

Council on Undergraduate Education 2015-2016

September 4, 2015
Talley Student Union 4140
1:30pm-3:00pm

Call to Order

- Welcome and Instructions, Chair Chris Ashwell
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Committee Overview and Agenda, Gina Neugebauer
- Setting Quorum
- Chair-Elect Process
- Approval of CUE April 24, 2015 Minutes

Courses for GEP Category-New Courses					
Presenter	Reviewers	GEP List(s)	GEP Action	Pre-requisites/Restrictions	Notes
Outing	Hemenway, McGowan, Sills	GK, IP	ES 150 <i>Water and the Environment</i>	n/a	n/a
Outing	Domingue, Isaacson, Russo	GK, HES	HESD 227 <i>African Dance I</i>	n/a	n/a
Outing	Isaacson, Joines, Keene	HES, USD	HESD 230 <i>Horton Dance Technique</i>	n/a	n/a
Domingue	Levine, Nowel, Petty	HES, VPA	HESD 265 <i>Ballet II</i>	HESD 264 or Instructor permission	n/a
Domingue	Cartee, McGowan, Young	HES, VPA	HESD 280 <i>Jazz Dance II</i>	HESD 273 or Instructor Permission	n/a
Domingue	Ash, Russo, Schmidt	GK, VPA	HESM 322 <i>Dance and Society</i>	n/a	n/a
Domingue	Joines, Levine, Outing	USD, VPA	HESM 324 <i>Concert Dance History</i>	n/a	n/a
Domingue	Hemenway, Rabah, Schmidt	VPA	HESM 328 <i>Dance Composition II</i>	Pre-req: DAN 272	n/a
Isaacson	Ash, Cartee, Nowel	HUM, IP	HI 305 <i>Frauds and Mysteries of the Past</i>	n/a	n/a
Young	Keene, Outing, Petty	HUM	HI 354 <i>The Rise of the American Empire</i>	n/a	n/a
Ash	Domingue, Sills, Young	IP	PO 212 <i>Poultry and People: Why Did the Chicken Cross the World?</i>	n/a	n/a

Presentation

- CUE GEP Review Subcommittee Updates, Herle McGowan
- Presentation by Charles Clift, Associate Registrar

CUE Minutes- April 24, 2015-DRAFT
 Talley 4280
 Call to Order: 1:34pm

ATTENDANCE

Voting Members Present (Quorum Present: 15): Chair Herle McGowan, Sarah Ash, Chris Ashwell, Peggy Domingue, Ted Emigh, Cynthia Hemenway, Helmut Hergeth, Karen Keene, James Knopp, Andy Nowel, Kim Outing, David Parish, Adam Rogers, Aaron Stoller, Karen Young

Ex-Officio Non-Voting Members Present: David Auerbach, Catherine Freeman, Barbara Kirby, Melissa Williford, Carrie Zelna

Members Absent: Timothy Buie, Tyler Hatch, Nathaniel Isaacson, Ingrid Schmidt, Candace Vick (E)

Guests: Tom Koch (*Music*), Elisabeth Meyer (*Horticultural Science*)

WELCOME and INTRODUCTIONS

Welcome and Introductions from Chair McGowan:

Chair McGowan welcomed the committee to its last meeting of the academic year. She welcomed the guests in attendance: Tom Koch (*Music*) and Elisabeth Meyer (*Horticultural Science*). Chair McGowan thanked the council for their service, and letting her lead for the 2014-2015 academic year. Additionally, she thanked the CUE members cycling off in June 2015:

Member	Departmental Affiliation	Role on Committee
Sarah Ash	Food, Bioprocessing & Nutrition Sciences	FSEN
Timothy Buie	Design	FAC DES
Ted Emigh	Sciences	FAC Sciences
Tyler Hatch	Aerospace Engineering	STUSEN
Helmut Hergeth	Textile and Apparel Technology and Management (TATM)	FAC TEX
Karen Keene	Science, Technology, Engineering & Math Education (STEM)	FAC ED
James Knopp	Biochemistry	Past Chair
David Parish	Engineering-Academic Affairs	FAC ENGR
Adam Rogers	NCSU Libraries	FAC LIB
Aaron Stoller	University Honors Program	FAC
Candace Vick	Parks Recreation and Tourism Management	FAC CNR

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

Dr. Kirby also thanked the committee for their service. She noted that the members' thoughtful comments in a passionate area in the General Education Program. Dr. Kirby also gave a special recognition to Dr. James Knopp, a senior level CUE member who has entered phase retirement. Additionally, she thanked Chair McGowan for her leadership and ability to keep the council on point. Chair McGowan also led two subcommittees. Dr. Kirby noted that there is currently talk about redoing the GEP; it may be possibly time to think about whether the GEP is right for NC State.

Approval of Minutes from March 27, 2015 Meeting:

A motion was made and seconded to approve the Minutes as presented. A member noted spelling and grammatical errors to be addressed. Additionally, a member expressed concerns that her statements on university stewardship of resources in regards to a faculty member not wanting to fill out the CUE

paperwork were not included. The member noted that she would send her revisions directly to the minute recorder for inclusion in the minutes. Dr. Kirby explained that when writing the minutes, the recorder tries to distinguish between salient points and opinions. The minutes recorder makes judgment calls as to the feel of what is enough information to capture the essence of discussion. Without any further discussion, the motion was **APPROVED unanimously pending revisions.**

OLD BUSINESS

Courses for GEP Category-New Courses

- HS 202 Power of Plants: Appreciation and Use-NS- **APPROVED unanimously.**
Discussion: James Knopp moved; Kim Outing seconded. The presenter introduced the instructor of the course, Dr. Elisabeth Meyer. Dr. Meyer worked to tighten up the measures and outcomes of the course, so that it would be more amenable to what CUE expects of the NS category. A member asked her CALS and COS colleagues if the hypothesis testing listed for the NS category is occurring in the course. She did not feel qualified to pass judgement on this. The presenter explained that the emphasis is on problem solving and making decisions, instead of developing a hypothesis. The member asked if all three were required of an NS course. The presenter hoped that it was more of ‘and/or’ instead of solely an ‘and’; not all courses on the Natural Sciences list do all. CALS has been interpreting this as an ‘and/or’. A member explained that solving a problem can be testing a hypothesis; there is a difference between creating your own hypothesis and testing established hypotheses. Without any further discussion, the action was **APPROVED unanimously.**
- HS 205 Home Food Production-NS- **APPROVED unanimously.**
Discussion: James Knopp moved; Andy Nowel seconded. The presenter talked with the key players involved, and the department worked on the measures and outcomes to get it into line with the NS category. He explained that the course is more problem solving rather than hypothesis development. Without any additional discussion, the action was **APPROVED unanimously.**

NEW BUSINESS

Courses for GEP Category-New Courses

- HI 254 Modern American History-HUM, USD- **APPROVED unanimously.**
Discussion: Karen Young moved; David Parish seconded. The presenter explained that this class is a new course with an intentional redesign of a similar course in response to a college request to increase seats for the US Diversity category. She noted that she believed the GEP outcomes and measures were strong. A member asked if this course was a rebranding of the class to meet the USD category. The presenter noted that it is a different course, but was derived from HI 252. However, this course has a much stronger and clearer focus on emphasized diversity issues. The member asked why the department did not change the title to reflect this. The presenter explained that the department will be changing the title for HI 252, which is being reviewed by the college CCC. Dr. Kirby noted that that the course aligns with the titles listed in the Comprehensive Articulation Agreement (CAA) with community colleges. Without any further discussion, the action was **APPROVED unanimously.**
- HI 360 U.S. Agricultural History-HUM, USD- **APPROVED unanimously.**
Discussion: Karen Young moved; David Parish seconded. The presenter explained to the council that this is a new course coming out of History Department in response of the Chancellor calling for this. This course will be well received by student majoring in curricular related to agricultures. The course looks at the macro level with an emphasis on issues relating to agriculture. Because of this, it lends

itself well to diversity issues of immigration and slavery to name a few. Without any additional discussion, the action was **APPROVED unanimously**.

- SW 260 Introduction to Gerontology: An Interdisciplinary Field of Practice-IP, USD- **APPROVED PENDING the removal of Biology from the list of IP disciplines unanimously.**
Discussion: Karen Young moved; Sarah Ash seconded. The presenter explained that CUE has seen this course twice now as an IPGE course. After offering the course for the third time, the department realized the course could also be considered for the USD category. The class looks at the intersectionality of gender and race in addition to ageism. The presenter noted that when the course was brought forward as an IPGE offering, there were never concerns for the course. A member asked how the course incorporated Biology. Another member noted that there is Health and Nutrition incorporated in the course. The presenter explained that the biological processes are related to aging. A member said he didn't see the Biology in the course; he saw the Sociology of it. Another member noted that chronic conditions and diseases were also looked at. The presenter noted that sexuality was also probably discussed. A member felt that the course did not have Biology, just a minor coverage of a biological aspect of aging. A different member noted that Biology was not the only interdisciplinary aspect of the course. The presenter explained to the council that there are four major areas in the class and textbook. She suggested removing the Biology from the list of IP disciplines. A member made motion to take Biology out of the disciplines; the motion was seconded. A member made a suggestion that if a discipline is reflected in the IP paperwork, it should be more obvious in the syllabus. A friendly suggestion was made to fix the verbiage in the measures and outcomes. Without any further discussion, the action was **APPROVED PENDING the removal of Biology from the list of IP disciplines unanimously**.
- LPS 302 Diversity and Leadership in the Public Sector-USD- **APPROVED unanimously.**
Discussion: Karen Young moved; David Parish seconded. The presenter explained that the students in the LPS program are external transfers, that come in with credits. She noted that one of the requirements for the LPS program is diversity; currently there are intermittent DE formatted offerings of USD courses. This course tries to touch on all of the USD objectives based on grant proposal for the funding of the course. A member noted that he wished all USD courses were like this. Without any further discussion, the action was **APPROVED unanimously**.

Courses for GEP Category-Honors Special Topic Shell Courses

- HON 297 Sec. 001 Poultry and People: Why Did the Chicken Cross the World?-IP- **APPROVED, 13 in favor, 2 abstentions.**
Discussion: Aaron Stoller moved; James Knopp seconded. The presenter explained that the reason this course took so long to make it to CUE, was because Dr. John Ambrose, the original instructor, passed away. The instructor, Chair-Elect Ashwell, explained that this course is an attempt to engage NC State students in a better understanding where food comes from. This puts it into another perspective students don't usually think about. The instructor gave an example of sociological perspectives which were utilized as a final presentation of a public service type announcement. One topic looked at in the course involves symbolism and conflict theory by looking at the industrialization of the food supply and man's changing relationship with food. This provides a unique perspective. One member noted that he liked the course but he did not see the discipline of Sociology. He did not see the topics meeting this; it appears that students learn Sociology on their own. The instructor explained that the weekly topics incorporate the disciplines, such as nutrition, physiology, and history, in a different flavor. He provided an example on animal and human interactions in Asia; people in Asia live with birds which sets them up for different diseases than other regions. A member noted that this is only one out of fifteen topics. The instructor emphasized that this happens every week. Another example was alternative animal husbandry. In this example,

students role played different interest groups for Proposition II. They enter a mock debate and vote. Then, a laying hen expert comes in to discuss what the outcome or Proposition II has been. The member continued to ask how concepts of Sociology are incorporated into the course. The instructors explained for the previous example, students identify interest groups, and how they interact with one another. They realize what subgroups within society the interest groups represent. What is realized is that the majority of the noisy interest groups represent a minimal number of the population. The instructor explained that the lesson is an example of conflict-theory, embedded in society. A member noted that with a course up for the Interdisciplinary Perspectives category, the syllabus needs to be clearer. Where do the students get introduced to IP? What are the basic principles? The member felt that this needed to be clearer in the syllabus, so that a CUE member can recognize it. The instructor explained that he structured it using the topics area, and within each assignment. A member noted that she would normally anticipate seeing a discipline perspective in the readings list; she would expect original articles in Sociology from Sociology journals, or chapters from a Sociology textbook. She appreciated not making students buy a book, but the sociological perspectives, theories, and methods to generate and evaluate theories. The instructor explained that while this course is an Honors Special Topics offering, a permanent course will be reviewed by CUE in Fall 2015, PO 212. He will incorporate the council's feedback into this paperwork. A member suggested consulting with Sarah Bowen from Sociology. A member noted that she had already emailed the instructor about the measure for Objective 3. She made a friendly suggestion that students should come to their own conclusion. It was the member's hope that students would arrive at similar conclusions on their own. The instructor explained that he had responded to the member by stating that it is his opinion that the public doesn't really know. One example can be seen with students asked to read food labels; they often don't know what the ingredients technically mean. Students did a small survey to find out from peers what they considered 'natural' or 'antibiotic free' was. In general, peers did not know what the textbook definitions were. The students from the class realized that the general public doesn't really know. Additionally, the instructor explained an assignment: Students choose from three topics: 1. Man's relationship with chick over time. 2. How an Avanti influenza pandemic can be curtailed in a global context. 3. In the life of a growing population, how can poultry assist with hunger? Without any additional discussion, the action was **APPROVED, 13 in favor, 2 abstentions.**

Courses for GEP Category-GEP Special Topic Shell Courses

- **VPGE 295 Introduction to the Music Industry-VPA- TABLED with the caveat that the course be reviewed by the Office of Assessment, and that the Office of Undergraduate Courses & Curricula would submit the revised course for CUE electronic vote during the summer, 8 in favor, 4 opposed.**

Discussion: Peggy Domingue moved; David Parish seconded. The presenter introduced a guest from the Music Department, Dr. Tom Koch, who was present to answer questions from the committee. A member asked for clarification on the Objective 3, as she was not sure if it meets the category objectives. She felt that it looked more like a business course. Dr. Koch explained that the instructor is trying to illustrate that art is not limited to the creative work itself, but may extend to the whole process: the practice of creating a work of art, selling the piece of art, marketing the artwork, and publishing the artwork. He felt that this in itself was an art form not limited to sheet music. A member asked if this made the course an art or a science. Another argued that advertising can be an art form. A different member asked if students will be asked to evaluate music. Dr. Koch confirmed yes; students will select a band, and then they will compare marketing strategies, and the strengths and weaknesses. The member noted that the focus is not on the art products, but the process. Dr. Koch confirmed this. A different member suggested that the course might be a business class, not one that contains Visual & Performing Arts objectives. She noted that it seems that the course is not understanding the art form itself, but the business of it. Another member agreed, feeling that the assignments suggest a business plan. A member asked if the course would be part of the Arts

Entrepreneurship Minor. Dr. Koch explained that this course is part of a pilot to introduce a more modern curriculum of music that incorporate entrepreneurship, technology, and updates to the art form. A member explained that it's possible that CUE doesn't see the real depth of artwork in the course; he suggested that this course could be an arts course, rather than a business class. Dr. Koch explained that the course will have a number of guests: record producers, audio engineers, and hip-hop artists. These individuals look at the art of the music, but are also very much part of the business of music. He noted that here has to be a merger of art and business. A member noted that the VPA category does not imply that students are to perform art; they do not have to produce music or a painting, but can evaluate and appreciate art. A member noted that this does not sound like evaluating or creating art. She liked the course, but asked if there was a way to have the instructor emphasize more art and less business. Chair McGowan noted that it appears that the whole process of performing, solo instrumentation, and band is included, but perhaps the instructor could modify the statement. A member argued that the course is focused on the industry, and not the music itself. A member asked if the songwriting assignment revolves around the business of songwriting. Dr. Koch explained that this is the objective. He noted that the purpose of the techniques of songwriting is to enable students to understand the variety of brands out there. There is different marketing for hip-hop versus country music. Students will comprehend the differences in genres, because they have studied the techniques associated with them. They learn the principles of song-writing in an elementary way, for the great goal of meeting a business aspect. A member used pop music as an example: the standards and techniques of the genre are all about the delivery of branding and selling the music. Pop music is an example of the music not being separate from the product. He felt that the course was very timely, especially with artists such as Kanye West and Jay-Z streaming music on Spotify, and pursuing careers with fashion labels. These artists are performing themselves as celebrities. He felt that NC State students would connect to this. A member noted that this comes back to the objectives. One member noted that the techniques and standards are abstract. Another noted that the council seems to always come back to this problem. Dr. Kirby asked the committee if there is an issue with one objective or all objectives? A member asked if the committee felt the course meets the VPA category; he felt it currently did not seem justified being on the list. He made the suggestion to have the department bring the course back in Fall 2015 for further review. Another member noted that Objective 3 read it as evaluation of art-based techniques appropriate to the genre. A different member felt that under the objective there is no sense of evaluation. Dr. Zelna noted that with some minor edits, the Office of Assessment could make this objective work. Without any further discussion, the action was **TABLED with the caveat that the course be reviewed by the Office of Assessment, and that the Office of Undergraduate Courses & Curricula would submit the revised course for CUE electronic vote during the summer, 8 in favor, 4 opposed.**

➤ VPGE 295 The Art and Culture of Hip-Hop-VPA-APPROVED unanimously without discussion.

➤ VPGE 295 History of Rock: 1950's-70's-VPA- APPROVED unanimously with friendly suggestion.

Discussion: Kim Outing moved; David Parish seconded. A member was surprised that the course only has 13 weeks. The instructor, Tom Koch, noted that he meant to add 2 weeks to the 1970's. A member asked if the measure for Outcome 3 matched the category objectives. She asked how this indicates the evaluation of art. The instructor explained that students would be able to look at the songs from a critical perspective. They are able to talk to the musicians about their song, after assessing and critiquing the song. This proves that the student can understand what is happening in the music, and their questions in the interview will be evaluated. The member asked if a poorly done assignment would have a decreased reflective experience with the band member. Dr. Koch noted that a normal question asked of a band member would be: What made you play the bass? The students' question will be more analytical. A member asked if the instructor gives the students questions to ask. Dr. Koch explained that students will be asking question in class, and then they will have the

experience and background with the questions before doing the music interview. The member asked if the class pieces are graded; the instructor confirmed that students will be doing a listening journal that investigates the construction of songs and compares songs for quality. Additionally, on exams students will memorize and understand the makeup of songs. A member complimented the instructor on the rubric provided for students. Another member made a friendly suggestion to clarify the measures, especially for the interview project. Without any additional discussion, the action was **APPROVED unanimously with friendly suggestion.**

➤ VPGE 295 Music in the South-VPA- APPROVED unanimously.

Discussion: Kim Outing moved; James Knopp seconded. A member noted that in viewing the course's syllabus, he was disappointed in the lack of attention paid to Archie Greene. The member explained that Archie Green interviewed Appalachian musicians, and was on a first name basis with major songwriters for years. His collection is at UNC-Chapel Hill. A member noted that Objective 3 in the paperwork was missing; this was an oversight, with the measure placed in the Outcome 3 box. Without any further discussion, the action was **APPROVED unanimously.**

Meeting adjourned at 2:55pm.

Respectfully submitted by Gina Neugebauer

ES 150: Water and the Environment

Course Inventory Change Request

In Workflow

1. 24ES UnderGrad Head (wewinner@ncsu.edu)
2. DASA CC Coordinator UG (kkharris@ncsu.edu)
3. DASA CC Meeting UG (kkharris@ncsu.edu)
4. DASA CC Chair UG (Peggy_Domingue@ncsu.edu)
5. DASA Final Review UG (kkharris@ncsu.edu)
6. DASA Dean UG (kkharris@ncsu.edu)
7. OUCC Review (gmneugeb@ncsu.edu)
8. UCCC Coordinator (gmneugeb@ncsu.edu)
9. UCCC Meeting (gmneugeb@ncsu.edu)
10. UCCC Chair (david_auerbach@ncsu.edu)
11. CUE Coordinator (gmneugeb@ncsu.edu)
12. CUE Meeting (gmneugeb@ncsu.edu)
13. CUE Chair (hmmcgowa@ncsu.edu)
14. OUCC Final Signature (barbara_kirby@ncsu.edu)
15. OUCC Final Review (gmneugeb@ncsu.edu)
16. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Sun, 26 Apr 2015 17:05:18 GMT
William Winner (wewinner): Approved for 24ES UnderGrad Head
2. Mon, 27 Apr 2015 19:09:20 GMT
Gina Neugebauer (gmneugeb): Approved for DASA CC Coordinator UG
3. Mon, 27 Apr 2015 19:34:06 GMT
Gina Neugebauer (gmneugeb): Approved for DASA CC Meeting UG
4. Mon, 27 Apr 2015 19:38:54 GMT
Peggy Domingue (psdoming): Approved for DASA CC Chair UG
5. Tue, 28 Apr 2015 13:49:01 GMT
Gina Neugebauer (gmneugeb): Approved for DASA Final Review UG
6. Wed, 29 Apr 2015 12:07:20 GMT
Gina Neugebauer (gmneugeb): Rollback to DASA Final Review UG for DASA Dean UG
7. Wed, 29 Apr 2015 12:09:24 GMT
Gina Neugebauer (gmneugeb): Approved for DASA Final Review UG
8. Wed, 29 Apr 2015 12:16:59 GMT
Jose' Picart (japicart): Approved for DASA Dean UG
9. Wed, 06 May 2015 14:33:27 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
10. Wed, 06 May 2015 14:35:46 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
11. Wed, 06 May 2015 18:37:56 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
12. Wed, 06 May 2015 18:59:11 GMT
David Auerbach (auerbach): Approved for UCCC Chair

New Course Proposal

Date Submitted: Sun, 26 Apr 2015 17:03:58 GMT

Viewing: ES 150 : Water and the Environment

Changes proposed by: wewinner

Course Prefix

ES (Environmental Science)

Course Number

150

Cross-listed Course

No

Title

Water and the Environment

Abbreviated Title

Water and the Environment

College

Division of Academic and Student Affairs

Academic Org Code

Environmental Science (24ES)

CIP Discipline Specialty Number

03.0104

CIP Discipline Specialty Title

Environmental Science.

Term Offering

Spring Only

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Letter Grade Only

Credit Hours

3

Course Length

16

weeks

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

Lecture

Contact Hours

3

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

William E. Winner

Instructor Title

Professor

Anticipated On-Campus Enrollment

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

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	50	50	No	50 students

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

No

Catalog Description

This interdisciplinary course focuses on the essential role of water in supporting all life on earth, and the expected impacts of rapidly changing water resources. Aspects of water issues will include physical sciences and engineering, life sciences, and social sciences. Case studies outline the importance of water in the global context and in specific settings, including North Carolina. The course will help prepare students for living in a rapidly changing world.

Justification for new course:**Course Justification**

Water is a precious earth resource that is essential for all life on earth. The distribution of water resources is rapidly changing affecting climate, the distributions of plants and animals, agricultural production, forest ecosystems, ocean chemistry, and the availability of freshwater to growing human populations.

Currently, there is no generally available course on the basic issues of water that is available to large numbers of undergraduate students. Students in the proposed course will learn of the importance of water for life on earth, the nature of change occurring with water resources, and the future challenges and opportunities connected to water use and management.

The proposed course will be open to all students on campus, and will be proposed as a GEP course in the categories of Interdisciplinary Perspectives, and in Global Knowledge.

Water and the Environment will be offered as an interdisciplinary course that addresses the global scale issues of water and includes physical science and engineering, life science, social science, and case studies. More specifically, themes include:

1. Science and Engineering

-
- The water molecule and its properties
-
- The global hydrologic cycle including pools and fluxes of water resources
-
- Water cleaning and distribution systems (case study, eg. water use at NC State University)
-

2. Life Sciences

-
- Water in the biosphere
-
- Water uptake and use by plants and animals
-
- Water in agriculture and forestry (case study, eg. water use in production agriculture & Ogallala Aquifer)
-
- Water and human populations (case study, eg. Water use in sub-Saharan Africa)
-

3. Social Sciences

-
- Water and sustainable social systems
-
- Water policies in the U.S. (case study, eg. New Orleans)
-
- Water and international relations (case study, eg. Middle East)
-
- Water and economic values
-

4. Other examples of key issues and case studies (examples)

-
- Sea level rise in North Carolina
-
- Drought in California and the southwestern U.S.
-
- Eutrophication of the Neuse River
-
- Ocean acidification
-
- Melting of the Polar Ice Cap
-

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Global Knowledge

Interdisciplinary Perspectives

Interdisciplinary Perspectives

Open when gep_category = INTERDISC

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

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

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

Outcome 1. Define fundamental concepts of water including its physical properties, global cycle, use by plants and animals, use by humans, and socioeconomic values.

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

Means of Assessment. Student understanding of the role of disciplines to the environmental issues of water will be assessed with two written examinations during the semester and a final examination. Each examination will have questions requiring students to define discipline-specific terms within the context of the course themes, and terms used in the examinations will be from specific disciplines.

Examples of discipline specific terms students explain or define on examinations:

"Hydrologic Cycle" (The answer should include information outlining the importance of separate disciplines including physics, chemistry, biology)

"Oglalla Aquifer" (The answer should include information from specific disciplines including geology, agriculture, sociology, business/economics)

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

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

Outcome 2. Develop systems views of water use and management using concepts from multiple disciplines and across/between multiple cultures. The course will involve disciplines organized in three general areas: 1) physical sciences and engineering; 2) life sciences; and 3) social sciences. Within physical sciences and engineering, disciplines covered will include chemistry and physics of water, and the engineering necessary to move and supply water for human use. Life science disciplines include the biogeochemistry of the water cycle, and the processes of water use by plants (including agriculture and forestry) and animals (including humans). The social science disciplines will include the economics, sociology, political, cultural, and ethical issues of water use by humans.

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

Means of Assessment. Student ability to identify and apply connections between two or more disciplines will be assessed with two written examinations during the semester and a final examination. The examination will require students to define and explain terms by connecting disciplines.

Examples of specific, interdisciplinary terms students could find on examinations include:

"Water management" (Answer should connect information from disciplines such as public policy/physical sciences, business)

"Safe drinking water" (Answer should connect information from disciplines including engineering, biology, chemistry, public planning and policy)

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

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

Outcome 2. Develop systems views of water use and management using concepts from multiple disciplines and across/between multiple cultures.

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

Means of Assessment. Students will take two examinations during the semester, and a final examination. Correct answers to some questions will require students to understand and reason with interdisciplinary perspectives. Examples of interdisciplinary questions will focus on questions developed from case studies in areas such as:

"Identify qualities needed for the water supply system for the new residential development, Chatham Park, to be located in Pittsboro, NC." (Answer should integrate thinking around engineering a water system that includes a water budget, the anticipated growth of the development, costs of providing water services, and the sources of revenue to provide drinking water, water for sanitary sewers, and storm water management.

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

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

The course will be offered as an interdisciplinary course that addresses the global and regional scale issues of water including physical sciences and engineering, life sciences, social sciences, and case studies

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"?

Course content for this team-taught course will include lectures, assigned readings, and discussions. The general structure of the team teaching the course will include 1) a physical scientist or engineer to develop materials on physical and engineering aspects of water and its use; 2) a life scientist (either plant sciences or zoology) to cover material in the hydrologic cycle, water use in agriculture and ecosystems, and physiological use of water by organisms; and 3) a social scientist with expertise in water use to cover material on the politics, economics and business issues, cultural values, and sociological factors of water use by humans.

Attach Additional GEP Information if applicable

Global Knowledge

Open when gep_category = GLOBAL

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

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

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

Outcome 5. Demonstrate how the cultural and historical context of water issues in the global context of human population growth affects the change in water demands between nations. The course will discuss the predicted patterns of human population growth mapped across the predicted changes in the global hydrologic cycle. Course content will show how cultural differences in water use between ethnic groups, and the history of water conflicts between nations and ethnic groups, are predicted to change.

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

Means of Assessment. The ability of students to compare global change impacts between nations and cultures is assessed in the two examinations during the semester and a final examination. An example of a short answer question is: "Explain how and why the United States and Saudi Arabia differ in managing water resources." (Answer should contrast the political, economic, cultural, and climatic differences between these nations, and include the relationships between these nations)

Please complete at least 1 of the following student objectives.

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

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

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

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

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

Outcome 2. Develop systems views of water use and management using concepts from multiple disciplines and across/between multiple cultures.

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

Means of Assessment. The assessment of historical trends in human water use will be assessed in the two examinations, and a final examination. An example short answer question is:

"Explain how water use in at the site of the Three Gorges Dam on the Yellow River in China has changed during the past two decades, and how humans are affected." (Answer should review the use of water in the landscapes along the Yellow River now submerged by the reservoir, the social and environmental changes resulting from the dam, and the future risks from siltation and flooding on human populations)

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

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

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

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

None

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

N/A

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

None

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

None

Additional Information

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

Title and author of any required text or publications.

Introduction to Water Resources and the Environment - K.L. Pennington & T.V. Cech

Edition: 3rd

ISBN: 9780521869881

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

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

Consultation

Instructional Resources Statement

RESOURCES FOR THIS COURSE INCLUDE \$5,000 FOR A LEAD INSTRUCTOR WHO WILL RECRUIT THREE INSTRUCTORS TO TEAM TEACH THE COURSE. AN ADDITIONAL \$6,300 IS NEEDED TO FOR ADD-ON TEACHING LOAD FOR THE THREE INSTRUCTORS.

Course Objectives/Goals

Student Learning Outcomes

1. Define fundamental concepts of water including its physical properties, global cycle, use by plants and animals, use by humans, and socioeconomic values.
2. Develop systems views of water use and management using concepts from multiple disciplines and across/between multiple cultures.
3. Improve abilities in analytical thinking and communication about water and environmental issues.
4. Demonstrate how changes in water resources globally and locally will bring change to careers and personal lives.
5. Demonstrate how the cultural and historical context of water issues in the global context of human population growth affects the change in water demands between nations

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Exam	30 points	Exam 1 -Objective exam with multiple choice, T/F, and short answer questions. This exam counts for 30 of the 120 total points for the course.
Exam	30 points	Exam 2 - Objective exam with multiple choice, T/F, and short answer questions. This exam counts for 30 of the 120 total points for the course.
Exam	50	Final - Objective exam with multiple choice, T/F, and short answer questions. This exam counts for 50 of the 120 total points for the course.
Attendance	10 points	Attendance is required, and students start with 10 attendance points. Two unexcused absences are allowed, after which each unexcused absence results in loss of two attendance points. After seven unexcused absences (two allowed, and five penalized), the student loses the 10 attendance points. There is no limit on excused absences. Students that earn all attendance points earn 10 of 120 total points for the course.
Other	0	The course grades will be straight letter grades, with no plus or minus grades.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Weel 1	1 Week	Thursday: Course Introduction and Chapters 1 & 2 - Water Perspectives and Water of Early Civilizations

Week 2	1 Week	Tuesday: Lecture & Discussion, Chapter 3 - Hydrologic Cycle (Chemistry of water & hydrologic cycle) Thursday: Lecture & Discussion: Chapter 3 - Hydrologic Cycle (The rapidly changing hydrologic cycle)
Week 3	1 Week	Tuesday: Lecture & Discussion: Chapter 4 - Water Quality Thursday: Lecture & Discussion, Chapter 5 - Watershed Basics
Week 4	1 Week	Tuesday: Lecture & Discussion, Chapter 6 - Groundwater Thursday: Lecture & Discussion, Chapter 10 - Dams and Reservoirs
Week 5	1 Week	Tuesday: Lecture & Discussion, Chapter 11 - Drinking Water and Wastewater Treatment Thursday: Exam 1
Week 6	1 Week	Tuesday: Lecture & Discussion, Chapter 7 - Lakes and Ponds (Hydrology and Ecosystems) Thursday: Lecture & Discussion, Chapter 8 - Rivers and Streams (Hydrology and Ecosystems)
Week 7	1 Week	Lecture & Discussion, Chapter 9 - Wetlands (Hydrology and Ecosystems) Lecture & Discussion, Outside Reading - Water Use by Plants (Water uptake and transpiration)
Week 8	1 Week	Tuesday: Lecture & Discussion, Outside Reading - Water Use by Plants (Ecosystems) Thursday: Lecture & Discussion, Outside Reading, Water Use by Plants (Agriculture)
Week 9	1 Week	Tuesday: Lecture & Discussion, Outside Reading - Water Use by Animals Thursday: Lecture & Discussion, Outside Reading - Water Use by Humans
Week 10	1 Week	No Class - Spring Break
Week 11	1 Week	Tuesday: Lecture & Discussion, Outside Reading - Connecting a Rapidly Changing Hydrologic Cycle to Life Systems Thursday: Exam 2
Week 12	1 Week	Tuesday: Lecture & Discussion, Chapter 12 - Water Allocation Law Thursday: Lecture & Discussion, 13 - Roles of Federal, Regional, State, and Local Water Management
Week 13	1 Week	Tuesday: Lecture & Discussion, Chapter 14 - Water Conflicts, Solutions, and Our Future Thursday: Spring Break - No Classes
Week 14	1 Week	Tuesday: Lecture & Discussion, Outside Reading - Global Water Use Issues Thursday: Lecture & Discussion, Outside Reading - National Water Use Issues

Week 15	1 Week	Tuesday: Lecture & Discussion, Outside Reading - National Water Use Issues
		Thursday: Lecture & Discussion, Outside Reading - Water Use in North Carolina
Week 16	1 Week	Tuesday: Lecture & Discussion, Outside Reading - Water Use at NC State University
		Thursday: Lecture & Discussion, Course Summary

Syllabus

ES_150_001-15.doc

Additional Documentation

ES 150 Consultation from Walt Robinson.pdf

Additional Comments

Course Reviewer Comments

kkharris (Tue, 14 Apr 2015 18:16:28 GMT): Comments from DASA CCC 04.13.2015 -Outcome 2 in Objectives 2 and 3 need to match and be updated in the syllabus and in CIM. "Team taught" needs to be more defined. Elaborate on who will be contributing to the course, and what they will be contributing (ie. Information, lectures, and readings). -As an Interdisciplinary Perspectives course, the multiple disciplines need to be clearly defined as to what they are and how they will be addressed. The committee also suggested identifying only a few main disciplines as this will provide a clear view of the course for future reviewing committees. -As a Global Knowledge course, the course needs to clear state how it incorporates cultural world views. o For objective 3 a member suggested using outcome 5 as it seemed more appropriate than outcome 2. -Grading needs clarifications needed o Between quizzes and exams are different or interchangeable. § This needs to be accounted for in the syllabus and course action. o Grading scale needs clarification § Points or percentages o Needs to state the course does not use plus/minus grading if going against the University adopted standard of utilizing plus/minus grading. § This should also be updated in the syllabus. -Attendance policy may need further review.

kkharris (Tue, 14 Apr 2015 18:17:12 GMT): Rollback: Please see course reviewer comments

gmneugeb (Wed, 29 Apr 2015 12:07:20 GMT): Rollback: Issue with email.

Key: 7200

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

----- Forwarded message -----

From: **Walter Robinson** <warobin3@ncsu.edu>
Date: Wed, Apr 1, 2015 at 7:12 PM
Subject: Re: ES 150 Course Proposal
To: William Winner <wewinner@ncsu.edu>

Dear Bill,

First, apologies for missing today's ASL meeting - an exit interview with a faculty candidate got scheduled at the last minute.

Regarding the ES 150 proposal - it looks strong, and the example case-studies you sent in an earlier email seem apt.

I would encourage you to request some support for a student (grad or advanced undergrad) to build rich portfolios of data, text, and imagery to support the case studies - that can be a time-consuming task.

Cheers,
Walt

Walt Robinson
2709 Van Dyke Ave
Raleigh, NC 27607

On Apr 1, 2015, at 3:25 PM, William Winner <wewinner@ncsu.edu> wrote:

Walt,

I wanted to remind you to please take another look at the proposed course, ES 150, *Water and the Environment*. I have revised the syllabus to address the concerns you raised with your consultation. The course has much more structure, and a textbook, and case study themes to help provide a much more clear view of the course content.

You can find the revised material at the new Courseleaf website through which all new course proposals are located. Simply log in to Courseleaf, and search for, *Water and the Environment*. A link to Courseleaf is:

<http://oucc.ncsu.edu/courseleaf%20>

Also, I'm happy to send you files with the revisions to the course if you prefer. Thanks for your help; please let me know if you have any questions.

--

William E. Winner, Ph. D.
Professor, Dept. of Forestry & Env. Resources
Director, Environmental Sciences Academic Program
Chair, University Energy Council
Co-Chair, Campus Environmental Sustainability Team
Room 2231 Jordan Hall
NC State University 27609
Office Phone: [919.515.5780](tel:919.515.5780)
email: wewinner@ncsu.edu

ES 150 Course Syllabus

ES 150 – Water and the Environment

Section 001

SPRING 2015

3 Credit Hours

Course Description

This interdisciplinary course focuses on the essential role of water in supporting all life on earth, and the expected impacts of rapidly changing water resources. Aspects of water issues will include physical sciences and engineering, life sciences, and social sciences. Case studies outline the importance of water in the global context and in specific settings, including North Carolina. The course will help prepare students for living in a rapidly changing world.

Learning Outcomes

1. DEFINE FUNDAMENTAL CONCEPTS OF WATER INCLUDING ITS PHYSICAL PROPERTIES, GLOBAL CYCLE, USE BY PLANTS AND ANIMALS, USE BY HUMANS, AND SOCIOECONOMIC VALUES.
2. DEVELOP SYSTEMS VIEWS OF WATER USE AND MANAGEMENT USING CONCEPTS FROM MULTIPLE DISCIPLINES AND ACROSS/BETWEEN MULTIPLE CULTURES
3. IMPROVE ABILITIES IN ANALYTICAL THINKING AND COMMUNICATION ABOUT WATER AND ENVIRONMENTAL ISSUES
4. DEMONSTRATE HOW CHANGES IN WATER RESOURCES GLOBALLY AND LOCALLY WILL BRING CHANGE TO CAREERS AND PERSONAL LIVES
5. Demonstrate how the cultural and historical context of water issues in the global context of human population growth affects the change in water demands between nations

Course Structure

The course on Water and the Environment is lecture based and addresses water issues in three theme areas; physical science and engineering, life science, and social science. Lecturers in the course will be experts in the theme areas. Learning outcomes will be assessed in two examinations during the semester and in a final examination. Attendance is required.

Course Policies

N/A

Instructors

William E. Winner (wewinner) - *Instructor*

Email: wewinner@ncsu.edu

Web Page: <http://envi.dasa.ncsu.edu>

Phone: 919.515.5780

Fax: 919.513.2520

Office Location: 2231 Jordan Hall

Office Hours: TBA

Course Meetings

Lecture

Days: TH

Time: 10:15am - 11:30am

Campus: Main

Location: TBA

This meeting is required.

Course Materials

Textbooks

Introduction to Water Resources and the Environment - K.L. Pennington & T.V. Cech

Edition: 3rd

ISBN: 9780521869881

Web Link: <http://www.cambridge.org/us/academic/subjects/earth-and-environmental-science/hydrology-hydrogeology-and-water-resources/introduction-water-resources-and-environmental-issues>

Cost: \$85

This textbook is required.

Expenses

None.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

Distinguish Between Disciplines.

Learning Outcome 1. Students will define fundamental concepts of water including its physical properties, global cycle, use by plants and animals, use by humans, and socioeconomic values.

Connect Disciplines.

Learning Outcome 2. Students will develop systems views of water use and management using concepts from multiple disciplines and across/between multiple cultures.

Integrate Disciplines.

Learning Outcome 2. Students will develop systems views of water use and management using concepts from multiple disciplines and across/between multiple cultures.

How This Course Will Fulfill GEP Category Outcomes

Distinguish Between Disciplines.

Learning Outcome 1. The team-taught course will present subject lectures in modules, connected by case studies, that include the theme of water and the environment. Students will understand the issues of water from the perspective of at least two disciplines from among the following: physical sciences and engineering (eg. chemistry, physics, fluid dynamics), life sciences (eg. botany and plant physiology, animal science, agriculture, forestry), social sciences (eg. economics, business, political science), design (eg. landscapes and human populations), and humanities (eg. psychology, culture).

Connect Disciplines.

Learning Outcome 2. The instructors providing the subject matter lectures will meet prior to the beginning of the course to identify case studies to connect disciplines. One approach will include instructors agreeing to discuss a case study from the perspective of their discipline. Students will be able to see the relationships between concepts water and environmental issues between disciplines. Instructors from different disciplines will develop the interdisciplinary connections.

Integrate Disciplines.

Learning Outcome 2. Students and instructors will discuss the issues that arise from a range of disciplines in the theme area of water and the environment. Discussions will build bridges and allow comparisons between perspectives that come from selected topics. From discussions with instructors and students will come new understandings of the complex challenges societies around the world face with the change in availability of water resources. Students will be able to analyze interdisciplinary aspects of water and the environment issues by integrating thinking with two or more disciplines.

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

The course will be divided roughly into three theme areas: 1) physical science and engineering (eg. chemistry, physics, fluid dynamics, engineering water treatment plants and storm sewers), 2) life sciences (eg. botany and plant physiology, animal science, human biology), and 3) social sciences (anthropology, economics, political science, business, psychology).

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"?

The team-taught course will be presented by 4-5 instructors which disciplinary expertise, and concepts will be presented with theme areas of subject based lectures, discussions, and assigned readings. Integration of concepts and issues will occur through the presentation of case studies and "touch-stone" themes planned before the course begins. Each instructor will connect their lectures and discussions to case studies and touch-stone themes presenting students with synthesis across disciplines and interdisciplinary perspectives.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes**1. Cultural Characteristics Outside the U.S.**

Learning Outcome 5. Students will be able to explain the cultural and historical context of water issues in the global context of human population growth and the change in water demands between nations.

3. Historical Perspectives.

Learning Outcome 5. Students will be able to explain the cultural and historical context of water issues in the global context of human population growth and the change in water demands between nations.

4. Internal and External Pressures.

Learning Outcome 2. Students will develop systems views of water use and management using concepts from multiple disciplines and across/between multiple cultures.

How This Course Will Fulfill GEP Co-requisite Outcomes

Cultural Characteristics Outside the U.S.

Meeting Learning Outcome 5. The course will compare the past, present, and predicted environmental issues surrounding water resources for societies, nations, and ecological systems around the world. Students will compare aspects of global scale issues of water and the environment between nations and cultures, and how water resources around the world are affected by human activity.

Historical Perspectives.

Meeting Learning Outcome 5. Students will be able to explain the cultural and historical context of water issues in the context of human population growth and the change in water demands. With national differences in thinking about the environmental issues of water come explanations of cultural and historical differences in the use and protection of water resources.

Internal and External Pressures.

Meeting Learning Outcomes 2. One example for students that will allow them to understand internal and external pressures for issues of water and environment comes from the study of flow of surface waters across national and cultural boundaries that where upstream nations use can deplete or pollute water resources for downstream nations.

Transportation

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

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Exam 1	30	Objective exam with multiple choice, T/F, and short answer questions. This exam counts for 30 of 120 total points for the course.
Exam 2	30	Objective exam with multiple choice, T/F, and short answer questions. This exam counts for 30 of the 120 total points for the course.
Final Exam	50	Objective exam with multiple choice, T/F, and short answer questions. This exam counts for 50 of the 120 total points for the course.

Component	Weight	Details
Attendance	10	Attendance is required, and students start with 10 attendance points. Two unexcused absences are allowed, after which each unexcused absence results in loss of two attendance points. After seven unexcused absences (two allowed, and five penalized), the student loses the 10 attendance points. There is no limit on excused absences. Students that earn all attendance points earn 10 of the 120 total points for the course.
Letter Grades	0	The course grades will be straight letter grades with no plus or minus grades.

Letter Grades

This Course uses the Following (Non-Standard) Letter Grading Scale:

$\leq A+$	\leq
$90 \leq A$	< 100
$\leq A-$	$<$
$\leq B+$	$<$
$80 \leq B$	< 89
$\leq B-$	$<$
$\leq C+$	$<$
$70 \leq C$	< 79
$\leq C-$	$<$
$\leq D+$	$<$
$60 \leq D$	< 69
$\leq D-$	$<$
$59 \leq F$	$<$

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>. Students must earn 70% of points, or more, to earn an S grade.

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

Late assignments will not be accepted without a valid excuse conforming to the University policy on Excused Absences.

Attendance Policy

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

Attendance Policy

Attendance is required, and students start the semester with 10 attendance points. Students are allowed Excused Absences as explained by University policy including official University activities and business, and documented medical

reasons. Students are allowed two voluntary absences, and then lose two attendance points for each additional voluntary absence.

Absences Policy

See the University policy on excused absences.

Makeup Work Policy

No make up work will be accepted, unless accompanied by an excused absence.

Make up exams will be given only for students with Excused Absences.

Additional Excuses Policy

N/A

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at

<http://policies.ncsu.edu/policy/pol-11-35-01>

Students will read and comply with the University Academic Integrity Policy specified in the Code of Student Conduct.

Academic Honesty

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

Students will comply with the University policy for Academic Honesty.

Honor Pledge

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

Electronically-Hosted Course Components

There are no electronically-hosted components for this course.

Accommodations for Disabilities

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

Non-Discrimination Policy

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

Course Schedule

NOTE: The course schedule is subject to change.

**Lecture TH 10:15am - 11:30am — Week 1 —
01/08/2015 - 01/10/2015**

1. Thursday: Course Introduction and Chapters 1 & 2 - Water Perspectives and Water of Early Civilizations

**Lecture TH 10:15am - 11:30am — Week 2 —
01/13/2015 - 01/15/2015**

2. Tuesday: Lecture & Discussion, Chapter 3 - Hydrologic Cycle (Chemistry of water & hydrologic cycle)
3. Thursday: Lecture & Discussion: Chapter 3 - Hydrologic Cycle (The rapidly changing hydrologic cycle)

**Lecture TH 10:15am - 11:30am — Week 3 —
01/20/2015 - 01/22/2015**

3. Tuesday: Lecture & Discussion: Chapter 4 - Water Quality
4. Thursday: Lecture & Discussion, Chapter 5 - Watershed Basics

**Lecture TH 10:15am - 11:30am — Week 4 —
01/27/2015 - 01/29/2015**

5. Tuesday: Lecture & Discussion, Chapter 6 - Groundwater
6. Thursday: Lecture & Discussion, Chapter 10 - Dams and Reservoirs

**Lecture TH 10:15am - 11:30am — Week 5 —
02/03/2015 - 02/05/2015**

7. Tuesday: Lecture & Discussion, Chapter 11 - Drinking Water and Wastewater Treatment
8. Thursday: Exam 1

**Lecture TH 10:15am - 11:30am — Week 6 —
02/10/2015 - 02/12/2015**

9. Tuesday: Lecture & Discussion, Chapter 7 - Lakes and Ponds (Hydrology and Ecosystems)
10. Thursday: Lecture & Discussion, Chapter 8 - Rivers and Streams (Hydrology and Ecosystems)

**Lecture TH 10:15am - 11:30am — Week 7 —
02/17/2015 - 02/19/2015**

11. Lecture & Discussion, Chapter 9 - Wetlands (Hydrology and Ecosystems)
12. Lecture & Discussion, Outside Reading - Water Use by Plants (Water uptake and transpiration)

**Lecture TH 10:15am - 11:30am — Week 8 —
02/24/2015 - 02/26/2015**

13. Tuesday: Lecture & Discussion, Outside Reading - Water Use by Plants (Ecosystems)
14. Thursday: Lecture & Discussion, Outside Reading, Water Use by Plants (Agriculture)

**Lecture TH 10:15am - 11:30am — Week 9 —
03/03/2015 - 03/05/2015**

15. Tuesday: Lecture & Discussion, Outside Reading - Water Use by Animals
16. Thursday: Lecture & Discussion, Outside Reading - Water Use by Humans

**Lecture TH 10:15am - 11:30am — Week 10 —
03/10/2015 - 03/12/2015**

- 17. Tuesday: No Class - Spring Break
- 18. Thursday: No Class - Spring Break

**Lecture TH 10:15am - 11:30am — Week 11 —
03/17/2015 - 03/19/2015**

- 19. Tuesday: Lecture & Discussion, Outside Reading - Connecting a Rapidly Changing Hydrologic Cycle to Life Systems
- 20. Thursday: Exam 2

**Lecture TH 10:15am - 11:30am — Week 12 —
03/24/2015 - 03/26/2015**

- 22. Tuesday: Lecture & Discussion, Chapter 12 - Water Allocation Law
- 23. Thursday: Lecture & Discussion, 13 - Roles of Federal, Regional, State, and Local Water Management

**Lecture TH 10:15am - 11:30am — Week 13 —
03/31/2015 - 04/02/2015**

- 24. Tuesday: Lecture & Discussion, Chapter 14 - Water Conflicts, Solutions, and Our Future
- 25. Thursday: Spring Break - No Classes

**Lecture TH 10:15am - 11:30am — Week 14 —
04/07/2015 - 04/09/2015**

- 26. Tuesday: Lecture & Discussion, Outside Reading - Global Water Use Issues
- 27. Thursday: Lecture & Discussion, Outside Reading - National Water Use Issues

**Lecture TH 10:15am - 11:30am — Week 15 —
04/14/2015 - 04/16/2015**

- 28. Tuesday: Lecture & Discussion, Outside Reading - National Water Use Issues
- 29. Thursday: Lecture & Discussion, Outside Reading - Water Use in North Carolina

**Lecture TH 10:15am - 11:30am — Week 16 —
04/21/2015 - 04/23/2015**

- 30. Tuesday: Lecture & Discussion, Outside Reading - Water Use at NC State University
- 31. Thursday: Lecture & Discussion, Course Summary

HESD 227: African Dance I

Course Inventory Change Request

In Workflow

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

Approval Path

1. Thu, 16 Apr 2015 18:49:51 GMT
Kasey Harris (kkharris): Approved for 24HES UnderGrad Head
2. Thu, 16 Apr 2015 18:50:28 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Thu, 16 Apr 2015 18:51:12 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Thu, 16 Apr 2015 18:54:01 GMT
Peggy Domingue (psdoming): Approved for DASA CC Chair UG
5. Fri, 17 Apr 2015 15:08:21 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
6. Fri, 17 Apr 2015 15:58:26 GMT
Jose' Picart (japicart): Approved for DASA Dean UG
7. Fri, 17 Apr 2015 18:10:53 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
8. Mon, 27 Apr 2015 12:06:38 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
9. Wed, 29 Apr 2015 17:15:06 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
10. Wed, 29 Apr 2015 17:45:48 GMT
David Auerbach (auerbach): Approved for UCCC Chair

New Course Proposal

Date Submitted: Thu, 16 Apr 2015 18:29:11 GMT

Viewing: HESD 227 : African Dance I

Changes proposed by: ekwrigh2

Course Prefix

HESD (Health Exercise Studies Dance)

Course Number

227

Cross-listed Course

No

Title

African Dance I

Abbreviated Title

African Dance I

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number

31.0501

CIP Discipline Specialty Title

Health and Physical Education/Fitness, General.

Term Offering

Spring Only

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

1

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type	Contact Hours
Physical Activity	2

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Joy Kagendo

Instructor Title

Lecturer

Anticipated On-Campus Enrollment

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

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Physical Activity	25	25	No	None

Course Prerequisites, Corequisites, and Restrictive Statement

None

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

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

Catalog Description

Development of beginning level skill of East and West African dances, including history, culture, and context, emphasizing the central role that dance plays in African cultures.

Justification for new course:

African Dance offers students the opportunity to understand and embody another culture. The how, why, and when of the cultural dances of Africa enable students to merge intellectual understanding with living the movements and rhythms of the peoples of those cultures. In addition, the physical aspects of the dances themselves provide the student with a disciplined approach to learning dance skills emphasizing correct alignment, efficiency of movement, spatial awareness, musicality, and performance qualities. African Dance I affords students an option to fulfill their GEP requirements for Health and Exercise Studies and Global Knowledge. It is also an elective for the Dance Minor.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Global Knowledge

Health and Exercise Studies

Open when gep_category = HES

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

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

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

Outcome: Demonstrate and explain the fitness requirements necessary for beginning level African Dance including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.

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

1. Students will actively participate in African Dance classes, demonstrating health-related fitness ability which will be evaluated through the practical skills testing.
2. Students will be asked to share their intellectual knowledge of health-related fitness through specific written exam questions. Example: In order to improve "alligators," a student should work to improve his/her (a) cardiovascular endurance, (b) muscular strength, (c) flexibility, (d) both b and c.

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

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

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

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

1. Written evaluation will include specific exam questions designed to evaluate knowledge of how African Dance technique and activity can lead to achieving, maintaining, and sustaining an active and healthy lifestyle, including enhancement of core strength, cardiorespiratory endurance and increased flexibility as required by today's active person. Example: (True or False) Participating in an African dance class can provide a form of aerobic exercise and can help to improve cardiorespiratory endurance.

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

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

Outcome: Demonstrate and perform basic African dance movements from East and West African cultures

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

1. Practical evaluation will include demonstration of specific African dances by students during in-class evaluations. Students will be grading according to a provided rubric measuring proper execution of steps/sequence, hip isolation, musicality, and performance quality.
2. Written evaluation will include exam questions testing knowledge of African dances covered in class. Example: List and describe opening movements of the "Boot Dance."

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

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

Outcome: Describe and explain a story of an African ritual.

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

1. Students will use knowledge from class to analyze a video on African dance and write a paper on the origin, meaning and cultural context of the dance.

Attach Additional GEP Information if applicable

Global Knowledge

Open when gep_category = GLOBAL

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

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

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

Outcome: Compare and contrast various aspects of African cultures through dance

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

1. Practical evaluation will include demonstration of specific African dances by students during in-class evaluations. Students will be graded according to a provided rubric measuring proper execution of steps/sequence, hip isolation, musicality, and performance quality.

2. Written evaluation will include exam questions testing knowledge of African dances covered in class. Example: Describe the distinguishing characteristics of the Fanga and its cultural context.

Please complete at least 1 of the following student objectives.

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

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

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

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

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

Outcome: Discuss how dances learned in class are practiced in their cultural and/or historical context.

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

1. Written evaluation will include specific exam questions testing the student's knowledge of the historical and/or cultural context of dances covered in class. Example: Discuss 3 contributing factors to the evolution of the "Boot dance"

2. Students will use knowledge from class to analyze a video on African dance and write a paper on the origin, meaning and cultural context of the dance.

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

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

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

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

none

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

None

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

None

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

None

Additional Information

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

Title and author of any required text or publications.

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

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

Consultation

Instructional Resources Statement

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

Course Objectives/Goals

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

- 2) Apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle;
- 3) Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport;
- 4) Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.
- 5) 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.
- 6) Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

Student Learning Outcomes

-
- Demonstrate and explain the fitness requirements necessary for beginning level African Dance including cardiovascular endurance, muscular strength and endurance, muscular flexibility, and body composition;
-
- Discuss how participating in African Dance classes can develop, maintain, or sustain an active and healthy lifestyle;
-
- Demonstrate and perform basic African Dance movements from East and West African cultures;
-
- Demonstrate how each dance is used through space, time and energy;
-
- Describe and explain a story of an African ritual;
-
- Identify the origin of the dance through drums and body movement;
-
- Explore various aspects of African culture through dance;
-
- Identify and describe the meaning of each dance as told through various movements in its cultural and historical context.
-

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Test	20 (10 points each)	Students will be expected to demonstrate their knowledge of the material covered in class by completing two written exams at 10% each.
Short Paper	20	Students will be required to watch a video on African Dance and write a three-page paper on the origin and meaning of the dance.
presentation	60	Students will be evaluated on performance of the dances, in particular feet movement, hip isolation and hands and shoulder movement. Students will also be evaluated on their ability to identify the origin of the dance and perform it by the drum beat.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Orientation	1 week	Orientation/Course Objectives/Safety/Lecture
Introduction to African Dance	1 week	Introduction to African Dance, Hip isolation
Introduction to African Dance	1 week	Footwork, Hand movement
Introduction to African Dance	1 week	Putting it all together, drum circle
East African Dance	1 week	East African Dance, Contemporary African Dance/East
West African Dance	1 week	Lecture, West African Dance
African Dance	1 week	Fanga, Midterm exam

African Dance	1 week	Lamba
African Dance	1 week	Koukou, drum circle
African Dance	1 week	Sokous, Chakacha
African Dance	1 week	East and West African Dances, Selected ritualistic dances
African Dance	1 week	Drum circle
Dance evaluations	1 week	Dance evaluations
Dance evaluations	1 week	Dance evaluations
Paper due & Final exam	1 week	Paper due & Final exam

Syllabus

HESD227-Syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 14 Apr 2015 18:40:10 GMT): Comments from 04.13.2015 DASA CCC Course outcome 2 should use “compare and contrast” versus “explore,” as it is a measurable term.

kkharris (Wed, 15 Apr 2015 15:21:42 GMT): Rollback: Comments from 04.13.2015 DASA CCC Course outcome 2 should use “compare and contrast” versus “explore,” as it is a measurable term.

kkharris (Thu, 16 Apr 2015 18:49:43 GMT): Approved by Dr. Holden at the 24HES UnderGrad Head step on March 31, 2015.

Key: 7133

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

HESD 227 African Dance I

Instructor: Joy Kagendo
Office: 2004 Carmichael Gym
Office Phone: 515-1059
Email: jikagend@ncsu.edu
Office hours: M-TH 10:30-11:30 AM or by appointment
Course Prerequisites, Corequisites: None
Credit : 1

Required Texts: None. Handouts and other reading material provided by instructor.

Course Description: Development of beginning level skill of East and West African dances, including history, culture, and context, emphasizing the central role that dance plays in African cultures.

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

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

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

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

GEP Objectives for courses in the Category of Global Knowledge

Each course in the Global Knowledge category of the General Education Plan will provide instruction and guidance that help students to:

1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts,

economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

And at least one of the following objectives:

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

Student Learning Outcomes

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

- ✓ Demonstrate and explain the fitness requirements necessary for beginning level African Dance including cardiovascular endurance, muscular strength and endurance, muscular flexibility, and body composition;
- ✓ Discuss how participating in African Dance classes can develop, maintain, or sustain an active and healthy lifestyle;
- ✓ Demonstrate and perform basic African Dance movements from East and West African cultures;
- ✓ Demonstrate how each dance is used through space, time and energy;
- ✓ Describe and explain a story of an African ritual;
- ✓ Identify the origin of the dance through drums and body movement;
- ✓ Compare and contrast various aspects of African culture through dance;
- ✓ Identify and describe the meaning of each dance as told through various movements in its cultural and historical context.

Dress Code:

Female students are required to wear a salong/lapa/sali or equivalent of African/cultural cloth around their waist. Short, spandex or yoga pants must be worn under the cloth. Male students may wear loose pants or sweat pants. NO jeans. The top can be a tank top or T-shirt. Shoes are not to be worn.

Grading:

Written Exams 20%

Students will be expected to demonstrate their knowledge of the material covered in class by completing two written exams at 10% each.

Concept Paper 20 %

Students will be required to watch a video on African Dance and write a three-page paper on the origin and meaning of the dance.

Practical Testing 60%

Students will be evaluated on performance of four (4) dances (maximum 15% for each), in particular feet movement, hip isolation and hands and shoulder movement. Students will also be evaluated on their ability to identify the origin of the dance and perform it by the drum beat.

Principles	Points (1=never or rarely present, 2=present some of the time, 3=present all of the time)
Proper execution of steps/sequence –upper extremity	1 2 3
Hip isolation	1 2 3
Musicality	1 2 3

Proper execution of steps/sequence – lower extremity	1 2 3
Performance Quality	1 2 3

Grading Scale:

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

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

Attendance:

Students are expected to attend all classes and to arrive and leave at the scheduled times. The instructor will adhere to the university attendance policy. In case of an excused absence, the student will be allowed to make up any written work missed within one week of returning to class. Students are responsible for submitting such work and for scheduling make-up exams with the instructor.

See http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php for more information.

1. Students are expected to attend classes.
2. For students registering late, all missed classes count as absences.
3. If a student has an excused absence (Illness, Family Emergency, Court, school excused event) a written verification from the appropriate official is required within one week of the absence, however, the absence will remain. Please DO NOT call the Health and Exercise Studies office to let the instructor know you are sick.
4. All WORK missed as a result of an excused absence must be made up as soon as possible following the absence. An absence cannot be made up.
5. Two tardies = one absence.
6. The inability to participate in class will result in an absence.
7. The student is responsible for all assignments and materials covered during an absence.
8. Class time is 40 minutes

<i>Absences</i>	<i>Points</i>
0	+3
1	0
2	0
3	0
4	0
5	0
6	F

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

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

Requirements for Audit: Students must attend all classes except written exams and will be allowed four absences before NR will be recorded as a final grade.

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php

Incomplete Grades:

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

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

Late Assignments:

Five points will be deducted from each assignment's final grade for first day the assignment is late. An additional two points per day will be deducted off each assignment's final grade for every day thereafter.

General Information:

1. **Academic Integrity:** For all written assignments, students will be expected to adhere to the **University Honor Code**: "I have neither given nor received unauthorized aid on this test or assignment." It is the understanding and expectation of the instructor that the student's signature on any test or assignment means that the student neither gave nor received unauthorized aid. Consult the university website: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php
2. **Students with Disabilities:** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services Office at 1900 Student Health Campus Box 7509, 515-7653. See <http://www.ncsu.edu/dso/>

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

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

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

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

COURSE NUMBER: HESD 227

COURSE TITLE: AFRICAN DANCE

DURATION: FULL SEMESTER

I. Topics covered

1. Introduction

- a. Course Objectives
- b. Review of handouts
- c. Class procedures
- d. Methods of evaluation
- e. History behind each African dance

2. Body alignment and African Dance

- a. Guidelines for proper dance techniques
- b. Segments of an African dance class
- c. Abdominal exercises using African dance

3. African Dance exercise intensity

- a. Target heart rate
- b. Factors influencing exercise intensity
- c. Duration and frequency of dance
- d. Safety and injury prevention
- e. Recovery heart rate and cool down
- f. Exercise progression

4. Basic African movements

- a. Feet movement
- b. Hip isolation
- c. Hand and shoulder movements

HESD 227 African Dance Course Outline

Week	Activity
1	Orientation/Course Objectives/Safety Lecture
2	Introduction to African Dance Hip isolation
3	Footwork Hand movement
4	Putting it all together Drum Circle
5	East African Dance Contemporary African dance/East
6	Lecture West African Dance
7	Fanga Midterm Exam
8	Holiday Lamba
9	Koukou Drum Circle
10	Sokous Chakacha
11	East and West African Dance Selected Ritualistic dances
12	Drum Circle Drum Circle
13	Dance evaluations Dance evaluations
14	Dance evaluations Dance evaluations
15	Paper due FINAL WRITTEN EXAM
16	Last day of class

HESD 230: Horton Dance Technique

Course Inventory Change Request

In Workflow

1. 24HES UnderGrad Head (tommy_holden@ncsu.edu)
2. DASA CC Coordinator UG (kkharris@ncsu.edu)
3. DASA CC Meeting UG (kkharris@ncsu.edu)
4. DASA CC Chair UG (sean_cassidy@ncsu.edu)
5. DASA Final Review UG (kkharris@ncsu.edu)
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Approval Path

1. Tue, 18 Aug 2015 17:06:37 GMT
Kasey Harris (kkharris): Approved for 24HES UnderGrad Head
2. Tue, 18 Aug 2015 17:11:40 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 18 Aug 2015 17:12:56 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
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Kasey Harris (kkharris): Approved for DASA Dean UG
7. Wed, 19 Aug 2015 20:25:56 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
8. Thu, 20 Aug 2015 14:42:21 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
9. Thu, 20 Aug 2015 14:51:44 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
10. Thu, 20 Aug 2015 14:52:40 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Chair

New Course Proposal

Date Submitted: Tue, 18 Aug 2015 15:31:37 GMT

Viewing: HESD 230 : Horton Dance Technique

Changes proposed by: ambelk2

Course Prefix

HESD (Health Exercise Studies Dance)

Course Number

230

Cross-listed Course

No

Title

Horton Dance Technique

Abbreviated Title

Horton Dance Technique

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number

31.0501

CIP Discipline Specialty Title

Health and Physical Education/Fitness, General.

Term Offering

Fall and Spring

Year Offering

Offered Every Year

Effective Date

Fall 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

1

Course Length

8

weeks

**Contact Hours
(Per Week)**

Component Type

Physical Activity

Contact Hours

4

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Autumn Mist Belk

Instructor Title

Teaching Assistant Professor

Anticipated On-Campus Enrollment

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

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

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

No

Catalog Description

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

Justification for new course:

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

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

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Health and Exercise Studies

US Diversity

Health and Exercise Studies

Open when gep_category = HES

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

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

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

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

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

1) Students will actively participate in Horton technique dance classes, demonstrating health-related fitness ability and will be evaluated through practical skills testing.

2) Students will be asked to share their intellectual knowledge of health-related fitness through specific written exam questions. Example: Practicing Horton laterals improve the strength and endurance of what muscles? (a) biceps (b) calf muscles (c) oblique abdominals (d) hamstrings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Attach Additional GEP Information if applicable

US Diversity

Open when gep_category = USDIV

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

Please complete at least 2 of the following student objectives.

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

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

Outcome: Analyze the cultural significance of Alvin Ailey American Dance Theater and its artistic work, particularly in relation to the religious and racial identities presented.

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

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

Example: Discuss the cultural significance of Alvin Ailey's "Revelations." How does this work define the religious and racial identities of the performers' characters?

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

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

Outcome: Evaluate how Lester Horton created diversity in the American modern dance movement.

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

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

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

Example: In what city did Lester Horton create his school and company? Why is this significant during the early rise of American modern dance?

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

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

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

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

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

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

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

n/a

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

n/a

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

none

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

none

Additional Information

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

Title and author of any required text or publications.

See Syllabus

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

See Syllabus

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

See Syllabus

Consultation

Instructional Resources Statement

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

Course Objectives/Goals

Objectives:

- 1.
2. Acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition
- 3.
4. Apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle
- 5.
6. Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport
- 7.
8. Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport
- 9.
10. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences
- 11.
12. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.
- 13.

Student Learning Outcomes

- 1.
2. Demonstrate and explain the fitness requirements necessary for a dancer including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.
- 3.
4. Discuss how participating in Horton dance classes can develop, maintain, and sustain an active and healthy lifestyle.
- 5.
6. Demonstrate beginning and intermediate Horton dance technique and combinations.
- 7.
8. Apply practical and historical knowledge about Lester Horton, Horton dance technique, and those trained in Horton technique to evaluate its influence on dance as an art form in the United States.
- 9.
10. Evaluate how Lester Horton created diversity in the American modern dance movement.
- 11.
12. Analyze the cultural significance of Alvin Ailey American Dance Theater and its artistic work, particularly in relation to the religious and racial identities presented.
- 13.

Student Evaluation Methods

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

Topical Outline/Course Schedule

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

Syllabus

HESD230-syllabus.doc
HESD230-syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 14 Apr 2015 19:08:54 GMT): Comments from 04.13.2015 DASA CCC: Ensure that USD outcomes are addressing the objectives. Further committees may need further explanation as to how the topics of diversity are addressed throughout the course.

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

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

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

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

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

Key: 7178

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

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

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

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

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

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

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

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

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

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

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

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

GEP/Course and Student Learning Outcomes:

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

1. Demonstrate and explain the fitness requirements necessary for a dancer including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.
2. Discuss how participating in Horton dance classes can develop, maintain, and sustain an active and healthy lifestyle.
3. Demonstrate beginning and intermediate Horton dance technique and combinations.
4. Apply practical and historical knowledge about Lester Horton, Horton dance technique, and those trained in Horton technique to evaluate its influence on dance as an art form in the United States.
5. Evaluate how Lester Horton created diversity in the American modern dance movement.
6. Analyze the cultural significance of Alvin Ailey American Dance Theater and its artist work, particularly in relation to the religious and racial identities presented.

Grading (Cognitive 40% and Practical 60%):

Written Exam – 40%

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

Practical Skills Testing – 60%

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

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

Grading Scale:

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

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

Attendance:

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

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

Absences	Points
0	+3
1-3	0
4	F

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

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

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

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

Requirements for Credit Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- (70%) or better. A grade of U will be reported if the student exceeds 3 absences (excused or unexcused). Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. **Note: The student is responsible for requesting credit only grading on MyPack Portal by the University dead line.** For more details refer to:

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

Requirements for Audit: Students must attend all classes except written exams and will be allowed four absences before NR will be recorded as a final grade.

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php

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

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

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

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

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

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

General Information:

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

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

DATE	ACTIVITY	READINGS
1/7 W	Introduction/Orientation/Safety & Lester Horton Technique Video/Discussion	Syllabus, Chapters 1-2
1/12 M	Warm-up Exercises: Roll downs Flat backs Primitive squat Foot work Laterals Deep lunges Coccyx balance	Chapters 3 & 5 Chapter 7 (p.91-94)
1/14 W	Leg Swings, Release Swings Fortification #1	Chapter 6 Chapter 7 (p.54-56)
1/19 M	<i>Martin Luther King Day – no classes</i>	
1/21 W	Lateral T Fortification #2	Chapter 7 (p.56-58 and 86-90) Horton video homework
1/26 M	Fortification #6	Chapter 7 (p.62-63) Chapter 12
1/28 W	Practical Skills Tests 1 & 2	
2/2 M	Lecture (do not dress out), <i>room 2014</i>	Article Set #1 (on Moodle)
2/4 W	Figure 4 Study Traveling Combinations	Chapter 7 (p.94-99) Chapter 13
2/9 M	Fortification #3 Traveling Combinations	Chapter 7 (p.59) Chapter 10
2/11 W	Single Foot Arch Springs Traveling Combinations	Chapter 14, Chapter 11 Alvin Ailey video homework
2/16 M	Fortification #4 Percussive Stroke Study	Chapter 7 (p.59-61 and 108-113)
2/18 W	Fortification #14 Traveling Combinations	Chapter 7 (p.73-74)
2/23 M	Alvin Ailey Lecture/Discussion Practical Skills Test 3 & 4	Article Set #2 (on Moodle)
2/25 W	Written Exam, room 2014	

HESD 265: Ballet II

Course Inventory Change Request

In Workflow

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

Approval Path

1. Tue, 18 Aug 2015 18:53:48 GMT
Kasey Harris (kkharris): Approved for 24HES UnderGrad Head
2. Tue, 18 Aug 2015 19:05:44 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 18 Aug 2015 19:06:54 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Tue, 18 Aug 2015 19:08:55 GMT
Kasey Harris (kkharris): Approved for DASA CC Chair UG
5. Tue, 18 Aug 2015 19:09:22 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
6. Tue, 18 Aug 2015 19:10:25 GMT
Kasey Harris (kkharris): Approved for DASA Dean UG
7. Wed, 19 Aug 2015 20:29:11 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
8. Thu, 20 Aug 2015 14:43:43 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
9. Thu, 20 Aug 2015 14:51:48 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
10. Thu, 20 Aug 2015 14:52:44 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Chair

New Course Proposal

Date Submitted: Tue, 18 Aug 2015 18:23:15 GMT

Viewing: HESD 265 : Ballet II

Changes proposed by: ekwrigh2

Course Prefix

HESD (Health Exercise Studies Dance)

Course Number

265

Cross-listed Course

No

Title

Ballet II

Abbreviated Title

Ballet II

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number

31.0501

CIP Discipline Specialty Title

Health and Physical Education/Fitness, General.

Term Offering

Fall Only

Year Offering

Offered Every Year

Effective Date

Fall 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

1

Course Length

8

weeks

**Contact Hours
(Per Week)**

Component Type

Physical Activity

Contact Hours

4

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Beth Wright Fath

Instructor Title

Teaching Assistant Professor

Anticipated On-Campus Enrollment

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

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

Course Prerequisites, Corequisites, and Restrictive Statement

HESD 264 or Instructor permission

Is the course required or an elective for a Curriculum?

No

Catalog Description

Further development of Ballet technique building on fundamental concepts and vocabulary introduced in Ballet I. Will include increased movement capabilities, rhythmic accuracy, alignment, performance, and access of turnout. A small fee may be required for dance concert attendance.

Justification for new course:

Ballet technique provides the student with a disciplined approach to learning dance skills emphasizing correct alignment, efficiency of movement, spatial awareness, musicality, and performance qualities. The study of Ballet also allows students to understand and develop an appreciation of dance as an art form. Many students arrive at NC State already accomplished in Ballet I technique and desire to further their study of Ballet. Ballet II allows for this development.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Health and Exercise Studies

Visual & Performing Arts

Visual Performing Arts

Open when gep_category = VPA

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

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

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

Outcome: Discuss various ballet types or companies and understand their aesthetic and/or historical origins.

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

Written evaluation will include specific exam questions testing the student's understanding of the aesthetic and historical origins of specific ballet styles or companies. Example: Explain 3 reasons why Arthur Mitchell founded Dance Theater of Harlem.

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

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

Outcome: Evaluate a specific ballet or excerpt in terms of form and style.

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

Students will attend a ballet performance and will submit a written evaluation of one of the pieces performed in terms of its form and style.

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

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

Outcome: Demonstrate intermediate ballet technique and combinations.

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

Practical evaluation will include demonstration of Ballet technique during in-class evaluations. Students will be graded according to a provided rubric measuring alignment, timing, coordination, and performance quality.

Attach Additional GEP Information if applicable

Health and Exercise Studies

Open when gep_category = HES

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

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

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

Outcome: Demonstrate and explain the fitness requirements necessary for an intermediate-level of ballet including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.

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

1) Students will actively participate in ballet classes, demonstrating health-related fitness ability and will be evaluated through ballet practical skills testing.

2) Students will be asked to share their intellectual knowledge of health-related fitness through specific written exam questions. Example: In order to improve turnout, a student should work to improve his/her (a) cardiovascular endurance, (b) muscular strength, (c) flexibility, (d) both b and c

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

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

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

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

Written evaluation will include specific exam questions designed to evaluate knowledge of how ballet technique and activity can lead to achieving, maintaining, and sustaining an active and healthy lifestyle, including enhancement of core strength, cardiorespiratory endurance and increased flexibility as required by today's active person. Example: (True or False) Participating in a ballet class can provide a form of aerobic exercise and can help to improve cardiorespiratory endurance.

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

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

Outcome: Demonstrate intermediate ballet technique and combinations.

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

Practical evaluation will include demonstration of Intermediate level Ballet technique, skills, and combinations by students during in-class evaluations. Students will be grading according to a provided rubric measuring alignment, timing, coordination, and performance quality.

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

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

Outcome: Apply theoretical and historical knowledge about ballet as a dance style to form a system of values about the art.

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

Students will attend a ballet performance and will write about the performance in a critical essay, demonstrating their knowledge of ballet styles, compositional choices, historical context, and revealing their personal value systems formed for ballet as an art form.

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

No restrictions.

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

N/A

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

HESD 264 or Instructor permission.

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

Elementary ballet technique.

Additional Information

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

Title and author of any required text or publications.

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

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

Consultation

Instructional Resources Statement

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

Course Objectives/Goals

1. Acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, flexibility and body composition; and
2. Apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and
3. Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport; and
4. Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport
5. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
6. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and
7. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Student Learning Outcomes

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

- 1.
2. Demonstrate and explain the fitness requirements necessary for an intermediate-level ballet dancer including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.
- 3.
4. Discuss how participating in ballet classes can develop, maintain, and sustain an active and healthy lifestyle.
- 5.
6. Demonstrate intermediate ballet technique and combinations.
- 7.
8. Apply theoretical and historical knowledge about ballet as a dance style to form a system of values about the art.
- 9.
10. Discuss various ballet types or companies and understand their aesthetic and/or historical origins.
- 11.
12. Evaluate a specific ballet or excerpt in terms of form and style.
- 13.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Exam	20 points	Students will be expected to demonstrate their knowledge of the material covered in class and assigned readings by completing one written exam.
Short Paper	20 points	Students must attend a professionally-choreographed ballet and write a 3-page paper in response to the concert. Students will also use their textbooks to discuss the historical context of the performance.
presentation	60 points	Students will perform intermediate level barre and center Ballet exercises. Students will be evaluated on proper ballet technique and alignment principles, as well as the strength, stamina, and flexibility required to complete the exercises successfully.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Orientation/Safety/Alignment	1 class	Syllabus review, safety discussion, review of alignment
Alignment/barre work	1 class	Class with focus on alignment and barrework
Ballet technique - frappes & petit battement	1 class	Class with focus on frappes & petit battement
Ballet History	1 class	Lecture; video
Ballet technique - pirouettes en dedans	1 class	Class with focus on pirouettes en dedans
Written exam/class	1 class	Written exam on Moodle; class reviewing what has been emphasized this far
Ballet technique - pirouettes en dehors	1 class	Class with focus on pirouettes en dehors
Ballet technique - chaines and piques	1 class	Class with focus on chaines and piques
Ballet technique - adagio	1 class	Class with focus on adagio
Ballet technique - grand allegro	1 class	Class with focus on grand allegro
Ballet technique- beats	2 classes	Class with focus on beats
Review for practical	1 class	Class with focus on reviewing for the practical
Practical exam	1 class	Practical exam given

Syllabus

HESD265-Syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

gmneugeb (Wed, 06 May 2015 14:29:42 GMT): Rollback: #HESD 265 Ballet II- APPROVED PENDING unanimously. Discussion: Amanda Beller moved; David Parish seconded. A member pointed out that the course has a similar issue with the contact and credit hours. Catherine Freeman explained to the committee that there is no Dance minor currently; references to this will be removed. Without any additional discussion the action as APPROVED PENDING unanimously: update of contact hour to 4 contact hours to represent over 8 week.

gmneugeb (Thu, 20 Aug 2015 14:43:35 GMT): HESD 265 Ballet II- APPROVED PENDING unanimously. Discussion: Amanda Beller moved; David Parish seconded. A member pointed out that the course has a similar issue with the contact and credit hours. Catherine Freeman explained to the committee that there is no Dance minor currently; references to this will be removed. Without any additional discussion the action as APPROVED PENDING unanimously: update of contact hour to 4 contact hours to represent over 8 weeks. UCCC Reviewed at 4.29.2015 Meeting. Changes were resubmitted. GMN 8.20.2015

Key: 7131

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

HESD 265 Ballet II
Health and Exercise Studies
Fall 2016

Instructor: Beth Wright Fath
Office: 2020 Carmichael Gym
Email: beth_fath@ncsu.edu
Office hours: MW 12:15-1:15pm, T TH 11:15-12:15pm, Fri. by appointment
Course Meeting: TH 12:25-2:20pm, October 8-December 1
Prerequisites: None
Credit Hours: One

Text: Hammond, S. N. (2004). *Ballet basics*. (5th ed.). Boston: McGraw-Hill. \$50.65 (NCSU Bookstore)

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

Course Description: Further development of Ballet technique, building on fundamental concepts and vocabulary introduced in Ballet I. Will include increased movement capabilities, rhythmic accuracy, alignment, performance, and access of turn out. A small fee may be required for dance concert attendance.

HES/GEP Course Documentation

I. Objectives for courses in the category of Health and Exercise Studies

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

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

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

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

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

GEP/Course and Student Learning Outcomes:

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

1. Demonstrate and explain the fitness requirements necessary for an intermediate-level ballet dancer including cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition.
2. Discuss how participating in ballet classes can develop, maintain, and sustain an active and healthy lifestyle.
3. Demonstrate intermediate ballet technique and combinations.
4. Apply theoretical and historical knowledge about ballet as a dance style to form a system of values about the art.
5. Discuss various ballet types or companies and understand their aesthetic and/or historical origins.
6. Evaluate a specific ballet or excerpt in terms of form and style.

Grading:

Written Exam - 20%

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

Concert Paper – 20%

Students must attend a professionally-choreographed ballet and write a 3-page paper in response to the concert. Students will also use their textbooks to discuss the historical context of the performance. The student may choose the showing of his/her convenience.

Practical Skills Testing - 60%

Students will perform intermediate level barre and center ballet exercises. Students will be evaluated on proper ballet technique and alignment principles, as well as the strength, stamina, and flexibility required to complete the exercises successfully. The students will perform 5 different exercises/combinations where the 18 possible points will equal one-fifth of the 60% possible for the practical.

Rubric:

Principles	Points (1=never or rarely present, 2=present some of the time, 3=present all of the time)		
Correct Alignment	1	2	3
Weight Distribution/shift	1	2	3
Musicality	1	2	3
Proper execution of steps/sequence	1	2	3
Appropriate use of turn out	1	2	3
Performance Quality	1	2	3

****Moodle will be used for this class at <http://moodle.wolfware.ncsu.edu>. It is important that you log in for quizzes and assignments throughout the semester. Each quiz will be opened during the days posted on your syllabus. Once you log into the exam you will have a set amount of time to take the exam before the time shuts off. If you have any technical issues with your exam or with Moodle you must contact the Help desk for Moodle, *not your instructor*. You will find the contact phone number and email on your Moodle homepage. You will have ample time to take the exam so do not wait until the last minute.

Late Assignments: Written assignments are due *in class or on Moodle as described in the assignments*. Late assignments will be accepted for a maximum of ½ credit within one week of the due date. Assignments will not be accepted one week past the due date.

Grading Scale:

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

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

Attendance:

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

- *The student will be allowed 3 absences (excused or unexcused). Four absences of any kind will result in a failing grade.*

<i>Absences</i>	<i>Points</i>
0	+3
1-3	0
4	F

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

Attendance recording begins the first day of the semester.

Participation: This is a participation-based class. If you cannot participate in class for any reason, you will be considered absent.

Tardy: Please be on time. *Two tardies = one absence.*

Requirements for Credit Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- (70%) or better. A grade of U will be reported if the student exceeds 3 absences (excused or unexcused). Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

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

Note: The student is responsible for requesting credit only grading on MyPack Portal by the University dead line. ** 1 1/3 is the last day to drop a class or change to credit only.

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

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

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

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

Proper attire: leotard/fitted shirt or tank top and tights/leggings; soft ballet shoes (no pointe shoes); no dangling jewelry. Points will be deducted for improper attire. NO chewing gum.

Emailing the Instructor:

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

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

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

Evaluation website: <https://classeval.ncsu.edu/>

Student help desk: classeval@ncsu.edu

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

General Information:

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

Note: We will be using Moodle for this course. Please log in with your unity id to wolfware.ncsu.edu to access handouts and assignments.

Course Outline for HESD265: Ballet II
Fall 2016
October 8-December 1

Dates	Topic	Book
10/8	Orientation / Safety/Alignment	p. 11-22
10/13	Alignment, barre work	Ch. 2
10/15	<i>Fall break – no class</i>	
10/20	Ballet Technique, frappes & petit battement	p.37
10/22	Ballet history / video viewing, room 2037	Ch. 7
10/27	Ballet Technique, pirouettes en dedans	p.72
10/29	Written exam (Moodle) / class	
11/3	Ballet Technique - pirouettes en dehors**	p.72
11/5	Ballet Technique – chaines and piques	pp.66-71
11/10	Ballet Technique – adagio	Ch. 3
11/12	Ballet Technique – grand allegro	pp.98-100
11/17	Ballet Technique - beats	Ch. 4
11/19	Ballet Technique – beats cont’d.	Ch. 4
11/24	Review class	
12/1	Practical Exam *concert paper due*	

** 11/3 is the last day to drop a class or change to credit only.

**We will be using Moodle for this course. Please log in with your unity id to <http://moodle.wolfware.ncsu.edu> to access handouts and assignments.

**Please plan to attend the following performance by the Carolina Ballet:

Evening of Lynne Taylor-Corbett

Featuring *Code of Silence* and singer Lauren Kennedy in *December Songs*

October 22-November 9, 2016

Fletcher Opera Theater

Evening of Lynne Taylor-Corbett shows the remarkable diversity of human emotion, the power of compassion and the anguish of lost love. *December Songs*, featuring Broadway star and Raleigh native Lauren Kennedy singing composer Maury Yeston’s song cycle, had its musical premiere at the 100th Anniversary of Carnegie Hall.

Visit www.carolinaballet.com for details and ticket information (\$15 student tickets). Call Carolina Ballet for student tickets.

HESD 280: Jazz Dance II

Course Inventory Change Request

In Workflow

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

Approval Path

1. Wed, 15 Apr 2015 19:57:31 GMT
Kasey Harris (kkharris): Approved for 24HES UnderGrad Head
2. Thu, 16 Apr 2015 14:24:04 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Thu, 16 Apr 2015 17:37:58 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Thu, 16 Apr 2015 17:47:47 GMT
Peggy Domingue (psdoming): Approved for DASA CC Chair UG
5. Fri, 17 Apr 2015 15:08:31 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
6. Fri, 17 Apr 2015 17:06:21 GMT
Jose' Picart (japicart): Approved for DASA Dean UG
7. Fri, 17 Apr 2015 18:11:33 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
8. Mon, 27 Apr 2015 12:03:17 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
9. Wed, 06 May 2015 14:30:08 GMT
Gina Neugebauer (gmneugeb): Rollback to UCCC Coordinator for UCCC Meeting
10. Wed, 06 May 2015 14:35:43 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
11. Thu, 20 Aug 2015 14:51:46 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
12. Thu, 20 Aug 2015 14:52:51 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Chair

New Course Proposal

Date Submitted: Wed, 15 Apr 2015 16:28:35 GMT

Viewing: HESD 280 : Jazz Dance II

Changes proposed by: psdoming

Course Prefix

HESD (Health Exercise Studies Dance)

Course Number

280

Cross-listed Course

No

Title

Jazz Dance II

Abbreviated Title

Jazz Dance II

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number

31.0501

CIP Discipline Specialty Title

Health and Physical Education/Fitness, General.

Term Offering

Spring Only

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

1

Course Length

8

weeks

**Contact Hours
(Per Week)**

Component Type
Physical Activity

Contact Hours
4

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Peggy Domingue

Instructor Title

Lecturer

Anticipated On-Campus Enrollment

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

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Physical Activity	22	22	No	N/A

Course Prerequisites, Corequisites, and Restrictive Statement

HESD 273 or Instructor Permission

Is the course required or an elective for a Curriculum?

No

Catalog Description

Further development of jazz dance technique building on fundamental concepts and vocabulary introduced in Jazz Dance I. Will include increased movement capabilities, rhythmic accuracy, alignment, and performance. A small fee may be required for dance concert attendance.

Justification for new course:

Jazz dance technique provides the student with a disciplined approach to learning dance skills emphasizing correct alignment, efficiency of movement, spatial awareness, musicality, and performance qualities. The study of Jazz Dance also allows students to understand and develop an appreciation of dance as an art form. Many students arrive at NC State University already accomplished in Jazz Dance I technique and desire to further their study of Jazz Dance. Jazz Dance II allows for this development.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Health and Exercise Studies
Visual & Performing Arts

Visual Performing Arts

Open when gep_category = VPA

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

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

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

Outcome: Discuss various jazz dance types or companies and their aesthetic and historical origins.

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

Written evaluation will include specific exam questions testing the student's understanding of the aesthetic and historical origins of specific jazz dance styles or companies. Example: Briefly explain the history and style of the Giordano Company.

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

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

Outcome: Evaluate the dances in a specific musical, dance performance, or excerpt in terms of form and style.

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

Students will attend a musical or dance performance and will submit a written evaluation of the pieces performed in terms of style and context of the musical.

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

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

Outcome: Demonstrate intermediate jazz dance technique and combinations.

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

Practical evaluation will include demonstration of jazz dance technique during in-class evaluations. Students will be graded according to a provided rubric measuring alignment, timing, coordination, and performance quality.

Attach Additional GEP Information if applicable

Health and Exercise Studies

Open when gep_category = HES

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

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

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

Demonstrate and explain the fitness requirements necessary for an intermediate-level of Jazz dance including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.

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

- 1) Students will actively participate in jazz dance classes, demonstrating health-related fitness ability and will be evaluated through jazz practical skills testing.
- 2) Students will be asked to share their intellectual knowledge of health-related fitness through specific written exam questions. Example: In order to improve a fan kick a student should work to improve his/her (a) cardiovascular endurance, (b) muscular strength, (c) flexibility, (d) both b and c.

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

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

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

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

Written evaluation will include specific exam questions designed to evaluate knowledge of how jazz dance technique and activity can lead to achieving, maintaining, and sustaining an active and healthy lifestyle, including enhancement of core strength, cardiorespiratory endurance and increased flexibility as required by today's active person. Example: (True or False) Participating in a jazz dance class can provide improve flexibility.

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

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

Demonstrate intermediate jazz dance technique and combinations.

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

1. Practical evaluation will include demonstration of jazz dance technique, skills, and combinations by students during in-class evaluations. Students will be graded according to a provided rubric measuring alignment, timing, coordination, and performance quality.
2. Written evaluation will include exam questions testing knowledge of jazz dance terminology. Example: (True/False) A pirouette en dedans turns towards the front leg.

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

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

Apply theoretical and historical knowledge about jazz dance as a dance style to form a system of values about the art.

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

Students will attend a dance performance or musical and will write about the performance in a critical essay, demonstrating their knowledge of jazz dance styles, compositional choices, historical context, and revealing their personal value systems formed for jazz dance as an art form.

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

None

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

None

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

HESD 273 or instructor permission

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

Beginning level jazz dance technique skills.

Additional Information

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

Title and author of any required text or publications.

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

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

Consultation

Instructional Resources Statement

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

Course Objectives/Goals

- 1.
2. acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, flexibility and body composition; and
- 3.
4. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and
- 5.
6. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport; and
- 7.
8. gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport
- 9.
10. deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
- 11.
12. strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and
- 13.
14. strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.
- 15.

Student Learning Outcomes

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

- 1.
2. Demonstrate and explain the fitness requirements necessary for an intermediate-level jazz dance dancer including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.
- 3.
4. Discuss how participating in jazz dance classes can develop, maintain, and sustain an active and healthy lifestyle.
- 5.
6. Demonstrate intermediate jazz dance technique and combinations.
- 7.
8. Apply theoretical and historical knowledge about jazz dance styles to form a system of values about the art.
- 9.

10. Discuss various jazz dance types or companies and understand their aesthetic and/or historical origins.
- 11.
12. Evaluate a specific musical, dance performance, or excerpt in terms of form and style.
- 13.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Exam	20	Students will be expected to demonstrate their knowledge of the material covered in class and assigned readings by completing one written exam.
Short Paper	20	Students must attend a professionally-choreographed musical or dance performance and write a 3-page paper in response to the concert. Students will also use their textbooks to discuss the historical context of the performance. The student may choose the showing of his/her convenience.
presentation	60	Students will perform a variety of jazz combinations for evaluation of proper execution. There will be two (2) movement tests in which the student can earn up to 15% for each, and then a final practical worth 30%.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Introduction/Orientation	2/26	Chapter 2 (pp.29-33), Ch. 3 (pp. 39-48)
Jazz technique – isolations	3/30	Chapters 4, 5, & 6 Ballet for the Jazz Dance, Basic Jazz Positions and The Jazz Warm-Up
Jazz technique – developes	3/5	p.58
No Class- Spring Break	3/10 &12	No Class- Spring Break
Jazz technique, Movement test 1	3/17	Chapter 9 Putting It All Together, Finding the Beat and Counting It
Lecture/Video, room 2037	3/19	Chapter 1, Ch. 2 (pp.34-36), Moodle handout Jazz Dance History and Jazz Dance Styles
Jazz technique – en dedans pirouettes	3/24	p.115
Written Exam (Moodle), Jazz technique, Last day to drop or change grading status	3/26	
Jazz technique – en dedans pirouettes	3/31	p.115
NO CLASS - Spring holiday	4/2	
Jazz technique, Movement test 2	4/7	
Jazz technique – grand jetes	4/9	p.132
Jazz technique – fan kicks	4/14	p.130-1
Jazz technique – pencil and pique turns	4/16	p.130-1
Jazz technique - review	4/21	p.130-1
Practical exam, ** Concert paper due**	4/23	

Syllabus

HESD280-Syllabus(1).doc
HESD280-Syllabus(1).pdf

Additional Documentation

Additional Comments

**We will be using Moodle for this course. Please log in with your unity id to <http://moodle.wolfware.ncsu.edu> to access handouts and assignments.

*** You are required to attend one of the following concerts to write your performance review. You may see:

- 1) Alvin Ailey American Dance Theater, 2/24-25, for more information https://www.carolinaperformingarts.org/ros_perf_series/alvin-ailey-american-dance-theater-3/ \$10.00
- 2) Panoramic Dance Project Concert, 3/26-27, <http://www.ncsu.edu/dance/events.html> for additional information or for tickets <http://www.ncsu.edu/ticketcentral/index.html> \$5.00

Course Reviewer Comments

kkharris (Tue, 14 Apr 2015 19:10:30 GMT): Comments from 04.13.2015 DASA CCC: Provide cost statement for the course. List all costs (prices) associated with the course

kkharris (Wed, 15 Apr 2015 15:22:34 GMT): Rollback: Comments from 04.13.2015 DASA CCC: Provide cost statement for the course. List all costs (prices) associated with the course

kkharris (Wed, 15 Apr 2015 19:57:08 GMT): Course previously approved by 24HES UnderGrad Head -- Dr. Holden on March 31, 2015.

gmneugeb (Wed, 06 May 2015 14:30:08 GMT): Rollback: #HESD 280 Jazz Dance II- APPROVED PENDING unanimously. Discussion: Amanda Beller moved; Charles Hardin seconded. One member asked if once the course was approved, references to a Dance minor would be removed. Another member noted that the course has the same issue with the 8 week setup as previous courses. Without any further discussion, the action was APPROVED PENDING unanimously: update of contact hour to 4 contact hours to represent over 8 weeks

Key: 7129

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

HESD 280 Jazz Dance II
Health and Exercise Studies
Spring 2016
**This is an eight week course.*

Instructor: Peggy Domingue
Office: 2016D Carmichael Gym
Email: psdoming@ncsu.edu
Office hours: MW 12:15-1:15pm, T TH 11:15-12:15pm, Fri. by appointment
Course Meeting: TH 12:25-2:20pm, February 26-April 24
Prerequisites: None
Credit Hours: One

Text: Kraines, M. G., & Pryor, E. (2005). *Jump into jazz* (5th ed.). New York, NY: McGraw-Hill. \$40.10

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

Course Description: Further development of Jazz Dance technique building on fundamental concepts and vocabulary introduced in Jazz Dance I. Will include increased movement capabilities, rhythmic accuracy, alignment, and performance. A small fee may be required for dance concert attendance.

HES/GEP Course Documentation

I. Objectives for courses in the category of Health and Exercise Studies

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

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

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

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

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

GEP/Course and Student Learning Outcomes:

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

1. Demonstrate and explain the fitness requirements necessary for an intermediate-level jazz dance dancer including cardio-respiratory endurance, muscular strength and endurance, muscular flexibility and body composition.
2. Discuss how participating in jazz dance classes can develop, maintain, and sustain an active and healthy lifestyle.
3. Demonstrate intermediate jazz dance technique and combinations.
4. Apply theoretical and historical knowledge about jazz dance styles to form a system of values about the art.
5. Discuss various jazz dance types or companies and understand their aesthetic and historical origins.
6. Evaluate a specific musical, dance performance, or excerpt in terms of form and style.

Grading:

Written Exam - 20%

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

Concert Paper – 20%

Students must attend a professionally-choreographed musical or dance performance and write a 3-page paper in response to the concert. Students will also use their textbooks to discuss the historical context of the performance. The student may choose the showing of his/her convenience.

Practical Skills Testing - 60%

Students will perform a variety of jazz combinations for evaluation of proper execution. There will be two (2) movement tests in which the student can earn up to 15% for each, and then a final practical worth 30%.

Rubric:

Principles	Points (1=never or rarely present, 2=present some of the time, 3=present all of the time)		
Correct Alignment	1	2	3
Weight Distribution/shift	1	2	3
Musicality	1	2	3
Proper execution of steps/sequence	1	2	3
Performance Quality	1	2	3

****Moodle will be used for this class at <http://wolfware.ncsu.edu>. It is important that you log in for quizzes and assignments throughout the semester. Each quiz will be opened during the days posted on your syllabus. Once you log into the exam you will have a set amount of time to take the exam before the time shuts off. If you have any technical issues with your exam or with Moodle you must contact the Help desk for Moodle, *not your instructor*. You will find the contact phone number and email on your Moodle homepage. You will have ample time to take the exam so do not wait until the last minute.

Late Assignments: Written assignments are due *in class or on Moodle as described in the assignments*. Late assignments will be accepted for a maximum of ½ credit within one week of the due date. Assignments will not be accepted one week past the due date.

Grading Scale:

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

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

Attendance:

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

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

- *The student will be allowed 3 absences (excused or unexcused). Four absences of any kind will result in a failing grade.*

Absences	Points
0	+3
1-3	0
4	F

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

Attendance recording begins the first day of the semester.

Participation: This is a participation-based class. If you cannot participate in class for any reason, you will be considered absent.

Tardy: Please be on time. *Two tardies = one absence.*

Requirements for Credit Only: In order to receive a grade of S, students are required to take all exams and

quizzes, complete all assignments, and earn a grade of C- (70%) or better. A grade of U will be reported if the student exceeds 3 absences (excused or unexcused). Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

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

Note: The student is responsible for requesting credit only grading on MyPack Portal by the University dead line. ** 3/26 is the last day to drop a class or change to credit only.

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

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

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

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

Proper attire: Students are required to wear leggings/dance pants/yoga pants, a fitted tank top or t-shirt, and black or tan jazz shoes. No dangling jewelry. Points will be deducted for improper attire. NO chewing gum.

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

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

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

Evaluation website: <https://classeval.ncsu.edu/>

Student help desk: classeval@ncsu.edu

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

General Information:

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

Note: We will be using Moodle for this course. Please log in with your unity id to wolfware.ncsu.edu to access handouts and assignments.

Course Outline for HESD280: Jazz Dance II
Spring 2016
February 26-April 23

DATE	ACTIVITY	READINGS
2/26	Introduction/Orientation	Chapter 2 (pp.29-33), Ch. 3 (pp. 39-48)
3/3	Jazz technique – isolations	Chapters 4, 5, & 6 Ballet for the Jazz Dance, Basic Jazz Positions and The Jazz Warm-Up
3/5	Jazz technique – developes	p.58
3/10 & 12	NO CLASS - SPRING BREAK	
3/17	Jazz technique, Movement test 1	Chapter 9 Putting It All Together, Finding the Beat and Counting It
3/19	Lecture/Video, room 2037	Chapter 1, Ch. 2 (pp.34-36), Moodle handout Jazz Dance History and Jazz Dance Styles
3/24	Jazz technique – en dedans pirouettes	p.115
3/26	Written Exam (Moodle) , Jazz technique, Last day to drop or change grading status	
3/31	Jazz technique - en dehors pirouettes	p.115
4/2	NO CLASS - Spring holiday	
4/7	Jazz technique, Movement test 2	
4/9	grand jetes	p.132
4/14	Jazz technique - fan kicks	p.132
4/16	Jazz technique – pencil and pique turns	p.130-1
4/21	Jazz technique - review	
4/23	Practical exam, ** Concert paper due**	

****We will be using Moodle for this course. Please log in with your unity id to <http://moodle.wolfware.ncsu.edu> to access handouts and assignments.**

***** You are required to attend one of the following concerts to write your performance review. You may see:**

- 1) Alvin Ailey American Dance Theater, 2/24-25, for more information \$10.00
https://www.carolinaperformingarts.org/ros_perf_series/alvin-ailey-american-dance-theater-3/
- 2) Panoramic Dance Project Concert, 3/26-27, <http://www.ncsu.edu/dance/events.html> for additional information or for tickets
<http://www.ncsu.edu/ticketcentral/index.html> \$5.00

HESM 322: Dance and Society

Course Inventory Change Request

In Workflow

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

Approval Path

1. Tue, 18 Aug 2015 18:27:55 GMT
Kasey Harris (kkharris): Approved for 24HES UnderGrad Head
2. Tue, 18 Aug 2015 18:33:26 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 18 Aug 2015 18:42:13 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Tue, 18 Aug 2015 18:43:08 GMT
Kasey Harris (kkharris): Approved for DASA CC Chair UG
5. Tue, 18 Aug 2015 18:43:43 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
6. Tue, 18 Aug 2015 18:48:02 GMT
Kasey Harris (kkharris): Approved for DASA Dean UG
7. Wed, 19 Aug 2015 20:28:54 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
8. Thu, 20 Aug 2015 14:49:49 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
9. Thu, 20 Aug 2015 14:51:50 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
10. Thu, 20 Aug 2015 14:52:42 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Chair

New Course Proposal

Date Submitted: Tue, 18 Aug 2015 18:21:07 GMT

Viewing: HESM 322 : Dance and Society

Changes proposed by: ekwrigh2

Course Prefix

HESM (Health and Exercise Studies Minor)

Course Number

322

Cross-listed Course

No

Title

Dance and Society

Abbreviated Title

Dance and Society

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number

31.0501

CIP Discipline Specialty Title

Health and Physical Education/Fitness, General.

Term Offering

Fall Only

Year Offering

Offered Alternate Even Years

Effective Date

Fall 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Beth Wright Fath

Instructor Title

Teaching Assistant Professor

Anticipated On-Campus Enrollment

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

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	30	30	No	None

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

No

Catalog Description

Dance and Society examines dance as an artistic, religious, cultural, and social form, including historic and aesthetic influences, basic dance elements, and relationship to other arts. This course incorporates multiple modalities of dance knowledge - lectures, films, demonstrations, and practical dance experience. A small fee may be required for concert attendance.

Justification for new course:

This course is an overview of Dance in its many forms and functions within our world. It is more than a review of dance as a Western theatrical form. It contextualizes how dance functions as a religious, cultural, and social form, and how political power influences it. For example, we will discuss how indigenous dances are often banned or changed when the individuals holding political power change.

Students will experience dance physically, intellectually, and culturally. While experiencing this art in a larger viewpoint, the student will construct her/his own definition of dance. This allows the student to focus on his/her interest while still gaining a broader theoretical context for Dance.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Global Knowledge

Visual & Performing Arts

Visual Performing Arts

Open when gep_category = VPA

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

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

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

Outcome: Discuss the historical and cultural origins of Western Theatrical and American social dance forms.

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

1. Written evaluation will include specific exam questions testing the student's understanding of the historical and cultural origins of specific Western Theatrical dance forms. Example: List and explain the two reasons that turn out is important in ballet.

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

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

Outcome:

1. Evaluate a Western Theatrical dance performance
2. Create and explain a personal definition of dance

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

1. Students will attend a dance performance and will submit a written evaluation of the concert applying knowledge specific to the form. Example: Applying knowledge of ballet history, form, and style, if it is a ballet performance.
2. Written evaluation will include specific exam questions to guide the student towards an all-encompassing, non-contradictory definition of dance. Examples: If dance is movement in time and space, is basketball dance? Does dance have to be on a stage?

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

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

Outcome: Create and perform a group movement project.

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

1. Students will create and perform a short group movement project based on the values of a particular culture and dance genre.

Attach Additional GEP Information if applicable

Global Knowledge

Open when gep_category = GLOBAL

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

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

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

Outcome: Identify characteristics of Western and non-Western dances from cultures covered in class.

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

1. Written evaluation will include specific exam questions testing the student's understanding of the characteristics of dances covered in class. Example: List and describe some of the characteristics of the snake dance ritual performed by the Pullavas in India.

2. Written evaluation will include specific exam questions testing the student's understanding of how shifts on political power can influence specific dances or genres covered in class. Example: Explain how, why, and when the hula was banned. Discuss its survival and if any changes that occurred.

Please complete at least 1 of the following student objectives.

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

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

Outcome: Compare similarities and differences in characteristics and values of Western and non-Western cultures' dances covered in class.

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

1. Written evaluation will include specific exam questions testing the student's understanding of similarities and differences in characteristics and values of different cultures' dances covered in class. Example: Compare and contrast specific aspects, intent, and historical context of the court dances covered in class from Java and Ghana.

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

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

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

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

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

Outcome: Discuss the influence of political power on dances.

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

Written evaluation will include specific exam questions testing the student's understanding of the influence of political power on dance. Example 1: What are 2 theories of why/how Folk dance developed? Describe 1 specific example. Example 2: Describe how the dances of African peoples changed when they were brought to the Americas as slaves, in particular how and why the changes differed in North and South America.

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

none

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

none

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

None

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

None

Additional Information

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

Title and author of any required text or publications.

See syllabus

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

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

Consultation

College(s)	Contact Name	Statement Summary
College of Humanities and Social Sciences	Dr. Karen Young	Dr. Kimler from History was consulted and is in support of this course.

Instructional Resources Statement

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

Course Objectives/Goals

- 1.
2. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
- 3.
4. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and
- 5.
6. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.
- 7.
8. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitude of people in a society or culture outside the United States.
- 9.
10. Compare distinguishing characteristics between the non-U.S. society and at least one other society.
- 11.
12. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-US. Society.
- 13.

Student Learning Outcomes

- 1.
2. Identify characteristics of Western and non-Western dances from cultures covered in class
- 3.
4. Compare similarities and differences in characteristics and values of Western and non-Western cultures' dances covered in class.
- 5.
6. Discuss the influence of political power on dances.
- 7.
8. Discuss the historical and cultural origins of Western theatrical and American social dance forms.
- 9.
10. Create a group movement project
- 11.
12. Evaluate a Western Theatrical dance performance
- 13.
14. Create a personal definition of dance
- 15.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Multiple exams	60 (20 points each)	Students will be expected to demonstrate their knowledge of the material covered in class and assigned readings by completing three written exams worth 20% each.
Short Paper	10	Performance review - 1 performance review is required for this course. Students must attend an instructor-chosen, professionally-choreographed dance performance and write a 5-page paper in response to the concert. This is a personal response to the concert, integrating class content. Guidelines for the paper will be posted on Moodle.
Other	5	Outside assignment –You will need to complete 1 “outside assignment” for this course chosen from the options below. To receive credit for completing the “outside assignment” you must complete the activity AND turn in your 2-page (minimum) written response to it within 14 calendar days of completing the activity. Failure to do so will result in no credit. Activity choices and guidelines for your written responses to these activities will be posted on Moodle. Activity choices include: 1) observing a dance technique class; 2) participating in a dance class (world, social, or concert form); 3) observing a dance rehearsal; and 4) attending a 2nd dance performance that is NOT a dance studio recital or children’s performance.
Written Assignment	10	There will be short writing assignments given as in-class responses to discussions or videos and three (3) short (1-page) homework assignments.
presentation	5	Movement project – You will work in a small group on a movement project to be presented the last day of class. Student will be graded not on technical difficulty, but rather on success in meeting the parameters of the project. Some work for this project will be completed in class.
Major Paper	10	Final Paper – This counts as your final exam. You will be required to write 5-7 page paper on a specific topic in dance not covered in this course. The topic is your choice, pending instructor approval. You must use at least 2 non-internet sources, such as a book or journal resource. You may NOT use Wikipedia. All internet sources must be verifiable and accurate in fact, not opinion. If appropriate, you can use an interview with a person as a source. You must get instructor approval prior to interviewing a source. A hard copy of the paper is due to me during the final exam period for this class.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Introduction/syllabus	1 class	Syllabus review and overview of class
The Power of Dance	1 class	Video and written response
The Power of Dance	1 class	Discussion of video, reading, and written response
Religious/Ritual Dance	1 class	Lecture and discussion of reading
What is Dance? Who is a Dancer?	1 class	Discussion and movement assignment

Religious/Ritual Dance	1 class	Video and written response
Religious/Ritual Dance	1 class	Discussion of writing assignment and homework
Traditional Dance - folk and cultural traditions	1 class	Movement experience
Traditional Dance - folk and cultural traditions	1 class	Video and written response
Traditional Dance - folk and cultural traditions	1 class	Lecture and discussion
Social Dance	1 class	Video and written response
Social Dance	1 class	Lecture and discussion
Social Dance	1 class	Movement experience
African Diaspora in the Americas	1 class	Video and written response
African Diaspora in the Americas	1 class	Lecture and discussion
African Diaspora in the Americas	1 class	Lecture, discussion, and written response
African Diaspora in North American Dance	1 class	Lecture and discussion
Test 1	1 class	Written test on material covered thus far
What is Dance? Types? Art Theories?	1 class	Lecture and discussion
Looking at Dance	1 class	Lecture, discussion, and written response to videos
Concert Dance	1 class	Concert discussion
Arts Administration	1 class	Guest speaker about Arts administration
Elements of Dance	1 class	Discussion
Language of Dance - Laban	1 class	Movement experience
Court Dance	1 class	Video and written response
Court Dance	1 class	Lecture and discussion
Court Dance	1 class	Video and written response
Court Dance	1 class	Lecture and discussion
Test #2	1 class	Test covering material since Test#1
Movement Project	1 class	Start group movement project
Ballet	1 class	Video and written response
Ballet	1 class	Lecture and discussion
Ballet	1 class	Lecture and discussion
Modern Dance	1 class	Video and written response
Modern Dance	1 class	Lecture and discussion
Movement Project	1 class	Work on group movement project
Modern Dance	1 class	Lecture and discussion
Jazz and Tap	1 class	Video and written response
Jazz and Tap	1 class	Lecture and discussion
Dance on Screen	1 class	Lecture, discussion, and written response to videos
Dance on Screen	1 class	Lecture and discussion
Movement Project	1 class	Last work session for group movement project
Movement Project	1 class	Present group movement project
Test#3	Final exam period	Written test on material covered since Test #2

Syllabus

HESM322-Syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 14 Apr 2015 19:16:52 GMT): Rollback: Place on agenda for May 4 DASA CCC
kkharris (Fri, 17 Apr 2015 12:45:52 GMT): Rollback: Pulled from DASA CCC agenda on April 13.
kkharris (Tue, 18 Aug 2015 18:33:21 GMT): Approved at DASA CCC on May 4, 2015
kkharris (Tue, 18 Aug 2015 18:42:10 GMT): Approved at DASA CCC on May 4, 2015

gmneugeb (Thu, 20 Aug 2015 14:49:46 GMT): Approved at 5.6.2015 UCCC Meeting GMN 8.20.2015

Key: 7134

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

HESM 322 Dance and Society
Health and Exercise Studies
Fall 2016

Instructor: Beth Wright Fath
Office: 2020 Carmichael Gym
Email: beth_fath@ncsu.edu
Office hours: MW 12:15-1:15pm, T TH 11:15-12:15pm, Fri. by appointment
Course Meeting: MWF 8:05-8:55am
Prerequisites: None
Credit Hours: Three

Text: Jonas, G. (1992). *Dancing: the pleasure, power, and art of movement*. New York: Harry N. Abrams, Inc., \$41.46

Additional readings (provided by instructor): Roan, C. (1993). *Clues to american dance* (pp. 9-17). Washington, DC: Starlight Press.

Copeland, R. and Cohen, M. (1983). *What is dance?*(pp. 120-130). New York: Oxford University Press.

Pfeiffenberger, S. "The Blackness of Tango." Editorial. *Independent Weekly* [Durham] 10 May 2006: n. pag. *Indy Week*. Web. 16 Jan. 2015.

Penrod, J., & Plastino, J. (1970). *The dancer prepares; modern dance for beginners* (pp. 68-71). Palo Alto, Calif.: National Press Books.

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

Course Description: Dance and Society examines dance as an artistic, religious, cultural, and social form, including historic and aesthetic influences, basic dance elements, and relationship to other arts. This course incorporates multiple modalities of dance knowledge - lectures, films, demonstrations, and practical dance experience. A small fee may be required for concert attendance.

GEP Course Documentation

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

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

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

2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

II. Objectives for courses in the category of Global Knowledge

Each course in Global Knowledge will provide instruction and guidance that help students to achieve Goal #1 plus at least one of #2, #3, or #4:

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

And at least one of the following:

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

GEP/Course and Student Learning Outcomes:

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

1. Identify characteristics of Western and non-Western dances from cultures covered in class
2. Compare similarities and differences in characteristics and values of Western and non-Western cultures' dances covered in class.
3. Discuss the influence of political power on dances.
4. Discuss the historical and cultural origins of Western theatrical and American social dance forms.
5. Create a group movement project
6. Evaluate a Western Theatrical dance performance
7. Create a personal definition of dance

Grading:

Written Exams - 60%

Students will be expected to demonstrate their knowledge of the material covered in class and assigned readings by completing three written exams worth 20% each.

Performance review – 10%

1 performance review is required for this course. Students must attend an instructor-chosen, professionally-choreographed dance performance and write a 5-page paper in response to the concert. This is a personal response to the concert, integrating class content. Guidelines for the paper will be posted on Moodle.

Outside assignment – 5%

You will need to complete 1 “outside assignment” for this course chosen from the options below. To receive credit for completing the “outside assignment” you must complete the activity AND turn in your 2-page (minimum) written response to it within 14 calendar days of completing the activity. Failure to do so will result in no credit. Activity choices and guidelines for your written responses to these activities will be posted on Moodle. Activity choices include: 1) observing a dance technique class; 2) participating in a dance class (world, social, or concert form); 3) observing a dance rehearsal; and 4) attending a 2nd dance performance that is NOT a dance studio recital or children’s performance.

Writing assignments – 10%

There will be short writing assignments given as in-class responses to discussions or videos and three (3) short (1-page) homework assignments.

Movement project – 5%

You will work in a small group on a movement project to be presented the last day of class. Student will be graded not on technical difficulty, but rather on success in meeting the parameters of the project. Some work for this project will be completed in class.

Parameters	Points (1=poor, 2=average, 3=excellent)		
Meets technical requirements	1	2	3
Connection to source material	1	2	3
Development or abstraction of source material	1	2	3
Inclusion of Elements of Dance	1	2	3
Performance Quality	1	2	3

Final Paper – 10%

You will be required to write 5-7 page paper on a specific topic in dance not covered in this course. The topic is your choice, pending instructor approval. You must use at least 2 non-internet sources, such as a book or journal resource. You may NOT use Wikipedia. All internet sources must be verifiable and accurate in fact, not opinion. If appropriate, you can use an interview with a person as a source. You must get instructor approval prior to interviewing a source. A hard copy of the paper must be turned in at the end of the final exam period.

****Moodle will be used for this class at <http://wolfware.ncsu.edu>. It is important that you log in for quizzes and assignments throughout the semester. Each quiz will be opened during the days posted on your syllabus. Once you log into the exam you will have a set amount of time to take the exam before the time shuts off. If you have any technical issues with your exam or with Moodle you must contact the Help desk for Moodle, *not your instructor*. You will find the contact phone number and email on your Moodle homepage. You will have ample time to take the exam so do not wait until the last minute.

Late Assignments: Written assignments are due *in class or on Moodle as described in the assignments*. Late assignments will be accepted for a maximum of ½ credit within one week of the due date. Assignments will not be accepted one week past the due date.

Grading Scale:

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

Attendance:

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

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

- *The student will be allowed 5 absences (excused or unexcused). Six absences of any kind will result in a failing grade.*

<i>Absences</i>	<i>Points</i>
0	+3
1-5	0
6	F

Attendance recording begins the first day of the semester.

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

Participation on movement days: If you cannot participate in class for any reason, you will be considered absent.

Tardy: Please be on time. *Two tardies = one absence.* A tardy extends into the first 10 minutes of class. After that you will be counted absent.

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

Requirements for Credit Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- (70%) or better. A grade of U will be reported if the student exceeds 5 absences (excused or unexcused). Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

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

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

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

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

Proper attire (for studio days): comfortable clothes that you can run, jump and squat in. If shorts are worn, compression shorts must be worn underneath. No chewing gum, bare midriffs or dangling earrings. Most studio days will be in bare feet.

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

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

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

Evaluation website: <https://classeval.ncsu.edu/>

Student help desk: classeval@ncsu.edu

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

General Information:

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

also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op.

Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

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

**Course outline for HESD 322
Dance and Society
Fall 2016**

C= Classroom, DS = Dance studio

DATE/LOCATION	SUBJECT	READING	CLASS ACTIVITY	OTHER
8/17 - C		Syllabus	Overview of class	
8/19 - C	Overview of Purposes of Dances	Chapter 1: The Power of Dance (Dancing)	Video & written response	
8/22 - C	Continue overview including-court and trance in Native American, India, Zezuru/Shona)		Discussion of video, reading, and written response	
8/24 - C	Religious/Ritual Dance (secular vs. sacred, perception of the body)	Chapter 2: Lord of the Dance (Dancing)	Lecture and discussion of reading	Homework – Dancer description
8/26 – DS	What is Dance? Who is a dancer?		Discussion and movement assignment	Bring homework assignment and dress to move
8/29 – C	Religious/Ritual Dance (India, Yoruba, Judeo-Christian)		Video & written response	Homework – dance and religion
8/31 – C	Religious/Ritual Dance		Discussion of writing assignment and homework	
9/2 - DS	Traditional Dance – folk & cultural traditions		Italian Folk Dance – Guest Natalie Marrone, MFA	Come dressed to move.
9/5	NO CLASS Labor Day			
9/7 – C	Traditional Dance – folk & cultural traditions (US -Native American dances)	pp. 9-22 (Clues)	Video & written response	
9/9 - C	Traditional Dance – folk & cultural traditions (Hawaii –hula, Bohemia-polka)		Lecture and discussion	
9/12 – C	Social Dance	Chapter 4: Social Dance (Dancing)	Video & written response	

9/14 – C	Social Dance (Cook Islands, Morocco)		Lecture and discussion	Homework – your social dance
9/16 - DS	Social Dance (US via Cuba & Austria, Philippines)		Learn rumba, waltz, courting dance	Come dressed to move.
9/19 - C	African Diaspora in the Americas (overview)	Chapter 6: New Worlds of Dance (Dancing)	Video & written response	
9/21 – C	African Diaspora in the Americas (differences in N. & S. America)		Lecture and discussion	
9/23 - C	African Diaspora in the Americas (Argentina, US minstrel shows to late 20 th C)	Tango (Independent Weekly)	Lecture, discussion and written response	
9/26 - C	African Diaspora in North American (Social Dance)		Video and discussion	
9/28 - C			TEST#1	Covers Religious/Ritual, Traditional/Folk, and Social
9/30 - C	What is Dance? Types? Art theories	Introduction, Dance as Communication, Metakinesis (What is Dance)	Lecture and discussion	Final paper topics due for review. Homework – Dance and art theories
10/3 – C	Looking at Dance	pp. 68-71 (Dancer Prepares)	Lecture, discussion and written response to videos	
10/5 - C	Concert Dance		Concert discussion	
10/7	NO CLASS FALL BREAK			
10/10 - C	Arts Administration		Guest speaker – Ragen Carlile, United Arts Council	
10/12 - C	Elements of Dance	Laban/BF	Discussion	
10/14 - DS	Language of Dance – Laban		Move Effort elements	Come dressed to move.
10/17 - C	Court Dance	Chapter 3: Dance of the Realm (Dancing)	Video and written response	
10/19- C	Court Dance		Lecture and	

	(France, Ghana, Java, Japan)		discussion	
10/21 -C	Court Dance	Chapter 5: Classical Dance Theater (Dancing)	Video and written response	Revised final paper topics due
10/24 - C	Court Dance (Japan, France)		Lecture and discussion	
10/26- C			TEST #2	Covers Dance Elements, Art Theories, Laban, Court Dance, and Looking at Dance
10/28 - DS			Start movement project	Come dressed to move
10/31 – C	Ballet	Chapter 5: Classical Dance Theater (Dancing)	Video & written response	
11/2- C	Ballet (France, Russia)		Lecture and discussion	
11/4 –C	Ballet (US)		Continued discussion & lecture	
11/7 – C	Modern Dance	Chapter 7: Modernizing Dance (Dancing)	Video & written response	
11/9 – C	Modern Dance (US)		Lecture and discussion	
11/11 - DS			Work on movement project	Come dressed to move
11/14 – C	Modern Dance (Japan, Germany)		Continued discussion & lecture	
11/16 - C	Jazz & Tap	Chapter 8: Dancing in One World (Dancing)	Video & written response	
11/18 - C	Jazz & Tap		Lecture and discussion	
11/21 - C	Dance on Screen (Movies, TV, Internet, Dance Film)		Lecture, discussion, written response to videos	
11/23-25	NO CLASS Thanksgiving Break			
11/28	Dance on Screen (US,U.K, Netherlands, Switzerland)		Lecture and discussion	
11/30			TEST #3	Covers Ballet, Modern Dance, Jazz & Tap,

				Dance on Screen
12/2			Present Movement Project	Come dressed to move
12/9 (final exam period)				9-11:30am, Final papers due

**** 10/12 is the last day to drop a class or change to credit only.**

Note: We will be using Moodle for this course. Please log in with your unity id to wolfware.ncsu.edu to access handouts and assignments.

****Please plan to attend the following performance by the Carolina Ballet:**

Firebird

September 11-28, 2016

Fletcher Opera Theater

Visit www.carolinaballet.com for details and ticket information (\$15 student tickets). Call Carolina Ballet for student tickets.

HESM 324: Concert Dance History

Course Inventory Change Request

In Workflow

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

Approval Path

1. Tue, 28 Apr 2015 16:37:40 GMT
George Holden (gtholden): Approved for 24HES UnderGrad Head
2. Tue, 18 Aug 2015 17:05:06 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 18 Aug 2015 17:10:33 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Tue, 18 Aug 2015 17:14:48 GMT
Kasey Harris (kkharris): Approved for DASA CC Chair UG
5. Tue, 18 Aug 2015 17:17:51 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
6. Tue, 18 Aug 2015 17:18:34 GMT
Kasey Harris (kkharris): Approved for DASA Dean UG
7. Wed, 19 Aug 2015 20:28:48 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
8. Thu, 20 Aug 2015 14:50:17 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
9. Thu, 20 Aug 2015 14:51:52 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
10. Thu, 20 Aug 2015 14:52:46 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Chair

New Course Proposal

Date Submitted: Tue, 28 Apr 2015 13:14:13 GMT

Viewing: HESM 324 : Concert Dance History

Changes proposed by: ambelk2

Course Prefix

HESM (Health and Exercise Studies Minor)

Course Number

324

Cross-listed Course

No

Title

Concert Dance History

Abbreviated Title

Concert Dance History

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number

31.0501

CIP Discipline Specialty Title

Health and Physical Education/Fitness, General.

Term Offering

Fall Only

Year Offering

Offered Alternate Odd Years

Effective Date

Fall 2017

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Autumn Mist Belk

Instructor Title

Teaching Assistant Professor

Anticipated On-Campus Enrollment

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

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

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

No

Catalog Description

An overview of the development of Western theatrical dance. This course introduces the major figures and movement theories of the 19th & 20th Centuries with particular emphasis on major stylistic trends and cultural influences. Readings, discussions, lectures, and films/videotapes will introduce selected choreographers and the concerns that inform their work. Additional readings in dance philosophy and aesthetics will address ideas such as form, expression, audience expectations, and performance conventions. A small fee may be required for concert attendance.

Justification for new course:

This course is an overview of the development of Western theatrical dance. Students will gain perspective and understanding of the important dance movements, teachers, and choreographers throughout the 19th and 20th centuries. This greater understanding of how classical dance forms evolved will produce more authentic performers and choreographers, and it enable students to continue as informed dance audience members throughout their lives beyond college.

Does this course have a fee?

Yes

List amount and justification for fee:

A small fee may be required for concert attendance.

Is this a GEP Course?

Yes

GEP Categories

US Diversity

Visual & Performing Arts

Visual Performing Arts

Open when gep_category = VPA

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

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

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

Outcome: Identify and discuss the major choreographers and dance movements of the 19th and 20th Centuries.

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

Written evaluation will include specific exam questions testing the student's understanding of the major choreographers and dance movements. Example: Steve Paxton is known to be one of the originators of what dance movement/style beginning in the 1960s? Explain two concepts of this movement style.

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

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

Outcome 1: Compare the similarities and differences among concurrent U.S. historical dance movements.

Outcome 2: Trace the changing characteristics and values of dance as a performing art form.

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

1. Written evaluation will include directed questions for journaling asking students to discuss two concurrent dance movements.

Example: This week in class we watched a modern dance video from the 1940s in the U.S. and one from the 1940s from Germany. How did these works differ and how were they alike?

2. Written evaluation will include specific exam questions to test the student's understanding of the timeline and scope of dance performance.

Example: Has the ideal "dancer body" changed from the earliest forms of concert dance to today? (Support your opinion with examples from various choreographers/companies/styles.)

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

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

Outcome: Evaluate a theatrical dance performance within historical contexts.

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

Students will submit a written critique of a dance concert (viewed wither live or on video), applying knowledge specific to the historical context. Example: Applying knowledge of early American modern dance history, form, and style, if it is a video of Isadora Duncan performing.

Attach Additional GEP Information if applicable

US Diversity

Open when gep_category = USDIV

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

Please complete at least 2 of the following student objectives.

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

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

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

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

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

Outcome: Discuss the influence of race, gender, and politics on the rise of American modern dance.

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

Written evaluation will include specific exam questions to test the student's understanding of the multiple influences on the formation of American modern dance as an art form.

Example: Were women or men more instrumental in the rise of early American modern dance? Why? (Support your opinion with examples from various choreographers/companies and include date references. Consider the roles of choreographers, funders, venues, audiences, and political power in your response.)

Example: How has the change in funding to individual choreographers from the National Endowment for the Arts affected American modern dance companies in the late 20th and early 21st centuries?

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

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

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

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

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

Outcome: Compare the similarities and differences among concurrent U.S. historical dance movements.

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

Written evaluation will include directed questions for journaling, asking students to discuss the interactions of two concurrent dance movements.

Example: This week in class we watched two modern dance videos from the 1970s: one choreographed by a Caucasian man in New York and one choreographed by an African-American woman in Denver. Identify the two choreographers and compare and contrast their two works. Consider how differences in culture, identity (including gender and/or race), or political power and oppression contribute to the artistic differences.

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

n/a

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

n/a

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

none

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

none

Additional Information

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

Title and author of any required text or publications.

see syllabus

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

see syllabus

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

see syllabus

Consultation

Instructional Resources Statement

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

Course Objectives/Goals

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

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

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

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

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

- 1.
2. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences;
- 3.
4. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.;
- 5.
6. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;
- 7.
8. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.
- 9.

Student Learning Outcomes

Student Learning Outcomes:

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

- 1.
2. Identify and discuss the major choreographers and dance movements of the 19th and 20th Centuries.
- 3.
4. Trace the changing characteristics and values of dance as a performing art form.
- 5.
6. Discuss the influence of race, gender, and politics on the rise of American modern dance.
- 7.
8. Compare the similarities and differences among concurrent U.S. historical dance movements.
- 9.
10. Evaluate a theatrical dance performance within historical contexts.
- 11.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Exam	20	Students will demonstrate their knowledge of the material covered in class and assigned readings by completing one midterm written exam.
Final Exam	20	Students will demonstrate their knowledge of the material covered in class and assigned readings by completing one final written exam.
Major Paper	20	Students will write one 8-10 page research paper based on a choreographer and the analysis of his/her work.
Short Paper	10	Students will critique and evaluate a dance performance (live or from video) in relation to the historical concepts discussed in class. Critiques should be 3-5 pages in length.
Written Assignment	30	Students are expected to actively participate in all in-class discussions and should record additional thoughts based on readings or class lectures in a weekly journal entry (minimum one-page written per week).

Topical Outline/Course Schedule

Syllabus

HESM324-Syllabus.doc
HESM324-Syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 14 Apr 2015 19:17:15 GMT): Rollback: Place on agenda for May 4 DASA CCC
kkharris (Fri, 17 Apr 2015 12:47:02 GMT): Rollback: Pulled from DASA CCC agenda on April 13.
kkharris (Tue, 18 Aug 2015 17:07:48 GMT): Approved at DASA CCC on May 4, 2015
kkharris (Tue, 18 Aug 2015 17:10:25 GMT): Approved at DASA CCC on May 4, 2015
gmneugeb (Thu, 20 Aug 2015 14:50:12 GMT): Approved at 5.6.2015 UCCC Meeting. GMN 8.20.2015

Key: 7150

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

NC State University – Department of Health and Exercise Studies
HESM 324: Concert Dance History
Fall 2016

Instructor: Autumn Mist Belk
Office: 2022 Carmichael Gym
Phone/Email: 919.515.6384, autumn_belk@ncsu.edu
Office Hours: MoWe 11:10am-12:10pm, TuTh 10:10-11:10am, Fr by appointment
Class Times: MoWeFr 8:05-8:55am, **Credit Hours: Three (3)**
Course Prerequisites: None

Required Texts:

Time and the Dancing Image by Deborah Jowitt; University of California Press (1988). \$46.90
Writing in the Dark, Dancing in The New Yorker by Arlene Croce; Farrar, Straus and Giroux (2000). \$8.99

Additional Readings provided by the instructor from:

Modern Dance Negro Dance: Race in Motion by Susan Manning; University of Minnesota Press (2004).
Terpsichore in Sneakers: Post-modern Dance by Sally Banes; Wesleyan University Press (1987).
Last Night on Earth by Bill T. Jones with Peggy Gillespie; Pantheon Books (1995).
The Sixties: Years of Hope, Days of Rage by Todd Gitlin; Bantam (1993).
But First a School: The First Fifty Years of the School of American Ballet by Jennifer Dunning; Viking Press (1985).

Course Description: An overview of the development of Western theatrical dance. This course introduces the major figures and movement theories of the 19th & 20th Centuries with particular emphasis on major stylistic trends and cultural influences. Readings, discussions, lectures, and films/videotapes will introduce selected choreographers and the concerns that inform their work. Additional readings in dance philosophy and aesthetics will address ideas such as form, expression, audience expectations, and performance conventions. A small fee may be required for concert attendance.

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

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

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

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

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

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

GEP/Course and Student Learning Outcomes:

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

1. Identify and discuss the major choreographers and dance movements of the 19th and 20th Centuries.
2. Trace the changing characteristics and values of dance as a performing art form.
3. Discuss the influence of race, gender, and politics on the rise of American modern dance.
4. Compare the similarities and differences among concurrent U.S. historical dance movements.
5. Evaluate a theatrical dance performance within historical contexts.

Course Requirements/Grading:

Written Exams – 40%

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

Research Paper – 20%

Students will write one 8-10 page research paper based on a choreographer and the analysis of his/her work.

Performance Critique – 10%

Students will critique and evaluate a dance performance (live or from video) in relation to the historical concepts discussed in class. Critiques should be 3-5 pages in length.

In-class Discussion Participation/Journals – 30%

Students are expected to actively participate in all in-class discussions and should record additional thoughts based on readings or class lectures in a weekly journal entry (minimum one-page written per week).

Grading Scale:

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

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

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

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

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

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

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

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

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

Emailing the Instructor:

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

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

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

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

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

General Information:

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

federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op . Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

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

NC State University – Department of Health & Exercise Studies
HESM 324: Concert Dance History
Fall 2016

WEEK	SUBJECT	READINGS
1	Course Overview Form & Content of Dance Performances	Syllabus Jowitt: preface
2	Early European Court Dances	Pavane Handout (<i>on Moodle</i>)
3	19 th Century Romantic Ballet Imperial Russian Ballet	Jowitt: 29-65 Jowitt: 241-252
4	Early American Modern Dance: Fuller, Duncan, Denishawn	Croce: 173-175 Jowitt: 69-102 Jowitt: 125-147
5	Fokine, Diaghilev, Ballet Russe German Modern Dance	Jowitt: 105-123 Croce: 703-707
6	American Modern Dance: Graham, Humphrey, Dunham	Jowitt: 201-233 Jowitt: 184-198 Manning: 115-178
7	George Balanchine <i>The Cold War and Russian Ballet in the U.S.</i> Midterm Exam	Jowitt: 237-241 Dunning: 1-68
8	American Modern Dance: Limon, Cunningham <i>Early Modern Dance: Women v. Men</i>	Jowitt: 277-302

9	Black Dance in America: Dunham, Primus, Beatty, Ailey <i>From the Source: Video Interviews</i>	Croce: 22-29 Manning: 179-220
10	Black Dance in America: McKayle, de Lavallade, Jones <i>Race Relations in American Modern Dance</i>	Croce: 708-719 Jones: 107-119, 143-159 McKayle Video on Moodle
11	Post-Modern Dance Contact Improvisation <i>The 1960s: Rage and Love in Dance</i>	Jowitt: 304-337 Croce: 104-110 Gitlin: Ch. 8 Banes: 41-76
12	American Modern Dance: Taylor, Morris <i>The Politics in U.S. Modern Dance</i>	Croce: 619-624 Croce: 647-657 Gitlin: Ch. 15 & 18
13	<i>The Politics in U.S. Modern Dance (cont.)</i> Text & Movement: Jones, Monk, Urban Bush Women	Jowitt: 308-334 Croce: 314-324 Jones: 127-141 Banes: 148-168
14	Cross Cultural Identities: Eiko & Koma, Butoh, Pausch	Video links on Moodle
15	A Look at the 21 st Century <i>Sexual Orientation and Contemporary Dance</i>	Jones: 197-223 Video links on Moodle
16	Written Final Exam	

Additional supplemental materials including first-person written materials and video interviews will be utilized during class lectures to further examine the interconnections of race, gender, sexual orientation, and culture in the American dance community. See each week's breakdown on Moodle for bibliographical information on these additional materials.

HESM 328: Dance Composition II

Course Inventory Change Request

In Workflow

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

Approval Path

1. Thu, 16 Apr 2015 14:19:05 GMT
George Holden (gtholden): Approved for 24HES UnderGrad Head
2. Thu, 16 Apr 2015 14:24:11 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Thu, 16 Apr 2015 17:38:04 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Thu, 16 Apr 2015 18:23:47 GMT
Peggy Domingue (psdoming): Approved for DASA CC Chair UG
5. Fri, 17 Apr 2015 15:08:38 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
6. Fri, 17 Apr 2015 17:07:13 GMT
Jose' Picart (japicart): Approved for DASA Dean UG
7. Fri, 17 Apr 2015 18:12:25 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
8. Mon, 27 Apr 2015 12:03:34 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
9. Fri, 01 May 2015 13:36:04 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
10. Fri, 01 May 2015 13:57:20 GMT
David Auerbach (auerbach): Approved for UCCC Chair

New Course Proposal

Date Submitted: Thu, 16 Apr 2015 14:02:52 GMT

Viewing: HESM 328 : Dance Composition II

Changes proposed by: ekwrigh2

Course Prefix

HESM (Health and Exercise Studies Minor)

Course Number

328

Cross-listed Course

No

Title

Dance Composition II

Abbreviated Title

Dance Composition II

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

CIP Discipline Specialty Number

31.0501

CIP Discipline Specialty Title

Health and Physical Education/Fitness, General.

Term Offering

Fall Only

Year Offering

Offered Alternate Odd Years

Effective Date

Fall 2017

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

2

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Laboratory

Contact Hours

4

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Beth Wright Fath

Instructor Title

Teaching Assistant Professor

Anticipated On-Campus Enrollment

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

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Laboratory	5-10	5-10	No	none

Course Prerequisites, Corequisites, and Restrictive Statement

DAN 272

Is the course required or an elective for a Curriculum?

No

Catalog Description

This course builds on skills and concepts learned in Dance Composition I. Various approaches to choreography will be discussed and explored. A student-choreographed group work will be created and performed. A small fee may be required for dance concert attendance.

Justification for new course:

Dance Composition II provides the students with tools for creating, developing, and organizing ideas into personal movement expression. Building on the skills learned in Dance Composition I, this course challenges the students to develop ensemble works. It exposes the student to a variety of choreographic methods, encouraging personal vision within choreographic structure. This course can assist students who wish to create and present their own choreography in various performance settings.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Visual & Performing Arts

Visual Performing Arts

Open when gep_category = VPA

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

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

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

Outcome: Discuss various choreographers' aesthetic and historical origins.

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

1. Written evaluation will include discussion of a choreographer's aesthetic influence on the student's final choreographic work.
2. Practical application will include crafting a short movement study in the style of a specific choreographer. Example: Student will create a 3 minute piece using the choreographic techniques of Merce Cunningham.

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

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

Outcomes:

1. Utilize Liz Lerman's "Critical Response" technique.
2. Articulate ideas of choreography as art.

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

1. Students will utilize the "Critical Response" technique during verbal feedback sessions in class. The faculty member will evaluate the verbal feedback and give corrections in class. Example: After the student shows her/his work-in-progress, she/he asks "What do you think?" The faculty member reminds the student to ask a specific question, such as "Does the orientation of the dancers' to the back wall, give you a feeling of disengagement?"
2. Students will write a final process analyzing their artistic process of their final group choreography.

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

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

Outcomes:

1. Craft group dances that demonstrate a comprehension of choreographic structure, spatial design, dynamics, use of music/sound score and development of movement material.
2. Demonstrate professional actions in the rehearsal process from the point of view of the choreographer, such as clear and timely communication and rehearsal preparedness.

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

1. Students will create a final choreographic work that will be evaluated by a rubric that demonstrates a comprehension of choreographic structure, spatial design, dynamics, use of music/sound score and development of movement material.
2. Students will be evaluated by the faculty member using a rubric of professional actions in the rehearsal process including: clear and timely communication, prompt attendance in class/rehearsal, rehearsal preparedness, and use of technology to show work.

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100

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

none

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

none

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

DAN 272

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

Basic Dance composition techniques.

Additional Information

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

Title and author of any required text or publications.

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

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

Consultation

Instructional Resources Statement

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

Course Objectives/Goals

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

Student Learning Outcomes

- 1.
2. Discuss various choreographers' aesthetic and historical origins.
- 3.
4. Utilize Liz Lerman's "Critical Response" technique.
- 5.
6. Articulate ideas of choreography as art.
- 7.

8. Craft group dances that demonstrate a comprehension of choreographic structure, spatial design, dynamics, use of music/sound score and development of movement material.
- 9.
10. Demonstrate professional actions in the rehearsal process from the point of view of the choreographer, such as clear and timely communication and rehearsal preparedness.
- 11.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
presentation	30 (15 points each)	Choreographic studies – Students will craft two short group dances demonstrating an understanding of concepts covered in class and will be evaluated by a rubric covering those concepts.
presentation	30	Final Group Choreography – Students will create and show a final, artistic group choreographic work demonstrating an understanding of concepts covered in class and will be evaluated by a rubric covering those concepts.
Short Paper	5	Concert paper/discussion - Students will attend a concert and write a 2-3 page response integrating class concepts with personal aesthetic preferences. Active participation in a class discussion about the concert is also required for full credit. Active participation includes thoughtful opinions, questions, and answers in the group discussion.
Other	10	Professionalism – Students will be evaluated by the faculty member by a rubric of professional actions in the rehearsal/class process including: use of Critical response process, integration of feedback, clear and timely communication, prompt attendance in class/rehearsal, rehearsal preparedness, and use of technology to show work. To give student choreographers additional feedback, the dancers in the piece will complete a rubric with the information going directly to the faculty member. No points will be assigned for the student rubric. It is purely for formative purposes.
Short Paper	10	Mid-term paper – Students will write a 3-4 page paper reflecting on what they have learned thus far in the semester and how (whether) it is influencing the way you look at dance and choreography.
Major Paper	15	Final paper – Students will write a 4-6 page paper reflecting on his/her artistic process in creating his/her final choreographic work, specifically including ways in which his/her aesthetic preferences, assumptions and values are evolving and how the work in this course has affected the student's thinking and creating, as well as successes and desired revisions (if any) of the work.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Orientation, Effort review	1 class	Syllabus review, video analysis and discussion Effort review, discussion, video, and movement experience
Critical Response, Professionalism	1 class	Discuss and practice Critical Response technique, discuss professionalism
Artists discussion	1 class	Videos, discussion of videos and readings, assign Movement Study 1
Movement Study 1	1 class	Work and structure Movement Study 1
Spatial design, Sound score, Perception of Body	1 class	Videos, discussion of videos and readings
Movement Study 1	1 class	Work and structure Movement Study 1
Movement Study 1	1 class	Movement Study 1 showing, Critical Response feedback
Movement Study 2	1 class	Assign Movement Study 2, work and structure Movement Study 2
Movement Study 2	1 class	Work and structure Movement Study 2
Movement Study 2	1 class	Show work-in-progress Movement Study 2, Critical Response feedback
Artists discussion	1 class	Videos, discussion of videos and readings
Movement Study 2	1 class	Movement Study 2 showing, Critical Response feedback
Final Choreography Project	1 class	Assign Final Choreography Project, work and structure Final Choreography Project
Final Choreography Project	1 class	Work and structure Final Choreography Project, Mid-term paper due
Final Choreography Project	1 class	Work and structure Final Choreography Project
Final Choreography Project	1 class	Work and structure Final Choreography Project
Final Choreography Project	1 class	1st showing of work-in-progress for final project, Critical Response feedback
Final Choreography Project	1 class	Work and structure Final Choreography Project
Final Choreography Project	1 class	Work and structure Final Choreography Project
Final Choreography Project	1 class	Work and structure Final Choreography Project
Final Choreography Project	1 class	2nd showing of work-in-progress for final project, Critical Response feedback
Final Choreography Project	1 class	Work and structure Final Choreography Project
Final Choreography Project	1 class	Work and structure Final Choreography Project
Concert discussion	1 class	Discussion of Concert
Final Choreography Project	1 class	3rd showing of work-in-progress for final project, Critical Response feedback
Final Choreography Project	1 class	Work and structure Final Choreography Project
Final Choreography Project	1 class	Presentation of final project, Critical Response feedback
Final Choreography Project	1 class	Presentation of final project, Critical Response feedback

Syllabus

HESM328-Syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 14 Apr 2015 19:18:38 GMT): Comments from 04.13.2015 DASA CCC: Members suggested providing a more detailed rubric.

kkharris (Wed, 15 Apr 2015 15:23:39 GMT): Rollback: Comments from 04.13.2015 DASA CCC: Members suggested providing a more detailed rubric.

Key: 7135

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

HESM 328 Dance Composition II
Health and Exercise Studies
Fall 2017

Instructor: Beth Wright Fath
Office: 2020 Carmichael Gym
Email: beth_fath@ncsu.edu
Office hours: MW 12:15-1:15pm, T TH 11:15-12:15pm, Fri. by appointment
Course Meeting: WF 10am-12pm
Prerequisites: DAN 272
Credit Hours: Two (2)

Text: Handouts provided by instructor. Including:

Lerman, L. (1993, Winter). Toward a Process for Critical Response. *High Performance*, 46-49.

Additional readings from:

Bremser, M. (1999). *Fifty contemporary choreographers*. London: Routledge.

Foster, S. (1986). *Reading dancing: Bodies and subjects in contemporary American dance*. Berkeley: University of California Press.

Foster, S. (1995). *Choreographing history*. Bloomington: Indiana University Press.

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

Course Description: This course builds on skills and concepts learned in Dance Composition I. Various approaches to choreography will be discussed and explored. A student-choreographed group work will be created and performed. A small fee may be required for dance concert attendance.

GEP Course Documentation

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

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

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

GEP/Course and Student Learning Outcomes:

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

1. Discuss various choreographers' aesthetic and historical origins.
2. Utilize Liz Lerman's "Critical Response" technique.
3. Articulate ideas of choreography as art.
4. Craft group dances that demonstrate a comprehension of choreographic structure, spatial design, dynamics, use of music/sound score and development of movement material.
5. Demonstrate professional actions in the rehearsal process from the point of view of the choreographer, such as clear and timely communication and rehearsal preparedness.

Grading:**Choreographic studies – 30%**

Students will craft two short group dances demonstrating an understanding of concepts covered in class and will be evaluated by a rubric covering those concepts. A more detailed rubric will be provided on Moodle.

Areas of evaluation	Points (1 = not present, 2 = rarely present, 3= mostly present, 4 = always present)			
Performance	1	2	3	4
Choreographic structure	1	2	3	4
Dynamics	1	2	3	4
Concept 1	1	2	3	4
Concept 2 (may include multiple concepts)	1	2	3	4

Final Group Choreography – 30%

Students will create and show a final, artistic group choreographic work demonstrating an understanding of concepts covered in class and will be evaluated by a rubric covering those concepts. A more detailed rubric will be provided on Moodle.

Areas of Evaluation	Points (1 = not present, 2 = rarely present, 3= mostly present, 4 = always present)			
Performance	1	2	3	4
Choreographic structure	1	2	3	4
Spatial Design	1	2	3	4
Dynamics	1	2	3	4
Use of Music/sound score	1	2	3	4
Development of movement material	1	2	3	4

Concert paper/discussion - 5%

Students will attend a concert and write a 2-3 page response integrating class concepts with personal aesthetic preferences. Active participation in a class discussion about the concert is also required for full credit. Active participation includes thoughtful opinions, questions, and answers in the group discussion.

Professionalism – 10%

Students will be evaluated by the faculty member by a rubric of professional actions in the rehearsal/class process including: use of Critical response process, integration of feedback, clear and timely communication, prompt attendance in class/rehearsal, rehearsal preparedness, and use of technology to show work. To give student choreographers additional feedback, the dancers in the piece will complete a rubric with the information going directly to the faculty member. No points will be assigned for the student rubric. It is purely for formative purposes.

Faculty rubric:

Areas of Evaluation	Points (1 = not present, 2 = rarely present, 3= mostly present, 4 = always present)			
Use of Critical Response	1	2	3	4
Integration of Feedback	1	2	3	4
Clear and timely communication	1	2	3	4
Class/rehearsal preparedness	1	2	3	4
Use of technology to show work	1	2	3	4

Student Rubric:

Areas of Evaluation	N= not present, R = rarely present, M= mostly present, A = always present)			
Clear and timely communication	N	R	M	A
Rehearsal preparedness	N	R	M	A
Prompt attendance in rehearsal	N	R	M	A

Mid-term paper – 10%

Students will write a 3-4 page paper reflecting on what they have learned thus far in the semester and how (whether) it is influencing the way you look at dance and choreography.

Final paper – 15%

Students will write a 4-6 page paper reflecting on his/her artistic process in creating his/her final choreographic work, specifically including ways in which his/her aesthetic preferences, assumptions and values are evolving and how the work in this course has affected the student's thinking and creating, as well as successes and desired revisions (if any) of the work.

****Moodle will be used for this class at <http://wolfware.ncsu.edu>. It is important that you log in for quizzes and assignments throughout the semester. Each quiz will be opened during the days posted on your syllabus. Once you log into the exam you will have a set amount of time to take the exam before the time shuts off. If you have any technical issues with your exam or with Moodle you must contact the Help desk for Moodle, *not your instructor*. You will find the contact phone number and email on your Moodle homepage. You will have ample time to take the exam so do not wait until the last minute.

Late Assignments: Written assignments are due *in class or on Moodle as described in the assignments*. Late assignments will be accepted for a maximum of ½ credit within one week of the due date. Assignments will not be accepted one week past the due date.

Grading Scale:

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

Attendance:

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

- *The student will be allowed 3 absences (excused or unexcused). Four absences of any kind will result in a failing grade.*

<i>Absences</i>	<i>Points</i>
<i>0</i>	<i>+3</i>
<i>1-3</i>	<i>0</i>
<i>4</i>	<i>F</i>

Make ups for missed choreographic showings (written or physical) are at the discretion of the instructor. Make ups will be considered with a verifiable, documented issue, provided that the instructor is contacted prior to the next class meeting.

Attendance recording begins the first day of the semester.

Participation: This is a participation-based class. If you cannot participate in class for any reason, you will be considered absent.

Tardy: Please be on time. *Two tardies = one absence.*

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

Requirements for Credit Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- (70%) or better. A grade of U will be reported if the student exceeds 3 absences (excused or unexcused). Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to:

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

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

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

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

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

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

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

Evaluation website: <https://classeval.ncsu.edu/>

Student help desk: classeval@ncsu.edu

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

General Information:

1. **Academic Integrity:** For all written assignments, students will be expected to adhere to the **University Honor Code**: “I have neither given nor received unauthorized aid on this test or assignment.” It is the understanding and expectation of the instructor that the student’s signature on any test or assignment means that the student neither gave nor received unauthorized aid. Consult the university website: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php
2. **Students with Disabilities:** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.
3. **Anti-Discrimination Statement:** NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all

forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

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

**Course Outline for HESM 328
Dance Composition II
Fall 2017**

Dates	Topic/Activity	Reading
8/16	Orientation, video analysis and discussion Effort review, discussion, video, and movement experience	Effort handout
8/18	Critical response (bring a prepared solo phrase) Professionalism in rehearsal discussion	Critical Response (Lerman)
8/23	Artists discussion & videos, Assign Movement Study 1	Readings on Bebe Miller, Bill T. Jones, Twyla Tharp, Pina Bausch
8/25	Work/structure	
8/30	Spatial design, use of music/sound score, perception of body discussion & videos	Readings on Grand Union, Merce Cunningham, Mark Morris, Elizabeth Streb, George Balanchine
9/1	Work/structure	
9/6	Movement Study 1 due, feedback	
9/8	Assign Movement Study 2, Work/structure	
9/13	Work/structure	
9/15	Show work-in-progress, feedback and revision	
9/20	Artists discussion & videos	Readings on Matthew Bourne, Urban Bush Women, Eiko and Koma
9/22	Work/structure	
9/27	Movement Study 2 due, feedback	
9/29	Assign Final Choreography project, Work/structure	
10/4	Work/Structure Mid-term paper due via email, 10pm	
10/6	No class – Fall Break	
10/11	Work/structure	
10/13	Work/structure	
10/18	1 st showing of final project and feedback	
10/20	Work/structure	

10/25	Work/structure	
10/27	Work/structure	
11/1	2 nd showing and feedback session	
11/3	Work/structure	
11/8	Work/structure	
11/10	Concert discussion	
11/15	3 rd showing and feedback session	
11/17	Work/structure	
11/22-24	No Class – Thanksgiving break	
11/29	Final Choreography showing in class/feedback from peers	
12/1	Final Choreography showing in class/feedback from peers	
12/9	Final paper due, hard copy to me 11-1pm	(Final Exam period)

**** 11/3 is the last day to drop a class or change to credit only.**

****Please plan to attend the following performance by the Carolina Ballet:**

Evening of Lynne Taylor-Corbett

Featuring *Code of Silence* and singer Lauren Kennedy in *December Songs*

October 22-November 9, 2016

Fletcher Opera Theater

Evening of Lynne Taylor-Corbett shows the remarkable diversity of human emotion, the power of compassion and the anguish of lost love. *December Songs*, featuring Broadway star and Raleigh native Lauren Kennedy singing composer Maury Yeston’s song cycle, had its musical premiere at the 100th Anniversary of Carnegie Hall.

Visit www.carolinaballet.com for details and ticket information (\$15 student tickets). Call Carolina Ballet for student tickets.

SOME RULES TO OBSERVE THIS SEMESTER WHEN MAKING DANCES:

No dancing in your own work.

Use all of whatever music you have selected. No edited music unless you are working with the composer.

Consider the relationship of words/music. Can the words be understood? Are you depending on them for communication? Are you ignoring them? They are part of your structure.

Work toward integrity within the dance’s structure, including the title, costumes, and movement choices.

No clichés in movement — avoid movement you have learned in class.

Your dancers must be able to attend the final showing for a live performance.

Other showings may be recorded and then presented in class.

HI 305: Frauds and Mysteries of the Past

Course Inventory Change Request

In Workflow

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

Approval Path

1. Tue, 24 Feb 2015 16:12:56 GMT
William Kimler (kimler): Approved for 16HI UG Director of Curriculum
2. Tue, 24 Feb 2015 16:24:49 GMT
David Zonderman (dazonder): Approved for 16HI UnderGrad Head
3. Fri, 06 Mar 2015 19:21:53 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Thu, 02 Apr 2015 20:46:42 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Thu, 02 Apr 2015 21:54:26 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Fri, 03 Apr 2015 12:04:24 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Fri, 03 Apr 2015 15:18:07 GMT
Victoria Gallagher (vgallagh): Approved for CHASS Dean UG
8. Tue, 07 Apr 2015 11:27:13 GMT
Gina Neugebauer (gmneugeb): Rollback to CHASS Final Review UG for OUCC Review
9. Tue, 07 Apr 2015 15:27:27 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
10. Mon, 13 Apr 2015 14:51:12 GMT
Victoria Gallagher (vgallagh): Approved for CHASS Dean UG
11. Fri, 17 Apr 2015 18:12:56 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
12. Mon, 27 Apr 2015 19:37:08 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
13. Wed, 29 Apr 2015 16:57:39 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting

14.Wed, 29 Apr 2015 17:45:52 GMT
David Auerbach (auerbach): Approved for UCCC Chair

New Course Proposal

Date Submitted: Fri, 20 Feb 2015 20:01:38 GMT

Viewing: HI 305 : Frauds and Mysteries of the Past

Changes proposed by: aemcgill

Course Prefix

HI (History)

Course Number

305

Cross-listed Course

No

Title

Frauds and Mysteries of the Past

Abbreviated Title

Frauds and Mysteries of Past

College

College of Humanities and Social Sciences

Academic Org Code

History (16HI)

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

Fall Only

Year Offering

Offered Every Year

Effective Date

Fall 2015

Previously taught as Special Topics?

Yes

Number of Offerings within the past 5 years

3

Course Prefix/Number

HON 290

Semester/Term Offered

Spring 2014

Enrollment

20

HI 298	Fall 2014	36
HON 290	Fall 2014	30

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3

Course Attribute(s)

GEP (Gen Ed)
QEP (THINK)

Course Is Repeatable for Credit

No

Instructor Name

Alicia McGill

Instructor Title

Assistant Professor

Anticipated On-Campus Enrollment

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

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	70	35	Yes	N/A

Course Prerequisites, Corequisites, and Restrictive Statement

None

Is the course required or an elective for a Curriculum?

No

Catalog Description

Myths, mysteries, misconceptions, and hoaxes in history and archaeology. Examination of popular fascinations with the past, fallacies invoked in historical myths, and misappropriation of the past. Students learn about and implement methods and evidence used by scholars to interpret past peoples and events –logic, skepticism, and critical thinking, interpretative, and analytical skills. Students apply these skills in discussions, in-class activities, and creative assignments to debunk and disprove inaccurate and problematic claims about the past. Case studies of topics such as: stereotypes about early humans, Atlantis, mythical beasts, pyramid alignment, conspiracy theories, art fakes and forgeries, and alien visitations.

Justification for new course:

HI 305 was designed to develop and hone skills in critical and creative thinking and historical and anthropological reasoning and analysis. Research has shown that many undergraduate students today gather information about the past from popular culture and this course capitalizes on that fact to teach students to be more active and critical consumers of popular sources of information about the past. In a previous section of this course, Dr. McGill carried out a study with Dr. Anne McLaughlin in the Department of Psychology to assess how students in the “Frauds” course think about pseudoscience and pseudohistory before and after the class. Preliminary results show that not only did students change their minds about topics they learned about over the course of a semester, they also became more skeptical of pseudoscience and pseudohistory claims they had not been exposed to in the course. In addition to introducing students to frauds and mysteries about the past and claims perpetuated by pseudohistorians and pseudoscientists, in HI 305 students will also develop a rich understanding of the contexts in which various frauds and myths have existed – this kind of examination is key to historical reasoning. Students will also apply skills in critique and evaluation as they explore frauds and mysteries of the past – such skills are important in any career and this critical thinking combined with the creativity involved in the final projects for HI 305 will integrate well with goals of the NCSU Quality Enhancement Plan. Two versions of this course will be offered in Fall 2015. There will be one Honors section and one section that will be taught as a History Topics class. The History Topics section will be taught as combination First Year Inquiry Course/TH!NK course.

With regards to the Department of History goals and curriculum, HI 305 course will introduce non-history majors to skills in historical analysis. Program assessment has shown us the value of a course that will cultivate skills connected to the Sophomore Seminar in History (HI 300) and the senior capstone course: Seminar in History (HI 491). Such integration of course concepts reinforces a scaffolding approach to history pedagogy. HI 305 will attract students pursuing the History Bachelor of Science Degree. Additionally, although HI 305 does not solely focus on Ancient History, many examples used in the course are from Ancient societies so the course will work well for students interested in Ancient history and archaeology and it will dovetail with a broader history curriculum as well as offerings in the Department of Sociology and Anthropology. HI 305 will connect with the growing Public History program in the Department of History. HI 305 focuses on heritage studies and contemporary and past interactions with and manipulations of the past, introducing undergraduates to fundamental concerns in public history and heritage studies. This course could also provide graduate students in public history with an opportunity to be a teaching assistant in a course that engages them in critical reflection about history and heritage studies pedagogy.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Humanities
Interdisciplinary Perspectives

Humanities

Open when gep_category = HUM

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

List the Instructor’s student learning outcomes that are relevant to the GEP Humanities Objective 1:

Obj. 1) Engage the human experience through the interpretation of culture.

Outcome 1: Students will identify and investigate myths, mysteries, misconceptions, and hoaxes in history and archaeology, and examine popular fascinations with the past.

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

For the “Presentation about a Fraud, Myth, or Mystery” assignment, students will produce PowerPoint presentations about a particular fraud or myth about the past that they are randomly assigned and for the “Research Paper about a Fraud, Myth, or Mystery” assignment students will write a 4-6 page paper about a fraud or myth about the past of their choice. In these assignments students describe the frauds/myths they research in addition to providing accurate descriptions of particular cultural groups and/or historical events or sites. Students will demonstrate their knowledge about specific cultural groups and the ways people engage with the past as well as their skills in evaluating claims about the past. In the presentations and paper students will summarize and unpack particular frauds or myths about the past, provide evidence to challenge or debunk the claims, identify motives behind them, discuss ways to interpret and evaluate various sources about the frauds, and critique these sources.

List the Instructor’s student learning outcomes that are relevant to the GEP Humanities Objective 2:

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

Outcome 2: Students will examine various uses, manipulations, and misappropriations of the past and implement methods and evidence used by historical and archaeological scholars to interpret particular historic people, places, or events and as well as the meanings and significance of those in various cultural contexts.

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

The final assignment for this class ("The Debate Activity") is an inquiry project in which students collect information about debates about the uses and misuses of the past, the ways people connect with the past, ways to present debates in history to the public, and the economic and cultural values of history and summarize the details of these debates using specific examples, and present an argument to the class. Assignment components include: Researching a particular debate and the current context of this debate; Identifying particular stakes in a debate and researching the perspectives of people with those stakes; Learning to collect and interpret various forms of evidence including primary sources to support particular stakes; Constructing arguments from diverse perspectives about a topic to support a "side" in the debate; Presenting the debate to the class in creative ways; and Evaluating and critiquing the arguments on the other "side" before and during the debate.

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

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

Outcome 3: Students will evaluate, analyze, and debunk problematic myths, hoaxes, and misconceptions about the past, using method and evidence and reasons used by historians and archaeologists.

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

In classroom exercises students will examine examples of pseudoscience and pseudohistory in archaeological and historical narratives to distinguish and evaluate what does and does not count as valid historical and scientific evidence, analysis, and interpretation. In one in-class activity students will evaluate various claims about "the Lost Civilization of Atlantis." Example questions from this activity include:

- In what ways do Ignatius Donnelly's claims about Atlantis fail to live up to processes of scientific thinking and known historical data?
- Imagine you are a legitimate historian interested in doing a study about Atlantis. What would you put in a grant proposal to evaluate the accuracy of this hypothetical statement?: "The civilizations of the ancient Egypt and Mexico share many general cultural similarities. This is likely the result of these societies having been influenced by the civilization of the Lost Continent of Atlantis." In other words, explain the kinds of methods you would use and evidence you would look for.

Attach Additional GEP Information if applicable

Interdisciplinary Perspectives

Open when gep_category = INTERDISC

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

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

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

Outcome 1: Students will identify the methods and forms of evidence historians and cultural anthropologists use to study past cultures and events.

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

Within history, in one classroom exercise students read written and pictographic texts about the same historical event and figures (the relationship between the native Mesoamerican groups, Cortés and other European explorers, and Doña Marina/Malinztin, Cortés' translator) composed by multiple stakeholders. In this activity they identify individual and cultural biases, utilize techniques in interpreting and evaluating primary sources, discuss the sources in context, and discuss what we can learn about historical and cultural interpretation from disparate texts. Questions from the activity include:

- What are the strengths and weaknesses of the different accounts?
- What specific aspects of Aztec and European society and history can we learn from these texts?
- What are some of the specific claims being made in your source? What kinds of evidence (if any) do they provide)?

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

Outcome 2: Students will identify, evaluate, analyze, and debunk problematic myths, hoaxes, and misconceptions about the past using historical, archaeological, and anthropological evidence and arguments.

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

For the "Presentation about a Fraud, Myth, or Mystery" assignment, students will produce PowerPoint presentations about a particular fraud or myth about the past that they are randomly assigned and for the "Research Paper about a Fraud, Myth, or Mystery" assignment students will write a 4-6 page paper about a fraud or myth about the past of their choice. In these assignments, using sources of known historical and archaeological knowledge, students describe the frauds/myths they research in addition to providing accurate descriptions of particular cultural groups and/or historical events or archaeological sites. In the presentations and paper students will summarize and unpack particular frauds or myths about the past, by identifying cultural motives behind the false interpretation and providing evidence to challenge or debunk the claims.

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

Outcome 3: Students will collect, evaluate, and interpret sources about particular historic people, places, or events and will articulate the meanings and significance of those in various cultural contexts.

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

In the final assignment for this class ("The Debate Activity") students will collect information about debates about the uses and misuses of the past, the ways people connect with the past, ways to present debates in history to the public, and the economic and cultural values of history, summarize the details of these debates, and present an argument to the class. This assignment will involve the interpretation and summary of various sources related to their debate as well as the context of this debate to identify why debate surrounds their topic and explain specific perspectives about their topic. Students will also interpret various forms of evidence to support particular stakes, analyze the implications of actions related to this debate, and construct arguments from diverse perspectives about a topic to support a "side" in the debate. Students will present the "sides" of this debate in a creative class presentation that will involve role-playing and may also involve a PowerPoint presentation and/or video-clips.

**To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please answer these additional questions.
1. Which disciplines will be synthesized, connected, and/or considered in this course?**

Cultural Anthropology, Archaeology, History

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"?

The instructor is a historian, with a doctorate in anthropology, who works on heritage archaeological sites. She brings methods and evidence from all three disciplines to the particular case studies. Students will complete a series of readings from the disciplines listed above so that they develop an understanding of the writing styles, forms of evidence (especially material culture and written primary sources), and interpretative and analytical techniques used in these disciplines. They will learn how various scholars (especially in archaeology and history) have challenged common misconceptions, myths, frauds and mysteries in history. Classroom exercises and discussions will be structured to help students develop and implement skills in scientific and humanistic analysis including analysis of writing, interpretation, critical thinking, rational skepticism, and the scientific method to interpret and analyze various claims about the past. Students will use approaches from history and anthropology in this assignment by seeking out historical evidence and anthropological interpretation regarding how and why a particular debate exists and its meanings within a contemporary societal context.

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100%

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

N/A

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

N/A

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

None.

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

None.

Additional Information

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

Title and author of any required text or publications.

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

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

Consultation

College(s)	Contact Name	Statement Summary
College of Humanities and Social Sciences	John Millhauser	In the College of Humanities & Social Sciences, both the Department of History and the Department of Sociology & Anthropology house archaeologists. In developing her courses, Prof. McGill has consulted with prof. John Millhauser to avoid overlap of archaeological and anthropological coverage.

Instructional Resources Statement

No new resources will be required or requested for this course. Dr. Alicia McGill is a new hire who developed the course as part of her standard load rotation.

Course Objectives/Goals

- 1.
2. Students will engage the human experience through the interpretation of culture by being introduced to myths, mysteries, misconceptions, and hoaxes in history and archaeology and examining popular fascinations with the past

- 3.
4. Students will become aware of the act of interpretation itself as a critical form of knowing in the humanities by examining various uses, manipulations, and misappropriations of the past as well as implementing methods and evidence used by historical and archaeological scholars to interpret past peoples and events
- 5.
6. Students will make academic arguments about the human experience using method and evidence and reasons used by historians and archaeologists to interpret past peoples and events and to challenge and debunk misconceptions about the past
- 7.
8. Students will distinguish between the distinct approaches of history, cultural anthropology, and archaeology
- 9.
10. Students will identify and apply authentic connections between history, cultural anthropology, and archaeology
- 11.
12. Students will explore and synthesize the approaches or views of history, cultural anthropology, and archaeology
- 13.

Student Learning Outcomes

1. Students will identify, evaluate, analyze, and debunk problematic myths, hoaxes, and misconceptions about the past
2. Students will identify and apply the methods and forms of evidence scholars use to study past cultures and events
3. Students will collect, evaluate, and interpret sources about particular historic people, places, or events and will articulate the meanings and significance of those in various cultural contexts
4. Students will develop scholarly methods necessary to identify problems, explore issues, and debate ideas that reflect ways of knowing across multiple disciplines to challenge misconceptions about the past

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Participation	15	<p>Class Participation</p> <p>Because discussion and class engagement are such important components of this course, you will be evaluated on your participation. Participation will be assessed based on 1) your verbal interactions in class (e.g. comments and questions in class lectures and discussions), and 2) your participation in and work produced for class activities (evaluated on a check, check plus, check minus scale, with feedback).</p> <p>Here are some guidelines for class participation: 15-14 points will be given to students who actively participate in all discussions and activities by trying to answer questions from the professor, TA, or other students; sensitively critiquing and challenging ideas presented in readings or in class; posing questions about class material; and contributing information, answers, and innovative and creative ideas to class activities. 13-12 points will be given to students who actively participate in less than all discussions and activities in the ways described above. 11 points or less will be given to students who miss several in-class activities and/or do not say much in class or when they do talk their comments are not original, do not demonstrate knowledge of the materials and are disrespectful or reactionary.</p>

Quizzes	10	<p>Logical Fallacies Quiz</p> <p>You will take a quiz on Moodle to test your knowledge about logical fallacies. Readings and additional resources listed the day we discuss logical fallacies will be helpful in preparing for this quiz.</p>
Midterm	20	<p>Midterm</p> <p>The midterm will be taken outside of class on Moodle and you will have a week within which to take the exam. Midterm questions will be drawn from lectures, readings, and class activities.</p>
Essay	20	<p>Research Paper about a Fraud, Myth, or Mystery</p> <p>You will research and write a 1,000-1,500 word paper (this is ~4-6 pages) about the topic you presented on in class. The research paper is due on Moodle. Your paper will address the background and current state of the fraud/myth, the misuses of science and history involved, evidence that could support or disprove any frauds involved, responses to the topic, implications of the fraud, myth, or mystery, your own perspectives about your topic, and how the topic relates to our class discussions.</p>
presentation	10	<p>Presentation about a Fraud, Myth, or Mystery</p> <p>You will randomly choose a topic related to a particular historical or archaeological fraud or myth listed in the syllabus. These topics are loosely related to the materials covered in readings, lectures, and activities but may or may not be discussed in class.</p> <p>You will research your topic and give a ~10 minute engaging presentation on the day it is listed in the syllabus. You will collect background information about the topic, address what makes it a fraud or myth, discuss the agendas of people who perpetuate this topic, consider how it relates to class topics, and evaluate reliable and non-reliable resources you found on the topic. For your in-class presentation, you should put together approximately five PowerPoint slides with information. Be creative and have some fun with your presentation! Include images and even videos.</p>

Oral Presentation

25

Debate Activity

Dialogue, debate, and student input are integral parts of this course. Towards the end of the semester you will begin preparing for in-class debates centered on topics that address essential course themes. You will be randomly assigned debate groups. Each group will be split into two sides of an issue and each side will have time to present its "case." In order to present your "case," you will do outside research, critically analyze a variety of resources, and articulate arguments in support of your "case" using what you have learned in this course and evidence you have found in your research. Everyone will evaluate their group members and themselves and write a description of what they contributed and learned about the material and about working as a group. The presentations will be made during the final exam period.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Introduction to Frauds and Mysteries	3 classes	Readings: # Feder pp. xiii-xiv, xvii-xix, Chapter 1: Science and Pseudoscience # Holtorf Chapter 1: Archaeology and Popular Culture # Feder Chapter 3: Anatomy of an Archaeological Hoax # Radford "Introduction"
How We Perceive the Study of the Past, Fascinations with Archaeology and History, Significance of the Past	2 classes	Readings: # Everyone: Holtorf Chapters 3: The Archaeologist in the Field # Last name starting with A-M: Holtorf Chapter 2: Below the Surface (16-34) # Last name starting with N-Z: Holtorf Chapter 4: Interpreting Traces # Holtorf Chapter 6: Contemporaneous Meanings # Hollowell "Moral Arguments on Subsistence Digging"
How We Know What We Know?, Skepticism, Ways of Thinking in Science and History, Logical Fallacies	3 classes	Deadline to choose presentation topic Readings: # Feder Chapter 2: Epistemology – How You Know What You Know # The Book of Bad Arguments: bookofbadarguments.com/?view=flipbook # Carl Sagan Excerpts (The Baloney Detection Kit) For Review: For help learning logical fallacies look at: McGraw Logical Fallacies Resources # Nickell "Principles of Authentication"

Logical Fallacies Quiz Due at the end of the week

Frauds, Myths and Misconceptions about Human Nature, Human Origins, and Early Humans 4 classes

Readings:
Fuentes Excerpts from "Busting Myths about Human Nature"
Horgan "Quitting the Hominid Fight Club"
Stanford "5 Cherished Myths of Humans Origins"
Feder Chapter 4 "Dawson's Dawn Man"

Student Presentations:
The Aquatic Ape Theory
Samuel Morton and theories about brain size and intelligence (can also look at Stephen Jay Gould's claims about Samuel Morton)
Phrenology
Bigfoot aka Sasquatch

Exploration, Discovery, Diffusionism, Lost Civilizations, and Lost Continents 2 classes

Readings:
Feder Chapter 6: Who's Next? After the Indians, Before Columbus

Student Presentations
Claims about early Africans in the Americas (choose 2-3 to focus on, see for example: Ivan Van Sertima and/or Paul Alfred Barton)
Thor Heyerdahl's and theories of diffusionism
Menzies and the Chinese "Discovery" of the New World
Claims and evidence of Viking/Norse populations in the Americas (choose 2-3 to focus on Kensington Runestone, L'Anse aux Meadows)
Atlantis (choose 2-3 claims about Atlantis to focus on)
Graham Hancock's claims (choose 2-3 to focus on e.g. Lost Civilization, books: Supernatural, Talisman, Fingerprints of the Gods)
The Lost Continent of Mu and/or The Lost Continent of Lemuria

Myths, Mysteries, and Misconceptions about the Americas: Denials of history, European exploration, U.S. History, Ancient civilizations in the Americas 5 classes

Readings:
Feder Chapter 7: The Myth of the Moundbuilders pp. 162-182
Archaeologists' commentary about Lost Civilizations of North America video
Columbus readings

TA Guest Lecture: Misconceptions about gender in U.S. history

Student Presentations:
Barry Fell's claims (choose 2-3 to focus on, some of his books: Saga America, America BC, Bronze Age America) OR Claims of Lost Tribes of Israel in the Americas
The Lost Colony and "The Dare Stones"
Mark William Hofmann

The Maya Calendar, 2012, and Doomsday Prophecies
"The Maya Collapse"
Myths about Christopher Columbus (choose 2-3 to focus on)

Michael Bellesiles and his book Arming America
The Willie Lynch Letter
An assassination conspiracy theory (e.g. Lincoln, Kennedy)
Moon Landing Denial OR The Lost Cosmonauts
Free-Mason Conspiracy Theories

Weird "History": Beasts, Mythical Creatures, Ancient Aliens, Curses, and Strange Disappearances 2 classes

Midterm Due.

Readings:
Look up a mythical creature and briefly research the history behind it. Come to class prepared to talk about what you found. Examples: Wampus Cat, Loch Ness Monster, Yeti, Vampires, Voodoo Shark, Chimera, Dragons, Grendel, Mothman, New Jersey Devil, Unicorn.
Feder Chapter 9: Prehistoric E.T.: The Fantasy of Ancient Astronauts
Von Daniken Excerpt from "Chariots of the Gods"

Student Presentations:
Claims about the Nazca lines
Vile Vortices (choose 1 or 2)
Claims about the Egyptian Pyramids (choose 2-3 to focus on; e.g. pyramid alignment, pyramid magic, slaves built the pyramids)
A Curse on King Tut's Tomb

Readings
Benavides "Narratives of Power, the Power of Narratives"
The Use of Myth in History
<http://www.history.org/Foundation/journal/summer12/myths.cfm>

Manipulating the Past: Denials of History, Using the Past to Construct Identity, Nationalism and History 2 classes

Student Presentations:
Nazi manipulations of history and archaeology
James Macpherson's 'Ossian' poems
Holocaust Denial
Denial of African heritage in Zimbabwe

Religion and Myths, Mysteries, and Pseudoscience and Final Project Preparation 2 classes

Readings:
Feder Chapter 12 "Old Time Religion, New Age Visions, and Paranormal Predictions"
Read over debate assignment and prepare to meet with your group
Do some research about your debate topic

Student Presentations:
Shroud of Turin or James Ossuary
Ark of the Covenant
"Jesus in the Snow" and other popular claims of divine sightings

The Concept of Authenticity, History and Entertainment, Heritage Tourism, Forgeries and Fakes 2 classes

Readings:
Holtorf Chapter 7 "Authenticity"
Gable and Handler, "Deep Dirt: Messing Up the Past."
Goodman "How Fake Art Is Created and Discovered and Why"
Choose a few Fakes, Mistakes, Discoveries, or Secrets to read about www.nationalgallery.org.uk/paintings/research/close-examination/

Student Presentations:
Elmyr de Hory OR Han van Meegeren
Shaun Greenhalgh
The Hitler Diaries

The Past and Popular Culture and Final Project Preparation 2 classes

Research Paper Due.
Readings:
Holtorf Chapters 8
Bring a laptop to class if you have one.
Do some readings and research about your debate topic
Prepare to meet with your debate group

Syllabus

5476_HI 305_Syllabus-2.doc

Additional Documentation

5476_HI 305_Syllabus-2R.doc

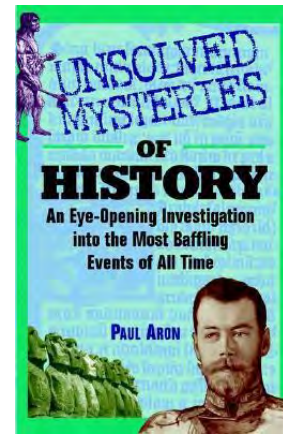
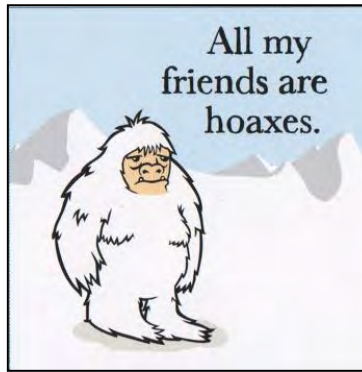
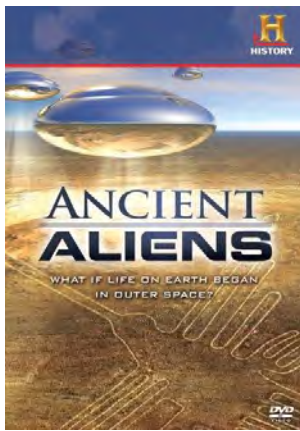
Additional Comments

Course Reviewer Comments

despain (Thu, 26 Feb 2015 20:16:11 GMT): GEP outcomes: Generally we have one outcome and one assessment per objective, with limited description and scope. Syllabus: need S/U and Audit grading information; statement on rounding for grading scale or use traditional grading scale.
n51ls801 (Thu, 02 Apr 2015 21:54:10 GMT): Some minor corrections in 5476_HI 305_Syllabus-2R.doc
gmneugeb (Tue, 07 Apr 2015 11:27:14 GMT): Rollback: Rollback to add additional info.

Key: 7169

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



HI 305: Frauds and Mysteries of the Past (Fall 2014)

CLASS DETAILS:

Professor: Dr. Alicia McGill; **Email:** aemcgill@ncsu.edu; **Office Phone:** 919-513-2212

Teaching Assistant (TA): Samantha (Sam) Vandermeade; **Email:** slvander@ncsu.edu

Class Time and Location: 1:30-2:45pm, Withers Hall 150

Class Number: 12554 (3 credit units)

OFFICE HOURS:

Professor McGill's Office Hours: Tuesday 2-4pm, Wednesday 9-11am, and by appointment

Office Location: Withers Hall 249

Sam's Office Hours: Sam will be available in a Moodle Chat every Wednesday and Sunday 7:30-8:30pm to address class questions and concerns. The Chats can be found in the Course Resources section of Moodle. There will not be Chats during holiday weekends (8/31, 10/8, 10/12, 11/26, 11/30) but you can access Sam on email. Sam is also available by appointment.

COURSE OVERVIEW:

This course will introduce you to myths, mysteries, misconceptions, and outright hoaxes in history and archaeology that influence our understandings of the past. Examples include: stereotypes about early humans, Atlantis, and alien visitations. We will examine reasons why people are fascinated by the past, tropes about the past in pop culture, common logical fallacies invoked in historical myths, and how and why the past has been appropriated, misused, and manipulated throughout time. An important focus of this class will be the methods and evidence used by scholars to interpret past peoples and events – specifically critical thinking, interpretative, and analytical skills used to debunk and disprove inaccurate and problematic historical claims. You will learn about these methods and apply them in discussions, in-class activities, and assignments to help you be more critical consumers of information. Finally, an integral component of this course is for you to reflect upon your own beliefs about history and ancient cultures.

CATALOG DESCRIPTION:

Myths, mysteries, misconceptions, and hoaxes in history and archaeology. Examination of popular fascinations with the past, fallacies invoked in historical myths, and misappropriation of the past. Students learn about and implement methods and evidence used by scholars to interpret past peoples and events –logic, skepticism, and critical thinking, interpretative, and analytical skills. Students apply these skills in discussions, in-class activities, and creative assignments to debunk and disprove inaccurate and problematic claims about the past. Case

studies of topics such as: stereotypes about early humans, Atlantis, mythical beasts, pyramid alignment, conspiracy theories, art fakes and forgeries, and alien visitations.

COURSE OBJECTIVES meeting GENERAL EDUCATION PROGRAM DESIGNATION:

Humanities, Interdisciplinary Perspectives

- ❖ Students will engage the human experience through the interpretation of culture by being introduced to myths, mysteries, misconceptions, and hoaxes in history and archaeology and examining popular fascinations with the past
- ❖ Students will become aware of the act of interpretation itself as a critical form of knowing in the humanities by examining various uses, manipulations, and misappropriations of the past as well as implementing methods and evidence used by historical and archaeological scholars to interpret past peoples and events
- ❖ Students will make academic arguments about the human experience using method and evidence and reasons used by historians and archaeologists to interpret past peoples and events and to challenge and debunk misconceptions about the past
- ❖ Students will distinguish between the distinct approaches of history, cultural anthropology, and archaeology
- ❖ Students will identify and apply authentic connections between history, cultural anthropology, and archaeology
- ❖ Students will explore and synthesize the approaches or views of history, cultural anthropology, and archaeology

STUDENT LEARNING OUTCOMES:

- ❖ Students will identify, evaluate, analyze, and debunk problematic myths, hoaxes, and misconceptions about the past
- ❖ Students will identify and apply the methods and forms of evidence scholars use to study past cultures and events
- ❖ Students will collect, evaluate, and interpret sources about particular historic people, places, or events and will articulate the meanings and significance of those in various cultural contexts
- ❖ Students will develop scholarly methods necessary to identify problems, explore issues, and debate ideas that reflect ways of knowing across multiple disciplines to challenge misconceptions about the past

ELECTRONIC COURSE COMPONENTS:

We will use Moodle in this class. Materials posted on Moodle may include: announcements, readings, forum comments, tests and quizzes, materials from class, activities, and assignments. All written assignments for this class will be submitted through Moodle. When using Moodle, “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.”¹

¹ Materials in quotations in the syllabus are from various university policies and regulations.

PREREQUISITES: None

READINGS:

The readings will help you understand material we talk about in class and will sometimes cover material not discussed in class. Additionally, I frequently incorporate the readings into class activities, lectures, and discussions. All readings listed on a particular day should be done before class that day unless otherwise noted (e.g. optional, for review, etc.).

There are two required books. Required readings other than those in the books will be made available to you on the course Moodle site in the Course Resources section in a folder titled "Readings." The required texts are:

- Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology Seventh Edition, by Kenneth Feder, 2010, Publisher: McGraw-Hill, ISBN-10: 007811697X | ISBN-13: 978-0078116971 \$9.00 used. Do not get the 2013 edition.
This book will be referred to as "Feder" in the syllabus.
- From Stonehenge to Las Vegas: Archaeology as Popular Culture by Cornelius Holtorf, 2005, Publisher: AltaMira Press. ISBN-10: 0759102678 | ISBN-13: 978-0759102675 \$29.00 new, \$5.00 used.
- **This book will be referred to as "Holtorf" in the syllabus.**

EXPECTATIONS for STUDENTS, the PROFESSOR, and the TA:

Student Expectations: I expect students to actively engage in class discussions and activities on a regular basis. Thus, you need to keep up with readings and review class topics on the syllabus before every class. I also expect students to frequently check announcements and email. Email, Moodle, and the syllabus are considered by the university to be official forms of communication.

I have a *three before me* rule. Most information you need to be successful in this class will be provided to you through the syllabus, Moodle site, or in class. When you have a question, please be sure to try each of the following before contacting me: 1) Check the syllabus, 2) Check Moodle and/or email, 3) Ask the TA or a classmate.

Rights and Responsibilities: As a member of the NCSU academic community, you have rights and responsibilities in regards to your academic and personal conduct. Information on academic integrity, counseling, and other information is provided at the end of the syllabus.

Professor Expectations: In addition to keeping up with class readings, preparing class lectures and activities, and grading assignments, I want to be as accessible as is appropriate to my students. I can most easily be reached through Moodle and my office phone. Please post general questions on the Moodle site. I will try to respond to students within 24 hours. On the weekends it may take longer for me to respond.

TA Expectations: Sam Vandermeade is the Teaching Assistant for this class. Sam is an important resource for this class. She is your main contact for general questions about course materials, assignments, and activities. She is available through email, in the Moodle Chats, and by appointment. In addition to being the point-person for questions about general course information, Sam will assist with a variety of class activities. She will take class notes and if you miss a class you can have access to these notes if you make an appointment with Sam.

Additionally, Sam will help facilitate class exercises, give class presentations, and do some of the grading.

LATE AND INCOMPLETE WORK POLICY:

I will accept late assignments under special circumstances. Keep in mind - it is better to get some credit than a 0 for an assignment. However, you must discuss your situation with me immediately. If you miss class on the day an assignment is due, you must submit it through Moodle before class starts to receive full credit. Without prior approval or discussion with me, all late assignments are penalized 10% for every day late. Emergencies and other approved absences will be taken into account as long as you notify me.

Incomplete grades will only be given to students in exceptional cases. The instructor will determine this after consultation with the student on a case to case basis. An Incomplete grade is only appropriate when the student's academic record is such that the successful completion of particular assignments missed as a result of a documented serious event would enable that student to pass the course. The university policy on incomplete grades is located at http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

ATTENDANCE POLICY:

Full participation in classes and examinations is expected of all NCSU students. NCSU rules require instructors to take attendance in HI 200-level courses and instructors must grant excused absences according to the University guidelines:

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

For this course, attendance will be taken at the beginning of every class. Because class participation is an important part of this course and we will often cover material in class that is not in the readings, students will lose points if they miss too many classes. All students will be given 2 unexcused absences. For every unexcused absence after the second one you will lose 1 point (1%) from your final grade. Missing class will not only affect your attendance grade, but it will also affect your performance in other aspects of the class. I understand that things come up that you have no control over, like flat tires and family emergencies. I will address these with you on a case-by-case basis, but please let me know about your absences immediately. For all absences, you need to inform both me and Sam and all documentation regarding absences should be given to me.

Excused Absences: Verification that a student has a legitimate medical or personal reason for missing class will be necessary to qualify for an excused absence.

For anticipated absences, provide appropriate documentation to me. This applies to the following situations: representing the University in an official capacity, interviews for medical schools or grad programs, field trips to laboratories, serving as a member of athletic team, attending a professional meeting, serving as a member of judging team, military service, required court attendance – with certified documentation from the Clerk of Court.

For short-term illness (colds) or injury: provide a doctor's note that includes the date of your absence(s) to me.

For death in family, funeral attendance, serious illness, and/or religious observance: Please contact me as soon as possible. It is your responsibility to make sure that this is completed in a timely manner.

If you are unsure whether an absence is excused, please consult me.

What to do if you miss a class? If you know you will be absent from class please tell Sam and me ahead of time so you can make-up missed assignments and activities. Based on the details of an assignment or the specific day you miss, it may not be possible to make up the full amount of credit for the assignment or in-class activities you missed. Regardless of the reason for the absence, students are responsible for acquiring missed content. I highly encourage students who have missed class to visit the TA and review missed material.

CREDIT ONLY/AUDIT/INCOMPLETE - Students taking the course as [Credit-only](#), must earn a 70% or higher to pass the course with an "S". Conversion from letter grading to credit only (S/U) grading is subject to [university deadlines](#). Students [auditing](#) the course complete everything but the hourly and final exams, and must earn 70% or higher for a grade of "AU". A grade of "Incomplete" is only given per [university policy](#).

GRADE BREAKDOWN:

- 15 Points (15%) -- Participation
- 10 Points (10%) - Logical Fallacies Quiz
- 10 Points (10%) - Fraud, Myth, or Mystery Presentation
- 20 Points (20%) - Midterm
- 20 Points (20%) - Research Paper
- 25 Points (25%) - Debate Project
- For a total of 100 Points (100%)**

GRADING SCALE:

This course uses the standard NC State Letter Grading Scale

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

ASSIGNMENTS:

Class Participation – 15 Points (15%):

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

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

Logical Fallacies Quiz - 10 Points (10%):

By September 21, 11:55pm you need to take a quiz on Moodle to test your knowledge about logical fallacies. Readings and additional resources listed for September 15 will be helpful in preparing for this quiz.

http://highered.mheducation.com/sites/007312625x/student_view0/chapter1

Midterm - 20 Points (20%):

The midterm will be taken outside of class on Moodle. It will be due on Sunday October 19, 11:55pm. Midterm questions will be drawn from lectures, readings, and class activities. You will receive more details about the midterm closer to the test date.

Presentation about a Fraud, Myth, or Mystery - 10 Points (10%):

By September 8, you will choose a topic related to a particular historical or archaeological fraud or myth listed in the syllabus. These topics are loosely related to the materials covered in readings, lectures, and activities but may or may not be discussed in class. * You are required to meet with Sam at least one week before your presentation to make sure you are on the right track with your research.

You will research your topic and give a ~10 minute engaging presentation on the day it is listed in the syllabus. You will collect background information about the topic, address what makes it a fraud or myth, discuss the agendas of people who perpetuate this topic, consider how it relates to class topics, and evaluate reliable and non-reliable resources you found on the topic. For your in-class presentation, you should put together approximately five PowerPoint slides with information. Be creative and have some fun with your presentation! Include images and even videos.

You will submit the PowerPoint on Moodle in the Assignment space and share it with your classmates in the Forum on Student Presentations. There are more details about this assignment in the description on Moodle.

Research Paper about a Fraud, Myth, or Mystery - 20 Points (20%):

You will research and write a 1,000-1,500 word paper (this is ~4-6 pages) about the topic you presented on in class. The research paper is due on Moodle by Friday November 21, 11:55pm. Your paper will address the background and current state of the fraud/myth, the misuses of science and history involved, evidence that could support or disprove any frauds involved, responses to the topic, implications of the fraud, myth, or mystery, your own perspectives about your topic, and how the topic relates to our class discussions.

You will receive an assignment description with more details closer to the due date.

Debate Activity: 25 Points Total (25%) (20 Points Presentation, 5 Points Write-Up):

Dialogue, debate, and student input are integral parts of this course. Towards the end of the semester you will begin preparing for in-class debates centered on topics that address essential course themes. You will be randomly assigned debate groups. Each group will be split into two sides of an issue and each side will have time to present its "case." In order to present your "case," you will do outside research, critically analyze a variety of resources, and articulate arguments in support of your "case" using what you have learned in this course and evidence you have found in your research. Everyone will evaluate their group members and themselves and write a description of what they contributed and learned about the material and about working as a group (due December 11, 11:55pm).

The debates will be presented during the final exam period (December 10, 1-4pm). You will receive more details about this assignment closer to the end of the semester.

COURSE SCHEDULE: On the following pages 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.

COURSE SCHEDULE		
GUIDING THEMES and QUESTIONS	READINGS and DAYS for STUDENT PRESENTATIONS	WORK DUE
Introduction to Frauds and Mysteries		
Wednesday August 20 -- What will we learn and do in this course? -- Intro to Pro, TA, students		
Monday August 25 -- Student ideas about myths, science, and history	<ul style="list-style-type: none"> ▪ Feder pp. xiii-xiv, xvii-xix, Chapter 1: Science and Pseudoscience ▪ Holtorf Chapter 1: Archaeology and Popular Culture 	
Wednesday August 27 -- Terminology -- Motives behind hoaxes -- Perspectives about myths and hoaxes	<ul style="list-style-type: none"> ▪ Feder Chapter 3: Anatomy of an Archaeological Hoax ▪ Radford "Introduction" 	
How We Perceive the Study of the Past, Fascinations with Archaeology and History, Significance of the Past		
Monday September 1	Labor Day -- NO CLASS	
Wednesday September 3 -- How people perceive the study of the past	<ul style="list-style-type: none"> ▪ Everyone: Holtorf Chapters 3: The Archaeologist in the Field ▪ Last name starting with A-M: Holtorf Chapter 2: Below the Surface (16-34) ▪ Last name starting with N-Z: Holtorf Chapter 4: Interpreting Traces 	
Monday September 8 -- Connecting with the past	<ul style="list-style-type: none"> ▪ Holtorf Chapter 6: Contemporaneous Meanings ▪ Hollowell "Moral Arguments on Subsistence Digging" 	Deadline to choose presentation topic
How We Know What We Know?, Skepticism, Ways of Thinking in Science and History, Logical Fallacies		
Wednesday September 10 -- Epistemology -- Scientific thinking, methods, and skepticism	<ul style="list-style-type: none"> ▪ Feder Chapter 2: Epistemology – How You Know What You Know 	
Monday September 15 -- Analyzing claims: critical thinking, identifying logical fallacies, applying skepticism	<ul style="list-style-type: none"> ▪ The Book of Bad Arguments: bookofbadarguments.com/?view=flipbook ▪ Carl Sagan Excerpts (The Baloney Detection Kit) For Review: For help learning logical fallacies look at: McGraw Logical Fallacies Resources	
Wednesday September 17 -- Analysis of primary sources, interpretation -- Historical methods	<ul style="list-style-type: none"> ▪ Nickell "Principles of Authentication" 	Fallacies Quiz due 9/21 11:55pm
Frauds, Myths and Misconceptions about Human Nature, Human Origins, and Early Humans		
Monday September 22 -- Human nature	<ul style="list-style-type: none"> ▪ Fuentes Excerpts from "Busting Myths about Human Nature" ▪ Horgan "Quitting the Hominid Fight Club" 	

Wednesday September 24 -- Misconceptions about early humans	▪ Stanford “5 Cherished Myths of Humans Origins”	
Monday September 29 -- Studying human origins	▪ Feder Chapter 4 “Dawson’s Dawn Man”	
Wednesday October 1 -- Misconceptions about human development and early science on humans -- Myths about humans -- Human migration	No readings Student Presentations: ▪ The Aquatic Ape Theory ▪ Samuel Morton and theories about brain size and intelligence (can also look at Stephen Jay Gould’s claims about Samuel Morton) ▪ Phrenology http://www.historyofphrenology.org.uk/ ▪ Bigfoot aka Sasquatch	
Exploration, Discovery, Diffusionism, Lost Civilizations, and Lost Continents		
Monday October 6 -- Frauds and myths about early Americans -- Diffusionism and theories about transoceanic crossings	▪ Feder Chapter 6: Who’s Next? After the Indians, Before Columbus Student Presentations ▪ Claims about early Africans in the Americas (choose 2-3 to focus on, see for example: Ivan Van Sertima and/or Paul Alfred Barton) ▪ Thor Heyerdahl’s and theories of diffusionism ▪ Menzies and the Chinese “Discovery” of the New World ▪ Claims and evidence of Viking/Norse populations in the Americas (choose 2-3 to focus on Kensington Runestone, L’Anse aux Meadows)	
Wednesday October 8 -- Lost Continents and Lost Civilizations -- More Diffusionism -- Atlantis	No readings Student Presentations: ▪ Atlantis (choose 2-3 claims about Atlantis to focus on) ▪ Graham Hancock’s claims (choose 2-3 to focus on e.g. Lost Civilization, books: <u>Supernatural</u> , <u>Talisman</u> , <u>Fingerprints of the Gods</u>) ▪ The Lost Continent of Mu and/or The Lost Continent of Lemuria	
Myths, Mysteries, and Misconceptions about the Americas: Denials of history, European exploration, U.S. History, Ancient civilizations in the Americas		
Monday October 13 -- Moundbuilders in Ancient North America	▪ Feder Chapter 7: The Myth of the Moundbuilders pp. 162-182	
Wednesday October 15 -- North American archaeology today -- Claims about Ancient and recent America and American history	▪ Archaeologists’ commentary <i>Lost Civilizations of North America</i> video Student Presentations: ▪ Barry Fell’s claims (choose 2-3 to focus on, some of his books: <i>Saga America</i> , <i>America BC</i> , <i>Bronze Age America</i>) OR Claims of Lost Tribes of Israel in the Americas ▪ The Lost Colony and “The Dare Stones” ▪ Mark William Hofmann	Midterm Due by October 19, 11:55pm
Monday October 20 -- Myths about European exploration, Spanish Conquest, and Columbus -- Misconceptions about Ancient Latin America	▪ Columbus readings Student Presentations: ▪ The Maya Calendar, 2012, and Doomsday Prophecies ▪ “The Maya Collapse” ▪ Myths about Christopher Columbus (choose 2-3 to focus on)	
Wednesday October 22 -- Guest lecture from Sam Vandermeade:	To be announced	

Misconceptions about gender in U.S. history		
Monday October 27 -- Myths, frauds, and misconceptions in U.S. history: conspiracy theories, the media's role in perpetuating myths, cultural politics and myths	No readings Student Presentations: ▪ Michael Bellesiles and his book <u>Arming America</u> ▪ The Willie Lynch Letter ▪ An assassination conspiracy theory (e.g. Lincoln, Kennedy) ▪ Moon Landing Denial OR The Lost Cosmonauts ▪ Free-Mason Conspiracy Theories	
Weird "History": Beasts, Mythical Creatures, Ancient Aliens, Curses, and Strange Disappearances		
Wednesday October 29 -- Cryptozoology -- Mythical creatures and beasts	Look up a mythical creature and briefly research the history behind it. Come to class prepared to talk about what you found. Examples: Wampus Cat, Loch Ness Monster, Yeti, Vampires, Voodoo Shark, Chimera, Dragons, Grendel, Mothman, New Jersey Devil, Unicorn.	
Monday November 3 -- Ancient astronauts -- Other-worldly myths -- Theories about the powerful artifacts, curses, alien objects	▪ Feder Chapter 9: Prehistoric E.T.: The Fantasy of Ancient Astronauts ▪ Von Daniken Excerpt from "Chariots of the Gods" Student Presentations: ▪ Claims about the Nazca lines ▪ Vile Vortices (choose 1 or 2) ▪ Claims about the Egyptian Pyramids (choose 2-3 to focus on; e.g. pyramid alignment, pyramid magic, slaves built the pyramids) ▪ A Curse on King Tut's Tomb	
Manipulating the Past: Denials of History, Using the Past to Construct Identity, Nationalism and History		
Wednesday November 5 -- Manipulations of history and archaeology -- The role of myth, history, and archaeology in crafting identities	No readings. Student Presentations: ▪ Nazi manipulations of history and archaeology ▪ James Macpherson's 'Ossian' poems ▪ Holocaust Denial ▪ Denial of African heritage in Zimbabwe	
Monday November 10 -- Education, history, and nationalism	▪ Benavides "Narratives of Power, the Power of Narratives" ▪ The Use of Myth in History http://www.history.org/Foundation/journal/summer12/myths.cfm	
Religion and Myths, Mysteries, and Pseudoscience and Final Project Preparation		
Wednesday November 12 -- Religion and pseudoscience -- Claims about religious artifacts	▪ Feder Chapter 12 "Old Time Religion, New Age Visions, and Paranormal Predictions" Student Presentations: ▪ Shroud of Turin or James Ossuary ▪ Ark of the Covenant ▪ "Jesus in the Snow" and other popular claims of divine sightings	
Monday November 17 -- Debate Preparation	▪ Read over debate assignment and prepare to meet with your group ▪ Do some research about your debate topic	
The Concept of Authenticity, History and Entertainment, Heritage Tourism, Forgeries and Fakes		
Wednesday November 19 -- Authenticity	▪ Holtorf Chapter 7 "Authenticity" ▪ Gable and Handler, "Deep Dirt: Messing Up the Past."	Research Paper Due

-- Some famous historical forgers and forgeries	Student Presentations: ▪ Elmyr de Hory OR Han van Meegeren ▪ Shaun Greenhalgh ▪ The Hitler Diaries	11/21, 11:55pm
Monday November 24 -- Art fakes and forgeries -- Processes of identification -- Perspectives about art, authenticity, and the values of fakes and forgeries	▪ Goodman "How Fake Art Is Created and Discovered and Why" ▪ Choose a few Fakes, Mistakes, Discoveries, or Secrets to read about www.nationalgallery.org.uk/paintings/research/close-examination/	
Wednesday November 26	Thanksgiving Holiday -- NO CLASS	
The Past and Popular Culture and Final Project Preparation		
Monday December 1 -- Pop culture and the past -- The future of frauds, myths, and mysteries -- Class wrap-up	▪ Holtorf Chapters 8 ▪ Bring a laptop to class if you have one.	
Wednesday December 3 -- Debate Preparation	▪ Do some readings and research about your debate topic ▪ Prepare to meet with your debate group	
Exam Week: We will only meet Wednesday December 10		
The debates will take place during the final exam period in Withers 150, December 10, 1:00-4:00pm		

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 material by a student that unethically or fraudulently aids oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements or the enhancement of that student's record or academic career." "Plagiarism is the use or close imitation of the language and thoughts of another and the representation of the other's work as their own. The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is the result of the student's own thought and study, produced without assistance, and stated in that student's own words, except as quotation marks, references, or footnotes acknowledge the use of other sources. Any ideas or materials taken from another source for either written or oral use must be fully and correctly acknowledged." Plagiarism includes (but is not limited to) the offering of someone else's work (words, ideas, research findings, theories, images) (including a classmate's or the instructor's) as your own and/or using someone else's work without proper citation. This includes using material (even a few sentences) from books, articles, web pages, handouts from class, and class Powerpoints

without citation. More details about examples of Academic Misconduct can be found in Section 8 in Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-01>

Non-Academic Misconduct: Disorderly Conduct, including disruptive class behavior such as the use of electronic devices unless permitted by the instructor, is a form of **Non-Academic Misconduct**, and a violation of the Code of Student Conduct. Before class please put away all distractions including cell-phones, newspapers, and magazines, and close all non-class-related files and computer programs. For more details about Non-Academic Misconduct, see Section 10 of the Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-01>

Seeking Advice?: If you have questions about general standards of academic integrity and citations in this course or on a particular assignment, please consult me ASAP and before submitting your work. If you are not sure about whether you should cite something, it is always better to cite it just in case. Department of History resources on identifying [what plagiarism is](#) and [recognizing and avoiding plagiarism](#) can be found at: http://history.ncsu.edu/ug_resources/plagiarism_honor_code A very helpful online History Research Guide can be found at: <http://www.lib.ncsu.edu/guides/history/>

Procedures: If you are suspected of any form of **academic misconduct** you will be called in for a meeting at which time you will be informed of the situation and given adequate opportunity to respond. Depending on the situation, the incident may be reported to the Head of the Department of History or higher authorities. Further disciplinary action will be determined depending on the situation and the regulations and procedures of the Office of Student Conduct. Confirmed incidents of academic misconduct always result in a student being placed on academic integrity probation for the remainder of his or her career at NCSU and incidents may result in a reduction in grade on an assignment or exam, a zero for an assignment, a failing grade for a course, the creation of a disciplinary file, a hearing, suspension, or expulsion. For questions about the procedures for addressing a situation of misconduct please consult the Student Discipline Procedures:

<http://policies.ncsu.edu/regulation/reg-11-35-02>

Please contact the Director of the Office of Student Conduct (919-515-2963) or consult the Code of Student Conduct if you have additional questions or concerns about your rights and responsibilities: <http://policies.ncsu.edu/policy/pol-11-35-01>

N.C. State Policies, Regulations, and Rules: "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."

STATEMENT FOR STUDENTS WITH DISABILITIES AND SPECIAL NEEDS:

University Disability Services: If you think or know that you have a learning difficulty that might require special accommodation for completion of the class there are many services on campus that can help. It is up to you to take the initiative to access these resources, but I can point you in the right direction. "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 in the Student Health Services Building at 2815 Cates Avenue, Suite 2221, 919-515-7653, Email: disability@ncsu.edu. Details about registering with the DSO: <http://dso.dasa.ncsu.edu/register-dso> For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)" The Director of Office of Disability

Services is Mark Newmiller (Email: mark_newmiller@ncsu.edu, 919-513-3768). The Disability Services Office (<http://dso.dasa.ncsu.edu/>) offers many resources and programs.

Other Concerns: If you think that you have a learning difference or that puts you at a disadvantage in this class and would like to discuss this situation please contact me ASAP. I recognize that students have different learning abilities and styles and I want all of my students to have an equal opportunity of succeeding and receiving an A.

COUNSELING CENTER:

During your time at NCSU, if you find that life stressors are interfering with your academic or personal success, consider contacting the Counseling Center. The Counseling Center is located in the Students Health Services Building: 2815 Cates Avenue, Suite 2401, Phone: 919-515-2423, <http://healthcenter.ncsu.edu/counseling-center/>

Here is the description of their services (many of which are free) from their Website: "Counseling Center counsels NC State students experiencing personal, academic or vocational problems. We also offer psychological assessment and psychiatric consultation. Our services are primarily short-term in nature, and we ensure strict confidentiality. We make referrals to other helping professionals and community agencies as appropriate. Many services are free to currently enrolled students of North Carolina State University."

The Counseling Center offers support and resources for a diverse range of needs and concerns related to: college transition, test anxiety, couples counseling, family challenges, break-up stress, meditation, harassment and abuse, substance abuse, mental health concerns, sexual orientation, time management, study skills, services for veterans, career counseling, financial concerns, healthy living, suicide, and more. Studies across the country have shown that students with a wide range of needs and backgrounds are more likely to graduate and succeed in college when they take advantage of counseling services on campus.

SUPPORTING FELLOW STUDENTS IN DISTRESS:

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

CHASS CAREER SERVICES:

Explore career options related to your major, make decisions about your major or minor, build resumes and cover letters, prepare for interviews, develop internship/ job search strategies, maximize career fairs, and more. Use ePACK to make an appointment with your career counselor -- Jane Matthews or Woody Catoe -- through ePACK at ncsu.edu/epack. Career Development Center – careers.ncsu.edu.

HI 354: The Rise of the American Empire

Course Inventory Change Request

In Workflow

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

Approval Path

1. Thu, 26 Feb 2015 19:15:03 GMT
William Kimler (kimler): Approved for 16HI UG Director of Curriculum
2. Fri, 27 Feb 2015 01:55:35 GMT
David Zonderman (dazonder): Approved for 16HI UnderGrad Head
3. Fri, 06 Mar 2015 19:44:06 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Fri, 03 Apr 2015 21:14:15 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Fri, 03 Apr 2015 21:51:05 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Tue, 07 Apr 2015 15:40:51 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Mon, 13 Apr 2015 14:50:12 GMT
Victoria Gallagher (vgallagh): Approved for CHASS Dean UG
8. Fri, 17 Apr 2015 18:13:12 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
9. Mon, 27 Apr 2015 12:03:56 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
10. Wed, 06 May 2015 18:34:49 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
11. Wed, 06 May 2015 18:59:20 GMT
David Auerbach (auerbach): Approved for UCCC Chair

New Course Proposal

Date Submitted: Thu, 26 Feb 2015 18:57:30 GMT

Viewing: HI 354 : The Rise of the American Empire

Changes proposed by: kimler

Course Prefix

HI (History)

Course Number

354

Cross-listed Course

No

Title

The Rise of the American Empire

Abbreviated Title

Rise of American Empire

College

College of Humanities and Social Sciences

Academic Org Code

History (16HI)

CIP Discipline Specialty Number

54.0101

CIP Discipline Specialty Title

History, General.

Term Offering

Spring Only

Year Offering

Offered Alternate Even Years

Effective Date

Fall 2015

Previously taught as Special Topics?

No

Course Delivery

Distance Education (DELTA)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

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

Lecture

Contact Hours

3

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Nancy Mitchell

Instructor Title

Professor, History

DELTA/Online Enrollment:

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

Delivery Format	Per Semester	Per Section	Multiple Sections?	Comments
LEC	35	35	No	N/A

Course Prerequisites, Corequisites, and Restrictive Statement

None

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
16HISTBA	History-BA	Elective
16HISTBS	History-BS	Elective
16HIM	History Minor	Elective

Catalog Description

This course investigates the rise of the American Empire from the Spanish American War of 1898 through the 2001 attacks on the World Trade Center. The purpose of the course is not only to acquaint you with the crises and triumphs of US foreign policy from 1898 to 2001, but also to help you develop your own analysis of whether the acquisition of empire was accidental or deliberate – or a combination of both.

Justification for new course:

This new class will expose NC State students to the dramatic rise of the US empire from 1898 to the present. It will be particularly relevant to students majoring or minoring in History, International Studies, and Political Science, but it will also be of interest to a wide variety of students, including those intending to join the US military as well as foreign students. It fills a gap between the survey of modern US history (HI 252) and the intensive seminar on the US foreign policy (HI 454/554). HI 252 is not a pre-requisite, because the course is designed to be open to non-majors, not requiring entry with skills specific to the major. It will teach students the skill of archival research, taking advantage of the exceptionally rich databases the are available at D.H.Hill Library. This course is an important avenue to encourage NC State students to be more knowledgeable and sensitive to the US role in the world.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Humanities

Humanities

Open when gep_category = HUM

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

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

Obj. 1) Engage the human experience through the interpretation of culture.

1. describe and analyze the complicated stages of the rise of the United States to global superpower – focusing not just on wars and military interventions but also on the roles played by technology, "soft power," and covert operations.

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

Weekly historical events blog-post summarized in Interactive Time-line submission. Each week, students will select two historical "events" for the period being studied, and submit an analytical reflection with their historical judgment of whether or not the events were deliberate or accidental (or a combination of both) steps in the creation of the American empire. Students will summarize their blog posts by entering these two "events" with analyses on their timeline.

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

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

2. analyze historians' arguments and the use of primary documents to place current perceptions in historical context.

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

Weekly Primary Source Analysis of historical documents. For example, students will read the Espionage and Sedition Acts (1917-1918) to analyze views on the need to redefine national loyalty and speech rights as part of the war effort.

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

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

3. identify and use historical evidence to construct and support analytical arguments assessing the costs and benefits – for Americans and others – of the growth of US power.

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

Collaborative WebQuest research project with individual research paper analyzing Carter's response to the Iranian Revolution.

Attach Additional GEP Information if applicable

Requisites and Scheduling

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

100%

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

N/A

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

N/A

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

None

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

None

Additional Information

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

Title and author of any required text or publications.

see attached Syllabus

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

see attached Syllabus

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

N/A

Consultation

Instructional Resources Statement

Shifting of departmental resources allows this offering. The History Department has started a PhD program in Public History this academic year. Next year, advanced PhD students who have been through our pedagogical training will begin teaching sections of HI 252, which has been a staple of Prof. Mitchell's teaching rotation. The new course will partly replace it in her standard load.

Course Objectives/Goals

Students will:

1. strengthen their scholarly, critical perspective on the complicated stages of the rise of the United States to global superpower – focusing not just on wars and military interventions but also on the roles played by technology, "soft power," and covert operations;
2. strengthen their ability to apply sound historical reasoning to analysis of how – and why – the United States is perceived as it is by other nations;
3. strengthen their ability to apply sound historical reasoning to assess the costs and benefits – for Americans and others – of the growth of US power;
4. strengthen their ability with historical research skills to confront the complexity of history by doing research with primary documents;

5. strengthen their critical thinking skill and sharpen the ability to judge which sources (including websites) are most reliable, and why.

Student Learning Outcomes

By the end of the semester, students will be able to:

1. describe and analyze the complicated stages of the rise of the United States to global superpower – focusing not just on wars and military interventions but also on the roles played by technology, "soft power," and covert operations;
2. critically examine the underlying historical reasons for how – and why – the United States is perceived as it is by other nations;
3. integrate course information to assess the costs and benefits – for Americans and others – of the growth of US power;
4. use standards of historical evidence and reasoning to evaluate the reliability of sources (including websites), and why.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Multiple exams	20%	Three hourly tests
Other	5%	Voicethread
Project	25%	WebQuest
Other	20%	Blog and Timeline
Project	30%	Primary source activity (including debates)

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
see attached Syllabus	see attached Syllabus	see attached Syllabus

Syllabus

5478_HI 354_Syllabus-1.doc

Additional Documentation

Additional Comments

Course Reviewer Comments

cmfreem2 (Thu, 30 Apr 2015 15:24:39 GMT): UCCC tabled 4.29.15 meeting re: Cat Title/Description_use of term Empire.

Key: 7179

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

HI 354: The Rise of the American Empire
3 credit hours
online

Professor Nancy Mitchell

Office Hours via Skype: Thursdays, 5:00-6:30, and by appointment.

Phone: 919-513-2214 (email is best way to contact me)

Email: nancy_mitchell@ncsu.edu On the subject line, please write "HI 354" followed by a concise description of the content of your email. I will reply within two days. If I do not, please resend the email.

This course investigates the rise of the American Empire from the Spanish American War of 1898 through the 2001 attacks on the World Trade Center. The purpose of the course is not only to acquaint you with the crises and triumphs of US foreign policy from 1898 to 2001, but also to help you develop your own analysis of whether the acquisition of empire was accidental or deliberate – or a combination of both.

The course is organized chronologically, and it deals with crises in all parts of the world.

It is an online course, and it is intensely interactive. You will get to know the other students in small blogging groups, in debates, through VoiceThreads, and in a three week "WebQuest." You will have to devote at least 5-6 hours a week to it. I have attempted to make the instructions for the new technology as clear as possible, but depending on your familiarity with online classes, you may have a steep learning curve initially. I will provide as much online support as possible, and I will also upload "live" videos commenting on your blog comments, as well as current events.

Learning Objectives:

Students will:

1. strengthen their scholarly, critical perspective on the complicated stages of the rise of the United States to global superpower – focusing not just on wars and military interventions but also on the roles played by technology, "soft power," and covert operations;
2. strengthen their ability to apply sound historical reasoning to analysis of how – and why – the United States is perceived as it is by other nations;
3. strengthen their ability to apply sound historical reasoning to assess the costs and benefits – for Americans and others – of the growth of US power;
4. strengthen their ability with historical research skills to confront the complexity of history by doing research with primary documents;
5. strengthen their critical thinking skill and sharpen the ability to judge which sources (including websites) are most reliable, and why.

Learning Outcomes:

By the end of the semester, students will be able to:

1. describe and analyze the complicated stages of the rise of the United States to global superpower – focusing not just on wars and military interventions but also on the roles played by technology, "soft power," and covert operations;
2. critically examine the underlying historical reasons for how – and why – the United States is perceived as it is by other nations;
3. integrate course information to assess the costs and benefits – for Americans and others – of the growth of US power;
4. use standards of historical evidence and reasoning to evaluate the reliability of sources (including websites), and why.

GEP Humanities Learning Outcomes:

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

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

Students in HI 354 will

1. describe and analyze the complicated stages of the rise of the United States to global superpower – focusing not just on wars and military interventions but also on the roles played by technology, "soft power," and covert operations; and
2. analyze historians' arguments and the use of primary documents to place current perceptions in historical context; and
3. identify and use historical evidence to construct and support analytical arguments assessing the costs and benefits – for Americans and others – of the growth of US power.

Means of Assessing GEP Humanities Outcomes:

1. Weekly historical events blog-post summarized in Interactive Time-line submission. Each week, students will select two historical "events" for the period being studied, and submit an analytical reflection with their historical judgment of whether or not the events were deliberate or accidental (or a combination of both) steps in the creation of the American empire. Students will summarize their blog posts by entering these two "events" with analyses on their timeline.
2. Weekly Primary Source Analysis of historical documents. For example, students will read the Espionage and Sedition Acts (1917-1918) to analyze views on the need to redefine national loyalty and speech rights as part of the war effort.
3. Collaborative WebQuest research project with individual research paper analyzing Carter's response to the Iranian Revolution.

Required Book:

Paterson, Thomas *et al*, *American Foreign Relations: Volume 2: Since 1895*, 8th Edition (Cengage, 2015). print \$140.95/ eBook options from \$55.99

Structure of the course:

Week 1 introduces the subject matter and the technology.

Weeks 2-10, and Weeks 14-15: Analysis of US foreign policy.

" Each week has a similar basic structure:

- **Assignments:**

- # Watch short video lectures. Each video is an approximately 5 minute PowerPoint lecture highlighting key points in the reading and adding interpretation when needed.
- # read the textbook and other sources, available by hyperlink

- **Activities:**

- # **Primary Source analysis.** Each week, students will read and interpret primary sources and write a short essay or answer several questions or engage in a debate.
- # **Blogging.** Each week, students will select two "events" they consider most important and reflect analytically on whether or not they were deliberate or accidental (or a combination of both) steps in the creation of the American empire.
- # **Interactive Timeline.** Each week, students will summarize their blog posts by entering these two "events" on their timeline.
- # **Self-test.** Each week, students will give themselves an online self-test to check that they have comprehended the key concepts.
- # **VoiceThread.** In Week 15, each student will submit a VoiceThread summarizing his/her conclusions about the rise of the American empire, as reflected in the blog and timeline.

Weeks 11-13: WebQuest archival research project.

" This project immerses students in a variety of online databases to give them the experience of doing archival research. The previous weeks' primary source activities will have familiarized them with these databases.

" After a brief introduction via video lecture and secondary sources, the students divide into groups of four.

" This phase encourages collaborative research. In each group, one student researches the viewpoint of Secretary of State Cyrus Vance; another of National Security Adviser Zbigniew Brzezinski; another of US Ambassador to Iran William Sullivan; and another the coverage of the mainstream US media – the *New York Times*, *Washington Post*, and *ABC News*. They share their research with the group, and the group writes a report and interactive timeline that they share with the other groups.

" The next phase requires individual analysis and writing. Based on all the research findings, each student must write his/her individual research paper analyzing Carter's response to the Iranian Revolution.

Weekly Course Schedule:

Week 1: Introduction – Course Orientation with Activities

- ! Consent and Waiver Form
- ! Submit your VoiceThread
- ! Cyber Meet & Greet
- ! Sign-up for Study Groups
- ! Submit your journaling blog link
- ! Submit your American empire timeline link

Week 2: The Imperial Surge in the Caribbean and the Pacific

Reading: Paterson, 1-73

- ! Lesson 1: The Chicago World's Fair, 1893
 - " "Fabulous Imperialism" - Secondary Source Analysis
 - ! Lesson 2: The global situation before 1890
 - ! Lesson 3: The Spanish American War
 - " *New York Times* Database - Primary Source Analysis
 - ! Lesson 4: The Imperial Surge in the Pacific
- == Week 2 Recap and Analysis ==

Week 3: World War One

Reading: Paterson, 74-115

- ! Lesson 1: Origins of the War
 - ! Lesson 2: Wilson's attempt to maintain neutrality
 - ! Lesson 3: US Entry in the war
 - ! Lesson 4: Wilson's assault on civil liberties
 - " Debate the Espionage & Sedition Acts: "It is necessary to curb free speech in time of war."
 - ! Lesson 5: The Russian Revolution & Marxism
 - ! Lesson 6: Impact of the War
 - ! Lesson 7: The Versailles Peace Conference
- == Week 3 Recap and Analysis ==

Week 4: The Interwar Period & World War Two

Reading: Paterson, 116-244

- ! Lesson 1: Isolationism?
 - ! Lesson 2: The Approach of War, Munich & Pearl Harbor
 - ! Lesson 3: The Big Three
 - ! Lesson 4: The Road to Total War
 - ! Lesson 5: The Decision to Drop the Bomb
 - " Primary Source Activity: evaluating Truman's decision
- == Week 4 Recap and Analysis ==

Week 5: The Origins of the Cold War

Reading: Paterson, 244-65

- ! Lesson 1: The Post-War World – What is Stalin up to?
- ! Lesson 2: Kennan's Containment
- ! Lesson 3: Lippmann's Alternative
 - " Primary Source Activity: Comparing Kennan and Lippman
- ! Lesson 4: The Creation of Israel
- ! Lesson 5: The Late 1940s

== Week 5 Recap and Analysis ==

Week 6: McCarthyism and the Korean War

Reading: Paterson, 265-92

! Lesson 1: The Chinese Civil War

! Lesson 2: NSC 68

! Lesson 3: McCarthyism

! Lesson 4: The Korean War

" Primary Source Activity: Using the Declassified Documents Reference System (DDRS)

== Week 6 Recap and Analysis ==

Week 7: The 1950s -- CIA Operations & Vietnam

Reading: Paterson, 292-336

! Lesson 1: The early CIA

! Lesson 2: The CIA operation in Iran, 1953

" Primary Source Activity: Using the Digital National Security Archive (DNSA)

! Lesson 3: The CIA operation in Guatemala, 1954

! Lesson 4: Dien Bien Phu, 1954

! Lesson 5: The Late 1950s

== Week 7 Recap and Analysis ==

Week 8: The Kennedy Years -- Cuba & Vietnam

Reading: Paterson, 337-67

! Lesson 1: The Bay of Pigs, 1961

! Lesson 2: Counterinsurgency & Development

! Lesson 3: The Cuban Missile Crisis, 1962

" Primary Source Activity: The ExCom Tapes

! Lesson 4: Crisis and Escalation in Vietnam, 1963

== Week 8 Recap and Analysis ==

Week 9: The Johnson Years -- Vietnam & the Middle East

Reading: Paterson, 367-85

! Lesson 1: The Decision to send US Troops

" Read selection of primary source materials

" Debate: "Johnson had no choice"

! Lesson 2: The 1967 Arab-Israeli War

! Lesson 3: The sinking of the *USS Liberty*

! Lesson 4: The Antiwar Movement

! Lesson 5: The Tumult of 1968

== Week 9 Recap and Analysis ==

Week 10: The Nixon & Ford Years -- Détente

Reading: Paterson, 386-421

- ! Lesson 1: The Architecture of Détente
- ! Lesson 2: The Opening to China
- ! Lesson 3: Defeat in Vietnam
- ! Lesson 4: The 1973 Arab-Israeli War and the Oil Crisis
- ! Lesson 5: Hubris in Angola
- " Primary Source Activity: Using the Cold War International History Project
- == Week 10 Recap and Analysis ==

Weeks 11-13: WebQuest – The Carter Years & The Iranian Revolution

A web-based collaborative inquiry project using various primary sources. In this three-week project, you will be the historian!

- ! Step 1: Brief Introduction via video lesson and secondary reading:
 - " Paterson, 421-44;
 - " Michael Hunt, *Crises in US Foreign Policy* (Yale, 1996), introduction (pp. 365-83)
 - " James Bill, *The Eagle and the Lion* (Yale, 1988), 216-60
- ! Step 2: Collaborative Research in small groups using:
 - " The Digital National Security Archive
 - " The Declassified Documents Reference System
 - " The Cold War International History Project
 - " The *New York Times*, *Washington Post* and Television archives
- ! Step 3: Assembling and sharing your research
 - " Each group writes clear notes on its research, as well as a digital timeline of key events, and shares it with the class
- ! Step 4: Individual Analysis and Writing.
 - " Based on this shared research, you will write a 5 page, formal, footnoted analysis of President Carter's handling of the Iranian Revolution.
- ! Step 5: Reflection
 - " You will submit a brief reflection on the strengths – and weaknesses – of this learning style.
- ! Step 6: You will submit a brief, online Team Member Evaluation Form

Week 14: End of the Cold War

Reading: Paterson, 445-504

- Lesson 1: Reagan and the Developing World
- Lesson 2: Reagan and the Soviet Union
- Lesson 3: Gorbachev and Summits
- Lesson 4: George H.W. Bush and the end of the Cold War
 - Debate: "Reagan won the Cold War!"
- == Week 14 Recap and Analysis ==

Week 15: The Post-Cold War World & Conclusions

Reading: Paterson, 505-58

Lesson 1: The First Gulf War

Lesson 2: The Clinton Years

Lesson 3: September 11

Lesson 4: Conclusions

== Week 15 Recap and Analysis ==

Week 16: Final Essay Test

Course Requirements

Everyone is required to:

- ! do **all the reading** in the week it is assigned.
- ! watch **all the videos** in the week they are assigned.
- ! **write weekly in their blog** and **comment** on the posts of the classmates in their blogging group.
- ! **add weekly to their timeline.**
- ! write and/or actively participate in **the weekly primary source activities or debates.**
- ! participate actively in the three week **WebQuest** and submit a **research paper** at the end of it.
- ! create a **VoiceThread** at the end of the semester **summarizing the conclusions of their weekly blogposts.**
- ! take **three online essay tests.**

Grading:

Your grade will be based on the following formula:

- ! Primary source activity (including debates): 30%
- ! Blog and Timeline: 20%
- ! WebQuest: 25%
- ! First test: 5%
- ! Second Test: 5%
- ! Third Test: 10%
- ! VoiceThread: 5%

This Course uses Standard NC State 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

NCSU Policies, Regulations, and Rules

Students are responsible for reviewing the [NC State University PRR's](#) which pertains to their [course rights and responsibilities](#).

Absence Policy:

Since this class does not meet, absences are relevant only to excuse a late assignment or to excuse non-participation in a Google Hangout. I will follow the University absence policy to determine when an absence is excused. See <http://policies.ncsu.edu/regulation/reg-02-20-03> Students must email me the documentation within one week of their absence.

Because the course is structured with weekly submissions and group work, an IN (Incomplete) grade will be granted only under extraordinary circumstances, in consultation with Dr. Mitchell.

Late Assignment Policy

Unless a student has an excused absence, late assignments are not accepted. This includes the weekly blogposts and timelines, as well as the primary source projects and WebQuest. A late assignment will receive a "0."

Academic integrity

I want to read what you think: do not plagiarize. See the History Department's guide to [Plagiarism and the Honor Code](#). For further guidance, see [History Research Guide](#). Any submission you make in this course implicitly invokes the Pack Pledge, "I have neither given nor received unauthorized aid on this test or assignment." Please familiarize yourself with the Code of Student Conduct policy ([POL11.35.1](#)).

Special needs

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 at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation ([REG02.20.01](#)).

Electronic Course Components

In this course, students will use Moodle, Google Hangouts, Google Docs, Timeline JS, VoiceThread, and Blogger. They will download, via Moodle, short video lectures.

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.

Course evaluation

Please fill out the class evaluation! They will be available during the last two weeks of class. For help: classeval@ncsu.edu

CHASS Career Services

Available through the [Career Development Center](#).

Writing and Speaking Tutorial Services

Please take the opportunity to improve your writing by using the [University Tutorial Center online](#).

PO 212: Poultry and People: Why did the chicken cross the world?

Course Inventory Change Request

In Workflow

1. 11PO UG Director of Curriculum (jbrake@ncsu.edu; lwdavis@ncsu.edu)
2. 11PO UnderGrad Head ()
3. CALS CC Coordinator UG (renutt@ncsu.edu)
4. CALS CC Meeting UG (renutt@ncsu.edu)
5. cmashwel (cmashwel@ncsu.edu)
6. CALS CC Chair UG ()
7. CALS Final Review UG (renutt@ncsu.edu)
8. CALS Dean UG (sam_pardue@ncsu.edu)
9. OUCC Review (gmneugeb@ncsu.edu)
10. UCCC Coordinator (gmneugeb@ncsu.edu)
11. UCCC Meeting (gmneugeb@ncsu.edu)
12. UCCC Chair (david_auerbach@ncsu.edu)
13. CUE Coordinator (gmneugeb@ncsu.edu)
14. CUE Meeting (gmneugeb@ncsu.edu)
15. CUE Chair (hmmcgowa@ncsu.edu)
16. OUCC Final Signature (barbara_kirby@ncsu.edu)
17. OUCC Final Review (gmneugeb@ncsu.edu)
18. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Fri, 06 Mar 2015 15:04:52 GMT
Lynn Worley-Davis (lwdavis): Approved for 11PO UG Director of Curriculum
2. Tue, 10 Mar 2015 19:37:27 GMT
Charles Williams (cmw): Approved for 11PO UnderGrad Head
3. Fri, 20 Mar 2015 19:21:49 GMT
Robin Clements (renutt): Approved for CALS CC Coordinator UG
4. Fri, 20 Mar 2015 22:27:31 GMT
Robin Clements (renutt): Approved for CALS CC Meeting UG
5. Fri, 20 Mar 2015 22:51:33 GMT
Christopher Ashwell (cmashwel): Approved for cmashwel
6. Mon, 20 Apr 2015 13:58:01 GMT
Gina Neugebauer (gmneugeb): Approved for CALS CC Chair UG
7. Mon, 20 Apr 2015 13:59:18 GMT
Robin Clements (renutt): Approved for CALS Final Review UG
8. Mon, 20 Apr 2015 21:35:08 GMT
Samuel Pardue (slpposc): Approved for CALS Dean UG
9. Tue, 21 Apr 2015 11:53:17 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
10. Mon, 27 Apr 2015 12:05:39 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Coordinator
11. Wed, 29 Apr 2015 17:12:32 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
12. Wed, 29 Apr 2015 17:46:18 GMT

David Auerbach (auerbach): Approved for UCCC Chair

New Course Proposal

Date Submitted: Fri, 20 Feb 2015 16:26:46 GMT

Viewing: PO 212 : Poultry and People: Why did the chicken cross the world?

Changes proposed by: cmashwel

Course Prefix

PO (Poultry Science)

Course Number

212

Cross-listed Course

No

Title

Poultry and People: Why did the chicken cross the world?

Abbreviated Title

Poultry and People

College

College of Agriculture and Life Sciences

Academic Org Code

Poultry Science (11PO)

CIP Discipline Specialty Number

01.0907

CIP Discipline Specialty Title

Poultry Science.

Term Offering

Fall Only

Year Offering

Offered Every Year

Effective Date

Fall 2015

Previously taught as Special Topics?

Yes

Number of Offerings within the past 5 years

1

Course Prefix/Number

HON 297

Semester/Term Offered

Spring 2015

Enrollment

20

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

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

Lecture

Contact Hours

3

Course Attribute(s)

GEP (Gen Ed)

QEP (THINK)

Course Is Repeatable for Credit

No

Instructor Name

Chris M. Ashwell

Instructor Title

Associate Professor

Anticipated On-Campus Enrollment

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

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	20	20	No	This course will be delivered under the First Year Inquiry (FYI) program.

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

No

Catalog Description

Poultry species play a vital role in modern society. This course engages students to develop research skills including information literacy, data collection, and developing arguments based on evidence. Specific course topics are developed by students during each course offering. General course content will include, but is not limited by the following topics: History of Domestication, Religious Symbolism, Social and Culinary Practice, and Modern Poultry Production (post-1950) commercial and hobby. Delivery of this course will be inquiry based and focus on utilizing research techniques to gather information, develop a hypothesis, collect information, interpret the results, and report findings in multiple formats.

Justification for new course:

This course will satisfy several needs that have been presented to the Prestage Department of Poultry Science by our stakeholders. Within North Carolina and the U.S. there is limited understanding and awareness of the role of poultry production in modern society. Stakeholders have also indicated

the need for developing student's critical and creative thinking skills, which are vital for the modern workforce. This course focuses on fulfilling both of these needs as well as interfacing with NCSU's current Quality Enhancement Plan (QEP)- THINK. qep.ncsu.edu

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Interdisciplinary Perspectives

Interdisciplinary Perspectives

Open when `gеп_category = INTERDISC`

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

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

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

Outcome 2. Discuss religious, cultural, and social aspects of poultry in a global context

Outcome 3. Distinguish the features of modern poultry production since the 1950s

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

Each week the course will focus on a specific topic followed by a related assignment, which may be a presentation, debate, or reflection. These assignments prompt students to approach each topic from multiple perspectives. The Poultry Science perspective requires students to approach the topic through content knowledge of the history of man's interactions with birds and issues surrounding the birds role in society. The Sociological perspective requires students to approach the topic through: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective each of which offers paradigms for explaining how society influences people, and vice versa.

For example, one weekly topic and assignment covers the issues surrounding California Proposition 2 (2008) in the form of a case study, which was approved by referendum and limits animal confinement including laying hen cage systems. Students are assembled into 5 groups and assigned to represent specific groups that either support or oppose Prop 2. After researching the representative group's position on Prop 2 (American Veterinary Medical Association, Humane Society of the US, United Egg Producers, and Pew Commission on Industrial Farm Animal Production) the students then engage in a debate over the issue in the role of their group in an attempt to convince another group of students (representing the voters, who also formulate questions for the debating groups) to adopt their views. Students are asked to write briefs and position points representing their respective groups. The debate is conducted in classic Lincoln-Douglas style with opening statements, argument points, rebuttals, and closing arguments. Once the debate (moderated by the instructor) is completed the "voters" cast their ballots and there is a mock Prop 2 outcome. Students are then asked to re-evaluate the activity from sociological perspectives including symbolic interactionist perspective, functionalist perspective, and conflict perspective to identify the how each perspective uniquely conceptualizes society, social forces, and human behavior with regard to the Prop 2 vote as well as the historical outcomes that have resulted since its approval in 2008 and enforcement in 2015. Students are then asked to reflect on the interaction of Poultry Science and Society in a writing assignment. The writing prompt is as follows: Describe how the issues surrounding the campaign for/against, and results of voter approval of CA Prop 2 and the various perspectives of the stakeholders involved are representative of modern society in the United States. Be sure to include how a better understanding of Prop 2 has changed your personal perspective on the issue. Content of the reflection will be evaluated using the Integrated Learning VALUE rubric. (see attached GEP-IP documentation)

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

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

Outcome 2. Discuss religious, cultural, and social aspects of poultry in a global context

Outcome 3. Distinguish the features of modern poultry production since the 1950s

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

Each week the course will focus on a specific topic followed by a related assignment, which may be a presentation, debate, or reflection. These assignments prompt students to approach each topic from multiple perspectives. The Poultry Science perspective requires students to approach the topic through content knowledge of poultry production and how food labeling practices influence consumers in modern society. The Sociological perspective requires students to approach the topic through: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective each of which offers paradigms for explaining how society influences people, and vice versa.

For example, one weekly topic and assignment covers the issues surrounding food (poultry) labeling practices, USDA/FDA regulations, public perspective, and social practice. Students are asked to define specific food labeling terms including: natural, fresh, free range, organic, no hormones, no antibiotics, ect. Students are then tasked to collect information on the specific requirements or meaning for these labels, which generally are not equivalent to their prior perceptions. Students are assembled into groups and assigned to develop a survey to assess perceptions of food labels among their peers focusing specifically on "organic, free range, no hormones, and no antibiotics". These surveys must include demographic information including economic and geographic data for the respondents. Each group deploys the survey on campus and collects data from 40 respondents. Groups are then asked to write summaries of the data collected. Students are prompted to evaluate the survey responses in relation to sociological perspectives including symbolic interactionist perspective, functionalist perspective, and conflict perspective to identify the how each perspective uniquely conceptualizes society, social forces, and human behavior with regard to how food labels are interpreted. Students are then asked to reflect on the interaction of Poultry Science and Society in a writing assignment. The writing prompt is as follows: "Describe how the issues surrounding current food labeling practices and the various perspectives of producers and consumers are representative of modern society in the United States. Be sure to include how a better understanding of food labeling practices has changed your personal perspective on the issue. Content of the reflection will be evaluated using the Integrated Learning VALUE rubric. (see attached GEP-IP documentation)

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

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

Outcome 2. Discuss religious, cultural, and social aspects of poultry in a global context

Outcome 3. Distinguish the features of modern poultry production since the 1950s

Outcome 4. Formulate a hypothesis, collect relevant information considering multiple points of view, and construct a research paper describing the students' conclusions.

Outcome 5. Prepare a professional presentation, deliver it orally, and critique the presentations of others.

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

At the completion of the course students will prepare a research paper describing how the public perception of specific aspects of modern poultry production does not accurately portray the poultry industry and how society (various groups) influence this perception. In this paper, presentation, and public service announcement (PSA) students will be prompted to approach the topic from multiple perspectives. The Poultry Science perspective requires students to approach the topic through content knowledge of poultry production. The Sociological perspective requires students to approach the topic through: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective each of which offers paradigms for explaining how society influences people, and vice versa. Students are prompted to view the issue at hand through the eyes of various social groups (socioeconomic class, education, dietary). Content of the research paper, presentation and PSA will be evaluated using the Integrated Learning VALUE rubric. (see attached GEP-IP documentation)

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

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

This course will connect and consider the following disciplines: Poultry Science and Sociology.

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"?

The GEP Interdisciplinary Perspectives outcomes will be met by offering both theoretical and practical/technical approaches to the subject from multiple perspectives. Students will be expected to conduct individual research inquiries to recognize the distinctions in perspective that the two disciplines of Poultry Science and Sociology and how specific human groups relate to the specific course topics. Lectures, in-class discussions, case-study discussion, role-playing, and inquiry driven research will enable students to integrate the multiple points of view into a cohesive understanding. Also, critical thinking skills will be developed based on the framework of Paul and Elder. Course assignments directed at specific course topics will require students to approach each topic from both disciplinary perspectives, a Poultry Science (Biology/Nutrition/Agriculture) perspective and a Sociological (Cultural norms/Class/Status) perspective.

Attach Additional GEP Information if applicable

PO212 GEP-IP documentation.pdf

Requisites and Scheduling

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

100

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

First year students only - FYI program

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

No, because this initial offering is planned to be delivered under FYI, additional sections may be offered in the future that will not be restricted to first year students.

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

First year students only.

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

none

Additional Information

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

Title and author of any required text or publications.

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

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

Consultation

College(s)	Contact Name	Statement Summary
College of Agriculture and Life Sciences		

Instructional Resources Statement

No additional resources will be required for this course offering.

Course Objectives/Goals

Student Learning Outcomes

1. Explain the historical aspects of poultry domestication
2. Discuss religious, cultural, and social aspects of poultry in a global context
3. Distinguish the features of modern poultry production since the 1950s

4. Formulate a hypothesis, collect relevant information considering multiple points of view, and construct a research paper describing the students' conclusions.
5. Prepare a professional presentation, deliver it orally, and critique the presentations of others.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Other	25%	A reflection assignment will be given every other week covering the prior 2-weeks topics. Prompts will be provided for each reflection that relate the topics to modern society both in the US and other countries.

Evaluation of participation falls into the following categories:

A-range: (What every student should strive for)

- Regularly makes helpful, relevant contributions to discussion.
- Occasionally offers observations that challenge other participants to think about the material in new ways.
- Actively participates in small-group discussions.

B-range:

- Occasionally makes helpful, relevant contributions to discussion.
- Actively participates in small-group discussions.

C-range:

- Attends regularly and actively pays attention to discussion.
- Occasionally contributes to small-group discussions.

D or F range:

- Does not attend regularly.
- Does not pay attention to discussion.
- Does not contribute to small-group discussions.

Modifiers:

- Missing more than a couple of classes will lower your grade.
- Being totally distracted or inattentive will lower your grade.

Making contributions to discussion means:

- asking questions about things in the text, or things said in class, that are unclear or confusing
- offering answers to questions asked by others in class
- making claims or observations about the issues being discussed
- offering support, criticism, modification, or clarification for claims being discussed

Notice that the sheer number of your contributions does nothing to improve your grade. Contributions should be relevant and helpful. A genuine question always counts as relevant and helpful. Relevant contributions show you are engaging with the issue being discussed at the time, and that you are well-prepared for class.

Helpful contributions advance or improve the discussion by

- bringing in new ideas
- helping us understand the issues being discussed
- redirecting our attention to the text
- keeping us "on track"
- changing the subject when needed

Mid-Term exams will be essay. Each student will be asked to select one of three topics and write a 2 page position paper describing the influence of the topic on modern life. The essay must include supporting factual information and references.

Other	25	<p>Students will present their work included in their term papers during the last class meeting time and during the exam period, in lieu of a formal final examination. These presentations will consist of a 15 minute talk and a 90 second (Public Service Announcement, PSA-like). An example powerpoint template will be provided near the end of the semester.</p>
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Topical Outline/Course Schedule

Syllabus

PO212 Ashwell syllabus.pdf

Additional Documentation

PO212 GEP-IP documentation.pdf

Additional Comments

See attached documentation for review of course for GEP Interdisciplinary Perspectives category.

Course Reviewer Comments

gmneugeb (Mon, 20 Apr 2015 13:57:52 GMT): Course was approved at CALS CC level, but trouble occurred with approval process. GMN approving for Jim Flowers.

Key: 7117

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

Course Syllabus

PO 212 – Poultry and People: Why did the chicken cross the world?

Section 001

Spring 2015

3 Credit Hours

Course Description

In addition to discussing the relevance of the chicken to the development of human society, this course focuses on developing research skills within the domain including the following:

1. Information literacy, including accessing and using online sources
2. Defining, collecting, and evaluating data (evidence)
3. Making arguments based on evidence

Learning Outcomes

After completion of this course, students will be able to:

1. Explain the historical aspects of poultry domestication
2. Discuss religious, cultural, and social aspects of poultry in a global context
3. Distinguish the features of modern poultry production since the 1950s
4. Formulate a hypothesis, collect relevant information considering multiple points of view, and construct a research paper describing the students' conclusions.
5. Prepare a professional presentation, deliver it orally, and critique the presentations of others.

Course Structure

The course will consist of 3 credit hours of instruction, meeting 3 times per week, each meeting period will be 50 minutes.

The delivery of this course will be inquiry based and focus on utilizing research techniques to gather information, develop a hypothesis, collect empirical data, and interpret the results.

Each week, the one class meeting period will cover subject matter that corresponds to the weekly topic in a lecture-based format, followed by the introduction of a question or activity for the students to consider (Ideation) in the second weekly meeting period which is accompanied by discussion of the current topic.

The second meeting of the week will consist of a discussion of the student's independent research into the weekly topic. This aspect of the course will be lead by individual students and facilitated by the instructor with discussions focusing around research results, interpretation, and the relevance to everyday modern life. Emphasis will be placed on scientific, agricultural, and cultural examples but human health and economic implications will also be included in discussions.

The third class meeting each week will be reserved for group presentations of the outcomes from the current week's questions, research, and conclusions.

Additional feedback and discussion will be provided by on and off-campus experts who will be invited to attend specific class meetings.

Instructors

Chris M. Ashwell, PhD (cmashwel) - *Instructor*

Email: cmashwel@ncsu.edu

Phone: 919-513-7335

Office Location: 211Q Park Shops

Office Hours: Mondays 10-11:00 am

Course Meetings

Lecture/Seminar

Days: MWF

Time: 1:30pm - 2:20pm

Campus: Main

Location: TBD

This meeting is required.

Course Materials

None.

Requisites and Restrictions

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives:

This course will connect and consider the following disciplines: Biology, Agricultural Sciences, Anthropology, Nutrition, Economics, and Communications.

The GEP Interdisciplinary Perspectives outcomes will be met by offering both theoretical and practical/technical approaches to the subject from multiple perspectives. Students will be expected to conduct individual research inquiries to recognize the distinctions in perspective that various disciplines and groups have in relation to the specific course topics.

Lectures, in-class discussions, case-study discussion, role-playing, and inquiry driven research will enable students to integrate the multiple points of view into a cohesive understanding. Also, critical thinking skills will be developed based on the framework of Paul and Elder.

GEP Category Outcomes

This course 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.

Transportation

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

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Bi-weekly reflections	25%	A reflection assignment will be given every other week covering the prior 2-weeks topics. Prompts will be provided for each reflection that relate the topics to modern society both in the US and other countries.
Mid-term exam	25%	Mid-Term exams will be essay. Each student will be asked to select one of three topics and write a 2 page position paper describing the influence of the topic on modern life. The essay must include supporting factual information.
Class Participation	25%	Evaluation of participation falls into the following categories: A-range: (What every student should strive for) <ul style="list-style-type: none">• Regularly makes helpful, relevant contributions to discussion.

Component	Weight	Details
		<ul style="list-style-type: none"> Occasionally offers observations that challenge other participants to think about the material in new ways. Actively participates in small-group discussions. <p>B-range:</p> <ul style="list-style-type: none"> Occasionally makes helpful, relevant contributions to discussion. Actively participates in small-group discussions. <p>C-range:</p> <ul style="list-style-type: none"> Attends regularly and actively pays attention to discussion. Occasionally contributes to small-group discussions. <p>D or F range:</p> <ul style="list-style-type: none"> Does not attend regularly. Does not pay attention to discussion. Does not contribute to small-group discussions. <p>Modifiers:</p> <ul style="list-style-type: none"> Missing more than a couple of classes will lower your grade. Being totally distracted or inattentive will lower your grade. <p>Making contributions to discussion means:</p> <ul style="list-style-type: none"> asking questions about things in the text, or things said in class, that are unclear or confusing offering answers to questions asked by others in class making claims or observations about the issues being discussed offering support, criticism, modification, or clarification for claims being discussed <p>Notice that the sheer number of your contributions does nothing to improve your grade. Contributions should be relevant and helpful. A genuine question always counts as relevant and helpful.</p> <p>Relevant contributions show you are engaging with the issue being discussed at the time, and that you are well-prepared for class.</p> <p>Helpful contributions advance or improve the discussion by</p> <ul style="list-style-type: none"> bringing in new ideas helping us understand the issues being discussed redirecting our attention to the text keeping us "on track" changing the subject when needed
Term paper and Presentation	25%	<p>Students will present their work included in their term papers during the last class meeting time and during the exam period, in lieu of a formal final examination. These presentations will consist of a 15 minute talk and a 90 second (PSA-like). An example powerpoint template will be provided near the end of the semester.</p>

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

Assignments turned in late will be deducted 5% for each day beyond the due date. Assignments turned in more than 20 days late will receive a grade of zero.

Attendance Policy

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

Academic Integrity

Academic Integrity

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

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.

Accommodations for Disabilities

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

Non-Discrimination Policy

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

Course Schedule

NOTE: The course schedule is subject to change.

Weekly class topics.

1. Ideation – What do you “know” about the chicken and other poultry?
2. Origins of the modern chicken – domestication ~8,000 BC
3. Role of the chicken in religion and culture (Chinese, Muslim, Jewish, Christian)
4. Role of the chicken in Medicine, mythology, and superstition
5. Anatomy and physiology – How does a chicken work?
6. Modern poultry production – Commercial meat and egg production
7. Animal Health – Antibiotic use – Vaccines - Avian influenza
8. Alternative animal husbandry – Slow growing, Organic, free-range
9. Nutritional value – The better white meat? Designer eggs?
10. Chicken cuisine – Global delicacies and common
11. Fast food – Birth of the chicken nugget
12. Global food demand – Feeding the planet in 2050.
13. Global food demand – Feeding the planet in 2050
14. Student presentations
15. Student presentations
16. EXAM period – Student presentations

GEP Interdisciplinary Perspectives (IP) Course Submission Form

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

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

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

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

Department(s)/Program	Poultry Science	New to GEP Category <input checked="" type="checkbox"/>
Course Prefix/Number <i>(include cross-listed prefix)</i>	PO212	Retain for GEP Category <input type="checkbox"/>
Course Title	Poultry and Man: Why did the chicken cross the world?	
Instructor Name/Title	Chris M. Ashwell, Assoc Professor and Director, Office of Undergraduate Research	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please provide answers to the following questions:		
<p>A. Which disciplines will be synthesized, connected, and/or considered in this course?</p> <p style="padding-left: 40px;">This course will connect and consider the following disciplines: Poultry Science and Sociology.</p>		
<p>B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?</p> <p style="padding-left: 40px;">The GEP Interdisciplinary Perspectives outcomes will be met by offering both theoretical and practical/technical approaches to the subject from multiple perspectives. Students will be expected to conduct individual research inquiries to recognize the distinctions in perspective that the two disciplines of Poultry Science and Sociology and how specific human groups relate to the specific course topics. Lectures, in-class discussions, case-study discussion, role-playing, and inquiry driven research will enable students to integrate the multiple points of view into a cohesive understanding. Also, critical thinking skills will be developed based on the framework of Paul and Elder.</p> <p style="padding-left: 40px;">Course assignments directed at specific course topics will require students to approach each topic from both disciplinary perspectives, a Poultry Science (Biology/Nutrition/Agriculture) perspective and a Sociological (Cultural norms/Class/Status) perspective.</p>		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1</i>:</p> <p style="text-align: center;"><i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p><i>Outcome 2. Discuss religious, cultural, and social aspects of poultry in a global context</i></p> <p><i>Outcome 3. Distinguish the features of modern poultry production since the 1950s</i></p>		

Measure(s) for above Outcome:

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

Each week the course will focus on a specific topic followed by a related assignment, which may be a presentation, debate, or reflection. These assignments prompt students to approach each topic from multiple perspectives. The Poultry Science perspective requires students to approach the topic through content knowledge of the history of man's interactions with birds and issues surrounding the birds role in society. The Sociological perspective requires students to approach the topic through: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective each of which offers paradigms for explaining how society influences people, and vice versa.

For example, one weekly topic and assignment covers the issues surrounding California Proposition 2 (2008) in the form of a case study, which was approved by referendum and limits animal confinement including laying hen cage systems. Students are assembled into 5 groups and assigned to represent specific groups that either support or oppose Prop 2. After researching the representative group's position on Prop 2 (American Veterinary Medical Association, Humane Society of the US, United Egg Producers, and Pew Commission on Industrial Farm Animal Production) the students then engage in a debate over the issue in the role of their group in an attempt to convince another group of students (representing the voters, who also formulate questions for the debating groups) to adopt their views. Students are asked to write briefs and position points representing their respective groups. The debate is conducted in classic Lincoln-Douglas style with opening statements, argument points, rebuttals, and closing arguments. Once the debate (moderated by the instructor) is completed the "voters" cast their ballots and there is a mock Prop 2 outcome. Students are then asked to re-evaluate the activity from sociological perspectives including symbolic interactionist perspective, functionalist perspective, and conflict perspective to identify the how each perspective uniquely conceptualizes society, social forces, and human behavior with regard to the Prop 2 vote as well as the historical outcomes that have resulted since its approval in 2008 and enforcement in 2015. Students are then asked to reflect on the interaction of Poultry Science and Society in a writing assignment. The writing prompt is as follows: Describe how the issues surrounding the campaign for/against, and results of voter approval of CA Prop 2 and the various perspectives of the stakeholders involved are representative of modern society in the United States. Be sure to include how a better understanding of Prop 2 has changed your personal perspective on the issue. Content of the reflection will be evaluated using the Integrated Learning VALUE rubric.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form .
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

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

Outcome 2. Discuss religious, cultural, and social aspects of poultry in a global context

Outcome 3. Distinguish the features of modern poultry production since the 1950s

Measure(s) for above Outcome:

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

Each week the course will focus on a specific topic followed by a related assignment, which may be a presentation, debate, or reflection. These assignments prompt students to approach each topic from multiple perspectives. The Poultry Science perspective requires students to approach the topic through content knowledge of poultry production and how food labeling practices influence consumers in modern society. The Sociological perspective requires students to approach the topic through: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective each of which offers paradigms for explaining how society influences people, and vice versa.

For example, one weekly topic and assignment covers the issues surrounding food (poultry) labeling practices, USDA/FDA regulations, public perspective, and social practice. Students are asked to define specific food labeling terms including: natural, fresh, free range, organic, no hormones, no antibiotics, ect. Students are then tasked to collect information on the specific requirements or meaning for these labels, which generally are not equivalent to their prior perceptions. Students are assembled into groups and assigned to develop a survey to assess perceptions of food labels among their peers focusing specifically on "organic, free range, no hormones, and no antibiotics". These surveys must include demographic information including economic and geographic data for the respondents. Each group deploys the survey on campus and collects data from 40 respondents. Groups are then asked to write summaries of the data collected. Students are prompted to evaluate the survey responses in relation to sociological perspectives including symbolic interactionist perspective, functionalist perspective, and conflict perspective to identify the how each perspective uniquely conceptualizes society, social forces, and human behavior with regard to how food labels are interpreted. Students are then asked to reflect on the interaction of Poultry Science and Society in a writing assignment. The writing prompt is as follows: "Describe how the issues surrounding current food labeling practices and the various perspectives of producers and consumers are representative of modern society in the United States. Be sure to include how a better understanding of food labeling practices has changed your personal perspective on the issue. Content of the reflection will be evaluated using the Integrated Learning VALUE rubric. (see above)

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

Outcome 2. Discuss religious, cultural, and social aspects of poultry in a global context

Outcome 3. Distinguish the features of modern poultry production since the 1950s

Outcome 4. Formulate a hypothesis, collect relevant information considering multiple points of view, and construct a research paper describing the students' conclusions.

Outcome 5. Prepare a professional presentation, deliver it orally, and critique the presentations of others.

Measure(s) for above Outcome:

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

At the completion of the course students will prepare a research paper describing how the public perception of specific aspects of modern poultry production does not accurately portray the poultry industry and how society (various groups) influence this perception. In this paper, presentation, and public service announcement (PSA) students will be prompted to approach the topic from multiple perspectives. The Poultry Science perspective requires students to approach the topic through content knowledge of poultry production. The Sociological perspective requires students to approach the topic through: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective each of which offers paradigms for explaining how society influences people, and vice versa. Students are prompted to view the issue at hand through the eyes of various social groups (socioeconomic class, education, dietary). Content of the research paper, presentation and PSA will be evaluated using the Integrated Learning VALUE rubric. (see above)