Department/Program</b>	Housed in Academic Programs, serving students in Textile and Apparel, Technology and Management Textile Engineering, Chemistry, and Science	<b>New to GEP:</b> <input checked="" type="checkbox"/>
<b>Course Prefix/Number (include crosslisted prefix)</b>	T 101	<b>Review for GEP:</b> <input type="checkbox"/>
<b>Course Title</b>	Introduction to the College of Textiles	
<p>Each course in U.S. Diversity will provide instruction and guidance that help students to achieve <u>at least 2</u> of the following:</p> <ol style="list-style-type: none"> <li>1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences;</li> <li>2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.;</li> <li>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.;</li> <li>4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.</li> </ol>		
<p>Student outcome(s) for <input type="checkbox"/> 1. or <input type="checkbox"/> 2. or <input type="checkbox"/> 3. or <input checked="" type="checkbox"/> 4.</p> <p>-Understand the importance of cultural competence within the academic and professional world.          -Recognize the value of diversity in a work environment, specifically in their intended field.          -Identify how their primary and secondary dimensions of identity will play a role in future career.</p>		
<p>Measure(s)</p> <p>See attached: Diversity/Inclusion and Campus Life assignments. Grading rubrics included.</p>		
<p>Student outcome(s) for <input checked="" type="checkbox"/> 1. or <input type="checkbox"/> 2. or <input type="checkbox"/> 3. or <input type="checkbox"/> 4.</p> <p>-Identify NCSU campus resources available for members of various cultural, sexual orientation, gender, religious, ethnic, and disability groups.          -Identify the challenges related to primary and secondary dimensions of identity they or others may face in a professional setting.          - Explain NC State's commitment to creating a diverse and inclusive community, and explain their contribution to this commitment.</p>		
<p>Measure(s)</p> <p>See attached: Diversity/Inclusion and Campus Resources assignments. Grading rubrics included.</p>		
<p><b>Instructor Contact Name:</b> Liz Moran, <a href="mailto:ecmoran@ncsu.edu">ecmoran@ncsu.edu</a> and Tremaine Brittian, <a href="mailto:tlbritti@ncsu.edu">tlbritti@ncsu.edu</a></p>		

- Attach weekly course schedule and signature page.
- Attach Rubric – GEP Criteria for Reviewing GEP Courses  
<http://www.provost.ncsu.edu/governance/standing-committees/undergrad-education/2011-2012/>

## 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	COLLEGE OF TEXTILES	
COURSE PREFIX/NUMBER	T 101	
PREVIOUS PREFIX/NUMBER	N/A	
COURSE TITLE	INTRODUCTION TO THE COLLEGE OF TEXTILES	
ABBREVIATED TITLE	INTRO TO COLLEGE OF TEXTILES	
SCHEDULING	Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input checked="" type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input type="checkbox"/>	
COURSE DELIVERY CHECK ALL THAT APPLY	ON CAMPUS <input checked="" type="checkbox"/> DISTANCE EDUCATION <input checked="" type="checkbox"/> ONLINE <input type="checkbox"/> REMOTE LOCATION <input type="checkbox"/>	
COURSE CREDIT/GRADING	CREDIT HOURS <u>1</u>	GRADING ABCDF <input checked="" type="checkbox"/> S/U <input type="checkbox"/>
CONTACT HOURS <i>See contact/credit hour guidelines for detail.</i>	LECTURE 1 SEMINAR <input type="checkbox"/> LABORATORY <input type="checkbox"/> PROBLEM <input type="checkbox"/> STUDIO <input type="checkbox"/> INDEPENDENT STUDY <input type="checkbox"/> RESEARCH <input type="checkbox"/> INTERNSHIP <input type="checkbox"/> PRACTICUM <input type="checkbox"/> FIELD WORK <input type="checkbox"/>	
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED
INSTRUCTOR(S) (NAME/RANK)	LIZ MORAN, DIR OF ADVISING AND ADMISSIONS TREMINE BRITTIAN, ASSOC. DIR. OF ADVISING AND ADMISSIONS DUAL APPOINTMENT? <input type="checkbox"/>	

ANTICIPATED ENROLLMENT	Per semester <u>250 fall / 50 spring</u> Per section <u>45</u> Will multiple sections be offered? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
PREREQUISITE(S)	NONE	
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? NO	
CO-REQUISITE(S)	NONE	
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING? NO	
PRE/CO-REQUISITE FOR...	NONE	
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)	Students will not receive credit for both USC 301 and T 101.	
COURSE IS REQUIRED FOR:	18FTMBS 18TXTECHBS 18FTDBS 18PCCBS 18TE	
COURSE IS AN ELECTIVE FOR:		
PROPOSED EFFECTIVE DATE FALL 2014	APPROVED EFFECTIVE DATE	COURSE REVIEW DUE

TYPE OF PROPOSAL	
NEW COURSE	<input type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input checked="" 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 checked="" type="checkbox"/>
DUAL-LEVEL COURSE	<input type="checkbox"/>
GEP COURSE	<input checked="" type="checkbox"/>
CHECK APPLICABLE CATEGORY BELOW:	
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"/>



SIGNATURE PAGE

COURSE ACTION FOR T 101

RECOMMENDED BY:

W Oxen 5/1/14  
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

[Signature] 4/29/14  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

W Oxen 5/1/14  
COLLEGE DEAN DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_

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# T 101 Course Syllabus

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## T 101 – Introduction to the College of Textiles

**Section 003**

**FALL 2014**

**1 Credit Hour**

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### Course Description

This course serves as an introduction to the College of Textiles, textile industry, and as an orientation to the College and University experience. Topics include an introduction to the textile industry, career options, academic programs in the College of Textiles, cultural competence, student success strategies, and academic policies.

*Note: Students will not receive credit for both USC 301 and T 101.*

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### Learning Outcomes

As a result of this course, you should be able to:

- ❖ Identify and articulate your educational goals
- ❖ Understand cultural competence within the academic and professional world, and explain how diversity enhances work environments
- ❖ Identify who you are in a cultural context
- ❖ Understand your degree program requirements and university and department policy and procedures
- ❖ Read and understand your automated degree audit and utilize the degree planner feature
- ❖ Develop skills in identifying, navigating, and making use of various College of Textiles and university resources as needed to assist in achieving academic, personal, and career goals
- ❖ Recognize and utilize strategies and skills for academic achievement
- ❖ Define academic integrity and ethics
- ❖ Demonstrate knowledge of the various degree programs available in the College of Textiles and careers in the textile industry

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### Course Structure

#### Instructional Methodology

This course is designed to be interactive and will include focused group discussions. Lectures, guest speakers, and exploration activities will be included. Students will use Moodle, an online course management system, to submit assignments, view lectures of classes missed, and read supplemental materials.

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## Course Policies

Students will use **Moodle**, an online course management system, to submit assignments, view lectures of classes missed, and read supplemental materials.

### Class Evaluations:

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their unity id and complete evaluations. All evaluations are confidential.

### University Policy dictates that the following be included in the course syllabus:

Students are bound by the **academic integrity policy** as stated in the Code of Student Conduct. Therefore, students are required to uphold the university pledge of honor (*"I have neither given nor received unauthorized aid on this test or assignment"*) and exercise honesty in completing any assignment. The penalties for academic misconduct can be found in the Code of Student Conduct. Penalties range from failing the course to being removed from the university. Academic misconduct includes plagiarism and/or using the work of someone else. See the website for a full explanation: <http://policies.ncsu.edu/policy/pol-11-35-01>

**Reasonable accommodations** will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office, located in Suite 2221 at the Student Health Center, (919) 515-7653, <http://www.ncsu.edu/dso/>

For more information on NC State's policy on working with students with disabilities, please see: <http://policies.ncsu.edu/regulation/reg-02-20-01>

NC State University affirms its desire to maintain a work environment for all employees and an academic environment for all faculty and students that is free from all forms of **harassment and discrimination**. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Institutional Equity & Equal Opportunity at 919-515-3148.

### Classroom Conduct:

I reserve the right to deduct points from your attendance grade if I deem your behavior inappropriate.

- Food and beverages are NOT permitted in this classroom.
- All cell phones, laptops, and other electronic devices must be turned off (or on silent) and hidden from view during class time.
- Plan to arrive to class on time and to stay for the entire class period (or until dismissed) because random arrivals and exits are disrespectful and distracting.
- Raise your hand to comment or ask a question.
- Talking and other disruptive behaviors are not permitted while class is in session.
- Respect all ideas given in class and do not criticize anybody's ideas or thoughts.
- Be polite and respectful towards me and your classmates. This includes verbal and physical behavior as well as language used in email and phone messages.

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## **Instructors**

Liz Moran (ecmoran) - *Instructor*

Email: [liz\\_moran@ncsu.edu](mailto:liz_moran@ncsu.edu)

Phone: 515-0030

Fax: 515-8578

Office Location: 3404 Textiles

Office Hours: 9:00am - 4:00pm, Monday-Friday, By Appointment

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## **Course Meetings**

### **Lecture**

Days: W

Time: 2:20 - 3:10pm

Campus: Centennial

Location: Room 2208 Textiles

*This meeting is required.*

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## **Course Materials**

### **Textbooks**

How to Succeed in College (While Really Trying): A Professor's Inside Advice - *John B Gould*

Edition: First

ISBN: 13:978-0-226-30466-3

Cost: \$14 New

*This textbook is required.*

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### **Expenses**

None.

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### **Materials**

Diversity Excerpt from Navigating the Research University by Britt Andreatta - None. E-

Reserve, NCSU Library

*This material is required.*

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## **Requisites and Restrictions**

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### **Prerequisites**

None

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### **Co-requisites**

None

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### **Restrictions**

Students will not receive credit for both USC 301 and T 101.

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## **General Education Program (GEP) Information**

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### **GEP Co-requisites**

U.S. Diversity

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## **GEP Co-requisite Outcomes**

### **How This Course Will Fulfill GEP Co-requisite Outcomes**

- Understand the importance of cultural competence within the academic and professional world.
- Recognize the value of diversity in a work environment, specifically in their intended field.
- Identify how their primary and secondary dimensions of identity will play a role in future career.
- Identify NCSU campus resources available for members of various cultural, sexual orientation, gender, religious, ethnic, and disability groups.
- Identify the challenges related to primary and secondary dimensions of identity they or other may face in a professional setting.
- NC State's commitment to creating a diverse and inclusive community, and explain their contribution to this commitment.

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## **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.

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## **Safety & Risk Assumptions**

None

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## **Grading**

### **Grade Components**

<b>Details</b>		
<b>Assignments:</b>		
<b>Assignment</b>	<b>Date Due</b>	<b>Max Points</b>
Textile Documentary Response	8/30 - 10:00 PM	5
Campus Resources	9/12 - 10:00 PM	10
Assessment	9/ 12 - In class	8
Scholarly & Credible Research	9/19 - 10:00 PM	5
Assessment	10/24 - In class	8
Current Issues	10/31 - 10:00 PM	10
Degree Plan of Work	11/7 - 10:00 PM	5
Cultural Competence	11/14 - 10:00 PM	10
Assessment	11/14 - In class	8

<b>Details</b>		
<b>Campus Life</b>	<b>11/21 - 10:00 PM</b>	<b>11</b>
<b>Attendance</b>		<b>20</b>
<b>TOTAL Possible Points</b>		<b>100</b>

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### **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

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### **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>.

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### **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>.

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### **Policies on Incomplete Grades**

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

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**Late Assignments**

Late Assignments will only be accepted within one week of the due date, and a maximum of 70% will be awarded for a grade.

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**Attendance Policy**

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

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**Attendance Policy**

Punctual attendance is required for all class meetings. For unexcused absences and excessive late arrivals, points will be deducted from your attendance grade using the scale below.

1 unexcused absence	2 point deduction
2 unexcused absences	4 point deduction
3 unexcused absences	6 point deduction
4 unexcused absences	8 point deduction
5 or more unexcused absences	12 point deduction
2 late arrivals	1 unexcused absence

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**Absences Policy**

For an excused absence, you must provide a written excuse authored by a physician, court clerk or similar individual explaining your absence. If you anticipate an absence, you should clear it with your instructor in advance. Emergency absences should be reported to your instructor within one week. In all cases, you must provide documentation. These policies are in accordance with the university's policies on attendance, found at: <http://policies.ncsu.edu/regulation/reg-02-20-03>

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**Makeup Work Policy**

None.

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**Additional Excuses Policy**

Points will not be deducted for University excused absences.

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**Academic Integrity**

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**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>

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**Academic Honesty**

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

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**Honor Pledge**

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

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### **Electronically-Hosted Course Components**

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

**Electronically-hosted Components: Moodle**

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### **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>.

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### **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/](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.

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### **Course Schedule**

#### **Week by Week Schedule**

*Readings should be completed before class.*

*NOTE: This schedule is subject to change. The updated schedule can be found on the course Moodle website.*

Date	Topic	Reading	Assignment
8/ 22	Introduction to T 101	Academic Calendar <a href="http://www.ncsu.edu/registrar/calendars/">http://www.ncsu.edu/registrar/calendars/</a>	



Date	Topic	Reading	Assignment
		How to Succeed in College, Pages 1 - 21	
8/ 29	Student Conduct & The NC Textile Industry	Code of Student Conduct <a href="http://policies.ncsu.edu/policy/pol-11-35-01">http://policies.ncsu.edu/policy/pol-11-35-01</a>  How to Succeed in College, Pages 123 - 130	Documentary Response
9/5	Campus Resources - Meet your group on Main Campus	How to Succeed in College, Pages 102-105, 131-157	
9/12	College Student Success	How to Succeed in College, Pages 24 - 27, 45 - 102, 106-111	Assessment  Campus Resources
9/19	Textile Engineering - Room 2309		Scholarly & Credible Research
9/26	Textile Technology - Room 2309		
10/3	TATM Presentation		
10/10	Fall Break - No Class		
10/17	Polymer Color Chemistry - Room 2309		
10/24	Academic Policies  Academic Advising  Degree Plan	Academic Advising Syllabus (see Moodle)  How to Succeed in College, Pages 28-40  Continuation of Undergraduate Enrollment  <a href="http://policies.ncsu.edu/regulation/reg-02-05-01">http://policies.ncsu.edu/regulation/reg-02-05-01</a>  Progress Towards Undergraduate Degree  <a href="http://policies.ncsu.edu/regulation/reg-02-05-03">http://policies.ncsu.edu/regulation/reg-02-05-03</a>  Undergraduate Grade Exclusion  <a href="http://policies.ncsu.edu/regulation/reg-">http://policies.ncsu.edu/regulation/reg-</a>	Assessment

Date	Topic	Reading	Assignment
		02-20-16  Grades and Grade Point Average  <a href="http://policies.ncsu.edu/regulation/reg-02-50-03">http://policies.ncsu.edu/regulation/reg-02-50-03</a>  Eligibility of Continued Receipt of Financial Aid  <a href="http://policies.ncsu.edu/regulation/reg-02-70-02">http://policies.ncsu.edu/regulation/reg-02-70-02</a>	
10/ 31	Current Issues		Current Issues
11/ 7	Cultural Competence in the Academic and Professional World	Navigating the Research University, Pages 182 - 216	Degree Plan of Work
11/ 14	Academic Advising & Registration		Assessment  Cultural Competence  (Details TBA)
11/21	The Employment News - Room 2309		Campus Life
11/ 28 Thanksgiving Break - No Class			
12/ 5	Study Abroad  Class Wrap Up	How to Succeed in College, Pages 41 - 43  Study Abroad Website ( <a href="http://studyabroad.ncsu.edu/">http://studyabroad.ncsu.edu/</a> )  College of Textiles Study Abroad Document (see Moodle)	

# Campus Life

## Objective:

Learning happens both inside and outside the classroom, and active involvement in student organizations and other student engagement activities serves to enhance your academic experience and fuel your professional development. This assignment will encourage you to explore a variety of learning opportunities on and around campus, help you engage with the campus community, and broaden your academic experience.

## Learning outcomes:

- ❖ Understand cultural competence within the academic and professional world
- ❖ Enhance your communication, decision-making, and problem-solving skills
- ❖ Develop skills in identifying, navigating, and making use of various College of Textiles and university resources as needed to assist in achieving academic, personal, and career goals

## Preparation:

Participate in campus experiences/activities based on the requirements and categories below. You can include activities associated with any other programs that you **do not receive a grade for**, such as University Scholars and Arts Village events, etc. It can be something you do alone or with others.

<b>Required</b>	<b>CSLEPS</b> Attend or participate in a program/event/service opportunity sponsored by CSLEPS.	<b>Multicultural</b> Attend or participate in an event/program sponsored by the Office for Institutional Equity & Diversity.	
<b>Choose 1</b>	<b>Athletics</b> Attend a varsity athletic event or participate in an intramural, club, or other university organized sport.	<b>Clubs/Organizations</b> Join a student organization or club on campus. Join a Textile club or organization.	<b>Arts</b> Attend a program/event sponsored by Arts NC State

## Submission:

Submit a maximum of two pages in Moodle describing your participation in each experience/activity and how you benefitted from attending each. Include the title, date, time, place, and category of each activity.

## Grading Rubric:

	<b>5.5</b>	<b>4</b>	<b>2.5</b>
<b>Content Thoroughness</b>	Includes all components of the assignment and clear evidence of reflective connections between assignment prompt and personal ideas.	Includes some components of the assignment and surface connections between assignment prompt and personal ideas.	Includes few components of the assignment and little or no reflective connections between assignment prompt and personal ideas.
<b>Spelling/ Grammar</b>	There are no misspellings or grammatical/syntactical errors.	There are several misspellings and/or grammatical/syntactical errors.	There are many misspellings and/or grammatical/syntactical errors.

# Campus Resources

## Learning outcomes:

- ❖ Recognize and utilize strategies and skills for academic achievement
- ❖ Develop skills in identifying, navigating, and making use of various College of Textiles and university resources as needed to assist in achieving academic, personal, and career goals

## Preparation:

You will complete this activity on main campus with your assigned *group during class time on September 4<sup>th</sup>*. Make sure someone in your group has a camera. You can check out a camera from the library, if no one in your group has a camera. Take a picture of yourself at the locations listed below. The picture can just include you or can include you and your group members. Be sure the location's sign or other clear components are visible in the picture to confirm the location.

### Locations

D.H. Hill Library

Undergraduate Tutorial Center

Cashier's Office

Student Health Center

Counseling Center

Disability Services Office

Office of Scholarships & Financial Aid

Women's Center

Career Development Center – Pullen Location

Study Abroad Office

Multicultural Center

GLBT Center

Center for Service Leadership and Public Service (CSLEPS)

Registration and Records

Campus/University Recreation

## Submission:

Submit a PowerPoint file (in Moodle) that contains a slide for each campus resource. *Each person submits their own individual PowerPoint.*

Name of Resource	
Building where resource is located	
Picture of you at the location	What services does this resource provide?

Example



## Grading Rubric:

	5	3	1
Content	Includes all components of the assignment.	Includes some components of the assignment.	Includes few components of the assignment.
Thoroughness	Information regarding location and services provided is accurate for each resource	Information regarding location and services provided is accurate for some resources	Information regarding location and services provided is accurate for very few resources

# Diversity and Cultural Competence

## in the Academic and Professional World

Maximum Points: 10

**Due Date:** November 15, 2013 – 5:00 PM

**Objective:**

- ❖ In order to discover new knowledge, you need to embrace diverse ways of thinking because multiple views and perspectives aid in discovery and productivity.
- ❖ The College of Textiles believes in honoring the diversity of our students and preparing them to be successful in a global economy and live in a multicultural society.

**Learning outcomes:**

- ❖ Understand diversity/cultural competence and its value within the university and workplace

**Submission:** In Moodle

Submit your responses to the questions below in no more than 2 pages.

1. Think about your intended career and a company for which you would like to work. Even if you're not sure what you want to do, pick a company that appeals to you right now. What is the company's view on diversity and inclusion? How does this company promote diversity and inclusion within their organization?

Think of primary dimensions of your identity:

Primary dimensions of our identity are the things we are born with or cannot easily change about our physical being. These are gender, race, ethnicity, sexual orientation, age, and physical abilities/qualities.

Which dimension(s) of your identity would be in the minority within this company? What are your thoughts regarding this? If you can't think of an identity in which you would be in the minority, tell me who would be in the minority within this company and what their experience may be like?

2. As an NC State student and alum, how will you embrace and demonstrate the chancellor's values regarding diversity and inclusion.

*Chancellor's Statement on Diversity:*

<http://oied.ncsu.edu/diversity/chancellors-statement-on-diversity/>

**Grading Rubric:**

	5	4	3
<b>Content Thoroughness</b>	Includes all components of the assignment and clear evidence of reflective connections between assignment prompt and personal ideas.	Includes some components of the assignment and surface connections between assignment prompt and personal ideas.	Includes few components of the assignment and little or no reflective connections between assignment prompt and personal ideas.
<b>Spelling/ Grammar</b>	There are no misspellings or grammatical/syntactical errors.	There are several misspellings and/or grammatical/syntactical errors.	There are many misspellings and/or grammatical/syntactical errors.

## Criteria for Reviewing Course Action Forms for GEP Courses

### ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

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

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

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

Department signature \_\_\_\_\_  
 Name
  Title
  Date

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

## Criteria for Reviewing Course Action Forms for GEP Courses

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

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

### Miscellaneous Comments

College Signature Renzo Shamey Professor and CoT Course and Curriculum Committee Chair \_\_\_\_\_ 4/30/2014 \_\_\_\_\_  
 Name Title Date

**Course Action Short Form for GEP Visual and Performing Arts**

Department(s)/Program	Music	New to GEP: <input type="checkbox"/>
Course Prefix/Number <i>(include crosslisted prefix)</i>	MUS 330	Review for GEP: X
Course Title	Music Drama	
<p>Each course in the <i>Visual and Performing Arts</i> will provide instruction and guidance that helps students to:</p> <ol style="list-style-type: none"> <li>1. deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and</li> <li>2. strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and</li> <li>3. strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.</li> </ol>		
<p>Student learning outcome(s) for <b>Objective #1:</b></p> <p>Students will describe specific social, historical, and artistic contexts of dramatic music from the early 17<sup>th</sup> century to the present, <del>such as composition and performance opportunities, political and economic circumstances, contributions of contemporary literary and artistic movements, and the effects of technology and commercialism.</del></p>		
<p>Measure(s) for above Outcome(s):</p> <p>Students will take 3 tests throughout the semester that measure their ability to (1) identify selected dramatic works and individuals responsible for the creation and production of those works, and (2) articulate the variety of social, political, and economic factors that contributed to the creation and production of dramatic works.</p>		
<p>Student learning outcome(s) for <b>Objective #2:</b></p> <p>Students will identify and discuss genre similarities and differences in opera, operetta, and musical theater</p>		
<p>Measure(s) for above Outcome(s):</p> <p>In both Listening Journals and interactive discussions, students will describe the variety of dramatic genres of music and correctly apply terminology associated with those genres.</p>		
<p>Student learning outcome(s) for <b>Objective #3:</b></p> <p>Students will develop critical listening skills that enable them to discuss dramatic works in light of informed listening, analysis, and personal reflection</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Students will keep a Listening Journal of assigned musical works and complete a Dramatic Performance Review that demonstrate critical listening skills by addressing such aspects as characterization, integration of song and plot, singing style, song form, use of accompaniment, and treatment of dance.</p>		
<p><b>Instructor Name: Tom Koch</b></p>		

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

2012-2013



**Course Action Short Form for GEP Global Knowledge (GK)**

Department(s)/Program	Music	New to GEP: <input type="checkbox"/>
Course Prefix/Number (include crosslisted prefix)	MUS 330	Review for GEP: X
Course Title	Music Drama	
<p>Each course in <i>Global Knowledge</i> will provide instruction and guidance that help students to <i>achieve goal #1 plus at least one of #2, #3, or #4</i>:</p> <ol style="list-style-type: none"> <li>1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.</li> </ol> <p><u>And at least one of the following:</u></p> <ol style="list-style-type: none"> <li>2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.</li> <li>3. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.</li> <li>4. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.</li> </ol>		
<p>Student learning outcome(s) for <b>Objective #1</b>: Students will explain the classical (ancient Greek) origins of dramatic music and how opera and musical theater still manifest aspects of those origins in design and aesthetic.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Sample essay question: "Discuss the etymology of the terms 'theater' and 'drama' and apply those meanings to the activities that audiences and actors engage in today."</p>		
<p>Student learning outcome(s) for <b>Objective #2</b> (insert objective number 2, 3 or 4)</p> <p>Articulate the influences that comic opera in France and England exercised on American musical theater.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Sample essay question: "Discuss the popular reception and economic consequence of Gilbert and Sullivan's <i>HMS Pinafore</i> (1878) in the United States both before and after its authorized production in America (1879)."</p>		
<p>Instructor Name:</p> <p>Tom Koch</p>		

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

2012-2013

MUS 330: Music Drama

**Required materials:** There is no required textbook for this course. Students should understand that, because test questions will be based on class lecture and discussion, the taking of notes is highly recommended. Because quizzes and listening assignments will be drawn from internet resources (Youtube, Naxos), students must have access to the Internet.

MUS 330: COURSE OUTLINE

Aug 16-28	<b>Part I: Origins of Music for the Stage – Serious Opera in the 17<sup>th</sup> and 18<sup>th</sup> Centuries</b>
Aug 30-Sep 18	<b>Part II: Comic Opera in 18<sup>th</sup>-century Europe and the Birth of Dramatic Music in America</b> <ul style="list-style-type: none"><li>• Sep 20 (Thu): Test 1 will cover everything from the first day up to the day of the test</li><li>• Sep 25 (Tue) due by 4 PM: Listening Journals, part 1</li></ul>
Sep 20-Oct 18	<b>Part III: Romantic Opera and Operetta in Europe and America</b> <ul style="list-style-type: none"><li>• Oct 12 (Fri) due by 4 PM: Dramatic Performance Review</li><li>• Oct 23 (Tue): Test 2 will cover everything since Test 1</li></ul>
Oct 23-Nov 29	<b>Part IV: The Development of Musical Theater in 20<sup>th</sup>-century America</b> <ul style="list-style-type: none"><li>• Dec 5 (Wed) due by 4 PM: Listening Journals, part 2 due</li><li>• Dec 11 (Tue), 9:00 AM: Final exam (= Test 3) will cover everything since Test 2. The exam will begin at 9:00 AM (not 8:00 AM) and end at 9:50 AM (50 minutes). All tests will be collected at 9:50 (do not arrive late). The exam receives the same weight as the previous tests and is not cumulative.</li></ul>

## Criteria for Reviewing Course Action Forms for GEP Courses

**ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA**

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

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

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

Department signature Thomas Koch Interim Director 4/2/14  
 Name Title Date

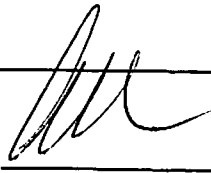
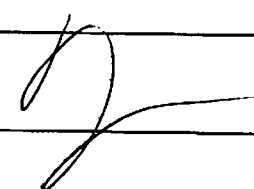
**THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.**

## Criteria for Reviewing Course Action Forms for GEP Courses

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

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

**Miscellaneous Comments**

College Signature  \_\_\_\_\_  
 Name  \_\_\_\_\_  
 Title BA SA  
CCC CHAIR \_\_\_\_\_  
 Date 9/2, 1/4 \_\_\_\_\_

SIGNATURE PAGE

COURSE ACTION FOR MUS 330

RECOMMENDED BY:

Thomas Koda 4/2/14  
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

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

[Signature] 4/23/14  
COLLEGE DEAN DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_

**Course Action Short Form for GEP Visual and Performing Arts**

Department(s)/Program	Music	New to GEP: <input type="checkbox"/>
Course Prefix/Number (include crosslisted prefix)	MUS 350	Review for GEP: X
Course Title	Music of Asia	
<p>Each course in the <i>Visual and Performing Arts</i> will provide instruction and guidance that helps students to:</p> <ol style="list-style-type: none"> <li>1. deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and</li> <li>2. strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and</li> <li>3. strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.</li> </ol>		
<p>Student learning outcome(s) for <b>Objective #1</b>:</p> <p>By the end of the course, students will identify and distinguish the social, cultural, and historical contexts of specific musical genres.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Sample essay question: Discuss the history and musical tradition of EITHER the Jiangnan Sizhu ensemble OR the guqin. Describe the instrument(s), the players, the system of learning, the music, the performance contexts, and any other details relevant to the instrumental tradition.</p>		
<p>Student learning outcome(s) for <b>Objective #2</b>:</p> <p>By the end of the course, students will identify and apply concepts and terms used in musical investigation to specific musical performances.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Sample essay question: Describe the Central Javanese bronze gamelan and its music. Identify the five groups of instruments in the gamelan in terms of their functions in the ensemble, and the type of instruments that play in each. Discuss the structure of the <i>bubaran</i> piece we studied in class (Bubaran Kembang Pacar), and explain the "spirit of the gamelan."</p>		
<p>Student learning outcome(s) for <b>Objective #3</b>:</p> <p>By the end of the course, students will identify and describe musical structures and styles from different regions of Asia.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Sample essay question: Choose TWO of the following four Indonesian popular music genres and compare them in terms of their origin and development, vocal style, instrumental accompaniment, singers/musicians, lyrics, and core audience: kroncong, gambus, dangdut, jaipongan.</p>		
<p><b>Instructor Name: Dr. Allison Arnold</b></p>		

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

2012-2013

**Course Action Short Form for GEP Global Knowledge (GK)**

Department(s)/Program	Music	New to GEP: <input type="checkbox"/>
Course Prefix/Number (include crosslisted prefix)	MUS 350	Review for GEP: X
Course Title	Music of Asia	
<p>Each course in <i>Global Knowledge</i> will provide instruction and guidance that help students to <i>achieve goal #1 plus at least one of #2, #3, or #4</i>:</p> <ol style="list-style-type: none"> <li>1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.</li> </ol> <p><b><i>And at least one of the following:</i></b></p> <ol style="list-style-type: none"> <li>2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.</li> <li>3. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.</li> <li>4. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.</li> </ol>		
<p>Student learning outcome(s) for <b>Objective #1</b>:</p> <p>By the end of the course, students will distinguish music's roles in expressing social identity, religious belief, and ideology.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Sample essay question: Choose one of the following, and discuss briefly who/what they are, and their relevance to the history of Chinese music: a) Confucius; b) Mao Zedong; c) Plateau Music Project.</p>		
<p>Student learning outcome(s) for <b>Objective # 3</b> (<i>insert objective number 2, 3 or 4</i>)</p> <p>By the end of the course, students will identify and distinguish the social, cultural, and historical contexts of specific musical genres.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Sample essay question: Identify and describe the theatrical and musical elements of noh drama including the actors, the acting style (gestures, movements), masks, costumes, instruments and musical style, vocal chorus and singing style, and Zen Buddhist aesthetics.</p>		
<p><b>Instructor Name: Dr. Alison Arnold</b></p>		

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

2012-2013

## MUS 350 - Music of Asia Fall 2012

### *Alphabetical list of Course Readings*

- Baranovitch, Nimrod. 2003. "The Rise of Chinese Rock and Roll (*Yaogun*)." In *China's New Voices*. Berkeley: University of California Press, pp. 31-53.
- Brinner, Benjamin. 2008. "Shadows and Tales." In *Music in Central Java*. New York: Oxford University Press, pp. 97-116.
- Capwell, Charles (1). 2012. "The Music of India." In *Excursions in World Music*, 6th edn, ed. Bruno Nettl et al. Upper Saddle River, NJ: Pearson, pp. 26-53.
- Capwell, Charles (2). 2008. "The Music of Indonesia." In *Excursions in World Music*, 5th edn, ed. Bruno Nettl et al. Upper Saddle River, NJ: Pearson, pp. 160-189.
- Condry, Ian. 2006. "Battling Hip-Hop Samurai." In *Hip Hop Japan: Rap and the Paths of Cultural Globalization*. Durham: Duke University Press, pp. 49-86. [Includes a brief history of popular music in Japan]
- Fujie, Linda. 1996. "East Asia/Japan." In *Worlds of Music*, ed. Jeff Todd Titon. New York: Schirmer, pp. 369-424.
- Gold, Lisa. 2005. "The World of Stories: Integration of Music, Dance, and Drama in Traditional Balinese Theater." In *Music in Bali*. New York: Oxford University Press, pp. 71-91.
- Hunt, Ken. 2009. "India-Film Music: Soundtrack to a Billion Lives." In *The Rough Guide to World Music: Europe, Asia & Pacific*, ed. Simon Broughton et al. New York: Rough Guides Ltd., 2009, pp. 578-585.
- Introducing the World of Noh* [<http://www.the-noh.com/en/world/index.html>]
- Jones, Stephen. 2007. "Lives of Shawm Band Musicians." In *Ritual and Music of North China: Shawm Bands of Shanxi*. Farnham, U.K.: Ashgate, pp. 1-10 only.
- Lau, Frederick. 2008. "Music and Ideology." In *Music in China*. New York: Oxford University Press, pp. 117-140.
- Lee, Joanna. 2009. "China/Hong Kong: Pop and Rock." In *The Rough Guide to World Music: Europe, Asia & Pacific*, ed. Simon Broughton et al. New York: Rough Guides Ltd., 2009, pp. 513-519.
- Qureshi, Regula Burckhardt. 1995. "The Qawwali Experience and Ethnomusical Questions (Introduction)," and "The Background." In *Sufi Music of India and Pakistan: Sound, Context and Meaning in Qawwali*. Chicago: University of Chicago Press, pp. 1-5, 79-98.



Wong, Isabel. 2008. "The Music of China." In *Excursions in World Music*, 5th edn, ed. Bruno Nettl et.al. Upper Saddle River, NJ: Pearson, pp. 88-133.

Yano, Christine. 2002. "Producing Enka: Lessons in Perseverance." In *Tears of Longing: Nostalgia and the Nation in Japanese Popular Song*. Cambridge, Mass.: Harvard University Asia Center, pp. 45-76.

**Music of Asia**  
**MUS 350**  
**Fall 2012, Tu/Th 1:30-2:45pm**

***Class Schedule***

The following calendar provides a working schedule of class Topics and Reading Assignments, and is subject to change. The Class Readings are on e-reserve for MUS 350, and are due by the date listed in the schedule.

Date	Topic	Reading
<b>Week 1</b>		
Tu Aug. 16	Introduction and Overview	
	<b>SOUTH ASIA - India</b>	
<b>Week 2</b>		
Tu Aug. 21	Introduction; North Indian classical music (instrumental)	Capwell I
Th Aug. 23	North Indian classical music (vocal)	
<b>Week 3</b>		
Tu Aug. 28	Bollywood	Hunt
Th Aug. 30	Guest Artists: John Heitzenrater (sard) and Wiley Sikes (tabla)	
<b>Week 4</b>		
Tu Sep. 4	Classical Dance and Dance Drama: Bharatanatyam, Kathak, Kathakali	
Th Sep. 6	Religious / devotional music: Hindu, Sufi	Qureshi
<b>Week 5</b>		
Tu Sep. 11	TEST 1	
	<b>EAST ASIA - China</b>	
Th Sep. 13	Introduction; Traditional instrumental music: guqin, pipa, guzheng	Wong
<b>Week 6</b>		
Tu Sep. 18	Beijing opera	(Wong)
Th Sep. 20	Music and ideology: Confucianism, Communism	Lau
<b>Week 7</b>		
Tu Sep. 25	Ceremonial music: funerals and fairs	
Th Sep. 27	Chinese regional music: Shanxi, Xinjiang, Tibetan Buddhist	Jones
<b>Week 8</b>		
Tu Oct. 2	Chinese rock and popular musics -- Group Presentations	(Baranovich; Lee)
Th Oct. 4	<b>FALL BREAK</b>	
<b>Week 9</b>		
Tu Oct. 9	Instructor away - Study day for Test 2	
Th Oct. 11	TEST 2	
	<b>EAST ASIA - Japan</b>	
<b>Week 10</b>		
Tu Oct. 16	Introduction; Traditional instrumental music: koto, shakuhachi, shamisen	Fujie
Th Oct. 18	Popular music: enka	Yano
<b>Week 11</b>		
Tu Oct. 23	Musical theatre: noh drama	Noh website
Th Oct. 25	Dance drama and theatre: kabuki, bunraku, and takarazuka	
<b>Week 12</b>		
Tu Oct. 30	Festival and ritual music: Shinto, Buddhist	(Fujie)
Th Nov. 1	Japanese popular music; and Group presentations	Condry
<b>Week 13</b>		
Tu Nov. 6	TEST 3	

SOUTHEAST ASIA - Indonesia (Java, Bali)		
Th. Nov. 8	Introduction; Javanese gamelan music	Capwell 2
Week 14		
Tu. Nov. 13	Indonesian popular music	
Th. Nov. 15	Javanese puppet theatre: wayang kulit	Brinner
Week 15		
Tu. Nov. 20	Balinese dance drama: calonarang, kecak	Gold
Th. Nov. 22	THANKSGIVING	
Week 16		
Tu. Nov. 27	Southeast Asian popular music; and Group Presentations	(Capwell 2)
Th. Nov. 29	TEST 4	

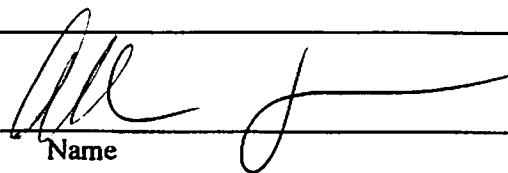


## Criteria for Reviewing Course Action Forms for GEP Courses

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

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

**Miscellaneous Comments**

College Signature  ASST CEE CHAIR 4/21/14  
 Name Title Date

SIGNATURE PAGE

COURSE ACTION FOR MUS 350

RECOMMENDED BY:

Thomas Koch 4/2/14  
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

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

[Signature] 4/23/14  
COLLEGE DEAN DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_

5414

College of Humanities and Social Sciences  
IDS  
Arts Studies



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December 6, 2013

MEMO

To: UCCC

From: R. Waschka II, Director, Arts Studies Program

Re: ARS 253 Arts of NC State

Proposed revision:

Drop and Delete ARS 253.

ARS 253 has not been taught for some time and there are no plans to teach it in the future.

The proposed effective date for this revision is Summer, 2014.

*WJ 6/2014*