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**Council on Undergraduate Education 2015-2016**

September 18, 2015  
 Witherspoon Student Center 201  
 1:30pm-3:00pm

**Call to Order**

- Welcome and Instructions, Chair Chris Ashwell
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Approval of CUE September 4, 2015 Minutes

<b>Courses for GEP Category-New Courses</b>					
<b>Presenter</b>	<b>Reviewers</b>	<b>GEP List(s)</b>	<b>GEP Action</b>	<b>Pre-requisites/Restrictions</b>	<b>Notes</b>
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

**Council on Undergraduate Education 2015-2016**

CUE Minutes for September 4, 2015  
Talley Student Union 4140  
Call to Order: 1:35pm

**Members Present:** Chair Ashwell, Sarah Ash, Lianne Cartee, Peggy Domingue, Cynthia Hemenway, Nathaniel Isaacson, Jeff Joines, Cynthia Levine, Herle McGowan, Andy Nowel, Tim Petty, Ingrid Schmidt, Erin Sills, Karen Young

**Ex-Officio Members Present:** Scott Despain, Stephany Dunstan, Barbara Kirby, Gina Neugebauer

**Members Absent:** Michelle Johnson (E), Karen Keene, Kim Outing (E), Ghada Rabah, Marc Russo (E), Melissa Williford (E)

**Guests Present:** Autumn Mist Belk (*Health & Exercise Studies*), Charles Clift (*Registration & Records*), Beth Fath (*Health & Exercise Studies*), Mike Mullen (*Division of Academic & Student Affairs*), William Winner (*Environmental Sciences*)

**WELCOME AND INTRODUCTIONS**

➤ *Remarks from Chair, Chair Chris Ashwell*

Chair Chris Ashwell welcomed the committee and went over expectations and procedures for meetings. He asked members to consider nominating or self-nominating for the Chair Elect of Council on Undergraduate Education (CUE).

➤ *Remarks from Associate Vice Provost, Dr. Barbara Kirby*

Dr. Kirby welcomed the committee and encouraged members to contact their college liaison and Associate Dean about staying involved in the committee review process at their college level.

➤ *Remarks from Dr. Mike Mullen*

Dr. Mullen went over the new University College organizational chart. He explained that the reorganization in DASA affected the academic pieces. He went over the committee charge, and thanked the council for their work. Dr. Mullen expressed his appreciation for their participation.

➤ *Committee Overview and Agenda, Gina Neugebauer*

Gina Neugebauer went over basic information regarding committee functions. The PowerPoint has been posted to the CUE Provost site.

➤ *Establishment of Quorum*

The quorum was set using the standard 50% plus one of the voting members as has been the committee's preference in establishing previous quorums. With 18 voting members, the quorum would be set at 10. A motion was made to set quorum at 10 and seconded. The

motion was **approved unanimously**.

- Approval of the Minutes from April 24, 2015-**approved unanimously pending** an update to a typographical error.

### NEW BUSINESS

- ES 150 Water and the Environment-**Approved unanimously**.  
**IP, GK:** The instructor, Dr. William Winner, went over the need for the course, and the disciplines reflected. Some concern was raised about the IP category for the course, but after more discussion, this was alleviated. The course was **approved unanimously** for the IP and GK categories.
- A motion was made and seconded to approve the following courses as a package. Without any discussion, this package was **approved unanimously**.

Type	Action	GEP Category(ies)
New to GEP	HESD 265 <i>Ballet II</i>	HES, VPA
New to GEP	HESD 280 <i>Jazz Dance II</i>	HES, VPA
New to GEP	HESM 322 <i>Dance and Society</i>	GK, VPA
New to GEP	HESM 328 <i>Dance Composition II</i>	VPA

- HESD 227 African Dance I-**Approved**.  
**HES:** The course was approved for the HES category without any discussion.  
**GK:** There were some concerns with the course being added to the Global Knowledge category list. A question was raised as to whether a class can do justice to the GK category with one credit hour. There was concern that there was a lack of scholarly content for the GK category. The instructor, Beth Fath, explained that she understood the best way to understand global knowledge is to explore and experience the rituals and dance. Encouragement was given to efficiently address the current issues with the GK and USD categories; the committee must review the course based on the current objectives and requirements. A suggestion was made to add the GEP student learning outcomes to the syllabus. The GK category was **approved**: 8 in favor, 3 against, 1 abstention.

- HESD 230 Horton Dance Technique-**Approved for HES; Tabled for USD**.  
**HES:** The course was approved for the HES category without any discussion.  
**USD:** The committee expressed concerns that there was mismatch between the objectives and the outcomes, thus causing the measures not to match. An example was provided with Objective #1 for the USD category. A suggestion was made to look at the final exam questions; currently they do not appear to be reflective. This could help fine-tune the measures. The instructor, Autumn Belk, explained that the questions on the final exam are reflective essays, but expressed her willingness to consider a reflective paper for the course. The action **was tabled** unanimously for the US Diversity category.

- HESD 324 Concert Dance History- **Approved Pending for USD; Approved for VPA**.

**USD:** The council expressed a concern of mismatch between the outcomes and objectives for this category. Dr. Dunstan, from the Office of Assessment, explained that the course would not need much work to address the committee's concerns. The committee voted that the action would be **approved pending** a consultation with the Office of Assessment to fine tune the outcomes and objectives, 10 in favor, 1 against.

**VPA:** The course was approved for the VPA category without any discussion.

The council agreed to reinstate the canceled September 18<sup>th</sup> CUE meeting in order to hear Charles Cliff's presentation, and finalize the review of the remaining actions on the September 4<sup>th</sup> agenda.

Meeting adjourned at 3:06pm.

*Respectfully submitted by Gina Neugebauer.*

# HI 305: Frauds and Mysteries of the Past

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## 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><b>Class Participation</b></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

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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: <a href="http://bookofbadarguments.com/?view=flipbook">bookofbadarguments.com/?view=flipbook</a> # 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

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>

Student Presentations:  
# Nazi manipulations of history and archaeology  
# James Macpherson's 'Ossian' poems  
# Holocaust Denial  
# Denial of African heritage in Zimbabwe

Weird "History": Beasts, Mythical Creatures, Ancient Aliens, Curses, and Strange Disappearances 2 classes

Manipulating the Past: Denials of History, Using the Past to Construct Identity, Nationalism and History 2 classes



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/](http://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

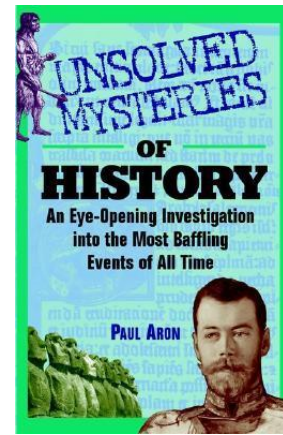
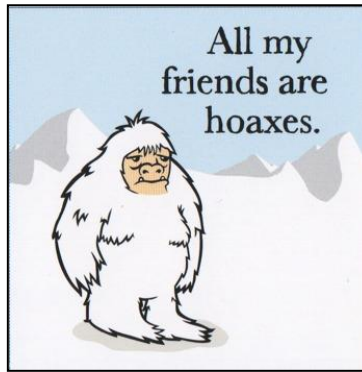
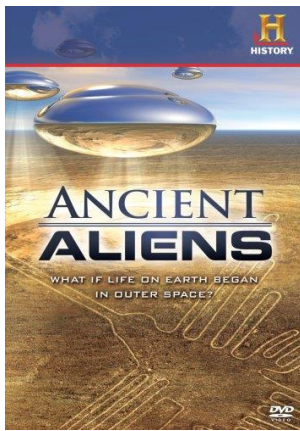
## Additional Comments

## 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.”<sup>1</sup>

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<sup>1</sup> 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](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](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.

<b>COURSE SCHEDULE</b>		
<b>GUIDING THEMES and QUESTIONS</b>	<b>READINGS and DAYS for STUDENT PRESENTATIONS</b>	<b>WORK DUE</b>
<b>Introduction to Frauds and Mysteries</b>		
<b>Wednesday August 20</b> -- What will we learn and do in this course? -- Intro to Pro, TA, students		
<b>Monday August 25</b> -- Student ideas about myths, science, and history	<ul style="list-style-type: none"> <li>▪ Feder pp. xiii-xiv, xvii-xix, Chapter 1: Science and Pseudoscience</li> <li>▪ Holtorf Chapter 1: Archaeology and Popular Culture</li> </ul>	
<b>Wednesday August 27</b> -- Terminology -- Motives behind hoaxes -- Perspectives about myths and hoaxes	<ul style="list-style-type: none"> <li>▪ Feder Chapter 3: Anatomy of an Archaeological Hoax</li> <li>▪ Radford "Introduction"</li> </ul>	
<b>How We Perceive the Study of the Past, Fascinations with Archaeology and History, Significance of the Past</b>		
<b>Monday September 1</b>	<b>Labor Day -- NO CLASS</b>	
<b>Wednesday September 3</b> -- How people perceive the study of the past	<ul style="list-style-type: none"> <li>▪ Everyone: Holtorf Chapters 3: The Archaeologist in the Field</li> <li>▪ Last name starting with A-M: Holtorf Chapter 2: Below the Surface (16-34)</li> <li>▪ Last name starting with N-Z: Holtorf Chapter 4: Interpreting Traces</li> </ul>	
<b>Monday September 8</b> -- Connecting with the past	<ul style="list-style-type: none"> <li>▪ Holtorf Chapter 6: Contemporaneous Meanings</li> <li>▪ Hollowell "Moral Arguments on Subsistence Digging"</li> </ul>	Deadline to choose presentation topic
<b>How We Know What We Know?, Skepticism, Ways of Thinking in Science and History, Logical Fallacies</b>		
<b>Wednesday September 10</b> -- Epistemology -- Scientific thinking, methods, and skepticism	<ul style="list-style-type: none"> <li>▪ Feder Chapter 2: Epistemology - How You Know What You Know</li> </ul>	
<b>Monday September 15</b> -- Analyzing claims: critical thinking, identifying logical fallacies, applying skepticism	<ul style="list-style-type: none"> <li>▪ The Book of Bad Arguments: <a href="http://bookofbadarguments.com/?view=flipbook">bookofbadarguments.com/?view=flipbook</a></li> <li>▪ Carl Sagan Excerpts (The Baloney Detection Kit)</li> </ul> <b>For Review:</b> For help learning logical fallacies look at: McGraw Logical Fallacies Resources	
<b>Wednesday September 17</b> -- Analysis of primary sources, interpretation -- Historical methods	<ul style="list-style-type: none"> <li>▪ Nickell "Principles of Authentication"</li> </ul>	Fallacies Quiz due 9/21 11:55pm
<b>Frauds, Myths and Misconceptions about Human Nature, Human Origins, and Early Humans</b>		
<b>Monday September 22</b> -- Human nature	<ul style="list-style-type: none"> <li>▪ Fuentes Excerpts from "Busting Myths about Human Nature"</li> <li>▪ Horgan "Quitting the Hominid Fight Club"</li> </ul>	

<b>Wednesday September 24</b> -- Misconceptions about early humans	▪ Stanford "5 Cherished Myths of Humans Origins"	
<b>Monday September 29</b> -- Studying human origins	▪ Feder Chapter 4 "Dawson's Dawn Man"	
<b>Wednesday October 1</b> -- Misconceptions about human development and early science on humans -- Myths about humans -- Human migration	No readings <b>Student Presentations:</b> ▪ <b>The Aquatic Ape Theory</b> ▪ <b>Samuel Morton and theories about brain size and intelligence</b> (can also look at Stephen Jay Gould's claims about Samuel Morton) ▪ <b>Phrenology</b> <a href="http://www.historyofphrenology.org.uk/">http://www.historyofphrenology.org.uk/</a> ▪ <b>Bigfoot aka Sasquatch</b>	
<b>Exploration, Discovery, Diffusionism, Lost Civilizations, and Lost Continents</b>		
<b>Monday October 6</b> -- Frauds and myths about early Americans -- Diffusionism and theories about transoceanic crossings	▪ Feder Chapter 6: Who's Next? After the Indians, Before Columbus <b>Student Presentations</b> ▪ <b>Claims about early Africans in the Americas</b> (choose 2-3 to focus on, see for example: Ivan Van Sertima and/or Paul Alfred Barton) ▪ <b>Thor Heyerdahl's and theories of diffusionism</b> ▪ <b>Menzies and the Chinese "Discovery" of the New World</b> ▪ <b>Claims and evidence of Viking/Norse populations in the Americas</b> (choose 2-3 to focus on Kensington Runestone, L'Anse aux Meadows)	
<b>Wednesday October 8</b> -- Lost Continents and Lost Civilizations -- More Diffusionism -- Atlantis	No readings <b>Student Presentations:</b> ▪ <b>Atlantis</b> (choose 2-3 claims about Atlantis to focus on) ▪ <b>Graham Hancock's claims</b> (choose 2-3 to focus on e.g. Lost Civilization, books: <u>Supernatural</u> , <u>Talisman</u> , <u>Fingerprints of the Gods</u> ) ▪ <b>The Lost Continent of Mu</b> and/or <b>The Lost Continent of Lemuria</b>	
<b>Myths, Mysteries, and Misconceptions about the Americas: Denials of history, European exploration, U.S. History, Ancient civilizations in the Americas</b>		
<b>Monday October 13</b> -- Moundbuilders in Ancient North America	▪ Feder Chapter 7: The Myth of the Moundbuilders pp. 162-182	
<b>Wednesday October 15</b> -- North American archaeology today -- Claims about Ancient and recent America and American history	▪ Archaeologists' commentary <i>Lost Civilizations of North America</i> video <b>Student Presentations:</b> ▪ <b>Barry Fell's claims</b> (choose 2-3 to focus on, some of his books: <i>Saga America</i> , <i>America BC</i> , <i>Bronze Age America</i> ) OR <b>Claims of Lost Tribes of Israel in the Americas</b> ▪ <b>The Lost Colony and "The Dare Stones"</b> ▪ <b>Mark William Hofmann</b>	Midterm Due by October 19, 11:55pm
<b>Monday October 20</b> -- Myths about European exploration, Spanish Conquest, and Columbus -- Misconceptions about Ancient Latin America	▪ Columbus readings <b>Student Presentations:</b> ▪ <b>The Maya Calendar, 2012, and Doomsday Prophecies</b> ▪ <b>"The Maya Collapse"</b> ▪ <b>Myths about Christopher Columbus</b> (choose 2-3 to focus on)	
<b>Wednesday October 22</b> -- Guest lecture from Sam Vandermeade:	To be announced	

Misconceptions about gender in U.S. history		
<b>Monday October 27</b> -- Myths, frauds, and misconceptions in U.S. history: conspiracy theories, the media's role in perpetuating myths, cultural politics and myths	No readings  <b>Student Presentations:</b> ▪ <b>Michael Bellesiles and his book <u>Arming America</u></b> ▪ <b>The Willie Lynch Letter</b> ▪ <b>An assassination conspiracy theory</b> (e.g. Lincoln, Kennedy) ▪ <b>Moon Landing Denial OR The Lost Cosmonauts</b> ▪ <b>Free-Mason Conspiracy Theories</b>	
<b>Weird "History": Beasts, Mythical Creatures, Ancient Aliens, Curses, and Strange Disappearances</b>		
<b>Wednesday October 29</b> -- 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.	
<b>Monday November 3</b> -- 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"  <b>Student Presentations:</b> ▪ <b>Claims about the Nazca lines</b> ▪ <b>Vile Vortices</b> (choose 1 or 2) ▪ <b>Claims about the Egyptian Pyramids</b> (choose 2-3 to focus on; e.g. pyramid alignment, pyramid magic, slaves built the pyramids) ▪ <b>A Curse on King Tut's Tomb</b>	
<b>Manipulating the Past: Denials of History, Using the Past to Construct Identity, Nationalism and History</b>		
<b>Wednesday November 5</b> -- Manipulations of history and archaeology -- The role of myth, history, and archaeology in crafting identities	No readings.  <b>Student Presentations:</b> ▪ <b>Nazi manipulations of history and archaeology</b> ▪ <b>James Macpherson's 'Ossian' poems</b> ▪ <b>Holocaust Denial</b> ▪ <b>Denial of African heritage in Zimbabwe</b>	
<b>Monday November 10</b> -- Education, history, and nationalism	▪ Benavides "Narratives of Power, the Power of Narratives" ▪ The Use of Myth in History <a href="http://www.history.org/Foundation/journal/summer12/myths.cfm">http://www.history.org/Foundation/journal/summer12/myths.cfm</a>	
<b>Religion and Myths, Mysteries, and Pseudoscience and Final Project Preparation</b>		
<b>Wednesday November 12</b> -- Religion and pseudoscience -- Claims about religious artifacts	▪ Feder Chapter 12 "Old Time Religion, New Age Visions, and Paranormal Predictions" <b>Student Presentations:</b> ▪ <b>Shroud of Turin or James Ossuary</b> ▪ <b>Ark of the Covenant</b> ▪ <b>"Jesus in the Snow" and other popular claims of divine sightings</b>	
<b>Monday November 17</b> -- Debate Preparation	▪ Read over debate assignment and prepare to meet with your group ▪ Do some research about your debate topic	
<b>The Concept of Authenticity, History and Entertainment, Heritage Tourism, Forgeries and Fakes</b>		
<b>Wednesday November 19</b> -- Authenticity	▪ Holtorf Chapter 7 "Authenticity" ▪ Gable and Handler, "Deep Dirt: Messing Up the Past."	Research Paper Due

-- Some famous historical forgers and forgeries	<b>Student Presentations:</b> ▪ Elmyr de Hory OR Han van Meegeren ▪ Shaun Greenhalgh ▪ The Hitler Diaries	11/21, 11:55pm
<b>Monday November 24</b> -- 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 <a href="http://www.nationalgallery.org.uk/paintings/research/close-examination/">www.nationalgallery.org.uk/paintings/research/close-examination/</a>	
<b>Wednesday November 26</b>	<b>Thanksgiving Holiday -- NO CLASS</b>	
<b>The Past and Popular Culture and Final Project Preparation</b>		
<b>Monday December 1</b> -- 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.	
<b>Wednesday December 3</b> -- Debate Preparation	▪ Do some readings and research about your debate topic ▪ Prepare to meet with your debate group	
<b>Exam Week: We will only meet Wednesday December 10</b>		
<b>The debates will take place during the final exam period in Withers 150, December 10, 1:00-4:00pm</b>		

### 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](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](mailto: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](mailto: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](http://ncsu.edu/epack). Career Development Center – [careers.ncsu.edu](http://careers.ncsu.edu).

# HI 354: The Rise of the American Empire

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## 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](mailto: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](mailto: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?

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## 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](http://qep.ncsu.edu)

**Does this course have a fee?**

No

**Is this a GEP Course?**

Yes

**GEP Categories**

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 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**

<b>Evaluation Method</b>	<b>Weighting/Points for Each</b>	<b>Details</b>
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	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.
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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](mailto: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%	<b>Evaluation of participation falls into the following categories:</b> <b>A-range:</b> (What every student should strive for) <ul style="list-style-type: none"><li>• Regularly makes helpful, relevant contributions to discussion.</li></ul>



Component	Weight	Details
		<ul style="list-style-type: none"> <li>Occasionally offers observations that challenge other participants to think about the material in new ways.</li> <li>Actively participates in small-group discussions.</li> </ul> <p><b>B-range:</b></p> <ul style="list-style-type: none"> <li>Occasionally makes helpful, relevant contributions to discussion.</li> <li>Actively participates in small-group discussions.</li> </ul> <p><b>C-range:</b></p> <ul style="list-style-type: none"> <li>Attends regularly and actively pays attention to discussion.</li> <li>Occasionally contributes to small-group discussions.</li> </ul> <p><b>D or F range:</b></p> <ul style="list-style-type: none"> <li>Does not attend regularly.</li> <li>Does not pay attention to discussion.</li> <li>Does not contribute to small-group discussions.</li> </ul> <p><b>Modifiers:</b></p> <ul style="list-style-type: none"> <li>Missing more than a couple of classes will lower your grade.</li> <li>Being totally distracted or inattentive will lower your grade.</li> </ul> <p><b>Making contributions</b> to discussion means:</p> <ul style="list-style-type: none"> <li>asking questions about things in the text, or things said in class, that are unclear or confusing</li> <li>offering answers to questions asked by others in class</li> <li>making claims or observations about the issues being discussed</li> <li>offering support, criticism, modification, or clarification for claims being discussed</li> </ul> <p>Notice that the sheer number of your contributions does nothing to improve your grade. Contributions should be relevant and helpful. A genuine question <b>always</b> counts as relevant and helpful.</p> <p><b>Relevant</b> contributions show you are engaging with the issue being discussed at the time, and that you are well-prepared for class.</p> <p><b>Helpful</b> contributions advance or improve the discussion by</p> <ul style="list-style-type: none"> <li>bringing in new ideas</li> <li>helping us understand the issues being discussed</li> <li>redirecting our attention to the text</li> <li>keeping us "on track"</li> <li>changing the subject when needed</li> </ul>
Term paper and Presentation	25%	<p><b>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.</b></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/](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.

<b>Department(s)/Program</b>	Poultry Science	<b>New to GEP Category</b> <input checked="" type="checkbox"/>
<b>Course Prefix/Number</b> <i>(include cross-listed prefix)</i>	PO212	<b>Retain for GEP Category</b> <input type="checkbox"/>
<b>Course Title</b>	<b>Poultry and Man: Why did the chicken cross the world?</b>	
<b>Instructor Name/Title</b>	<b>Chris M. Ashwell, Assoc Professor and Director, Office of Undergraduate Research</b>	
<b>SECTION 1: GEP CRITERIA</b>		
<b>Instructions:</b>		
<ul style="list-style-type: none"> <li>• At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.</li> <li>• Achievement of the outcomes must allow students to meet the GEP category objectives.</li> <li>• Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.</li> <li>• 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.</li> <li>• Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.</li> <li>• For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> <a href="#">[Click Here]</a></li> </ul>		
<b>To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please provide answers to the following questions:</b>		
<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;"><b>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</b></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 3 2		Benchmark 1
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully <b>synthesizes</b> connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view.	Effectively <b>selects and develops</b> examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/frameworks of fields of study.	<b>Compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.
<b>Connections to Discipline</b> <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.
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>in ways that enhance meaning</b> , 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) <b>to explicitly connect content and form</b> , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> 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.) <b>in an appropriate form</b> .
<b>Reflection and Self-Assessment</b> <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)