

Council on Undergraduate Education 2016-2017

November 11th, 2016
Talley Student Union 4140
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Instructions, Chair-Elect Karen Keene
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Approval of CUE October 28, 2016 Minutes

Old Business

Presenter	Action	Type	Notes
Allen	IPGK 295 The Rhythm of Life	IP, GK	New IPGK Shell. Tabled during Sept. 16, 2016 meeting.

New Business

- Course and Curricular Business

Consent Agenda

Action	Type	Notes
HON 296-001 Interpretive Machines	IP GEP Shell	Second Offering (First- Fall 2015)
HON 296-002 Politics and Literature	IP GEP Shell	Third Offering (First-Spring 2015, Second-Spring 2016)
HON 296-003 Religion and Freedom	IP GEP Shell	Second Offering (First- Fall 2015)
HON 296-004 Outbreak	IP GEP Shell	Second Offering (First- Fall 2015)

Courses for GEP Category - Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Petty (Lee)	Joines, Parker, Ashwell	NS	CH 100 Chemistry and Society	Slight changes to title, description, and student learning outcomes, up for GEP review
Gilmartin	Ash, Ozturk, Schmidt	USD	PS/WGS 418 Gender Law and Policies	Minor revision, submitted for review.
Knowles	Petty(Lee), Sills, Levine	SS	SOC 202 Principles of Sociology	Slight changes to the student learning outcomes, up for GEP review.

Courses New to GEP

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Outing	Rabah, Joines, Ashwell	HUM	HON 290-002 North Carolina: Centuries of Contrast and Change	First Offering
Outing	Parker, Gilmartin, Nowel	HUM	HON 293-001 Gender, Identity, and the Birth of the "Modern Woman"	First Offering
Outing	Gilmartin, Joines, Ozturk	SS	HON 295-001 The Conservative Tradition in the West	First Offering
Outing	Knowles, Ozturk, Levine	SS	HON 295-002 Diversity and Ecological Justice	First Offering
Outing	Gilmartin, Rabah, Allen	USD	MUS 210 History of Rock I: 1950s-1970s	New to USD, approved for VPA 4.2016
Outing	Joines, Parker, Knowles	USD	MUS 211 History of Rock II: 1980s-present	New to USD, approved for VPA 4.2016

Discussion: Follow up on IP category discussion.

Notes:

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.

Council on Undergraduate Education 2016-2017October 28th, 2016
Talley Student Union 4140
Call to Order: 1: 31 PM

Members Present: Chair Peggy Domingue, Chris Ashwell, Sarah Ash, Jeff Joines, Karen Keene, Alice Lee (Proxy), Cynthia Levine, Ozturk Hatice, Frederick Parker, Erin Sills, David Gilmartin, Adam Skrzecz, Amanda Beller (Proxy), John Morillo (Proxy), Kathleen Rieder (Proxy), Jeremy Feducia (Proxy)

Members Absent: Tim Petty, Ghada Rabah, Tania Allen, Kim Outing, James Knowles, Ingrid Schmidt, Andy Nowel

Ex-Officio Members Present: Li Marcus, Lexi Hergeth, Dr. Barbara Kirby, Stephany Dunstan

Guests: Genia Sklute, Sue Carson, Jane Lubischer, Tom Koch

WELCOME AND INTRODUCTIONS

➤ *Remarks from Chair*— Introduced guests.

➤ *Dr. Kirby* – Reminded the committee that the Chancellor's address is at 2:30. GEP taskforce for GEP corequisite has been appointed and has about 19 people. November 4 is potentially the first meeting and a report will hopefully come out Spring of next year.

➤ Approval of the Minutes from September 30th, 2016. – *Approved Unanimously*

- Discussion: The minutes were presented and approved without further discussion.

NEW BUSINESS

Consent Agenda (PS 306 and BIO 233) —*Approved Unanimously*

Discussion: Member Frederick Parker moved to approve the consent agenda. The consent agenda was presented and approved without further discussion.

New GEP Shell Special Topics

➤ IPGE 295 Biologically Inspired Design: (IP)- *Approved Pending*

Discussion: Presented by Proxy Alice Lee. Presenter explained the IP classification. Member asks what the discipline's synthesis, wondered if the course should say "Biological Design". Member discussed the need to update the grading scale in the syllabus. Member asked how the distinct disciplines are being taught. Members discuss the strength of the course as an IP GEP because of the two instructors and the planned lessons showing the three distinct topics. Two categories are Biology and Design, not biological sciences and biomimicry. Approved pending update of the short form update to reflect the disciplines, syllabus update to include current grading scale and credit hours.

GEP Review

➤ ANT 252 Cultural Anthropology: (SS) – *Tabled*

Discussion: Presented by Proxy John Morillo. Members asked about what changes were made to the Student Learning Outcomes as all of the text in CIM is green (indicating the addition of information) and whether what was in CIM reflected the most current information. OUCC clarified that as the information was not previously in CIM that the text would appear green. OUCC reviews course student learning outcomes and compares them to the last submitted syllabus to identify any changes coming forward to UCCC and what is in CIM is the most updated information. As more information is added, changes will be more clearly evident. A member went through their review of the course and how it concretely matches outcomes for Social Science, especially including the mini-ethnography project. Members confirmed that what was directly under review was the Social Science GEP as the Global Knowledge had been last approved in 2012. A vote was called to approve ANT 252 for the Social Sciences GEP, but discussion continued. A member asked if the student learning outcomes had changed whether the committee also needs to consider the Global Knowledge category as well. Members noted that the GK information was not visible in CIM or in the syllabus. Dr. Kirby requested clarification regarding CUE's previous vote last spring to require the inclusion of all GEP information in CIM – whether the committee still wanted to require this. Members pointed out that as faculty are inputting courses into CIM,

this expands the information available in CIM, providing a database of information to more easily see and make changes in the future, and pointed out that the learning outcomes changed as well. A member related their experience in working towards GEP review that because information on the GEP category was not available previously, they have to create it now, so continuing to allow short-hand compounds that problem. Therefore all information should be required every time the course is touched. A motion was made: "CUE requires that people who are going to bring things to CUE to input all the information about all the categories that they might have into CIM before final approval can be reached." A member asked whether, for categories that were already approved, whether CUE wanted the information from the last approval or the most updated information. Members confirmed that they wanted the most updated information as that reflects what is being taught. Members returned to the fact that the syllabus did not include any GEP information. Members noted that ANT 253 did have the GK information filled out. The Chair stopped the discussion as it was out of order and called for the vote on the Social Sciences GEP. Dr. Kirby clarified parliamentary procedure that the committee must vote on the current motion or amend the motion before moving on. Member Sarah Ash moved to table the action until a syllabus is provided to reflect the Global Knowledge outcomes. Motion to table: [13] in favor, 1 opposed, 0 abstentions

- ANT 253 Unearthing the Past: Introduction to World Archaeology: (SS) – Approved Unanimously
Discussion: Presented by Proxy John Morillo. Member made the friendly suggestion to put "N/A" for objectives 2 and 4 instead of "previously approved". Presenter commented that a short answer question being a stronger learning outcome than a multiple choice question.
- MUS 202 Introduction to Music Literature II: (GK and VPA) – Approved Unanimously
Discussion: Presented by member Chris Ashwell. Member discussed GK objective one, how composers from different European societies responded to Beethoven.

New GEP

- HON 312 Outbreak: (IP) - Approved Unanimously
Discussion: Presented by member Chris Ashwell. Members discussed the sociology aspect and how the readings help to meet the sociology discipline. Members discussed the potential for the course to be sociology, or political science, or literature, depending on some readings and how there are different ways for the IP category to be met.

Additional Motion

- Member Karen Keene moved to "require that people bringing something to CUE to completely fill out the form in CIM if they have more than one category so that we can look at the full picture of the motion with the friendly amendment that while it does not need to be present by the time of the meeting, it must be present before receiving full approval." Members decided to remove the caveat regarding timing to state that courses must be fully updated before coming to CUE. Members affirmed that this applies also to previously-reviewed GEP categories and that language such as "previously approved" should not be used in the form. The motion came forward that CUE would require that all GEP categories be completed on the CIM form and in the syllabus for CUE to vote. The Chair reopened the discussion on the motion, and a member expressed the need to keep the process easy for faculty by asking only for what is absolutely necessary rather than also requiring additional information not relevant to review. Members relayed that because the GK category information for ANT 252 was not in the syllabus, it raised a red flag for their review. If the outcomes are not in the syllabus, then students are not being assessed on those outcomes. A member argued that while record-keeping can be onerous, the full information is indeed relevant to the review of courses. The chair restated the motion: "Require that all categories for the GEP to be provided in CIM or in the syllabus for the CUE committee to view." A member adjusted that because CIM should match the syllabus that the "or" should be an "and" and the information should involve copy and pasting rather than more work. Final motion: "**CUE will require that all categories for the GEP to be provided in CIM and in the syllabus for the CUE committee to view.**"
Motion to Approve: [13] in favor, 1 opposed, 0 abstentions

Discussion:

- Follow up on IP category discussion. Comments for colleges about the IP discussion
 - Jeff Joines brought forward that COT discussed the lack of a hard and fast rule for IP and the need to recognize that there can be different kinds of IP courses.
- Stephany Dunstan- Announcement from DSO is going through an external program review. Nov 17 and Nov 18 sessions will be held for faculty and staff to provide feedback about DSO and the various interactions in.
- The Chair shared an update regarding the survey for the new Carmichael construction and let members know that they can submit comments if desired.

- Dr. Kirby offered that in order to help the GEP review process, OUCC will provide information regarding the progression of that 2009 Provost's charge and any courses that still require review. Li Marcus noted that information regarding courses that are still up for GEP review is available on the CUE website under the Committee Charge section, and that there are excel sheets organized by college that are updated once a year in Spring after the last meeting of the academic year as well as a google sheet that is updated after each CUE meeting of the list of courses overall, and that members were welcome to contact OUCC for help in finding available documentation for the project.

Meeting adjourned at 2:27 PM

Respectfully submitted by Lexi Hergeth

**DR. JMARK SCEARCE
PRAGUE INSTITUTE
IPGK 295 COURSE PROPOSAL
COVER SHEET**

Attached is the proposal for teaching a brand new IPGK 295 course on Rhythm.

The required form is included as well as a complete syllabus.

As those approving this may not know me, I would ask that this cover sheet be included.

I am a full professor in Art and Design assigned to the Prague Institute. At NC State I was director of the Music Department for a decade where I taught interdisciplinary courses in the Honors Program, MALS, and Arts Studies. I have taught on the music faculties of the Universities of Hawaii, North Texas, and Southern Maine prior to NC State.

I am one of North Carolina's most recognized and performed composers. Recipient of the 2010 Raleigh Medal of Arts and the 2009 International Raymond and Beverly Sackler Prize in Music Composition, one of the highest honors in my field. I am recipient of five academic degrees in music, philosophy and religion, including a doctorate from Indiana University.

My music has won six international music competitions and can be found on seven commercial recordings, and my third opera and twelfth ballet, both nominated for Pulitzer Prizes, premiered in the last four months and received ecstatic reviews from national press including the Wall Street Journal.

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

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

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

The **GEP Interdisciplinary Perspectives objectives** will provide instruction and guidance that help students to:

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

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

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

And at least one of the following:

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

IPGK 295

Department(s)/Program	Prague Institute	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	The Rhythm of Life	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2017	
Instructor Name/Title	Dr. JMark Searce, Professor of Art and Design	

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Studies

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.*

Students will be able to differentiate common rhythmic organizational principles between Music and Language

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.

Responses to discussion and essay prompts: Discuss the common organizational principle of stress in Music and Language and how it functions in both (meter)

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.

Students will be able to identify the mutual relevance of Music and Language into various constructs of rhythm

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.

Responses to discussion and essay prompts: In what ways are divisions of Time measured in Language like Music? (pulse, unit, tempo, etc)

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.

Students will be able to create a comprehensive taxonomy of rhythmic value in Music and Language with tangential modalities in other disciplines of the student's choosing

Measure(s) for above Outcome:

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

Final term paper: Apply what you have learned this semester about the importance of repetition and recurrence by using specific examples of the hierarchy of rhythm in a comprehensive metaphoric application to a discipline of your choosing

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

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

Music and Language primarily but also touching on applications in visual art and biology

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

1. The instructor will provide lectures which clearly present the tools of each discipline and facilitate student's interdisciplinary learning
2. Students will listen to examples presented in class to provide an aural learning and understanding
3. Essay exams will provide writing prompts that test students' knowledge and comprehension of the material
4. Students will respond to the instructor's discussion prompts about each discipline and their interrelation, analyzing and applying what they have learned

Global Knowledge

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

Students will be Immersed In Czech culture In an Intensive way, living and learning the music and language, thereby able to explain distinguishing characteristics of the rhythm of Czech music and language.

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.

Responses to discussion and essay prompts: How does stress differ between the Czech language and English as spoken in America (first syllable stress versus syncopation)

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

Students will be able to compare the distinguishing characteristics between Czech language and culture and one other language of the students' choosing as they relate to rhythm

Measure(s) for above Outcome:

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

Final Paper: Choose any language other than English and compare its spoken rhythm to that of Czech. List three major differences and two similarities.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Tuesdays 9-noon
 - Seat count: less than 10
 - Room assigned or room preference including needed classroom technology/seat type: Koudela room
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

SIGNATURE PAGE FOR IPGK 295

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM

DATE

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

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

Testimonial in Support of
IPGK295, "The Rhythm of Life"
J. Mark Searce, Instructor
By Jonathan C. Kramer, Ph.D.

To: Members of NCSU UCCC

As member of the Music Department at NC State for more than 30 years and member of the NCSU Interdisciplinary Studies Council I would like to offer my congratulations to Dr. Searce for creating this rich and original course for our students at the Prague Institute. "The Rhythm of Life" explores a basic element and commonality of human experience and creativity. The syllabus is rich with themes and ideas that will connect students with art of various media as well as with a deeper capacity for experiencing expressive forms. The course is interdisciplinary; students will examine the concept of rhythm at the intersection of music and language; then, grounded in a technical vocabulary of musico-linguistic creativity, these concepts are applied to other areas of artistic endeavor as well.

I have personally team-taught with Dr. Searce and can state without hesitation that he is a master teacher. He is generous with his time and talents, and the creativity he brings to his own compositional efforts infuses the play of ideas he encourages in the classroom. This should be a highly successful course from which students will learn a great deal about human creativity. I recommend this course highly. Please give it every consideration.

Sincerely,

Jonathan C. Kramer, Ph.D.

Teaching Professor, Music and Arts Studies, North Carolina State University
Adjunct Professor of Ethnomusicology, Duke University

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What in the World Is Music? <https://www.routledge.com/products/9781138790254>

13 SEPT 2016

Dear Art Rice,

I am writing this letter in support of JMark Scearce's course on rhythm at the Prague Institute. I found that JMark's course (IPGK295 "The Rhythm of Life") incorporates an interdisciplinary perspective on the disciplines of language and music, plus it uses his wide knowledge of music composition and reception. I strongly recommend that NSCU accepts this course as I think that it will broaden the scope of students' knowledge not only of music but also of different cultures from a new perspective. I met JMark in Prague this summer, he visited our recording studio Faust and we discussed both the course and his work. He is an exceptional composer and a responsible and enthusiastic teacher.

As for my credentials, I received my PhD from Charles University in Prague (in literature and philosophy). I got my post-doc from Harvard University (music and literature of the counterculture in CZ and US, Fulbright scholarship 2013-14). I teach a course on World Literature for NCSU at the Prague Institute. In my expertise as a linguist, semiotician and musician, I can confirm that Scearce's course has a huge potential in connecting the two disciplines, great musical grounding and innovative methodology. As for course material, I suggest he uses more semiotics of music (T.Turino - Music as Social Life, for example).

Thank you and best wishes! Blanka Maderova

1. An “essay prompt” was missing from “Response to Discussion”—found
2. Objections found with grading; this is what I’ve used for 30 years including the last twelve at NC State for Music, MALS, Honors etc I’ve clarified the plus and minus as you requested.

3. Is it language or is it linguistics?

It is language, though one session is devoted to linguistics as one session is devoted to art and one to physiology

4. Is it poetry or is it spoken language?

It is primarily poetry for this course though for the last 30 years, as a part of every course I’ve taught, whether at NC State since 2004 or at the Universities of Hawaii, North Texas, or Southern Maine, I’ve used a variety of approaches from poetry to spoken language to speeches to bringing a student in front of the class and asking them to speak any sentence off the top of their head. I then break down the rhythmic components of that sentence as seen AND heard, noting inflection, and tying the rhythm to posture, their walk to the front of the class, their intonation, etc

5. Will Blanka Maderova be a part of the class?

No. I asked her as a colleague, as I asked Jonathan Kramer, to provide you with their assessment of my syllabus content, choosing them for their expertise: one in Music, one in language, each versed in the other’s discipline—to be able to speak to the interdisciplinary nature of what it is I do.

Having said that, Blanka is more than willing to be a reviewer of class presentations.

6. The inference above is credentialing as a language expert, I understand, despite my own writing, my own work with more than forty poets, my own setting to music of over 200 texts. I just put in the mail today (Nov 2, 2016) a **43-page, 8000 word libretto I’ve just written on Max Frisch’s 1957 novel “Homo Faber” under contract with Suhrkamp Verlag** in Berlin if that helps. I am a language expert for the teaching of this course.

7. Provide a reading list—provided

Do let me know if there is anything else I might answer for you and thank you for your reconsideration in light of my compliance with what you’ve asked above.

IPGK 295 Course Syllabus

IPGK 295 – The Rhythm of Life

Section TBD/Spring 2017

3 credit hours

Instructor

Dr. JMark Searce

+420 736 414 690

jmark_searce@ncsu.edu

Office Hours by Appointment

Course Meetings

T 9a-Noon

Prague Institute, Czech Republic

Course Description

The Rhythm of Life is a course open to all students using as springboard the central tool of all rhythm: repetition and recurrence. Through this experience, students will learn creative thinking skills as applicable in their own discipline through the metaphor of rhythm. Through a basic understanding of the unit of measure of Time in music, the course will progress to how rhythm works in language, visual art, and finally biology as rhythm functions in our bodies. The global knowledge gained by studying rhythms of other cultures will finally be applied to the Czech language and its differences with spoken American English.

GEP Objectives, Outcomes & Assessments

This course will be primarily concerned with the connections between music and language, touching on applications in visual art and biology.

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

Outcome: Students will be able to differentiate common rhythmic organizational principles between music and language

Assessment: Responses to discussion and essay prompts: Discuss the common organizational principle of stress in music and language and how it functions in both.

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

Outcome: Students will be able to identify the mutual relevance of music and language into various constructs of rhythm.

Assessment: Responses to discussion and essay prompts: In what ways are divisions of Time measured in language like music?

IPGK 295 Course Syllabus—page 2

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

Outcome: Students will be able to create a comprehensive taxonomy of rhythmic value in music and language with tangential modalities in other disciplines of the student's choosing.

Assessment: Final Term Paper: Apply what you have learned this semester about the importance of repetition and recurrence by using specific examples of the hierarchy of rhythm in a comprehensive metaphoric application to a discipline of your choosing.

Obj 4) Identify and examine distinguishing characteristics in a society or culture outside the US

Outcome: Students will be immersed in Czech culture in an intensive way, living and learning the music and language, thereby able to explain distinguishing characteristics of the rhythm of Czech music and language.

Assessment: Responses to discussion prompts and essay prompts: How does stress differ between the Czech language and English as spoken in America?

Obj 5, 6, 7) Compare these characteristics between the non-US society and one other society, explain how these characteristics relate to their culture, or how they change in response to internal or external pressures

Outcome: Students will be able to compare the distinguishing characteristics between Czech language and culture and one other language of the students' choosing as they relate to rhythm.

Assessment: Final Exam: Choose any language other than English and compare its spoken rhythm to that of Czech.

Texts

None, though readings will be provided, such as:

Charles Patterson, *The Rhythm of Life*

Kreitzman and Foster, *The Rhythms of Life*

Glass and Mackey, *From Clocks to Chaos: The Rhythms of Life*

Michael Thaut, *Rhythm, Music, and the Brain*

Godfried Touissant, *The Geometry of Musical Rhythm*

Carper and Attridge, *Meter and Meaning*

Jurgen Esser, *Rhythm in Speech, Prose and Verse*

Kent Bloomer, *The Nature of Ornament: Rhythm and Metamorphosis in Architecture*

Richard Roe, *The Principles of Rhythm: Both in Speech and Music*

Jonathan Kramer, *Music, Time, and Worldview*

IPGK 295 Course Syllabus—page 3

Course Structure

Without a text per se, the lectures the instructor give are vital to the understanding of the course. The course will encompass weekly lectures and discussion over the twelve-week semester, as well as a Midterm and Final Exam and Final Paper and Presentation.

Course Requirements

Midterm Exam (**Feb 28**)—a 90 minute essay exam (25%)

Final Exam (**Apr 11**)—a 90 minute essay exam with take-home portion (35%)

Final Paper & Presentation (**Apr 28**)—a paper of no less than 5000 words applying the semester's work to the discipline of student's choice and 15 minute class presentation of one teachable moment from this paper (40%)

Course Grade

An A is 90% or above, B 80%, C 70%, D 60%, F anything less. The meat of the grade is four percentage points from the center (i.e. 83-86% = B) with plus or minus engaged above and below this marker (i.e. 87-89% B+, 80-82% B-, etc).

Course Schedule

Jan 24

1. Definitions - in which we distinguish difference between the varying by examining terminology such as regular, uniform, pattern (music and language)

Jan 31

2. Notations - in which we study symbologies of marking large-scale and small-scale elements of both sound and silence (music)

Feb 7

3. Pulse and beat - in which we begin studying these smallest building blocks of rhythm, the "toe-tapping" phenomenon as aural "premise" (music and language)

and

4. Unit and gesture - in which we begin assembling small-scale elements into patterning: metric (steady), intrametric (confirming), contrametric (syncopated), and extrametric (irregular) (music and language)

IPGK 295 Course Syllabus—page 4

Feb 14

5. Repetition and recurrence - in which we begin exploring the regular succession of opposite elements, the played and the inaudible (rest) as well as essential anticipation of implied patterning (music and language)

and

6. Tempo and duration - in which we explore speed and the inverse relationship to length, including the temporal organization of sound from very short to very long and gradations between as ways of digesting information (music and language)

Feb 21

7. Metric structure - in which we study time signatures, duple and triple meter, simple and compound meters, and the implications for dance and body movement (music and dance)

and

Review

Feb 28

Midterm Exam

Mar 14

8. Composites - in which we begin amalgamating all sounding parts of a musical texture and differentiate the component parts at play and inherent relationships therein (music)

and

9. Polyrhythms - in which we look at non-Western cultures in the rhythmic conflicts produced by multiple rhythms, cross-rhythms and irrational rhythms at play (music)

Mar 21

10. Visual - in which we translate what we've learned into the five areas of regular, alternating, random, flowing, and progressive and how these are similar to and different from sound (visual art)

Mar 28

11. Linguistics - in which we look at isochrony as one of the three aspects of prosody, along with stress and intonation; language categorization of syllable-timed, mora-timed, or stress-timed; and prosodic rhythmic successions of additive (same duration repeated), cumulative (short-long), or countercumulative (long-short) (linguistics)

Apr 4

12. Physiology - in which we look at how rhythm functions in the body from heart to lungs to circadian patterns necessary for health (biology)

IPGK 295 Course Syllabus—page 5

Apr 11

Final Exam

Apr 18

Class Presentations & Final Paper

Attendance

Attendance is mandatory. Class participation is vital to this performative learning and necessitates attendance. Unexcused absences are calculated as follows: 0-2 (A); 3-4 (B); 4-6 (C); 7-8 (D); 9 or more and you fail the course. For further information see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Late Work

Late work will be marked down one letter grade per day it is late. There will be no extensions granted. No Tests given other than on the day listed.

Academic Honesty

Your work must be your own. All students must abide by the NCSU Honor Pledge (“I have given nor received unauthorized aid on this test or assignment”). All assignments and exams are bound by this pledge. For further information see <http://policies.ncsu.edu/policy/pol-11-35-01>

Disability-Related Student Needs

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability services prior to leaving for Study Abroad. For further information see <http://policies.ncsu.edu/regulation/reg-02-20-01>

Non-Discrimination Policy

NC State provides equality of opportunity in education for all students free from all forms of discrimination: race, color, religion, creed, sex, national origin, age, disability, veteran status or sexual orientation. Discrimination or harassment is a violation of state and federal law and/or NC State policy and will not be tolerated. For further information see <http://policies.ncsu.edu/policy/pol-04-25-05>

Charles Brodie Patterson: The Rhythm Of Life

ed.: Jazzybee Verlag, 2012

ISBN: 3849627098, 9783849627096

330 p.

Dr. Charles Brodie Patterson, in "The Rhythm of Life" rightly emphasizes the importance of music in the educational scheme; the Greeks long ago taught the world the indispensability of music to culture. But rhythmic effects are produced not by sound alone; color also has its harmonies. "Color is sound made visible, and sound is color made audible." The regenerating, re-invigorating, therapeutic action of visible and audible harmonics on the human system is enlarged upon with enthusiasm by Dr. Patterson. The score of chapters treat of music as a compelling power, the dance, music and color tones, color tonics, music and character, cosmic consciousness, musical therapeutics, and other related themes, all presented with the persuasive charm that comes from earnestness and conviction on the writer's part.

Leon Kreitzman, Russell Foster: The Rhythms Of Life: The Biological Clocks That Control the Daily Lives of Every Living Thing

ed.: Profile Books, 2011

ISBN: 1847653723, 9781847653727

469 p.

Popular science at its most exciting: the breaking new world of chronobiology - understanding the rhythm of life in humans and all plants and animals. The entire natural world is full of rhythms. The early bird catches the worm -and migrates to an internal calendar. Dormice hibernate away the winter. Plants open and close their flowers at the same hour each day. Bees search out nectar-rich flowers day after day. There are cicadas that can breed for only two weeks every 17 years. And in humans: why are people who work anti-social shifts more illness prone and die younger? What is jet-lag and can anything help? Why do teenagers refuse to get up in the morning, and are the rest of us really 'larks' or 'owls'? Why are most people born (and die) between 3am-5am? And should patients be given medicines (and operations) at set times of day, because the body reacts so differently in the morning, evening and at night? The answers lie in our biological clocks the mechanisms which give order to all living things. They impose a structure that enables us to change our behaviour in relation to the time of day, month or year. They are reset at sunrise and sunset each day to link astronomical time with an organism's internal time.

Leon Glass, Michael C. Mackey: From Clocks to Chaos: The Rhythms of Life

ed.: Princeton University Press, 1988

ISBN: 0691084963, 9780691084961

248 p.

In an important new contribution to the literature of chaos, two distinguished researchers in the field of physiology probe central theoretical questions about physiological rhythms. Topics discussed include: How are rhythms generated? How do they start and stop? What are the effects of perturbation of the rhythms? How are oscillations organized in space? Leon Glass and Michael Mackey address an audience of biological scientists, physicians, physical scientists, and mathematicians, but the work assumes no knowledge of advanced mathematics.

Variation of rhythms outside normal limits, or appearance of new rhythms where none existed previously, are associated with disease. One of the most interesting features of the book is that it makes a start at explaining "dynamical diseases" that are not the result of infection by pathogens but that stem from abnormalities in the timing of essential functions. From Clocks to Chaos provides a firm foundation for understanding dynamic processes in physiology.

Michael Thaut: Rhythm, Music, and the Brain: Scientific Foundations and Clinical Applications

ed.: Routledge, 2013

ISBN: 1136762868, 9781136762864

With the advent of modern cognitive neuroscience and new tools of studying the human brain "live," music as a highly complex, temporally ordered and rule-based sensory language quickly became a fascinating topic of study. The question of "how" music moves us, stimulates our thoughts, feelings, and kinesthetic sense, and how it can reach the human experience in profound ways is now measured with the advent of modern cognitive neuroscience. The goal of *Rhythm, Music and the Brain* is an attempt to bring the knowledge of the arts and the sciences and review our current state of study about the brain and music, specifically rhythm. The author provides a thorough examination of the current state of research, including the biomedical applications of neurological music therapy in sensorimotor speech and cognitive rehabilitation. This book will be of interest for the lay and professional reader in the sciences and arts as well as the professionals in the fields of neuroscientific research, medicine, and rehabilitation.

Godfried T. Toussaint: The Geometry of Musical Rhythm: What Makes a "Good" Rhythm Good?

ed.: CRC Press, 2016

ISBN: 1466512032, 9781466512030

365 p.

The Geometry of Musical Rhythm: What Makes a "Good" Rhythm Good? is the first book to provide a systematic and accessible computational geometric analysis of the musical rhythms of the world. It explains how the study of the mathematical properties of musical rhythm generates common mathematical problems that arise in a variety of seemingly disparate fields. For the music community, the book also introduces the distance approach to phylogenetic analysis and illustrates its application to the study of musical rhythm. Accessible to both academics and musicians, the text requires a minimal set of prerequisites.

Emphasizing a visual geometric treatment of musical rhythm and its underlying structures, the author—an eminent computer scientist and music theory researcher—presents new symbolic geometric approaches and often compares them to existing methods. He shows how distance geometry and phylogenetic analysis can be used in comparative musicology, ethnomusicology, and evolutionary musicology research. The book also strengthens the bridge between these disciplines and mathematical music theory. Many concepts are illustrated with examples using a group of six distinguished rhythms that feature prominently in world music, including the clave son.

Exploring the mathematical properties of good rhythms, this book offers an original computational geometric approach for analyzing musical rhythm and its underlying structures. With numerous figures to complement the explanations, it is suitable for a wide audience, from musicians, composers, and electronic music programmers to music theorists and psychologists to computer scientists and mathematicians. It can also be used in an undergraduate course on music technology, music and computers, or music and mathematics.

Thomas Carper, Derek Attridge: Meter and Meaning: An Introduction to Rhythm in Poetry

ed.: Psychology Press, 2003

ISBN: 0415311748, 9780415311748

156 p.

Poet, Thomas Carper, and scholar, Derek Attridge, join forces in *Meter and Meaning* to present an illuminating and user-friendly way to explore the rhythms of poetry in English. They begin by showing the value of performing any poem aloud, so that we can sense its unique use of rhythm. From this starting point they suggest an entirely fresh, jargon-free approach to reading poetry. Illustrating their 'beat/offbeat' method with a series of exercises, they help readers to appreciate the use of rhythm in poems of all periods and to understand the vital relationship between meter and meaning. Beginning with the very basics, *Meter and Meaning* enables a smooth progression to an

advanced knowledge of poetic rhythms. It is the essential guide to meter for anyone who wants to study, write, better appreciate, or simply enjoy poetry. Carper and Attridge make studying meter a pleasure and reading poetry a revelation.

Jürgen Esser: Rhythm in Speech, Prose and Verse: A Linguistic Description

ed.: Logos Verlag Berlin GmbH, 2011

ISBN: 3832528458, 9783832528454

136 p.

In contrast to other works, the linguistic approach to rhythm presented in this book does not start from decontextualized structures but from performance data in a bottom-up fashion. Drawing on Halliday's distinction between wording, writing, and sounding, the proposed model takes account of several levels of abstraction. Important categories for data analysis are syllable rhythm and accent rhythm, which interact to establish prominence patterns (peaks and valleys) that can be observed in spontaneous and prepared speech, readings and recitals. Excluding subjective factors of analysis, the new model offers a tool to describe the rhythmic potential of prose and verse and to evaluate rhythmic performances of reading and reciting.

Kent C. Bloomer: The Nature of Ornament: Rhythm and Metamorphosis in Architecture

ed.: W.W. Norton, 2000

ISBN: 0393730360, 9780393730364

240 p.

The purpose of ornament-to articulate a realm of the imagination-is as important as it is misunderstood. Kent Bloomer, an outstanding sculptor and ornamenter whose work adorns the Harold Washington Library, Chicago, Reagan National Airport, Washington, DC, and other buildings, maintains that ornament is neither pure "art" in the contemporary sense of the word nor mere decoration, but rather a category unto itself, with its own unique language. He describes the key elements of ornament, rhythm and metamorphosis, and shows their application in such figures as the foliated scroll. Illustrated with the author's evocative line drawings and photographs of ornament from ancient Greece to the modern cityscape, the book is a hymn to the riches of architectural ornament.

Richard Roe: The Principles of Rhythm: Both in Speech and Music; Especially as Exhibited in the Mechanism of English Verse

ed.: R. Graisberry, 1823

220 p.

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11 October 2016

MEMO

To: Courses & Curriculum Committee
University College
Council on Undergraduate Education

From: Genia Sklute
Associate Director, University Honors Program

Re: Notification of experimental offerings, Fall semester 2016

The following courses are being offered this fall under the University Honors Program HON 290/HON 293/HON 295/HON 296 series General Education special topics "shells":

Course Number: HON 290-002
GEP Category: Humanities (History)
Course Title: North Carolina: Centuries of Contrast and Change
Number of Times Offered: First offering
Instructor Name: J. Mobley

Course Number: HON 293-001
GEP Category: Humanities (Literature)
Course Title: Gender, Identity, and the Birth of the "Modern Woman"
Number of Times Offered: First offering
Instructor Name: A. Auten

Course Number: HON 295-001
GEP Category: Social Sciences
Course Title: The Conservative Tradition in the West
Number of Times Offered: First Offering
Instructor Name: A. Taylor

Course Number: HON 295-002
GEP Category: Social Sciences
Course Title: Diversity and Ecological Justice
Number of Times Offered: First offering
Instructor Name: T. Easley

Course Number: HON 296-001
GEP Category: Interdisciplinary Perspectives
Course Title: Interpretive Machines
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: P. Fyfe

Course Number: HON 296-002
GEP Category: Interdisciplinary Perspectives
Course Title: Politics and Literature
Number of Times Offered: Third Offering (First Offering, Spring 2015, Second Offering, Spring 2016)
Instructor Name: S. Kessler

Course Number: HON 296-003
GEP Category: Interdisciplinary Perspectives
Course Title: Religion and Freedom
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: J. Bivins

Course Number: HON 296-004
GEP Category: Interdisciplinary Perspectives
Course Title: Outbreak
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: S. Carson

GEP Humanities (HUM) Course Submission Form

This form is to be used for submitting a Special Topics shell offering for the Humanities GEP category to the Council on Undergraduate Education (CUE)

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

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

1. Engage the human experience through the interpretation of human culture 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.

HON 290 section 002

Department(s)/Program		New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: (30 character limit)		Review for 2nd Offering <input type="checkbox"/>
Term to be Offered		
Instructor Name/Title		

SECTION 1: GEP CRITERIA

Instructions:

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

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

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.

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

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.

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

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

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.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

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

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

SIGNATURE PAGE FOR HON 290 section 002

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

10/11/16

DATE

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

ENDORSED BY:



10-31-16

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



11/3/16

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

North Carolina: Centuries of Contrast and Change



NCSU • HON 290-002 • 3 Credit Hours • TuTh 10:15–11:30 • HVC 201 MULT

FALL SEMESTER 2016

August 18: Introduction; lecture	October 18: Lecture; writing assignment
August 23: Lecture; discussion	October 20: Lecture; discussion
August 25: Lecture; discussion	October 25: Lecture; discussion
August 30: Lecture; discussion	October 27: Discussion; SECOND
September 1: Lecture; discussion	WRITING ASSIGNMENT DUE
September 6: Lecture; discussion	November 1: Lecture; discussion
September 8: Lecture; writing assignment	November 3: Lecture; discussion
September 13: Lecture; discussion	November 8: Lecture; discussion
September 15: Lecture; discussion	November 10: Lecture; discussion
September 20: Discussion; FIRST	November 15: Lecture; discussion
WRITING ASSIGNMENT DUE	November 17: Lecture; discussion
September 22: Lecture; discussion	November 22: Lecture; discussion
September 27: Lecture; discussion	November 24: Thanksgiving holiday
September 29: Lecture; discussion	November 29: Lecture; discussion
October 4: Lecture; discussion	December 1: Lecture; discussion
October 6: Fall break	December 8: FINAL EXAMINATION
October 11: Lecture; discussion	8:00–11:00 a.m. in HVC 201 MULT
October 13: Lecture; discussion	

Course demographic information

Instructor: Joe A. Mobley, Withers 269, 919-513-1426, JoeMobley@att.net

Instructor's office hours: 12:00 noon–1:00 p.m. Tuesdays and Thursdays in Withers 269

Course description: This HON seminar course provides an understanding of the history of North Carolina from before European exploration to the present day. It covers the major people, events, and movements that shaped the history of the state. Constitutional and legal issues, as well as the experiences of American Indians, African Americans, other minorities, and women, receive particular attention, as do features of North Carolina society that made the state similar to and different from other southern states and the nation as a whole. In addition to receiving written assignments, students will participate in oral discussions about significant milestones in the political, economic, and social development of the state. The discussions will involve students' observations and opinions about those turning points and their relevance to significant changes and growing diversity in the South, past and present.

Prerequisites and restrictive statements

The course has no prerequisites. It is restricted to University Honors Program students and open to other students by permission of the UHP.

Course materials

Rob Christensen, *The Paradox of Tar Heel Politics: The Personalities, Elections, and Events That Shaped Modern North Carolina* (Chapel Hill: University of North Carolina Press, 2010), \$21.00 in NCSU campus bookstore

Marjoleine Kars, *Breaking Loose Together: The Regulator Rebellion in Pre-Revolutionary North Carolina* (Chapel Hill: University of North Carolina Press, 2002), \$35.00 in NCSU campus bookstore

William A. Link, *North Carolina: Change and Tradition in a Southern State* (Wheeling, IL: Harlan Davidson, 2009), \$52.95 in NCSU campus bookstore

Phillip Shaw Paludan, *Victims: A True Story of the Civil War* (Knoxville: University of Tennessee Press, 2004), \$21.95 in NCSU campus bookstore

Website: waywelivednc.com

Schedule of required reading and writing assignments

Required reading

By September 15: Link, *North Carolina*, pages vii–120, and Kars, *Breaking Loose Together*, entire text

By October 25: Link, *North Carolina*, pages 121–214, and Paludan, *Victims*, entire text

By December 1: Link, *North Carolina*, pages 217–440, and Christensen, *The Paradox of Tar Heel Politics*, entire text

Writing assignments

September 20: First writing assignment due

October 27: Second writing assignment due

Grade determination

- The final examination will count 50 percent in determining the course grade. The final examination will consist of five essay questions requiring knowledge about the major people, events, and movements that have shaped the history of North Carolina. Open books or notes will **not** be allowed during the examination.
- The two writing assignments together will count 40 percent of the course grade. The writing assignments will consist of 650 to 750 words each requiring critical thinking about and thoughtful assessment and interpretation of specific topics assigned by the instructor.
- Class attendance and participation will count 10 percent of the grade.

Grading system: 97–100 = A+; 93–96 = A; 90–92 = A-; 87–89 = B+; 83–86 = B; 80–82 = B-; 77–79 = C+; 73–76 = C; 70–72 = C-; 67–69 = D+; 63–66 = D; 60–62 = D-; 59 and below = F.

Learning outcomes

Students will be able to explain the history of North Carolina from before European exploration to the present day. Students will be able to identify the major people, events, and movements that shaped the history of the state. Students will be able to discuss constitutional and legal issues, as well as the experiences of American Indians, African Americans, other minorities, and women. Students will be able to assess features of North Carolina society that made the state similar to and different from other southern states and the nation as a whole. Students will be able to compare significant milestones in the political, economic, and social development of the state. Students will be able to formulate observations and opinions about those turning points and their relevance to significant changes and growing diversity in the South, past and present.

GEP information

GEP category: Humanities

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

GEP objective #1: engage the human experience through the interpretation of human culture.

- *Course outcome:* Students will be able to identify the major people, events, and movements that shaped the history of North Carolina.
- *Means of assessment:* Students will take an examination consisting of essay questions requiring knowledge about the major people, events, and movements that have shaped the history of the state. For example, an essay question might instruct them to A) identify five amendments or changes that the Convention of 1835 made to the North Carolina Constitution; B) explain how the convention changed the system of representation in the General Assembly; and C) assess the overall impact that the change in the system of representation had in the state.

GEP objective #2: become aware of the act of interpretation itself as a critical form of knowing in the humanities.

- *Course outcome:* Students will be able to assess features of North Carolina society that made the state similar to and different from other southern states and the nation as a whole.
- *Means of assessment:* Students will complete two writing assignments requiring critical thinking about and thoughtful assessment and interpretation of specific topics assigned by the instructor, which topics include 1) the justification or lack of justification for, efficacy or inefficacy of, and legacy resulting from the Regulator movement; and 2) the justification or lack of justification for, legality or illegality of, and legacy resulting from the Shelton Laurel Massacre.

GEP objective #3: make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

- *Course outcome:* Students will be able to discuss constitutional and legal issues, as well as the experiences of American Indians, African Americans, other minorities, and women; and students will be able to formulate observations and opinions about significant milestones in the political, economic, and social development of the state and their relevance to significant changes and growing diversity in the South, past and present.
- *Means of assessment:* Students will participate in class discussions about constitutional and legal issues and about the experiences of American Indians, African Americans, other minorities, and women. Students will take an examination consisting of essay questions requiring knowledge about the major people, events, and movements that have shaped the history of the state. Students will also complete two writing assignments requiring critical thinking about and thoughtful assessment and interpretation of specific topics assigned by the instructor, which topics include 1) the justification or lack of justification for, efficacy or inefficacy of, and legacy resulting from the Regulator movement; and 2) the justification or lack of justification for, legality or illegality of, and legacy resulting from the Shelton Laurel Massacre.

Late assignment policy

The grade of an assignment will be reduced by one letter grade for each class session that the assignment is late.

Policy on incompletes

As stated by the university grading policy, “An IN must not be used . . . as a substitute for an F when the student’s performance in the course is deserving of failing. An IN is appropriate only when the student’s record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course.” In this class, a grade of IN will be given only 1) in response to a written student request [e-mail is fine] submitted to the instructor before 4:00 on the last day of classes; 2) at the instructor’s discretion; and 3) because of a serious interruption of a student’s work not caused by his/her own negligence. The university’s policy on incompletes (REG 02.50.03) can be found at <http://policies.ncsu.edu/regulation/reg-02-50-03>.

Academic integrity statement

Students must adhere to the university’s policy on academic integrity. It is the understanding and expectation of the faculty that the student’s signature on any test or assignment means that the student neither gave nor received unauthorized aid. For the policy on academic integrity, see the Code of Student Conduct Policy (POL 11.35.1), which can be found at <http://policies.ncsu.edu/policy/pol-11-35-01>.

Policy on attendance

Students are expected to attend all lectures and participate in the discussions. Three unexcused absences can affect a student’s grade. The definition of excused and unexcused absences can be found in the university’s Attendance Regulation (REG 02.20.3) at <http://policies.ncsu.edu/regulation/reg-02-20-03>.

Statement for students with disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with 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 \(REG02.20.01\)](#).

Class evaluations

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an e-mail message directing them to a website where they can log in using their Unity IDs and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructor.

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

Student help desk: classeval@ncsu.edu

More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

Anti-discrimination statement

NCSU provides equality of opportunity in education and employment for all students and employees. Accordingly, NCSU affirms its commitment to maintain a work environment for all employees and an academic environment for all students that are 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 NCSU policy and will not be tolerated. Harassment of any person (in the form of either 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 NCSU policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NCSU’s policies and regulations covering discrimination, harassment, and retaliation can be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels

that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity at 919-515-3148.

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11 October 2016

MEMO

To: Courses & Curriculum Committee
University College
Council on Undergraduate Education

From: Genia Sklute
Associate Director, University Honors Program

Re: Notification of experimental offerings, Fall semester 2016

The following courses are being offered this fall under the University Honors Program HON 290/HON 293/HON 295/HON 296 series General Education special topics “shells”:

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GEP Category: Humanities (History)
Course Title: North Carolina: Centuries of Contrast and Change
Number of Times Offered: First offering
Instructor Name: J. Mobley

Course Number: HON 293-001
GEP Category: Humanities (Literature)
Course Title: Gender, Identity, and the Birth of the “Modern Woman”
Number of Times Offered: First offering
Instructor Name: A. Auten

Course Number: HON 295-001
GEP Category: Social Sciences
Course Title: The Conservative Tradition in the West
Number of Times Offered: First Offering
Instructor Name: A. Taylor

Course Number: HON 295-002
GEP Category: Social Sciences
Course Title: Diversity and Ecological Justice
Number of Times Offered: First offering
Instructor Name: T. Easley

Course Number: HON 296-001
GEP Category: Interdisciplinary Perspectives
Course Title: Interpretive Machines
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: P. Fyfe

Course Number: HON 296-002
GEP Category: Interdisciplinary Perspectives
Course Title: Politics and Literature
Number of Times Offered: Third Offering (First Offering, Spring 2015, Second Offering, Spring 2016)
Instructor Name: S. Kessler

Course Number: HON 296-003
GEP Category: Interdisciplinary Perspectives
Course Title: Religion and Freedom
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: J. Bivins

Course Number: HON 296-004
GEP Category: Interdisciplinary Perspectives
Course Title: Outbreak
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: S. Carson

GEP Humanities (HUM) Course Submission Form

This form is to be used for submitting a Special Topics shell offering for the Humanities GEP category to the Council on Undergraduate Education (CUE)

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

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

1. Engage the human experience through the interpretation of human culture 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.

HON 293 section 001		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Gender, Identity, and the Birth of the "Modern Woman"	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Fall 2016	
Instructor Name/Title	Anne C. Auten, Lecturer	
SECTION 1: GEP CRITERIA		
Instructions:		
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to <i>GEP Humanities Objective 1</i>: <i>Obj. 1) Engage the human experience through the interpretation of human culture.</i></p>		
<p>Students will analyze a variety of works by and about women within the socio-historical context of their period and apply to specific examples of literature the techniques of critical interpretation.</p>		
<p>Measure(s) for above Outcome: <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>		
<p>The socio-historical sense developed by students will be demonstrated by their ability to relate—in written form or in discussion—the ways in which the literary work being studied exposes the values, problems, anxieties, and pleasures of the historical period that generates that particular literary work, and how those differ from, while at the same time often in some fashion anticipate, the values of our own era. Students will take two exams (midterm, final), which are mainly comprised of short answer and essay questions that ask students to identify and explain certain passages (i.e., perform close readings), as well as make connections between thematic content in various texts. Students will be responsible for selecting their own topics for both the critical analysis essay (6-8 pages in length) and the critical & creative project (artifact plus reflective essay). Students will also practice interpretation through in-class discussion and writing, presentations to their peers, as well as forum posts on Moodle.</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to <i>GEP Humanities Objective 2</i>: <i>Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.</i></p>		
<p>Students will apply to specific examples of literature the techniques of critical interpretation and create an academic argument about literature using reasons and ways of supporting those reasons that are appropriate to the field of study.</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.

Students will take two exams (midterm, final), which are mainly comprised of short answer and essay questions that ask students to identify and explain certain passages (i.e., perform close readings), as well as make connections between thematic content in various texts. Students will be responsible for selecting their own topics for both the critical analysis essay (6-8 pages in length) and the critical & creative project (artifact plus reflective essay). Students will also practice interpretation through in-class discussion and writing, presentations to their peers, as well as forum posts on Moodle.

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

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

Students will create an academic argument about literature using reasons and ways of supporting those reasons that are appropriate to the field of study and explain why one should not take narrative authority at face value, i.e., why one should not simply equate narrative authority with narrative reliability.

Measure(s) for above Outcome:

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

Students will take two exams (midterm, final), which are mainly comprised of short answer and essay questions that ask students to identify and explain certain passages (i.e., perform close readings), as well as make connections between thematic content in various texts. Students will be responsible for selecting their own topics for both the critical analysis essay (6-8 pages in length) and the critical & creative project (artifact plus reflective essay). Students will also practice interpretation through in-class discussion and writing, presentations to their peers, as well as forum posts on Moodle. Students will draw on textual evidence (both primary and secondary) as support for their arguments, as well as their own interpretations of the texts and issues in question.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): T/Th 4:30 PM - 5:45 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Tompkins Hall G113
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

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

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

University Honors Program Students

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

SIGNATURE PAGE FOR HON 293 section 001

RECOMMENDED BY:




HEAD, DEPARTMENT/PROGRAM

DATE 10/11/16

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

ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

10-31-16

DATE



COLLEGE DEAN

~~10~~ 11/3/16

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HON 293: Gender, Identity, and the Birth of the "Modern Woman"

FALL 2016; 3 credit hours

Section 001: Tuesdays & Thursdays / 4:30–5:45 PM / Tompkins Hall G113

Instructor: Anne C. Auten
Email Address: acauten@ncsu.edu
Office Location: Tompkins Hall G105A
Office Phone: 919-515-4137
Office Hours: Tuesdays & Thursdays, 2:00–4:00 PM; *also by appointment*
Course Website: <https://wolfware.ncsu.edu/>

COURSE INTRODUCTION

Course Description:

Students will explore a number of overlapping issues and concerns about women through a broad spectrum of texts by mainly British and American women authors from the nineteenth century to the present in an effort to: analyze and interpret archetypal patterns in women's literature; examine traditional notions of gender differences; and look at the ways in which various women writers have rejected traditional narratives, such as the courtship plot, in favor of alternative stories based on other types of relationships and other interests.

Prerequisites & Restrictive Statements: No prerequisites. Restricted to University Honors Program students. Open to other students by permission of the UHP.

Course Materials:

- Bechdel, Alison. *Fun Home: A Family Tragicomic*. (Mariner Books, 2006; \$8.90)
- Carter, Angela. *The Bloody Chamber: And Other Stories*. (Penguin, 1993; \$9.37)
- Brontë, Charlotte. *Jane Eyre*. (Penguin Classics, 2006; \$6.39)
- Gilman, Charlotte Perkins. *The Yellow Wallpaper*. (The Feminist Press, 1996; \$6.25)
- Kingston, Maxine Hong. *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*. (Vintage International, 1989; \$8.92)
- Morrison, Toni. *Beloved*. (Vintage International, 2004; \$9.52)
- Rhys, Jean. *Wide Sargasso Sea*. (Norton Critical Edition, 1999; \$16.14)
- You can access additional readings via our course website (Moodle). Unless instructed otherwise, these readings are required when they appear on the assignment schedule. On occasion (as noted on our daily schedule), you will need to **print out** these readings and **bring them to class**, just as you would a textbook.
- You will need to bring **functional technology** (e.g., laptop, tablet, etc.) to every class period. At a minimum, you need to be able to access our course website and

all of its content, including multiple web pages (tabs); you also need to have some kind of word processing software.

- **Printing Capability or Print Quota:** You will need to print specified assignments for this course. Please make sure you have **print quota** through the university (printing is 6¢/page) or a working printer of your own. You can purchase print quota here: <http://print.ncsu.edu>

Learning Outcomes:

Upon completion of the course, students will be able to:

1. Analyze a variety of works by and about women within the socio-historical context of their period.
2. Apply to specific examples of literature the techniques of critical interpretation.
3. Create an academic argument about literature using reasons and ways of supporting those reasons that are appropriate to the field of study.
4. Explain why one should not take narrative authority at face value, i.e., why one should not simply equate narrative authority with narrative reliability.

GEP Category: Humanities

Each course in the Humanities category will meet the following three outcomes:

1. Engage the human experience through the interpretation of human culture.

Course outcome: Students will analyze a variety of works by and about women within the socio-historical context of their period and apply to specific examples of literature the techniques of critical interpretation.

Means of assessment: The socio-historical sense developed by students will be demonstrated by their ability to relate—in written form or in discussion—the ways in which the literary work being studied exposes the values, problems, anxieties, and pleasures of the historical period that generates that particular literary work, and how those differ from, while at the same time often in some fashion anticipate, the values of our own era. Students will take two exams (midterm, final), which are mainly comprised of short answer and essay questions that ask students to identify and explain certain passages (i.e., perform close readings), as well as make connections between thematic content in various texts. Students will be responsible for selecting their own topics for both the critical analysis essay (6-8 pages in length) and the critical & creative project (artifact plus reflective essay). Students will also practice interpretation through in-class discussion and writing, presentations to their peers, as well as forum posts on Moodle.

2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

Course outcome: Students will apply to specific examples of literature the techniques of critical interpretation and create an academic argument about

literature using reasons and ways of supporting those reasons that are appropriate to the field of study.

Means of assessment: Students will take two exams (midterm, final), which are mainly comprised of short answer and essay questions that ask students to identify and explain certain passages (i.e., perform close readings), as well as make connections between thematic content in various texts. Students will be responsible for selecting their own topics for both the critical analysis essay (6-8 pages in length) and the critical & creative project (artifact plus reflective essay). Students will also practice interpretation through in-class discussion and writing, presentations to their peers, as well as forum posts on Moodle.

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

Course outcome: Students will create an academic argument about literature using reasons and ways of supporting those reasons that are appropriate to the field of study and explain why one should not take narrative authority at face value, i.e., why one should not simply equate narrative authority with narrative reliability.

Means of assessment: Students will take two exams (midterm, final), which are mainly comprised of short answer and essay questions that ask students to identify and explain certain passages (i.e., perform close readings), as well as make connections between thematic content in various texts. Students will be responsible for selecting their own topics for both the critical analysis essay (6-8 pages in length) and the critical & creative project (artifact plus reflective essay). Students will also practice interpretation through in-class discussion and writing, presentations to their peers, as well as forum posts on Moodle. Students will draw on textual evidence (both primary and secondary) as support for their arguments, as well as their own interpretations of the texts and issues in question.

COURSE REQUIREMENTS & GRADING

Your final grade for the course will be determined as follows:

Critical Analysis Essay	Tuesday, November 1 ¹	20%
Critical & Creative Project	Tuesday, November 29	20%
Midterm Exam	Tuesday, October 4	15%
Final Exam²	Tuesday, December 13, 1:00 – 4:00 PM	15%

¹ Final Due Dates are subject to change; always check Moodle for the most up-to-date schedule.

² Please see <https://studentservices.ncsu.edu/calendars/exam/> for the university's complete exam schedule.

Group Presentation	TBD	5%
Moodle Forum Posts	Weekly	10%
Class Participation	Includes attendance; contributions to class discussions; quizzes; work completed in-class and out-of-class/online*; and peer review work* *NOTE: generally evaluated as Excellent, Good, Satisfactory, Incomplete, or No Credit	15%

I will use the following grading scale for major assignments & for your final grade in the course:

A+	97.0-100	A	93.0-96.9	A-	90.0-92.9
B+	87.0-89.9	B	83.0-86.9	B-	80.0-82.9
C+	77.0-79.9	C	73.0-76.9	C-	70.0-72.9
D+	67.0-69.9	D	63.0-66.9	D-	60.0-62.9
F	59.9 and below				

Below are the general requirements for each letter grade; plus/minus grades reflect relative strength or weakness within these divisions.

- A: Excellent work. Fulfills and goes beyond all criteria for the assignment. Contains minimal errors.
- B: Strong work. Fulfills almost all criteria, showing weakness in only one or two main criteria. May contain noticeable errors.
- C: Acceptable work. Fulfills most major criteria, though some may be weak, and no more than one may be missing entirely. May contain persistent errors.
- D: Weak work. Fulfills some major criteria. Demonstrates weakness in several major criteria and may be missing one or more entirely. May contain persistent errors.
- F: Unacceptable work. Fails to meet the primary goals and criteria of the assignment.

Daily Reading Assignments

You will be expected to have completed the reading assignment for each day BEFORE the class meets, and will be required to hand in periodic homework or in-class assignments based on that day's reading. You are also expected to bring the reading materials (book[s], articles, etc.) to class when they are assigned. Quizzes will be given as needed.

Critical Analysis Essay

You will write one scholarly essay (6-8 pages in length) on a topic of your choice related to one or more of our major texts. Your paper will go through a thorough revision after having had the benefit of two peer editors' remarks. Revisions must be substantive, not merely cosmetic, and should reflect serious consideration of your peers' comments.

Critical & Creative Project

In order to accommodate a wide range of learning styles and strengths, rather than composing a second "traditional" paper, you will create a project with two deliverables: an artifact (see below) and a reflective essay. The project you elect to work on must include at least one text that was not discussed in your first paper. Projects may be in different media and will involve either a performance or presentation to your peers. You are free to work individually or in groups on this project; you will submit a proposal to me for approval. Be as creative and original as you dare! Some sample projects might include:

- Write an imaginary dialogue or one-act play involving authors or literary characters that you have encountered (and produce a video of your revision?).
- Rewrite a portion of a pre-twentieth-century work from a twenty-first-century perspective (and produce a video of your revision?).
- Create a website based on some aspect of what we have covered this semester. (A word of caution if you select this option: be certain that you aren't simply cutting and pasting from extant websites but that you are making an original and illuminating contribution to the issues at hand.)
- Produce a multimedia project that helps to illuminate some features of this semester's literary figures and their works and cultural milieu.

Whether you work individually or as a group, each student must turn in a reflective essay, which will address the following: how your project illuminates some aspect of the texts in question; an explanation of your process; and what challenges and rewards you encountered in creating the project and presentation. Whatever project you elect to work on, it is imperative that it shed additional light on the work(s) under consideration.

Exams

You will have one midterm and a final exam. Format will be a variation of fill-in-the-blank, short answer, and essay questions.

Group Presentations

Students will be assigned to groups who will then work together to prepare an oral presentation on a secondary reading(s) providing socio-historical, literary, critical, or anthropological context for the works we will be discussing. These presentations will involve summarizing the key issues of the reading(s)/source(s) in question. Reports must be accompanied by a single Google Drive or PowerPoint slide and a brief handout, and they should take approximately **10-15 minutes** total (plus an additional 5 minutes for questions).

Moodle Forum Posts

Each week, you will be responsible for two postings: (1) individual ruminations on that week's reading, class discussion, or a response to a specific question that I have raised for you to investigate; (2) a response to at least one other student's post. Each post

should be a minimum of **200 words** in length and written in complete sentences. Ideally, the forums should give you the opportunity to explore more fully and informally your ideas about the reading (and/or class discussions) that you find particularly interesting or puzzling, and to engage in a sustained dialogue with other members of the class.

Class Participation

Participation is crucial in this class because we will rely on one another for feedback on our thinking and writing processes. Ideally, you will learn as much (or more) from each other as you will from me. **Participation accounts for 15% of your final grade.** Class participation means more than how much you say in class; it's your effort to be present in our discussions. Your in-class and out-of-class work, quizzes, and peer review performance will also be included in your participation grade. Further, your grade will reflect your attendance, preparation, and the quality of your contributions to our class work. Accordingly, *daily (in-class) participation* will be evaluated as follows:

Grade	Criteria
F	Excessively and/or frequently tardy/absent. Unprepared for class. Actively disruptive behavior that makes it difficult for the class to accomplish its learning objectives. For seriously disruptive behavior, I may ask you to leave class, in which case this will count as both a zero in participation and an absence.
D	Only present in body (e.g. web surfing, doing homework for other classes, checking email, chatting online or in class about topics unrelated to the class, etc.). In-class behavior that shows serious unpreparedness and a lack of engagement with the course. Some mildly disruptive behaviors. Coming to class without the required materials for active participation.
C	Present in mind and body, but only passively participating. Being prepared and attentive, but not adding to class discussions.
B	Present in mind and body, and actively participating with positive contributions to the learning environment (e.g., engaged, relevant questions and comments during class discussions, a willingness to share and talk about written work, proactive assistance for fellow group members, incorporating the day's readings into comments, etc.).
A	Present in mind and body, and exceptionally meaningful contributions to the learning environment. What generally distinguishes an A from a B is the depth and quality of engagement with the intellectual tasks of the class (e.g., making innovative connections between concepts during discussions, asking provocative questions that get the class thinking, actively incorporating class readings beyond the day's reading, taking a leadership role during activities and discussions, etc.).

COURSE POLICIES & PROCEDURES

NB: Students are responsible for reviewing the University's Policies, Regulations, and Rules (PRR) which pertain to their course rights and responsibilities:

<http://oucc.ncsu.edu/course-rights-and-responsibilities>

Course Information & Communication

Though I will send emails to you when necessary, the primary way that I will communicate with you as an entire class (outside of regular class time) is through our course website (<https://wolfware.ncsu.edu/>). Please check this site **regularly** (a few times a day) to receive the schedule of assignments and due dates; schedule changes; announcements; assignment sheets & handouts; additional readings; notifications of class cancellation, etc. Almost all of the information on our website is available to download (in .docx or .pdf format) so that you can print it out, etc.

Statement on Electronic 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 each other's privacy by not sharing or using such information outside the course.

Civil Discourse Policy

It is the expectation that all dialogue in this course is civil and respectful of each student. Disrespect and/or hostility can jeopardize a student's ability to be successful in the course and to feel safe in this classroom; thus, racist, sexist, or homophobic language will not be tolerated. If there is an issue, I will speak with you, but reserve the right to ask you to leave the classroom and mark you absent.

Class Rules, Procedures, & Promises

Rules:

- Come to class on time (see *Attendance Policies*, below).
- Do not cheat or plagiarize - in other words, do your own work (see *Plagiarism & Academic Integrity*, below).
- Treat your classmates with respect.
- Cell phones must be turned off and put away.
- Approved technology should be used for educational purposes only during class hours.

Routines & Procedures:

- Written work will be turned in via Moodle and/or handed in as a hard (i.e., printed) copy. Pay close attention to submission directions for your assignments so that you know when and how to turn in work!
- Assignments are due at the *beginning* of a formal class meeting or at the time

specified on Moodle; please contact me via email or during office hours BEFORE an assignment is due if you are having trouble understanding it.

- Although I am usually very quick to respond to email queries, note that you must email me **24 hours in advance of a due date** with questions regarding assignments in order to receive a pertinent and timely response.
- Bring any assigned reading as noted on our schedule (from the textbooks and/or additional handouts, articles, etc.) to class.

Promises:

- Your classroom will be a safe and tolerant place.
- I will treat you with respect.
- Consequences for violating course policies will be fair and justified.

Plagiarism & Academic Integrity

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

Please also note: Revealing or sharing another student's course work to which he or she may have access as a member of the class is considered a form of academic dishonesty prohibited by the Code of Student Conduct. As a condition for enrollment in this class, students may only share another student's course work with third parties after obtaining the express consent of the student author and the course instructor. 'Sharing with third parties' includes posting or causing the course work to be posted on social-networking or other websites. Violations of this condition will be reported to the Office of Student Conduct, which may take further action.

The **NCSU Policies, Regulations, and Rules on Student Discipline** set the standards for academic integrity at this university and in this course. Students are expected to adhere to these standards. Plagiarism and other forms of academic dishonesty will be handled through the university's judicial system and may result in failure for the assignment or for the course. For a complete description of the Code of Student Conduct, please visit <http://policies.ncsu.edu/policy/pol-11-35-01>.

See the **Office of Student Conduct** website for additional information about academic integrity: <http://studentconduct.ncsu.edu/academic-integrity-resources>.

Note: I will ask you to review and sign an Academic Integrity Pledge for each major assignment.

Policies on Attendance

This is a seminar course, which means that a large part of its value derives from the interactions and discussions during the class meetings. We also meet only twice a week, which means that missing a single class meeting will adversely impact your ability to meet the learning outcomes for this course. Hence, attendance at all class meetings is required and is one of your fundamental responsibilities as a student. Even your physical attendance alone is not sufficient: you must come to class prepared, and you must be an engaged and fully participating member of the group.

You will be allowed THREE absences, excused or unexcused, for the entire semester. These absences can be used in the case of sickness, family events, school-related functions, or unexpected circumstances. Remember, though, to use these absences wisely; you never know when an emergency may arise later in the semester. **Your final grade will be lowered by one-third of a letter grade for each day missed over three.** In other words, if you earn an A- in the course, but have four absences, your final grade would be a B+. For five absences, you would earn a B instead of an A-, etc.

The definition of excused and unexcused absences can be found in the university's attendance regulation (REG02.20.3): <http://policies.ncsu.edu/regulation/reg-02-20-03>. As is the case for all courses, students experiencing extended medical or family emergencies during the semester should consult with the instructor about seeking a medical drop.

No matter what the cause of the absences, as a student you are responsible for finding out what material was covered, getting notes, being prepared for class on the day you return, and turning in subsequent assignments on time. Since due dates for major assignments are established at the beginning of the semester, and since these assignments are developed over a series of class periods, students are advised that submitting late work may result in grade penalties. (See *Late Paper Policy*, below.)

⇒ *Late Arrivals*

Students who come late to class will lose Class Participation points. Students late **three times** will exhaust **one absence**. If you must be tardy, it is *your responsibility* to let me know that you are in class; otherwise, you will remain marked as "absent." Although I understand that late arrival is occasionally unavoidable, I consider habitual lateness disrespectful to me and to the other members of the class.

NB: Students who arrive to class more than 20 minutes late will be counted absent from that class period.

⇒ *Late Paper/Project Policy*

Late papers/projects create problems for everyone and should be avoided at all costs. **Please note that computer issues and/or malfunctions and printer issues are not acceptable reasons for late submission of work.** Think proactively and have in place contingency plans in the event of such technology problems.

A late (or incomplete) first draft will incur a penalty of **1/3 letter grade (3 points)** on the final grade for that paper/project. **A late final draft** will incur a penalty of **1 full letter grade (10 points)** for every calendar day—including weekends—that it is late. Again, if you know in advance that you will be absent on the day written work is due, submit that work early (this holds true for initial, i.e. first, and final drafts). **Please note that papers/projects turned in later than 7 days after the due date, without an extension granted, will not be accepted.**

Policy on Incompletes

As stated by the university grading policy, "An IN must not be used...as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [email is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption a student's work not caused by his/her own negligence. The university's policy on incompletes REG 02.50.03) can be found at <https://policies.ncsu.edu/regulation/reg-02-50-03>

Formatting & Submission Standards for Written Work

All formal projects and assignments should be submitted in accordance with the following guidelines:

1. Unless otherwise specified, all written homework and all drafts submitted for in-class or online review, or for a grade, must be word-processed. In general, please observe the manuscript conventions of [MLA citation style](#) when preparing materials for submission (unless instructed otherwise).
2. Electronic work **MUST** be submitted to the course website (Moodle), in the correct designated space, and *not* via email, unless the Moodle site is down.
3. Electronic work **MUST** be submitted in **.doc, .docx, or .pdf format** (i.e., NOT .pages or .rtf format) so that I am able to open the file. Corrupted, incomplete, or incorrectly formatted submissions **do not count**; if an assignment is improperly formatted, it must be resubmitted in the proper format and is subject to late penalties.
4. Do not come to class expecting to print papers or other assignments that are due; you will *not* receive permission to do so—and any such work will be counted late.

Memory Storage and Files of Graded Papers

You will need to have a memory storage device for use in class activities and for saving your in- and out-of-class written work. **All work should be saved as Word documents (.doc or .docx) or PDF (.pdf) files.** I expect your work to be saved appropriately and to be available for your access during class time; **technology problems are not to be cited as excuses** for failure to observe these instructions. **Back up your work frequently!**

Maintain a copy of your submissions on a portable memory storage device and/or via a cloud storage service (e.g., Google Drive, Dropbox, etc.) just in case and for future reference.

Disability Services for Students

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

Anti-Discrimination Statement

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/ or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of 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://www.ncsu.edu/policies/campus environ](http://www.ncsu.edu/policies/campus%20environ) or [http://www.ncsu.edu/ equal op](http://www.ncsu.edu/equal%20op). Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Class Evaluations

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

- Evaluation website: <https://classeval.ncsu.edu>
- Student help desk: classeval@ncsu.edu
- More information about ClassEval:
<http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

CAMPUS RESOURCES

Writing and Speaking Tutorial Services

For help with any writing or speaking assignment, for any course, visit one of the free walk-in centers on campus. Peer consultants are available through the University Tutorial Center (UTC) in 101 Park Shops, and in other locations on campus. For hours and further information, click [here](#).

Ask a Librarian

Click [here](#) to learn how to reach the Reference Staff at Hill/Hunt Libraries.

Moodle

For help with navigating Moodle and our course page in particular, please consult [Moodle Student Orientation](#) and also [this page](#) for student FAQs, video tutorials, and more. You can also email help@ncsu.edu or call 919-515-HELP (4357).

WolfPrint

WolfPrint is NC State's online printing system, with numerous locations all over campus. You will need to set up an account and maintain your print quota by visiting <http://print.ncsu.edu>.

Campus Safety

Click [here](#) for information to help you remain prepared and proactive with respect to your safety on campus.

NCSU's GLBT Center

Click [here](#) to learn more about resources available to the GLBT and ally community both at the center and across campus.

Counseling Center/Assisting Students of Concern

The Counseling Center (located in the Student Health Center) provides counseling for NC State students experiencing personal, academic, or vocational problems, and most services are free. For more information, click [here](#).

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

DAILY SCHEDULE

WEEK ONE	<p>Thursday, August 18</p> <ul style="list-style-type: none"> • Introduction to Course • Class Introductions <p>Homework:</p> <ul style="list-style-type: none"> → Purchase course materials → View Chimamanda Ngozi Adichie's TEDx talk, "We Should All Be Feminists," and write a response to the video → Read the following fairy tales: "Little Red Riding Hood" (Perrault); "Little Red Cap" (Brothers Grimm); "Cinderella" (Perrault); "Cinderella" (Brothers Grimm); "Bluebeard" (Perrault)
WEEK TWO	<p>Tuesday, August 23</p> <ul style="list-style-type: none"> • Discuss forum posts & group presentations • Discuss fairy tales ("Little Red Riding Hood"/"Little Red Cap," "Cinderella," and "Bluebeard") & archetypes <p>Homework:</p> <ul style="list-style-type: none"> → Read Angela Carter's "The Bloody Chamber" (here is an electronic version if you haven't been able to purchase the book) → Forum Post #1A (Individual): Fairy Tales/"The Bloody Chamber" due by 11:55 PM on Wednesday, August 24 → Complete Group Presentations Preference Survey and bring to class on Thursday <p>Thursday, August 25</p> <ul style="list-style-type: none"> • Discuss "The Bloody Chamber" <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #1B (Response): Fairy Tales/"The Bloody Chamber" due by 11:55 PM on Friday, August 26 → Read Charlotte Brontë's <i>Jane Eyre</i> (chapters 1-10)
WEEK THREE	<p>Tuesday, August 30</p> <ul style="list-style-type: none"> • Discuss <i>Jane Eyre</i> (chapters 1-10)

	<p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #2A (Individual): <i>Jane Eyre</i> due by 11:55 PM on Wednesday, September 31 → Read <i>Jane Eyre</i> (chapters 11-19) <p>Thursday, September 1</p> <ul style="list-style-type: none"> • Group Presentation: "The Victorian Governess: Status Incongruence in Family and Society" (M. Jeanne Peterson) • Discuss <i>Jane Eyre</i> (chapters 11-19) <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #2B (Response): <i>Jane Eyre</i> due by 11:55 PM on Friday, September 2 → Read <i>Jane Eyre</i> (chapters 20-28)
<p>WEEK FOUR</p>	<p>Tuesday, September 6</p> <ul style="list-style-type: none"> • Discuss <i>Jane Eyre</i> (chapters 20-28) <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #3A (Individual): <i>Jane Eyre</i> due by 11:55 PM on Wednesday, September 7 → Read <i>Jane Eyre</i> (chapters 29-end) <p>Tuesday, September 8</p> <ul style="list-style-type: none"> • Discuss <i>Jane Eyre</i> (chapters 29-end) <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #3B (Response): <i>Jane Eyre</i> due by 11:55 PM on Friday, September 9 → Read Jean Rhys' <i>Wide Sargasso Sea</i> (Part One)
<p>WEEK FIVE</p>	<p>Tuesday, September 13</p> <ul style="list-style-type: none"> • Discuss <i>Wide Sargasso Sea</i> (Part One) <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #4A (Individual): <i>Wide Sargasso Sea</i> due by 11:55 PM on Wednesday, September 14 → Read <i>Wide Sargasso Sea</i> (Parts Two & Three) <p>Thursday, September 15</p> <ul style="list-style-type: none"> • Group Presentation: "All that Foolishness/That all Foolishness: Race and Caribbean Culture as Thematics"

	<p>of Liberation in Jean Rhys' <i>Wide Sargasso Sea</i>" (Sandra Drake)</p> <ul style="list-style-type: none"> • Discuss <i>Wide Sargasso Sea</i> (Parts Two & Three) <p>Homework:</p> <p>→ Forum Post #4B (Response): <i>Wide Sargasso Sea</i> due by 11:55 PM on Friday, September 16</p>
WEEK SIX	<p>Tuesday, September 20</p> <ul style="list-style-type: none"> • Discuss <i>Wide Sargasso Sea</i> (Parts Two & Three) <p>Homework:</p> <p>→ Forum Post #5A (Individual): <i>Wide Sargasso Sea</i> due by 11:55 PM on Wednesday, September 21</p> <p>→ Read Charlotte Perkins Gilman's <i>The Yellow Wallpaper</i></p> <p>Thursday, September 22</p> <ul style="list-style-type: none"> • Group Presentation: "Nervous Women: Sex Roles and Sick Roles" (Elaine Showalter) • Discuss <i>The Yellow Wallpaper</i> <p>Homework:</p> <p>→ Forum Post #5B (Response): <i>Wide Sargasso Sea</i> due by 11:55 PM on Friday, September 23</p> <p>→ Read Charlotte Perkins Gilman's short essay, "Why I Wrote <i>The Yellow Wallpaper</i>"</p>
WEEK SEVEN	<p>Tuesday, September 27</p> <ul style="list-style-type: none"> • Discuss <i>The Yellow Wallpaper</i> <p>Homework:</p> <p>→ Forum Post #6A (Individual): <i>The Yellow Wallpaper</i> due by 11:55 PM on Wednesday, September 28</p> <p>→ Read Virginia Woolf's "A Room of One's Own" (chapters 1-3); choose one sentence (or short passage) from each chapter that you find thought-provoking, compelling, etc. and provide a brief analysis/response to each one -- bring typed work to class</p> <p>Thursday, September 29</p> <ul style="list-style-type: none"> • Discuss "A Room of One's Own"

	<p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #6B (Response): <i>The Yellow Wallpaper</i> due by 11:55 PM on Friday, September 30 → Study for Midterm Exam
WEEK EIGHT	<p>Tuesday, October 4</p> <ul style="list-style-type: none"> • Midterm Exam <p>Homework:</p> <ul style="list-style-type: none"> → For Tuesday, October 11: Read Toni Morrison's <i>Beloved</i> (pp. 1-75) <p>Thursday, October 6</p> <ul style="list-style-type: none"> • (No Class - Fall Break)
WEEK NINE	<p>Tuesday, October 11</p> <ul style="list-style-type: none"> • Discuss <i>Beloved</i> (pp. 1-75) <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #7A (Individual): <i>Beloved</i> due by 11:55 PM on Wednesday, October 12 → Read <i>Beloved</i> (pp. 76-173) <p>Thursday, October 13</p> <ul style="list-style-type: none"> • (No Class - Professor at Conference) <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #7B (Response): <i>Beloved</i> due by 11:55 PM on Friday, October 14
WEEK TEN	<p>Tuesday, October 18</p> <ul style="list-style-type: none"> • Group Presentation: "Anything Dead Coming Back to Life Hurts: Circularity in <i>Beloved</i>" (Philip Page) • Discuss <i>Beloved</i> (pp. 76-173) <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #8A (Individual): <i>Beloved</i> due by 11:55 PM on Wednesday, October 19 → Read <i>Beloved</i> (pp. 174-235) <p>Thursday, October 20</p> <ul style="list-style-type: none"> • Discuss <i>Beloved</i> (pp. 174-235) <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #8B (Response): <i>Beloved</i> due by 11:55 PM on Friday, October 21

	<p>→ Read <i>Beloved</i> (pp. 236-end)</p>
<p>WEEK ELEVEN</p>	<p>Tuesday, October 25</p> <ul style="list-style-type: none"> • Group Presentation: "Maternity and Rememory: Toni Morrison's <i>Beloved</i>" (Marianne Hirsch) • Discuss <i>Beloved</i> (pp. 236-end) <p>Homework:</p> <p>→ First Draft of Critical Analysis Essay</p> <p>Thursday, October 27</p> <p>DUE: First Draft of Critical Analysis Essay</p> <ul style="list-style-type: none"> • Peer Review <p>Homework:</p> <p>→ FINAL Draft of Critical Analysis Essay</p> <p>→ Read Maxine Hong Kingston's <i>The Woman Warrior</i> ("No Name Woman" & "White Tigers")</p>
<p>WEEK TWELVE</p>	<p>Tuesday, November 1</p> <p>DUE: FINAL Draft of Critical Analysis Essay</p> <ul style="list-style-type: none"> • Discuss <i>The Woman Warrior</i> ("No Name Woman" & "White Tigers") <p>Homework:</p> <p>→ Forum Post #9A (Individual): <i>The Woman Warrior</i> due by 11:55 PM on Wednesday, November 2</p> <p>→ Read <i>The Woman Warrior</i> ("Shaman")</p> <p>Thursday, November 3</p> <ul style="list-style-type: none"> • Group Presentation: "Publish or Perish: Food, Hunger, and Self-Construction in Maxine Hong Kingston's <i>The Woman Warrior</i>" (Paul Outka) • Discuss <i>The Woman Warrior</i> ("Shaman") <p>Homework:</p> <p>→ Forum Post #9B (Response): <i>The Woman Warrior</i> due by 11:55 PM on Friday, November 4</p> <p>→ Read <i>The Woman Warrior</i> ("At the Western Palace")</p>

WEEK THIRTEEN	<p>Tuesday, November 8</p> <ul style="list-style-type: none"> • Discuss <i>The Woman Warrior</i> ("At the Western Palace") <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #10A (Individual): <i>The Woman Warrior</i> due by 11:55 PM on Wednesday, November 9 → Read Jhumpa Lahiri's "Hell-Heaven" <p>Thursday, November 10</p> <ul style="list-style-type: none"> • Discuss "Hell-Heaven" <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #10B (Response): <i>The Woman Warrior</i> due by 11:55 PM on Friday, November 11 → Read Alison Bechdel's <i>Fun Home</i> (chapters 1-3)
WEEK FOURTEEN	<p>Tuesday, November 15</p> <ul style="list-style-type: none"> • Discuss <i>Fun Home</i> (chapters 1-3) <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #11A (Individual): <i>Fun Home</i> due by 11:55 PM on Wednesday, November 16 → Read <i>Fun Home</i> (chapters 4-5) <p>Thursday, November 17</p> <ul style="list-style-type: none"> • Group Presentation: "Closing the Gap in Alison Bechdel's <i>Fun Home</i>" (Jennifer Lemberg) • Discuss <i>Fun Home</i> (chapters 4-5) <p>Homework:</p> <ul style="list-style-type: none"> → Forum Post #11B (Response): <i>Fun Home</i> due by 11:55 PM on Friday, November 18 → Read <i>Fun Home</i> (chapters 6-7)
WEEK FIFTEEN	<p>Tuesday, November 22</p> <ul style="list-style-type: none"> • Discuss <i>Fun Home</i> (chapters 6-7) <p>Homework:</p> <ul style="list-style-type: none"> → Critical & Creative Project due Tuesday, November 29 <p>Thursday, November 24</p> <ul style="list-style-type: none"> • (No Class - Thanksgiving Vacation)
WEEK SIXTEEN	<p>Tuesday, November 29</p>

	DUE: Critical & Creative Project <ul style="list-style-type: none">• Project Presentations Thursday, December 1 <ul style="list-style-type: none">• Project Presentations• Final Exam review
FINAL EXAM	Tuesday, December 13 1:00-4:00 PM (Tompkins G113)

NC STATE UNIVERSITY

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11 October 2016

MEMO

To: Courses & Curriculum Committee
University College
Council on Undergraduate Education

From: Genia Sklute
Associate Director, University Honors Program

Re: Notification of experimental offerings, Fall semester 2016

The following courses are being offered this fall under the University Honors Program HON 290/HON 293/HON 295/HON 296 series General Education special topics "shells":

Course Number: HON 290-002
GEP Category: Humanities (History)
Course Title: North Carolina: Centuries of Contrast and Change
Number of Times Offered: First offering
Instructor Name: J. Mobley

Course Number: HON 293-001
GEP Category: Humanities (Literature)
Course Title: Gender, Identity, and the Birth of the "Modern Woman"
Number of Times Offered: First offering
Instructor Name: A. Auten

Course Number: HON 295-001
GEP Category: Social Sciences
Course Title: The Conservative Tradition in the West
Number of Times Offered: First Offering
Instructor Name: A. Taylor

Course Number: HON 295-002
GEP Category: Social Sciences
Course Title: Diversity and Ecological Justice
Number of Times Offered: First offering
Instructor Name: T. Easley

Course Number: HON 296-001
GEP Category: Interdisciplinary Perspectives
Course Title: Interpretive Machines
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: P. Fyfe

Course Number: HON 296-002
GEP Category: Interdisciplinary Perspectives
Course Title: Politics and Literature
Number of Times Offered: Third Offering (First Offering, Spring 2015, Second Offering, Spring 2016)
Instructor Name: S. Kessler

Course Number: HON 296-003
GEP Category: Interdisciplinary Perspectives
Course Title: Religion and Freedom
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: J. Bivins

Course Number: HON 296-004
GEP Category: Interdisciplinary Perspectives
Course Title: Outbreak
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: S. Carson

GEP Social Sciences Course Submission Form

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

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

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

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

HON 295 section 001		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	THE CONSERVATIVE TRADITION IN THE W	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	2168	
Instructor Name/Title	ANDREW J. TAYLOR/Professor	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p style="text-align: center;">List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Social Sciences Objective 1: Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional process.</i></p> <p>Students will be able to recognize and critique the various component ideas of the conservative tradition in the West (e.g. Christianity and particularly Catholicism; monarchy; social order and</p>		
<p>Measure(s) for above Outcome:</p> <p><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>		
See attachment		
<p style="text-align: center;">List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Social Sciences Objective 2: Obj. 2) Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.</i></p> <p>Students will be able to describe conservatism's role in modern debates on political, social, and cultural issues.</p>		
<p>Measure(s) for above Outcome:</p> <p><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>		
Tests, short papers, and class discussion.		

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Social Sciences Objective 3*:
Obj. 3) Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.

See attachment

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.

Tests, short papers, and class discussion.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): M/W 3:00 PM - 4:15 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type:
Caldwell 212
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

- a. If seats are restricted, describe the restriction being applied.

University Honors Program Students

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

N/A

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

University Honors Program Students

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

Andrew Taylor

Measure(s) for students learning outcome for objective 1:

Students will be able to recognize and critique the various component ideas of the conservative tradition in the West (e.g. Christianity and particularly Catholicism; monarchy; social order and cohesion; organic and incremental change etc.)

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.

Short Paper Question (Section 1, Question 4): Catholicism has had significant influence on conservative ideas over the centuries. What has been the nature of this influence? Why has it been so strong? Protestantism, on the other hand, greatly shaped liberal ideas in the seventeenth and eighteenth centuries. Why do you think Protestants were less enamored with conservative ideas in that period? Lastly, students will determine the extent to which environmental conditions have been affected by interconnections between natural resources, environmental management and issues related to power and privilege in our society.

This question asks students to think about the role of Christianity in the development of the conservative and liberal traditions and explain why it was Catholicism, as opposed to Protestantism, that was so central to modern western conservatism.

Measure(s) for students learning outcome for objective 3:

Students will be able to assess the importance of conservative values today and their place in the contemporary world.

SIGNATURE PAGE FOR HON 295 section 001

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

10/11/16

DATE

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

ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

10-31-16

DATE



COLLEGE DEAN

11/3/16

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

POLITICAL SCIENCE HON 295-001 (3 hrs)
THE CONSERVATIVE TRADITION IN THE WEST
No pre- or co-reqs, Social Sciences GEP fulfillment
M, W 3.00 - 4.15; Caldwell 212; Fall 2016
OFFICE HOURS: M, W 1.30-2.30 and by appointment
OFFICE: 227B Caldwell
Tel: 515-8618
e-mail: ataylor@ncsu.edu
web: <http://faculty.chass.ncsu.edu/taylor/index.html>

ANDREW J. TAYLOR

Course Overview

This is a course on the conservative tradition in the West. We will discuss its core values and principles and examine the tradition's historical roots, with particular attention to America and Britain and the philosophers and political leaders who have shaped its course. We will discuss the principal criticisms of it and what conservatism means today.

For more on an overview and general purposes of the course, consult the Power Point presentation used at our first meeting and available on the course website.

Prerequisites and Restrictive Statements

No prerequisites. Restricted to University Honors Program students. Open to other students by permission of the UHP

Course Materials

There are no books required for purchase. No other required expenses are anticipated.

Schedule of Classes, Required Reading, and Assignments

The course will operate like a quasi-seminar. Students are expected to have a basic grasp of the readings so that they are prepared to discuss them in class. In each class I will present contextual material in the form of a single or series of short lecture "snippets" so that students understand the basic political, social, and economic milieu in which the subject of our discussion is situated.

This schedule is subject to change as we may wish to spend longer on some subjects than others. Exams will remain as scheduled, however.

Please note that you must be prepared to discuss the readings in class. Do not worry about details; I want you to have a basic understanding of each reading. Just get the gist, the main points of the piece.

I do think you will find the background material very helpful, including for your papers, but it is optional and is not required. Note that it is generally in the form of a podcast and can therefore be consumed leisurely.

All readings are either on electronic course reserve or from the Internet, in which case the URL is given.

Course reserves can be accessed at: <https://reserves.lib.ncsu.edu/>. You will need to log in using your NC State Unity account.

1. 8/17 – Introduction (course requirements & policies, PPT overview of material)
2. 8/22 – Plato and Pericles’s Funeral Oration
 - Readings to be discussed in class
 - Pericles’s Funeral Oration from The Peloponnesian War:
<http://legacy.fordham.edu/halsall/ancient/pericles-funeralspeech.asp>
 - C.D.C. Reeve, “Plato”, from *Political Thinkers from Socrates to the Present*, ed. By David Boucher and Paul Kelly, 2nd ed., pp. 62-78
 - Arthur L. Herman, *The Cave and the Light*, pp. 61-70
 - Plato, “The Philosopher Ruler” from *The Republic*, Penguin Classics, pp. 189-208 (pp. 471-87 original pagination)
 - Mark Levin’s criticism of Plato, Chapter 2 “Plato’s Republic and the Perfect Society” of *Ameritopia: The Unmaking of America*:
<http://academic.udayton.edu/lawrenceulrich/Leadership370/Plato's%20Republic%20and%20The%20Perfect%20Society.pdf>
 - Background material
 - Have Pericles’s “Funeral Oration” read to you:
<https://www.youtube.com/watch?v=bLa2uZEczgQ>
 - Have *The Republic* read to you: John Adams has a series on You Tube you can search – note particularly for our purposes Books IV, VI, and VIII
 - Summary of relevant parts of the Republic read to you: Book VIII:
<https://www.youtube.com/watch?v=As7ViKW2MRQ>
 - On Plato’s ideal city of Kallipolis, see Yale Open Courses:
<http://oyc.yale.edu/political-science/plsc-114/lecture-6>
 - Contextual material presented in class
 - Athens and Athenian Democracy - The First Hints of Liberalism

- The Peloponnesian War and Pericles's Funeral Oration
- Plato and The Republic – An Ideal Society
- Modern Criticisms of Plato

3. 8/24 – Theology and Political Conservatism

- Readings to be discussed in class
 - Ernest Fortin, “St Augustine”, pp. 176-80, Leo Strauss and Joseph Cropsey, eds., *History of Political Philosophy*
 - Joseph Canning, “Aquinas”, pp. 132-46, *Political Thinkers: From Socrates to the Present*
 - Larry Siedentop, *Inventing the Individual: The Origins of Western Liberalism*, pp. 100-110, chapter 8
 - Larry Siedentop, *Inventing the Individual: The Origins of Western Liberalism*, pp. 293-305, chapter 22
 - Arthur L. Herman, *The Cave and the Light*, pp. 178-85
 - Arthur L. Herman, *The Cave and the Light*, pp. 229-40
- Background material
 - John McClelland, “St Augustine”, pp. 92-108, *A History of Western Political Thought*
 - John McClelland, “St Thomas Aquinas”, pp. 110-126, *A History of Western Political Thought*
 - BBC Radio 4 “In Our Time” podcast, “St Thomas Aquinas”: <http://www.bbc.co.uk/programmes/b00mkd63>
 - BBC Radio 4 “In Our Time”, Greyfriars and Blackfriars”: <http://www.bbc.co.uk/programmes/p003k9dz>
- Contextual material presented in class
 - St Augustine
 - Aristotelian Thought and Challenges to the Church in the Thirteenth Century
 - St Thomas Aquinas
 - The Conservative Politics of Augustine and Aquinas

4. 8/29 – Arguments that God Exists

- Readings to be discussed in class
 - Aquinas's argument that God exists (from Summa Theologica):
<http://web.mnstate.edu/gracyk/courses/web%20publishing/aquinasFiveWays.htm>
 - Robert Barron: "Thomas Aquinas's Proof of God":
http://www.realclearreligion.org/articles/2014/10/08/thomas_aquinass_proof_of_god.html
 - Anselm's Ontological Argument:
<https://www.princeton.edu/~grosen/puc/phi203/ontological.html>
 - James Connor, *Pascal's Wager*, pp. 177-85

- Background material
 - BBC Radio 4, "In Our Time" podcast, "The Ontological Argument":
<http://www.bbc.co.uk/programmes/b01mwx64>
 - BBC Radio 4, "In Our Time" podcast, "Pascal's Wager":
<http://www.bbc.co.uk/programmes/b03b2v6m>

- Contextual material presented in class
 - Conservatism and Belief in God
 - Aquinas's Fivefold Proof of God's Existence
 - Anselm's Ontological Argument
 - Blaise Pascal and His Wager: Science v. Faith

5. 8/31 – The Protestant Reformation

- Readings to be discussed in class
 - Kenneth G. Appold, *The Reformation: A Brief History*, Epilogue, pp. 186-92
 - Eric Ives, *The Reformation Experience*, Chapter 9 (pp. 82-9), Chapter 10 (pp. 90-102), Chapter 15 (pp. 137-41), Chapter 30 (pp. 274-80)
 - BBC History, "The English Reformation":
http://www.bbc.co.uk/history/british/tudors/english_reformation_01.shtml
 - History Today Treaty of Westphalia:
<http://www.historytoday.com/richard-cavendish/treaty-westphalia>
 - Peter Wilson, "The Westphalian Settlement", pp. 751-62 of, *The Thirty Years War*

- Christian History Institute “John Calvin”:
<https://www.christianhistoryinstitute.org/magazine/article/calvin-father-of-modern-democracy/>

- Background material
 - BBC Radio 4 “In Our Time” podcast, “Wycliffe and the Lollards”:
<http://www.bbc.co.uk/programmes/b011vh4k>
 - BBC Radio 4 “In Our Time” podcast, “The Diet of Worms”:
<http://www.bbc.co.uk/programmes/p0038x8z>
 - BBC Radio 4 “In Our Time” podcast, “Calvinism”:
<http://www.bbc.co.uk/programmes/b00qvqpz>
 - BBC Radio 4 “In Our Time” podcast, “St Bartholomew’s Day Massacre”:
<http://www.bbc.co.uk/programmes/p005493t>

- Contextual material presented in class
 - Pre-Reformation
 - Martin Luther and His 95 Theses
 - John Calvin
 - Henry VIII and the English Reformation
 - The Spread of Protestantism
 - Thirty Years War and the Peace of Westphalia
 - Protestants v. Catholics in Seventeenth Century England

9/5 – No Class, Labor Day

6. 9/7 – Robert Filmer and the Legitimacy of Monarchy

- Readings to be discussed in class
 - John Locke, “First Treatise of Government”, Chapters 1-3 (or sections 1-20), National Endowment for the Humanities:
<http://www.nlnrac.org/earlymodern/locke/documents/first-treatise-of-government>
 - John Neville Figgins, *Divine Right of Kings*, “Introduction”
 - John Neville Figgins, *Divine Right of Kings*, “Conclusion”

- Background material

- BBC Radio 4 “In Our Time” podcast, “The Divine Right of Kings”
<http://www.bbc.co.uk/programmes/b0080xph>
- Contextual material presented in class
 - Robert Filmer and *Patriarcha*
 - The Divine Right of Kings
 - Filmer, Richard Hooker, Thomas Hobbes, and John Locke

7. 9/12 – Edmund Burke, Conservative Icon

- Readings to be discussed in class
 - Stanford Encyclopedia of Philosophy:
<http://plato.stanford.edu/entries/burke/#1>
 - Adam Gopnik, “The Right Man” from July 29, 2013 issue of the *New Yorker*: <http://www.newyorker.com/magazine/2013/07/29/the-right-man>
 - Jesse Norman, *Edmund Burke: First Conservative*, pp. 78-82
- Background material
 - BBC Radio 4 “In Our Time” podcast, “Edmund Burke”:
<http://www.bbc.co.uk/programmes/b00sjqyn>
 - Burke on “The Sublime and the Beautiful”:
https://www.youtube.com/watch?v=BvzG_p_sdOQ
- Contextual material presented in class
 - Edmund Burke – The Man and His Times
 - Burke on the Sublime and Beautiful
 - Burke and the American Revolution
 - The Enlightenment, Liberalism, and the Idea of Conservatism as Reaction
 - Reflections on the Revolution in France

8. 9/14 – The Ideas of Edmund Burke

- Readings to be discussed in class
 - Jesse Norman, *Edmund Burke: First Conservative*, pp. 245-56
 - Edmund Burke, *Reflections on the Revolution in France* (Oxford University Press ed.), pp. 47-56
 - Edmund Burke, *Reflections on the Revolution in France* (Oxford University Press ed.), pp. 58-63

- Edmund Burke, *Reflections on the Revolution in France* (Oxford University Press ed.), pp. 87-97
 - Yuval Levin, *The Great Debate*, pp. 71-82
 - Yuval Levin, *The Great Debate*, pp. 97-116
 - Yuval Levin, *The Great Debate*, pp. 214-19
 - Edmund Burke, “Speech to the Electors of Bristol”: <http://press-pubs.uchicago.edu/founders/documents/v1ch13s7.html>
- Background material
 - BBC Radio 4 “In Our Time” podcast, “Edmund Burke”: <http://www.bbc.co.uk/programmes/b00sjqyn>
 - Contextual material presented in class
 - Liberty and Individualism
 - Rights and Obligations
 - Order and Institutions
 - Morality and Religion

9. 9/19 – Exam 1

10. 9/21 – Conservatism and the American Revolution

- Readings to be discussed in class
 - Letter from John Adams to Thomas Jefferson on equality: <http://press-pubs.uchicago.edu/founders/documents/v1ch15s62.html>
 - Patrick Allitt, “The Federalists”, from *The Conservatives*, pp. 6-13
 - David Lefer, *The Founding Conservatives*, Chapters 23 and 24
 - Gordon Wood, *The Idea of America: Reflections on the Birth of the United States*, Chapter 8
 - Russell Kirk, *The Conservative Mind from Burke to Eliot*, pp. 86-113 on John Adams
 - The Constitution of the United States (online)
- Background material
 - Podcast from Ricochet, David McCullough on John Adams: <https://ricochet.com/podcasts/david-mccullough-on-john-adams/>
- Contextual material presented in class

- The Revolution as a liberal event, the Constitution as a liberal document
- Loyalists in the Revolution
- Beard's *An Economic Interpretation of the Constitution*
- John Adams and The Federalists
- The Constitution as a Conservative Document

11. 9/26 – Alexis de Tocqueville and a Conservative Analysis of America

- Readings to be discussed in class
 - Isaac Kramnick, "Introduction to Tocqueville's 'Democracy in America'" (Penguin Classics), pp. ix(9)-xlvi(48)
 - Russell Kirk, *The Conservative Mind from Burke to Eliot*, pp. 204-24 on Tocqueville
 - John Wilsey, "What Would Tocqueville Say About Trump?", *The American Conservative*:
<http://www.theamericanconservative.com/articles/what-would-tocqueville-say-about-trump>
 - Sandy Kessler, "If Tocqueville Were Alive Today, He Would Worry About Our National Character", *Religion News Service*:
<http://religionnews.com/2016/04/01/tocqueville-alive-worry-national-character-commentary/>
 - Alexis de Tocqueville, *Democracy in America*, Vol II., the following chapters from Sections 1-4: "Unlimited Power of the Majority in the United States and Its Consequences", "Of Individualism in Democratic Countries," "How Americans Combat Individualism by the Principle of Self-Interest Rightly Understood," "That the Americans Apply the Principle of Self-Interest Rightly Understood to Religious Matters," "That the Opinions of Democratic Nations about Government Are Naturally Favorable to the Concentration of Power in America," "What Sort of Despotism Democratic Nations Have to Fear"
http://xroads.virginia.edu/~hyper/detoc/toc_indx.html
- Background material
 - Library of Law and Liberty podcast, "Daniel Mahoney on 'Understanding the Best Book Ever Written About American Democracy'":
<http://www.libertylawsite.org/2012/08/27/understanding-the-best-book-ever-written-about-american-democracy/>
 - Intellectual Take-Out podcast, "Frank Turner 'Alexis de Tocqueville and the Challenge of Democracy'":

<http://www.intellectualltakeout.org/library/video-podcast-media/podcast-alexis-de-tocqueville-and-challenge-democracy>

- Contextual material presented in class
 - Alexis de Tocqueville and a trip to America
 - Tocqueville on democracy and equality
 - Tocqueville's conservative critique of Jacksonian America

12. 9/28 – Conservatism, the American South, and the Civil War

- Readings to be discussed in class
 - Patrick Allitt, "Southern Conservatism", from *The Conservatives*, pp. 27-45
 - James Read, *Majority Rule Versus Consensus*, pp. 3-19
 - Diana Schaub, "Lincoln at Gettysburg", from *National Affairs*, Spring 2014, pp. 114-32
- Background Material
 - BBC Radio 4 "In Our Time" podcast, "The Gettysburg Address":
<http://www.bbc.co.uk/programmes/b07c2w5j>
- Contextual material presented in class
 - Southern Antifederalist feeling and John Randolph
 - John C. Calhoun—the man and his ideas
 - Abraham Lincoln and the conservatism of the Union

13. 10/3 – Early Twentieth Century American Conservatism

- Readings to be discussed in class
 - Renee Vannatta, Tennessee Literary Project at Middle Tennessee State University: <http://chapter16.org/author-in-history/the-agrarians/>
 - "Introduction: A Statement of Principles", from *I'll Take My Stand*, pp. xix-xxx
 - Henry Adams, *Democracy*, chapter 4

- Brooks Adams, “Speech Published in the Proceedings of the American Academy of Arts and Letters”, from Russell Kirk ed., *The Portable Conservative Reader*, pp. 350-9
- “Generally Political”, from S. T. Joshi (ed.), *Mencken on Mencken*, pp. 160-7, NCSU ebook:
<http://site.ebrary.com/lib/ncsu/detail.action?docID=10408483>
- Theodore Roosevelt, *An Autobiography*, “Foreword”, pp. vii-viii
- Background Material
 - None
- Contextual material presented in class
 - Democracy and Materialism—an age to challenge conservatives
 - Southern agrarian conservatism
 - The Adams brothers and their critique of modern society
 - H.L. Mencken
 - Teddy Roosevelt’s very own conservatism

14. 10/5 – Reaction to Liberalism: Catholics and Conservatism in Nineteenth Century Britain

- Readings to be discussed in class
 - Jim Powell, short biography of Lord Acton: <https://fee.org/articles/lord-acton-political-power-corrupts/>
 - “Conclusions: Acton’s Legacy and Lessons”, pp. 262-72 from Christopher Lazarski, *Power Tends to Corrupt: Lord Acton’s Study of Liberty*, ebook from NCSU Libraries,
<http://site.ebrary.com/lib/ncsu/detail.action?docID=10950061>
 - Brief biographical sketch of John Henry Newman:
<https://www.britannica.com/biography/Blessed-John-Henry-Newman>
 - Dr. Phillip Irving Mitchell’s summary of Newman’s thought:
<http://www3.dbu.edu/mitchell/newmanoverview.htm>
- Background material
 - George H. Smith’s series of three podcasts on Acton and Liberty:
<http://www.podcastchart.com/podcasts/excursions-into-libertarian-thought/episodes/lord-acton-and-the-history-of-liberty-part-1> (see also part-2 and part-3)

- British Catholic Church’s podcasts about John Henry Newman to coincide with the Papal Visit to the U.K. in 2010:
<http://www.thepapalvisit.org.uk/Cardinal-Newman/Newman-Podcasts>
- Contextual material presented in class
 - Catholicism in Britain, 1700-1900
 - British Liberalism, 1700-1900
 - Lord Acton and an Embrace of Liberty
 - John Henry Newman and a Rejection of Liberalism

15. 10/10 –The British Conservative Party

- Readings to be discussed in class
 - Richard Carr, *One Nation Britain*, pp. 25-40, ebook from NCSU Libraries
<http://site.ebrary.com/lib/ncsu/detail.action?docID=10875274>
 - John Charmley, *A History of Conservative Politics Since 1830*, pp. 1-15
 - Richard A. Gaunt, “Sir Robert Peele”, in *British Conservative Leaders*, pp. 59-73
 - Robert Saunders, “Benjamin Disraeli”, in *British Conservative Leaders*, pp. 93-109
 - John Charmley, “Winston Churchill” in *British Conservative Leaders*, pp. 237-49
- Background material
 - BBC Radio 4, “The Prime Ministers”, Sir Robert Peel,
<http://www.bbc.co.uk/programmes/b00j022f>
 - BBC Radio 4, “The Prime Ministers”, Benjamin Disraeli,
<http://www.bbc.co.uk/programmes/b00j6xxv>
- Contextual material presented in class
 - The Origins of the British Conservative Party
 - Conservative Party Ideas
 - The Contributions of Important Leaders

16. 10/12—Exam 2

17. 10/17 – The Cold War, Anti-Communism, and American Conservatism

- Readings to be discussed in class
 - “McCarthyism and the Second Red Scare”, from “American History” in the Oxford Research Encyclopedia:
<http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-6>
 - James Burnham, *Suicide of the West*, Chapter 1, pp. 1-15, ebook from NCSU Libraries
<http://site.ebrary.com/lib/ncsu/detail.action?docID=10955042>
 - George Nash, *The Conservative Intellectual Movement in America*, pp. 148-73, ebook from NCSU Libraries
<http://site.ebrary.com/lib/ncsu/detail.action?docID=10852778>
 - Whittaker Chambers, *Witness*, Foreword, pp. 3-22
 - Robert Griffith, *The Politics of Fear*, pp. 318-20
 - William F. Buckley, Jr. and L. Brent Bozell, *McCarthy and His Enemies*, pp. 41-59
- Background material
 - BBC Radio 4, “The Cold War: McCarthyism”:
<http://www.bbc.co.uk/programmes/b07jys1y>
 - The “History of the Cold War” podcast: Various episodes
<https://www.acast.com/thehistoryofthecoldwar/the-history-of-the-cold-war-podcast-episode-1>
- Contextual material presented in class
 - The Soviet Union and the Beginning of the Cold War
 - Whittaker Chambers and the Hiss Case
 - Joseph McCarthy

18. 10/19 – Post-War Conservative Philosophers: Weaver, Kirk, and Oakeshott

- Readings to be discussed in class
 - Patrick Allitt, “Traditionalists”, from *The Conservatives*, pp. 165-72
 - Richard Weaver, “Introduction” from *Ideas Have Consequences*, pp. 1-17
 - Russell Kirk, “The Idea of Conservatism” from *The Conservative Mind*, pp. 3-11

- Kenneth Minogue, “The Elusive Oakeshott”, from the American Conservative: <http://www.theamericanconservative.com/articles/the-elusive-oakeshott/>
- Michael Oakeshott, “On Being Conservative”, from *Rationalism in Politics and Other Essays*, pp. 407-37
- Background material
 - London School of Economics, Jesse Norman, “Burke, Oakeshott, and the Intellectual Roots of Modern Conservatism”
<http://www.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/player.aspx?id=2106>
- Contextual material presented in class
 - Richard Weaver’s *Ideas Have Consequences*
 - Russell Kirk and the Idea of Conservatism
 - Michael Oakeshott and Being Conservative

19. 10/24 – Two Giants of Modern American Conservatism: William F. Buckley, Jr. and Barry Goldwater

- Readings to be discussed in class
 - John Micklethwait and Adrian Wooldridge, *The Right Nation: Conservative Power in America*, 40-62
 - David Farber, “William F. Buckley” in *The Rise and Fall of Modern American Conservatism: A Short History*, 39-76
 - Barry Goldwater, *Conscience of a Conservative*, pp. 9-24, 70-77.
 - Phyllis Schlafly, *A Choice Not an Echo*, pp. 117-21
 - Barry Goldwater, “Extremism in the Defense of Liberty is No Vice” (1964 presidential nomination acceptance speech), pp. 30-40 in Peter Schweizer and Wynton Hall eds., *Landmark Speeches of the American Conservative Movement* (see “background material” below for link to actual speech)
- Background material
 - Video: “Barry Goldwater Speaks Out”
<http://search.alexanderstreet.com/view/work/1528963>
 - NPR, William F. Buckley, “A Life on the Right”
<http://www.npr.org/templates/story/story.php?storyId=3387080>

- Cato Institute Daily Podcast, “William F. Buckley’s Conservatism”: <http://www.cato.org/multimedia/daily-podcast/william-f-buckleys-conservatism>
- Barry Goldwater’s acceptance speech at the 1964 Republican National Convention: <https://www.youtube.com/watch?v=RFSiyueal7Q>
- Contextual material presented in class
 - The Development of American Conservatism in the 1950s and 1960s
 - William F. Buckley and the *National Review*
 - Barry Goldwater, *The Conscience of a Conservative*, and the 1964 Presidential Campaign

20. 10/26 – Modern Conservatism and Social Criticism

- Readings to be discussed in class
 - Daniel Patrick Moynihan, “The Negro Family: The Case for National Action”, Department of Labor, March 1965: <https://web.stanford.edu/~mrosenfe/Moynihan's%20The%20Negro%20Family.pdf>
 - Richard J. Herrnstein and Charles Murray, *The Bell Curve*, pp. 1-24
 - George Gilder, *Wealth and Poverty*, pp. 97-110
 - Jane Mansbridge, *Why We Lost the ERA*, pp. 8-19
 - Phyllis Schlafly, “What’s Wrong with Equal Rights for Women?”, *Feminist Fantasies*, pp. 89-93
- Background material
 - Video: “Chelsea Griffis on the ERA”: <http://www.c-span.org/video/?406936-3/equal-rights-amendment>
 - Information about the Equal Rights Amendment: <http://www.equalrightsamendment.org/>
 - NPR “Code Switch”: “Moynihan Report Revisited”: <http://www.npr.org/sections/codeswitch/2013/06/13/190982608/moynihan-black-poverty-report-revisited-fifty-years-later>
- Contextual material presented in class
 - Race and Poverty
 - Feminism and the ERA

21. 10/31 – Modern Conservatism and Cultural Criticism

- Readings to be discussed in class
 - Steven Lenzner and William Kristol, “What was Leo Strauss Up To?”, *National Affairs*, Fall 2003:
http://www.nationalaffairs.com/doclib/20080710_20031532whatwasleostraussuptostevenlenzner.pdf
 - William F. Buckley, Jr., “Understanding Mapplethorpe”, from *Happy Days Were Here Again*, pp. 119-25
 - Irving Kristol, “Pornography, Obscenity, and the Case for Censorship”, *New York Times*, March 28, 1971:
<http://www.nytimes.com/1971/03/28/archives/pornography-obscenity-and-the-case-for-censorship-pornography.html>
 - Christopher Lasch, *The Culture of Narcissism*, pp. 1-30
- Background Material
 - Steven Smith, “Was Leo Strauss a Straussian?” Podcast:
<https://ricochet.com/podcast/was-leo-strauss-a-straussian/>
 - Video: Robert Mapplethorpe, “Short Biography”:
https://www.youtube.com/watch?v=YZq2sMo_kzI
- Contextual material presented in class
 - Leo Strauss and the Revolt Against Modernity
 - Conservatives and the Arts

22. 11/2 – Modern Conservatism’s Critique of Higher Education

- Readings to be discussed in class
 - Richard Sander and Stuart Taylor, “The Painful Truth About Affirmative Action”, *The Atlantic*, October 2012:
<http://www.theatlantic.com/national/archive/2012/10/the-painful-truth-about-affirmative-action/263122/>
 - Andrew Ferguson, “The Book That Drove Them Crazy”, *Weekly Standard*, April 9, 2012: <http://www.weeklystandard.com/the-book-that-drove-them-crazy/article/634905>
 - Allan Bloom, *The Closing of the American Mind*, pp. 336-47

- Dinesh D’Souza, *Illiberal Education*, pp. 1-20
- Greg Lukianoff and Jonathan Haidt, “The Coddling of the American Mind”, *The Atlantic*, September 2015:
<http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>
- Background material
 - Roger Kimball on “Twenty Years of the Closing of the American Mind”, Marketplace of Ideas Podcast:
<http://www.podcastchart.com/podcasts/notebook-on-cities-and-culture/episodes/on-20-years-of-the-closing-of-the-american-mind-with-roger-kimball/pop>
 - NPR “Intelligence Squared” debate, “Does Affirmative Action on Campus Does More Harm Than Good”:
<http://www.npr.org/2014/03/26/293767851/debate-does-affirmative-action-on-campus-do-more-harm-than-good>
- Contextual material presented in class
 - Affirmative Action in Higher Education
 - Higher Education and “The Closing of the American Mind”

23. 11/7 – Exam 3

24. 11/9 – Modern Conservatism, Religion, and Public Policy

- Readings to be discussed in class
 - Michael Novak, “How American Civilization Lost Its Way”, *National Review*, July 2, 2016:
<http://global.nationalreview.com/article/437414/religious-liberty-america-threatened-secularism?target=topic&tid=3106>
 - Richard Epstein, “The War Against Religious Liberty”, Hoover Institution, April 7, 2015: <http://www.hoover.org/research/war-against-religious-liberty>
 - Robert George, “What Marriage Is—and What it Isn’t”, *Conscience and Its Enemies*, pp. 126-41

- David French, “Turning the World Upside Down for the Transgendered”, *National Review*, April 19, 2016: <http://www.nationalreview.com/article/434246/religious-freedom-more-important-transgender-rights>
 - David Sehat, “The Religious-Liberty Attack on Transgender Rights”, *Boston Review*, May 27, 2016: <https://bostonreview.net/us/david-sehat-lgbt-transgender-bathroom-bills>
- Background Material
 - Coverage of Obergefell v. Hodges (same-sex marriage case) on SCOTUS blog: <http://www.scotusblog.com/case-files/cases/obergefell-v-hodges/>
 - News and Observer and Charlotte Observer timelines of North Carolina’s HB2: <http://www.newsobserver.com/news/politics-government/state-politics/article72170307.html> & <http://www.charlottemagazine.com/Charlotte-Magazine/April-2016/HB2-How-North-Carolina-Got-Here/>
 - Contextual material presented in class
 - The Idea of Religious Liberty
 - Same-Sex Marriage and Transgender Issues

25. 11/14 – The Neoconservatives

- Readings to be discussed in class
 - Irving Kristol, “The Neoconservative Persuasion”, *Neoconservatism*, pp. 33-37
 - Peter Steinfels, *The Neoconservatives*, pp. 49-69
 - George W. Bush, “Introduction to the National Security Strategy of the United States of America, 2002”: <http://www.state.gov/documents/organization/63562.pdf>
 - Robert Kagan, “Neocon Nation: Neoconservatism, c. 1776”, *World Affairs*, Spring 2008
 - Peter Berkowitz, “The Neocons and Iraq”, *Wall Street Journal*, February 16, 2008: <http://www.wsj.com/articles/SB120312200840372987>
 - Frances Fukuyama, “After Neoconservatism”, *New York Times*, February 19 2006: <http://www.nytimes.com/2006/02/19/magazine/after-neoconservatism.html>

- **Background Material**
 - Peter Steinfels on Neoconservatives, talk at St Francis College, November 2014: <https://www.youtube.com/watch?v=xyfADiLZRBo>
 - NPR interview with Frances Fukuyama on Neoconservatism: <http://www.npr.org/templates/story/story.php?storyId=5239049>
 - PBS documentary on Iraq War, “Bush’s War”: <http://www.pbs.org/wgbh/frontline/film/bushswar/>
- **Contextual material presented in class**
 - The Origins of Neoconservatism
 - Neoconservatism Broadly
 - George W. Bush, Foreign Policy, and Neoconservatism

26. 11/16 – European Right-Wing Politics: Past and Present

- **Readings to be discussed in class**
 - H.R. Trevor-Roper, “The Phenomenon of Fascism”, pp. 18-38
 - Kevin Passmore, *Fascism: A Very Short Introduction*, pp. 44-67
 - Jan-Werner Mueller, “Has Christian Democracy reached a Dead-End in Europe?”, *The Guardian*, June 10, 2010: <https://www.theguardian.com/commentisfree/belief/2010/jun/10/has-christian-democracy-reached-a-dead-end-in-europe>
 - Anton Troianovski, “Europe’s Populist Politicians Tap Into Deep Frustration”, *Wall Street Journal*, May 19, 2016: <http://www.wsj.com/articles/europes-populist-politicians-win-voters-hearts-1463689360>
 - Owen Matthews, “Beyond Brexit: Europe’s Growing Backlash Against Immigration and Globalization”, *Newsweek*, June 28, 2016: <http://www.newsweek.com/2016/07/08/britain-brex-it-wounds-european-nationalism-475101.html>
 - Scott McConnell, “Not Your Father’s National Front”, *American Conservative*, March 26, 2015: <http://www.theamericanconservative.com/articles/not-your-fathers-national-front/>
 - Nicholas Farrell, “Beppo Grille: Italy’s New Mussolini” *The Spectator*, <http://www.spectator.co.uk/2013/03/italys-new-duce/>
 - John Cassidy, “A Europe of Donald Trumps”, *New Yorker*, May 2, 2016: <http://www.newyorker.com/news/john-cassidy/a-europe-of-donald-trumps>

- Background material
 - None
- Contextual material presented in class
 - Gaullism and Christian Democracy
 - Europe is Different
 - Fascism and National Socialism—France, Italy, and Germany
 - The Right, Immigration, and the EU

27. 11/21 – Reagan, Thatcher, and the 1980s: The Rebirth of Anglophone Conservatism

- Readings to be discussed in class
 - Andrew E. Busch, “Conclusion” to *Ronald Reagan and the Politics of Freedom*, pp. 251-69.
 - William Niskanen, “Reaganomics”:
<http://www.econlib.org/library/Enc1/Reaganomics.html>
 - Arthur B. Laffer, “Reaganomics: What We Learned”, Wall Street Journal:
<http://online.wsj.com/news/articles/SB10001424052748704364004576132473777840938>
 - Dylan Matthews, “A Look Back at Margaret Thatcher’s Record”,
Washington Post:
<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/04/08/a-look-back-at-margaret-thatchers-economic-record/>
 - The Economist, “Margaret Thatcher: A Cut Above the Rest”:
<http://www.economist.com/blogs/blighty/2013/04/margaret-thatcher-0>
 - Claire Berlinski, *There is No Alternative: Why Margaret Thatcher Matters*, pp 113-29.
- Background material
 - PBS, “The American Experience: The Presidents”, “Reagan”:
<http://www.pbs.org/wgbh/americanexperience/films/reagan/player/>
 - University of Oxford, Gillian Peele, “The Legacy of Margaret Thatcher”
<http://podcasts.ox.ac.uk/legacy-margaret-thatcher>
- Contextual material to be presented in class
 - Ronald Reagan—his political philosophy

- The Reagan Presidency—its accomplishments and failures
- Margaret Thatcher and her revolution
- Were Reagan and Thatcher Conservatives?

28. 11/28 – Are Today’s Conservatives Conservative?

- Readings to be discussed in class
 - Theda Skocpol and Vanessa Williamson, *The Tea Party and the Remaking of American Conservatism*, Chapter 2: “What They Believe”: <http://site.ebrary.com/lib/ncsu/detail.action?docID=10518279>
 - 2016 Republican Party Platform (on electronic course reserve, or download yourself)
 - “Conservatives Against Trump”, *National Review*, February 15, 2016: <https://www.nationalreview.com/nrd/articles/430412/conservatives-against-trump>
 - Wikipedia: “Political Positions of Paul Ryan”: https://en.wikipedia.org/wiki/Political_positions_of_Paul_Ryan
 - Wikipedia: “Political Positions of Ted Cruz”: https://en.wikipedia.org/wiki/Political_positions_of_Ted_Cruz
- Background material
 - Donald Trump’s acceptance speech at the 2016 Republican National Convention: <https://www.youtube.com/watch?v=ksDAInGA3jE>
 - Ted Cruz’s speech at the 2016 Republican National Convention: <https://www.youtube.com/watch?v=XDhqM9ZnVml>
- Contextual material to be presented in class
 - Classical Liberalism and Conservatism
 - What the Republican Party Stands For Today
 - Is Donald Trump a Conservative?

29. 11/30 – Conservatism in America: Does It Have a Future?

- Readings to be discussed in class
 - Paul Taylor, “The Demographic Trends Shaping American Politics in 2016 and Beyond” Pew Research: <http://www.pewresearch.org/fact->

tank/2016/01/27/the-demographic-trends-shaping-american-politics-in-2016-and-beyond/

- Chris Cillizza on Washington Post blog: “How Unbelievably Quickly Public Opinion Changed on Same-Sex Marriage”:
<https://www.washingtonpost.com/news/the-fix/wp/2015/06/26/how-unbelievably-quickly-public-opinion-changed-on-gay-marriage-in-6-charts/>
- Republican National Committee, “Growth and Opportunity Project”, 2013: http://goproject.gop.com/rnc_growth_opportunity_book_2013.pdf
- Yuval Levin, “The Next Conservative Movement”, *Wall Street Journal*, April 15, 2016
- George Nash, “The Conservative Intellectual Movement in America: Then and Now”, *Weekly Standard*:
<http://www.nationalreview.com/article/434548/conservative-intellectuals-george-nash>
- Arthur C. Brooks, *The Conservative Heart*, pp. 179-215
- Samuel Huntington, *The Clash of Civilizations*, pp. 301-321

- Background material
 - None
- Contextual material to be presented in class
 - The Demographic and Social Challenges Facing Republicans
 - New Ideas and New Politics

Exam 4 will be on December 12, 1 p.m.

Note that podcasts are also generally available (for free) in iTunes.

Assignment dates:

4 tests (short answer, noncumulative; on 9/19, 10/12, 11/7, 12/12)	12.5% each
2 short papers (see handout; due 10/3, 11/21)	15% each
Class participation (graded holistically, for the entire semester)	20%

Grade Determination

The class is graded on a +/- scale, where:

A=90+, B=80-89, C=70-79, D=60-69, F=<60,

and where:

+ grades last digit= 7,8,9; flat grade last digit=3,4,5,6; - grades last digit=0,1,2.

Student Learning Outcomes

At the conclusion of this course:

1. students will be able to recognize the various component ideas of the conservative tradition in the West;
2. students will be able to explain the key events (e.g. the Cold War), individuals (e.g. Edmund Burke), and institutions (e.g. the British Conservative Party) of the West's conservative tradition;
3. students will be able to describe conservatism's role in modern debates on political, social, and cultural issues;
4. students will be able to assess the importance of conservative values today and their place in the contemporary world.

GEP Information

GEP Category: Social Sciences

Each course in Social Sciences category will meet the following three outcomes:

GEP Objective #1: Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes

Course outcome: Students will be able to recognize and critique the various component ideas of the conservative tradition in the West (e.g. Christianity and particularly Catholicism; monarchy; social order and cohesion; organic and incremental change etc.)

Means of assessment: Short Paper Question (Section 1, Question 4): Catholicism has had significant influence on conservative ideas over the centuries. What has been the nature of this influence? Why has it been so strong? Protestantism, on the other hand, greatly shaped liberal ideas in the seventeenth and eighteenth centuries. Why do you think Protestants were less enamored with conservative ideas in that period?

GEP Objective #2: Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes

Course Outcome: Students will be able to describe conservatism's role in modern debates on political, social, and cultural issues.

Means of assessment: Tests, short papers, and class discussion.

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

Course Outcome: Students will be able to assess the importance of conservative values today and their place in the contemporary world.

Means of assessment: Tests, short papers, and class discussion.

Assessment of Class Participation

Students will be assessed upon the quantity but more importantly the quality of their contributions to class discussions. Thoughtful statements fortified by evidence are particularly important. I am also looking for students who can demonstrate a mastery of the assigned readings.

Assessment of the Short Papers

Students must answer all parts of the question to be eligible for a maximum score. I am looking for a cogent and well-written argument that is fortified by evidence--the more systematic the better, but anecdotal evidence can also be appropriate. Essays will be evaluated on the extent to which they emulate these standards.

Note: See short paper assignments in appendix

Late Assignment Policies

Paper assignments will be deducted a grade for each day that they are late (i.e. a B+ becomes a B etc.).

Policy on Incompletes

As stated by the university grading policy, "An IN must not be used...as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of

particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course.” In this class, a grade of ‘IN’ will only be given (1) in response to a written student request [email is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor’s discretion; and (3) because of a serious interruption a student’s work not caused by his/her own negligence. The university’s policy on incompletes REG 02.50.03) can be found at policies.ncsu.edu/regulation/reg-02-50-03

Academic Integrity Statement

You are advised to check the university’s policies with regards to academic integrity because they apply in this class. I have zero tolerance for **cheating** and will fail any student who cheats. The student will also be subject to further administrative disciplinary action. Students are expected to work within the letter and spirit of the university Student Code of Conduct. (See: <http://policies.ncsu.edu/policy/pol-11-35-01>). **Plagiarism** is considered to be cheating. It will result in a penalty ranging from a 0 for the assignment to an F for the course. I may also report you to university authorities.

Copying from the Internet or other sources is considered plagiarism. You must use your own words so that I know you understand the material. If I strongly suspect but cannot prove plagiarism, I may ask you to come in to my office or call me so we can discuss your work. I’ll then be able to ascertain that you really understand what you are writing.

Policy on Attendance

Attendance is mandatory and required for a successful completion of the course. Please see the university’s policy on what constitutes an excused absence: <http://policies.ncsu.edu/regulation/reg-02-20-03>. Because of the seminar nature of the course, if you believe you will have more than six absences (excused or unexcused), you should not take this class. Every unexcused absence above two will incur a deduction from your class participation grade.

Statement for Students With Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with 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 \(REG02.20.01\)](#)

Class Evaluations

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors. • Evaluation website: <https://classeval.ncsu.edu> • Student help desk: classeval@ncsu.edu • More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

Appendix A

N.C. State Polices, Regulations, and Rules (PRR)

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

Appendix B

Website

Please check the course website:

<http://faculty.chass.ncsu.edu/taylor/HON295constrad.htm> (reachable from my website, URL for which is at the top of the syllabus) for assignment materials should you lose the copies I gave you. The first lecture Power Point is there, too. I often communicate with students by e-mail, be sure to check the address you have on file with the university regularly so that it is correct. There is no Moodle site for this "face-to-face" class.

Appendix C

Short Paper Assignment

SHORT PAPERS ASSIGNMENT

I would like you to write two papers, each should be approximately four-double spaced pages with one inch margins and 12 point font long. The first is due October 3 in class and the second is due November 21 in class. Please answer one question from Section 1 (due 10/3) and one question from Section 2 (due 11/21).

The papers are to be approached as "thought" pieces. Use the assigned readings, background materials, contextual information given in class, and your work in other related courses to guide you. You might need one or two additional sources. You can always ask me for guidance

Section 1 (choose one, due 10/3)

1. Christianity and belief in God are central to the conservative tradition in the West. Yet conservatism has been greatly influenced by reason as well. Prior to the twentieth century, how did conservative thought reconcile these two apparently contradictory

ideas? Did they sit comfortably with each other in the minds of those who shaped conservative thought before 1900? How? Why? Do you think the two ideas sit comfortably with one another in a coherent conservative philosophy today?

2. Plato has had a profound effect on what we call conservative ideas. What characteristics of Plato's ideal society described in *The Republic* are consistent with what conservatives today might like to see in public life and social arrangements? Do you see any elements of Kallipolis in America today? Is that good? Bad? Explain yourself.
3. America is often thought of as the quintessential liberal country. But there are people who saw a conservative side during and after the revolutions and through the nineteenth century. In what ways was America conservative before 1900? Who were its conservatives? What did they believe? Why were they conservative?
4. Catholicism has had significant influence on conservative ideas over the centuries. What has been the nature of this influence? Why has it been so strong? Protestantism, on the other hand, greatly shaped liberal ideas in the seventeenth and eighteenth centuries. Why do you think Protestants were less enamored with conservative ideas in that period?

Section 2 (choose one, due 11/21)

1. Which individuals do you believe have made the greatest contribution to the western conservative tradition? Choose three people and explain your choices in detail.
2. The American, British, and European right-of-center political experiences have been dramatically different. Why is this so? What is it about the history, culture, and politics of the United States, Britain, and continental Europe that has shaped these varied conservative traditions? How have these experiences generated such different ideas and views on what it means to be conservative?
3. What are the distinct types of conservatism you see in American politics today? Explain each one, its ideas, and most important advocates and visible groups of supporters. Why can we justify putting all these factions in the same philosophical family? What conservative traits do they have in common?
4. Is Donald Trump a conservative? Why? Why not? Explain your answer in detail, using examples of Trump's behavior and attitudes to help make

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11 October 2016

MEMO

To: Courses & Curriculum Committee
University College
Council on Undergraduate Education

From: Genia Sklute
Associate Director, University Honors Program

Re: Notification of experimental offerings, Fall semester 2016

The following courses are being offered this fall under the University Honors Program HON 290/HON 293/HON 295/HON 296 series General Education special topics "shells":

Course Number: HON 290-002
GEP Category: Humanities (History)
Course Title: North Carolina: Centuries of Contrast and Change
Number of Times Offered: First offering
Instructor Name: J. Mobley

Course Number: HON 293-001
GEP Category: Humanities (Literature)
Course Title: Gender, Identity, and the Birth of the "Modern Woman"
Number of Times Offered: First offering
Instructor Name: A. Auten

Course Number: HON 295-001
GEP Category: Social Sciences
Course Title: The Conservative Tradition in the West
Number of Times Offered: First Offering
Instructor Name: A. Taylor

Course Number: HON 295-002
GEP Category: Social Sciences
Course Title: Diversity and Ecological Justice
Number of Times Offered: First offering
Instructor Name: T. Easley

Course Number: HON 296-001
GEP Category: Interdisciplinary Perspectives
Course Title: Interpretive Machines
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: P. Fyfe

Course Number: HON 296-002
GEP Category: Interdisciplinary Perspectives
Course Title: Politics and Literature
Number of Times Offered: Third Offering (First Offering, Spring 2015, Second Offering, Spring 2016)
Instructor Name: S. Kessler

Course Number: HON 296-003
GEP Category: Interdisciplinary Perspectives
Course Title: Religion and Freedom
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: J. Bivins

Course Number: HON 296-004
GEP Category: Interdisciplinary Perspectives
Course Title: Outbreak
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: S. Carson

GEP Social Sciences Course Submission Form

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

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

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

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

HON 295 section 00 2		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Diversity and Ecological Justice	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Fall 2016	
Instructor Name/Title	Thomas Easley, Instructor	
SECTION 1: GEP CRITERIA		
Instructions:		
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Social Sciences Objective 1</i>: Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional process.</p> <p>Students will recognize demographic and cultural indicators when ecological justice is at risk during resource management decision processes.</p>		
Measure(s) for above Outcome:		
<i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i>		
<p>Students will participate in an interactive activity that demonstrates how the conservation (ECOLOGICAL) movement needs to broaden its definition of Environment and think about how communities are impacted by injustice. (see attachment 1)</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Social Sciences Objective 2</i>: Obj. 2) Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.</p> <p>Students will be able to identify cultural and demographic factors that indicate or lead to environmental injustice.</p>		
Measure(s) for above Outcome:		
<i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i>		
See attachment 2		

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Social Sciences Objective 3: Obj. 3) Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.*

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.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): T 6:00 PM - 8:45 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type:
Jordan Addition 1218
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

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

Restricted to 1st year University Honors

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.

Restricted to 1st year University Honors

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

Thomas Easley 1

Measure(s) for students learning outcome for objective 1:

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.

Melanie Allen of the Conservation Trust will come in and do a simulation about access to resources.

Students will get bags that are filled with candy. The candy represents money (or any kind of resource). The students with the resources are able to make decisions on how to use the candy. However, the people without candy are unable to participate in the decision making process. So this shows how in the conservation movement decisions are making decisions without the input of those that it will impact.

Next students learn about how American Identity is tied to landownership. So how do we expand this discussion of resource management across communities.

Measure(s) for students learning outcome for objective 2:

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

Students will use Geospatial Technology/Mapping to delineate relationships among stakeholders and relative positions in space and time between North Raleigh and Southeast Raleigh. Students will take an excursion to visit Whole Foods on Wade Avenue and do a journey over to Larry's Supermarket and take inventory of what they observe. They will look for libraries, banks, pharmacy, grocery stores, and who lives/works in the neighborhoods. Students will also analyze via Geospatial Technology/Mapping to look at property values and housing quality.

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

Natural Resources Management/Planning Cultural Geography

B. How will the instructor present the material...

A variety of faculty from natural Resources (Forestry, Center for Geospatial Analytics, Forest Biomaterials, Parks Recreation Tourism Management) will do guest lectures on these topics. We will also have presenters from the Conservation Fund, Raleigh Parks/Recreation, and industry to show students how to apply what they are learning.

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

Obj 3. Natural Resource Management/Planning Cultural geography

Students will learn about natural resources disciplines and how it contributes to sustainability. Further students learn about diversity and inclusion. They will learn about various approaches to managing natural resources (water, food, air) while exploring how various cultures understand their role in management. Through understanding diversity, students will see how marginalized groups have been kept out of the conversation around conservation and then students will develop solutions to bring other voices to the discussion.

Planning Cultural geography is an extension of studying diversity because learning various cultures also help with exploring values. While students explore ecological justice, they will see that they can't explore this without analyzing systemic racism, sexism and other isms that harm communities. Throughout the semester students will be able to identify injustice depending on where people are located while studying topics like white flight, redlining, housing, and access to clean water/food.

Measure(s) for students learning outcome for objective 3:

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.

During class we will view a film on the construction of race and trace the history of how race has been used to lockout communities. Then students will write various papers on their identity and how they understand natural resources. While exploring identity students will trace their own family history and lived experience to see how understanding is a result of where you live and how you were raised. Each class we will address current issues around protest, black lives matter, and other movements that focus on lives lost to injustice. However, students will write and connect these movements to environmental/ecological justice.

Lastly, students will determine the extent to which environmental conditions have been affected by interconnections between natural resources, environmental management and issues related to power and privilege in our society.

SIGNATURE PAGE FOR HON 295 section 002

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

DATE 10/11/16

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

ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

10-31-16

DATE



COLLEGE DEAN

11/3/16

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

Course Structure

The course will meet once per week. There will be a lecture-discussion section will introduce case studies and concepts to be researched and analyzed during a problem session that follows every week. Conveners of the lecture-discussion sessions will change with the cases and topics being addressed.

Instructor

Dr. Thomas RaShad Easley (treasley) - *Instructor*

Email: thomas_easley@ncsu.edu

Web Page: <http://cnr.ncsu.edu/cfd>

Phone: 919-513-0534

Course Meetings

Lecture

Days: T

Time: 6:00pm - 8:45pm

Campus: Main

Location: 1218 Jordan Hall (Addition)

This meeting is required.

Course Materials

Textbooks

Wheatley, Margaret. (2011). *Walk Out Walk On: A Learning Journey into Communities Daring to Live the Future Now*. Berrett-Koehler Publishers, Inc.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

Students will recognize individual uniqueness and their degrees of privilege during instances where environmental justice is at risk during resource management decision processes.

Students will be able to identify factors that invite environmental justice into environmental decision making.

Students will be able to create a plan for decision making that fosters environmental justice with equity and inclusion.

How This Course Will Fulfill GEP Category Outcomes

Through examination of a variety of case studies from history while exploring individuals' privilege, power, and identity.

By analyzing contexts of controversies and cases involving alleged, perceived, or documented environmental justice.

By developing a pragmatic protocol to apply when faced with proposals to change environmental conditions.

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

Natural resources management and conservation

Cultural geography

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"?

Each case study will be presented with supporting readings, study questions and research activities that propel the students into a discovery process to extract further information to enhance their understanding of the bare case study facts. Further, students will enhance their awareness of relationship between difference, privilege and power in natural and social systems. Sessions will include a short presentation (< 1/3 of time block) hands-on investigative activity by student teams, and team reports of results.

How This Course Will Fulfill GEP Co-requisite Outcomes

Students will map the relationships among stakeholders and relative positions in space and time relative to each case.

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
Draft and Final Autobiographical Essay	20	This assignment has three sections: Purposes, Questions for Reflection, and Writing Directions.
Reflective Writings	20	Weekly prompts will elicit students' reflections on the experience with the assignments under consideration.
Next Steps Plan	10	Each student will develop a position paper concerning one of the case study topics examined during the course. A rubric for evaluation will emphasize attention to questions of diversity and the dimensions of the justice concerns demonstrated by the student's investigation.
Attendance and Participation	10	Each session will involve active engagement with the topics and materials of concern. Students will work in teams and construct responses to prompts and questions generated by the session facilitator. Points will be awarded for being present and contributing to the team and collective effort.
Presentation	20	A group will present on a chapter from the course textbook
Other Assignments	20	Definitions, Letter from B'ham Jail.

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>.

Conditions for an Incomplete and completion of requires to earn a grade are negotiated on a case by case basis.

Late Assignments

Late assignments will receive only 0.75 of their otherwise assigned value.

Attendance Policy

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

Attendance Policy

This course relies heavily on full participation by everyone, presenting diverse perspectives and knowledge of the issues being considered. Attendance at all meetings is required.

Absences Policy

Prior notification must be given if a request for an excused absence is expected. Documentation of unexpected official or illness-related absences must be submitted and will be reviewed case by case.

Makeup Work Policy

Work missed due to absence may be completed and submitted if done within two weeks of the absence.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

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, 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 \(REG02.20.01\)](#)

Non-Discrimination Policy

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

Course Schedule NOTE: The course schedule is subject to change.

Week	Topic	Assignment	What's Due
1-8/23	Introductions, Terms/Definitions Ground Rules	Definitions Read Eco-Justice article	
2-8/30	Race: The Power of Illusion (Part I) Defining Terms	Read Singleton & Hays article	Definitions Discuss the Eco-Justice Ethics article
3-9/6	Race: Power of Illusion (Part II)	Read Giller and Hanley articles	Turn in Reflection on Singleton, Hays
4-9/13	Race: The Power of Illusion (Part III)		
5-9/20	PCBs and the Warren Co. Landfill Guest Lecture: Sarah Warren	Read Floyd Article Read Gender bias article	
6-9/27	Conservation Trust Guest Lecture: Melanie Allen		Draft Autobiographical Essay
7-10/4	Confluence of Environmental Justice Guest Lecture Professor Mickey Fearn	Read Letter from the Birmingham Jail	
8-10/11	Class can be substituted for Cultural Exchange on the 12th		
9-10/18	Guest Lecture Dr. Melissa McHale South Africa		Present on Letter From Birmingham Jail
10-10/25	Guest Lecture Dr. Terrance Ruth		
11-11/1	Guest Lecture Prof. Kofi Boone		
12-11/8	EXCURSION (TOUR)		Next Steps Plan
13- 11/16	Center for Human Earth Restoration		
14-11/22	EXCURSION		Final Autobiographical Essay
15-11/29	Class Presentation (s)		
16-12/6	NO CLASS		

NC STATE UNIVERSITY

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11 October 2016

MEMO

To: Courses & Curriculum Committee
University College
Council on Undergraduate Education

From: Genia Sklute
Associate Director, University Honors Program

Re: Notification of experimental offerings, Fall semester 2016

The following courses are being offered this fall under the University Honors Program HON 290/HON 293/HON 295/HON 296 series General Education special topics “shells”:

Course Number: HON 290-002
GEP Category: Humanities (History)
Course Title: North Carolina: Centuries of Contrast and Change
Number of Times Offered: First offering
Instructor Name: J. Mobley

Course Number: HON 293-001
GEP Category: Humanities (Literature)
Course Title: Gender, Identity, and the Birth of the “Modern Woman”
Number of Times Offered: First offering
Instructor Name: A. Auten

Course Number: HON 295-001
GEP Category: Social Sciences
Course Title: The Conservative Tradition in the West
Number of Times Offered: First Offering
Instructor Name: A. Taylor

Course Number: HON 295-002
GEP Category: Social Sciences
Course Title: Diversity and Ecological Justice
Number of Times Offered: First offering
Instructor Name: T. Easley

Course Number: HON 296-001
GEP Category: Interdisciplinary Perspectives
Course Title: Interpretive Machines
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: P. Fyfe

Course Number: HON 296-002
GEP Category: Interdisciplinary Perspectives
Course Title: Politics and Literature
Number of Times Offered: Third Offering (First Offering, Spring 2015, Second Offering, Spring 2016)
Instructor Name: S. Kessler

Course Number: HON 296-003
GEP Category: Interdisciplinary Perspectives
Course Title: Religion and Freedom
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: J. Bivins

Course Number: HON 296-004
GEP Category: Interdisciplinary Perspectives
Course Title: Outbreak
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: S. Carson

GEP Interdisciplinary Perspectives Course Submission Form

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE)

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

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

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

HON 296 section 001		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Reading Machines	Review for 2nd Offering <input checked="" type="checkbox"/>
Term to be Offered	Fall 2016	
Instructor Name/Title	Paul Fyfe, Associate Professor	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1:</i> <i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i> Identify and distinguish between approaches to historical and contemporary text technologies from disciplines including English and Engineering.</p>		
<p><i>Measure(s) for above Outcome:</i> <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>		
<p>i. Students will research and apply critical readings from participating disciplines in their course projects. ii. Students will assess historical and contemporary text technologies in class and write guided reflections in course journals.</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2:</i> <i>Obj. 2) Identify and apply authentic connections between two or more disciplines.</i> Construct a concept inventory for analyzing various media and their communicative functions.</p>		
<p><i>Measure(s) for above Outcome:</i> <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>		
<p>i. Each course assignment requires students to match an engineering development cycle to the structures of argument in project planning. ii. All course assignments and journal entries are predicated on students' development and successful integration of analytic concepts.</p>		

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.*

Students will produce media forms according to a blended creative and critical approach.

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.

- i. Students will collaboratively construct projects which manifest principles of creative engineering and utilize diverse resources on campus to do so.
- ii. Students will write reflection papers for each of the three major assignments and a final presentation, all of which depend upon successful argumentation and disciplinary synthesis.

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

- A. Which disciplines will be synthesized, connected, and/or considered in this course?
English, Media Studies, and Engineering
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?
See attachment

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): T/Th 1:30 PM - 2:45 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Seminar room, flexible seating
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

- a. If seats are restricted, describe the restriction being applied. Restricted to 1st year University honors
- b. Is this restriction listed in the course catalog description for the course?
N/A

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

University Honors Program students

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

B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students “to integrate the multiple parts of view into a cohesive understanding”?

This course pursues throughout an argument about the necessary synthesis of engineering and humanities work in tackling problems with creative and critical solutions. It locates approachable problems within contexts including consumer media, history of media, and media analysis and design. In each of these course’s three major modules, students undertake a project development cycle to create a) a researched argument about media’s impact on learning, b) a proposal for a mobile app intentionally and creatively defying an app store terms of service, and c) a physical book augmented with circuitry which functions as an interface to the cloud. While the course rewards participation from across the disciplines, it especially invites students to consider the linkages of English studies to engineering fields. Though “Engineering” includes a variety of subdisciplines, they share an engagement with technologies, a problems-focused paradigm, and a development process for designing and implementing creative solutions, all of which are active in this course’s subject matter and assignments. The course moves through perspectives including literary criticism, media studies, society and technology studies, computational analytics, and critical making. It balances exposure to content in these areas (such as exploring manifestations of The Adventures of Sherlock Holmes across a variety of platforms) as well as hands-on experiences (from quills and ink to audiobooks to book binding and physical computing in the NCSU Libraries) to independent project design. Ultimately, students formulate their own creative and critical media projects which expose and answer threshold questions in how mediums affect meaning.

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

none

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

HON 296-01, Fall 2016
Tues + Thurs 1:30-2:45 pm
Winston Hall 020

Reading Machines

This course invites first-year students into a historically ranging, critically intensive, and hands-on learning environment about the technologies by which humans transmit our cultural inheritance and ideas. “Reading Machines” takes a long view of how we got to now, from the history of manuscripts and books to the electronic platforms of the digital present. These are all machines of reading; in turn, this class will “read” those machines as objects of study. The course proposes that 1) then and now, our technologies for sharing text, image, and data crucially shape the ideas which they convey, and 2) these contexts can help students plan and execute new mechanisms for communication in the present. The course’s modules offer critical frameworks of background readings and discussions, a lab-like experience with the materials or skills involved, and applied projects for students to experiment with and study.

“Reading Machines” aims to reward students moving into a variety of disciplines and programs. The course seeks to marry the critical insights of the humanities with the design-and-build impulses of engineering, blending NC State’s “Think and Do” motto into a discovery experience for first-year students. The course also provides a framework for critical and creative thinking as part of NC State University’s QEP program called “THINK.” These standards and behaviors of critical + creative thinking, useful in every academic context, are built into the course’s program of activities, many of which are also designed to help you reflect on these very skills (i.e. metacognition). Students will become adept at using the intellectual standards for critical + creative thinking in evaluating the work of others as well as proposing, analyzing, and arguing research questions related to this course’s content.

This course has no prerequisites. It is restricted to first-semester freshmen in the University Honors Program (UHP) but open to other interested students with the UHP’s permission.

Objectives

The course’s goals are for students, having completed all course requirements, to:

1. be able to identify an array of historical and comparative contexts for media technologies;
2. accrue a concept inventory for understanding and analyzing various media and their communicative functions;
3. gain skills in working with varied media forms, from writing with quills to elementary physical computing, in order to generate critical projects; and

4. navigate the many resources at NC State for supporting such projects, including the NCSU Libraries and MakerSpaces.

Students leaving the course should have working analytical vocabulary and diverse introductory skill set for their continuing work as creative and critical makers at NC State and beyond. In addition, the course aims to deliver learning outcomes generalizable to all continuing courses of study. In accordance with the goals of the THINK program, students will, upon completion of this course, be able to:

1. explain the intellectual standards of creative + critical thinking;
2. evaluate the work of others using these standards;
3. apply critical + creative thinking skills and intellectual standards in the process of identifying and reckoning with research problems or projects; and
4. reflect on your own thinking and the thinking of others.

Finally, the course also satisfies the university's GEP requirement for Interdisciplinary Perspectives (IP). Each course in this category will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines.
 - a. Course outcome: identify and distinguish between approaches to historical and contemporary text technologies from disciplines including English and Engineering.
 - b. Means of assessment:
 - i. Students will research and apply critical readings from participating disciplines in their course projects.
 - ii. Students will assess historical and contemporary text technologies in class and write guided reflections in course journals.
2. Identify and apply authentic connections between two or more disciplines.
 - a. Course outcome: construct a concept inventory for analyzing various media and their communicative functions.
 - b. Means of assessment:
 - i. Each course assignment requires students to match an engineering development cycle to the structures of argument in project planning.
 - ii. All course assignments and journal entries are predicated on students' development and successful integration of analytic concepts.
3. Explore and synthesize the approaches or views of the two or more disciplines.
 - a. Course outcome: Students will produce media forms according to a blended creative and critical approach.
 - b. Means of assessment:
 - i. Students will collaboratively construct projects which manifest principles of creative engineering and utilize diverse resources on campus to do so.

- ii. Students will write reflection papers for each of the three major assignments and a final presentation, all of which depend upon successful argumentation and disciplinary synthesis.

Instructor

Paul Fyfe, Associate Professor of English

Office: 269 Tompkins Hall, Tues/Thurs 3-4p or by appointment

paul.fyfe@ncsu.edu

<http://go.ncsu.edu/pfyfe>

Honors Fellow

Corey White, BS candidate, Electrical and Computer Engineering

rcwhite4@ncsu.edu

Materials

The course requires the following:

1. Robin Sloan, *Mr Penumbra's 24 Hour Bookstore* (ISBN 978-1250037756)
2. Costs for NCSU Libraries MakerSpace materials

Additional course materials will be provided (e.g. spiral-bound notebook). Many course readings will be linked electronically. Students should be prepared to print out these materials when necessary.

Requirements

1. Attendance. This course allows for three absences for any reason; no excuses necessary. Additional absences will cost 1/3 letter per infraction. I reserve the right to treat repeated lateness as an absence. We can probably accommodate conflicts with class time—professional, personal, etc.—but please talk with me in advance. The university's policy on Attendance Regulation (REG02.20.3) is available online <http://policies.ncsu.edu/regulation/reg-02-20-03>
2. Participation. Our class will be conducted as a seminar which will thrive on the participation of its members. Participation means thoughtfully preparing any reading materials, exploring study objects, and communicating with the seminar. It includes but is not limited to speaking up in class. While this is strongly encouraged, our course will provide multiple ways of participating in the topic and materials.
3. Fortitude. Because of its occasional engagement with technologies, this course may (ok, will) include some moments of frustration or even outright failure. These exercises may require your patience and fortitude in ways that other classes do

not. It will also reward them. But never stew in isolation. If you get confused or stuck, let's talk. We'll figure it out together.

4. Course journal. We will write during and/or after each class in a hard-copy course journal. You will make entries based on different assignments and submit the journals biweekly for evaluation.
5. Critical skills scenario. The first of three course projects, this scenario presents you with a problem related to the course requiring your researched response.
6. Unread book report. The second project requires an experiment with text analysis tools to write a report on a book you have never read. Tools and guidance will be provided. Students will submit advance proposals, conduct guided peer reviews, and develop a polished final version.
7. Critical making project. The final project requires students to creatively manipulate the codex technology into an experimental interface. Detailed instructions and workshops will help students develop and produce their ideas.
8. Class presentation. In lieu of a final exam, each student will submit their critical making project as well as an accompanying presentation to the class. In this short presentation, you'll explain your ideas, how they fit into our course's conversations, and where you see the conversation going next. These five-minute presentations will take a special form called "Pecha Kucha"—a highly visual style that will aid you in making effective presentations in the future. Further instructions to come.

Grading

Participation 20%

In-class community

Workshop participation

Workshop projects

Course journal 10%

Skills scenario 20%

Initial reflections

Project worksheets with milestones

Completed scenario

Unread book report 20%

Project requirements sketch

Project milestones

First draft

Peer review comments

Final draft with reflection

Critical making project 20%

Initial proposal with needs assessment
Project milestones
Final projects
Individual reflection of work
Pecha Kucha presentation 10%

A+	97-100	C	73-76
A	93-96	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	≤ 59
C+	77-79		

Student Accommodation

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Additional Student Responsibilities

All students are responsible for reviewing the NCSU Policies, Regulations, and Rules (PRRs) which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-Discrimination Policy Statement), <http://oied.ncsu.edu/oied/policies.php> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), and <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average).

Policy on Incompletes

As stated by the university grading policy, "An IN must not be used ... as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [e-mail is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption a student's work not caused by his/her own negligence. The university's policy on incompletes REG 02.50.03) can be found at <http://policies.ncsu.edu/regulation/reg-02-50-03>

Finding Help and 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 who seems in crisis or may need help. In these cases, consider reporting to NC State Students of Concern (<http://studentsofconcern.ncsu.edu/>). If you are needing help or just someone to talk to, please get in touch with the Counseling Center at Student Health (<http://healthcenter.ncsu.edu/counseling-center/>) which offers confidential services.

Anti-Discrimination Statement

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

Class Evaluations

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

- Evaluation website: <https://classeval.ncsu.edu>
- Student help desk: classeval@ncsu.edu
- More information about ClassEval:
<http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

Course Schedule

Part 1: Reading Machines

Goals: Backgrounds, Analysis, Critical Reasoning

Thurs Aug 18: Welcome and Overview

Homework (HW): Get necessary materials for course

Topics: Introduction to the course, THINK structure, media analysis

In class: Taking “stock” of reading machines

Course journal: Introduction to “daily offices”

Tues Aug 23: Standards of Critical and Creative Thinking

HW: Read in advance

Fishwick, Paul. “Engineering the Humanities.” *Creative Automata* 29 Jan. 2015. Web. <http://creative-automata.com/2015/01/29/engineering-the-humanities/>

---. “Humanizing Engineering.” *Creative Automata* 1 Feb. 2015. Web. <http://creative-automata.com/2015/02/01/humanizing-engineering/>

Topics: Intellectual standards of creative and critical thinking

In class: SEE-I

Course journal: “Adopt-a-standard” assignment. In the next few days of your experiences at NC State or in our world, where and how well is your standard used or abused?

Thurs Aug 25: Reading Questions

HW: Finish “adopt-a-standard” assignment. Read in advance

Price, Leah. “Reading as If for Life.” *Michigan Quarterly Review* XLVIII.4 (2009). Web. <http://hdl.handle.net/2027/spo.act2080.0048.403>

Topics: metacognition, the politics of reading

In class: Review **first assignment (skills scenario)** and record initial reflections on worksheet. Review metacognitive cycle for self-directed learning (with handout). Brainstorm list of things we need to address the problem.

Discussion of Leah Price. In-class reading: Keim, Brandon. “Why the Smart Reading Device of the Future May Be ... Paper.” *WIRED*, May 1, 2014. <http://www.wired.com/2014/05/reading-on-screen-versus-paper/>

Course journal: “One Day No Tech” assignment. Within the next several days, choose one 24-hour span to experience without personal technology, phones, or computers. Please do allow for emergency calls, of course. In your journal, keep track of your experiences as well as note exceptions.

Tues Aug 30: Writing to Think

HW: Read in advance:

Konnikova, Maria. “What’s Lost as Handwriting Fades.” *The New York Times*, June 2, 2014. <http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>

Mueller, Pam A., and Daniel M. Oppenheimer. “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking.” *Psychological Science* (2014): 1-10.
<http://pss.sagepub.com/content/early/2014/05/21/0956797614524581> [or PDF]

Dewey, Caitlin. “You Think You’re Using Your Smartphone — but It Also Uses You.” *Washington Post* 15 Aug. 2016.
<https://www.washingtonpost.com/news/the-intersect/wp/2016/08/15/you-think-youre-using-your-smartphone-but-it-also-uses-you/>

Topics: Writing and cognition

In class: Quills and ink practice, create “artisanal tweets” and post on campus

Course journal: Reflect on tweet activity and strategies for its delivery

Thurs Sept 1: Reading without Thinking

HW: Read in advance

Bogost, Ian. “Reading to Have Read.” *The Atlantic*, March 14, 2014.
<http://www.theatlantic.com/technology/archive/2014/03/reading-to-have-read/284391/>

Madrigan, Alexis C. “The Next Time Someone Says the Internet Killed Reading Books, Show Them This Chart.” *The Atlantic* 6 Apr. 2012.
<http://www.theatlantic.com/technology/archive/2012/04/the-next-time-someone-says-the-internet-killed-reading-books-show-them-this-chart/255572/>

Alter, Alexandra. “The Plot Twist: E-Book Sales Slip, and Print Is Far From Dead.” *The New York Times* 22 Sept. 2015.
<http://www.nytimes.com/2015/09/23/business/media/the-plot-twist-e-book-sales-slip-and-print-is-far-from-dead.html>

Topics: debates about reading, platforms, affordances

In class: “Spritz” tests. Bring your laptop. Hand out [project plan and milestones worksheet](#).

Course journal: Daily offices. [Submit journals for review](#).

Tues Sept 6: Meaning in the Margins

HW: Finish and submit [project plan](#).

Topics: Marginalia

In class: Book Traces marginalia search in DH Hill Library

Course journal: Record marginalia search and results in journal.

Thurs Sept 8: NO CLASS (conference travel)

HW: Begin reading paperback copy of *Mr. Penumbra’s 24-Hour Bookstore*, pages 1-62

Course journal: Make several items of marginalia in your paperback copy. Reflect in your course journal on your own practices of note taking and annotation for pleasure reading, courses, &c.

Tues Sept 13: Electronic “Books”

HW: Read in advance

Kirschenbaum, Matthew. “Bookscapes: Modeling Books in Electronic Space.” Human-Computer Interaction Lab, 2008. Web.

<https://mkirschenbaum.files.wordpress.com/2013/01/bookscapes.pdf>

Werner, Sarah. “The Serendipity of the Unexpected, Or, a Copy Is Not an Edition.” *sarahwerner.net* 1 Aug. 2011. Web.

<http://sarahwerner.net/blog/index.php/2011/08/serendipity-of-the-unexpected/>

Goldsmith, Kenneth. “The Artful Accidents of Google Books.” *The New Yorker* 4 Dec. 2013. Web. <http://www.newyorker.com/books/page-turner/the-artful-accidents-of-google-books>

Topics: Remediation, digital materiality

In class: Bibliographic description of a digital object

Course journal: Finish your bibliographic description and reflect.

Thurs Sept 15: Social Reading

HW: Read, annotate, and converse on livemargin.com social text of *Mr. Penumbra's 24-Hour Bookstore* (pages 63-75 in paperback, chapters "The Smell of Books" and "The Peacock Feather"). Read the novel through page 97.

Topics: Social reading, annotation, the wisdom of crowds, backchannels.

In class: Examine the requirements of successful information communities, what platforms facilitate them, and why.

Course journal: Daily offices. **Submit journals for review.**

Tues Sept 20: Close Listening

HW: Download and listen to the audio selections of *Mr. Penumbra*. Continue reading the novel through page 164.

Topics: modalities, sound

In class: Reflections. Exploring different performances.

Course journal: Daily offices.

Thurs Sept 22: The Voice of the Text

HW: Record and submit an audio snippet of your own from any section of *Mr. Penumbra*

Topics: Performance, embodiment

In class: Review snippets.

Course journal: Reflections on audio recording.

Fri Sept 23: **Assignment #1 due by 5:00pm**

Tues Sept 27: Text Analysis 1

HW: Read in advance

Mr. Penumbra through page 221

Michel, Jean-Baptiste, et al. "Quantitative Analysis of Culture Using Millions of Digitized Books." *Science* 331, no. 6014 (January 14, 2011): 176-182.

Topics: Text analysis

In class: **Review Assignment #2.** Workshop with guest, Dr. Henry Schaffer

Course journal: Daily offices

Thurs Sept 29: Text Analysis 2

HW: Read in advance

Fyfe, Paul. "How to Not Read a Victorian Novel." *Journal of Victorian Culture* 16.1 (2011): 84–88. Web.

http://diginole.lib.fsu.edu/eng_faculty_publications/2/

Topics: Digitization processes

In class: Lifecycle of a digitization in DH Hill Library

Course journal: Daily offices. **Submit journals for review.**

Tues Oct 4: Text Analysis 3

HW: Initial experiments with Voyant Tools on *Mr. Penumbra*. Finish reading the novel (through page 288).

Topics: text analysis, algorithmic criticism

In class: Share and discuss early experiments. **Planning docs for assignment #2.**

Course journal: Daily offices.

Thurs Oct 6: NO CLASS / FALL BREAK

Part 2: Breaking and Critical Making

Goals: *Distortion, Production, and Communication*

Tues Oct 11: Reparative Media

HW: Read in advance

Levy, Michelle, and Thomas Mole. "Introduction." *The Broadview Reader in Book History*. Ontario, Canada: Broadview 2015. ix-xx.

Topics: Material cultures and the codex

In class: Book making and binding workshop #1 in Conservation Lab, DH Hill Library

Course journal: Daily offices.

Thurs Oct 13: Reparative Media, cont.

HW: **Prospectus for assignment #2.**

Topics: The codex, bindings, cont.

In class: Book making workshop #2 in DH Hill Library. Peer review of proposals.

Course journal: Treat a selected page from our disaggregated *Mr. Penumbra* paperback according to samples from Tom Philips *A Humument*. Paste finished product into journal and explain your work.

Tues Oct 18: Augmented Media

HW: Return peer review of proposals for assignment #2.

Topics: Augmented reality, interface, virtuality

In class: Construct Borsuk, *Between Page and Screen* from DIY kits. Examine “epistle” section on *BtwP&S* website.

Course journal: Daily offices.

Thurs Oct 20: Augmented Media, cont.

HW: Read *Between Page and Screen*. Write and send an “epistle” for *Between Page and Screen*.

Topics: Platforms and expression

In class: Decode epistles.

Course journal: Daily offices. Submit journals for review.

Tues Oct 25: Hacks 1

HW: Submit completed Assignment #2. “Read” in advance:

Jason Nelson, *Secret Technology* (choose some to explore)
<http://www.secrettechnology.com/>

Topics: Interactivity and deformance

In class: “Deform” a version of Nick Montfort, “Taroko Gorge”
http://nickm.com/poems/taroko_gorge_original.html

* Note: Mac users should download and install TextWrangler to edit the code

Course journal: Create and submit a meme to course FB wall. Record reflections in journal.

Thurs Oct 27: Hacks 2

HW: Read in advance: Sample, Mark. “Notes towards a Deformed Humanities.”
SAMPLEREALITY May 2, 2012. Web.

<http://www.samplerreality.com/2012/05/02/notes-towards-a-deformed-humanities/>

Topics: Mashups, hacking, breaking, deformance

In class: Review memes. Survey and then make a Twitter bot, part 1. For reference: Whalen, Zach. "How to make a Twitter Bot with Google Spreadsheets (version 0.4)." ZachWhalen.net May 17, 2015. Web. <http://zachwhalen.net/posts/how-to-make-a-twitter-bot-with-google-spreadsheets-version-04>

Course journal: Daily offices: ideas for Twitter mashups.

Tues Nov: 1: Hacks 3

HW: Complete Twitter bots.

Topics: Deformance, cont.

In class: Review third creative + critical assignment. Review Twitter bots.

Course journal: Daily offices.

Thurs Nov 3: Making Spaces

HW: Revise design fiction proposal. Read in advance

McCullough, Malcolm. "Ambient." *Ambient Commons: Attention in the Age of Embodied Information*. Cambridge, MA: MIT, 2013. 7-24.

Topics: The future of libraries, ambient information, mobility

In class: Tour of the Hunt Library and the Virtual Paul's Cross Project

Course journal: Reflections: how do you use physical spaces in the libraries or on campus?

Tues Nov 8: Intro to Critical Making

HW: Read in advance:

"Will 3D Printing Change the World?" Off Book, PBS Digital Studios. 2013. YouTube. <https://www.youtube.com/watch?v=X5AZzOw7FwA>

Sayers, Jentery. "Making Things in the Digital Humanities." January 2012.

Topics: Critical making, introduction to making safely

In class: Orientation to the MakerSpace in DH Hill Library. Please note this orientation is *required* to certify you to work in this space.

Course journal: Daily offices.

Thurs Nov 10: Iterative Making, i.e. Screwing Around

HW: Read in advance

Hancock, Charity et al. "Bibliocircuitry and the Design of the Alien Everyday." *Textual Cultures: Texts, Contexts, Interpretation* 8.1 (2013): 72–100.

Topics: Laser cutting, circuits, physical computing

In class: Experiment and document in the MakerSpace in DH Hill Library.

Course journal: Daily offices. **Submit journals for review.**

Tues Nov 12: Imaginary Media

HW: Read in advance

The Book of Imaginary Media. (selections)

Topics: design fictions

In class: Discussion and workshop

Course journal: Project documentation and reflection.

Thurs Nov 17: Project Lab

HW: **Submit speculations on a final project. Include needs assessment, role assignments, and project plan.**

Topics: design fictions

In class: Peer review of final project proposals

Course journal: Project documentation and reflection.

Tues Nov 22: Project Lab (on your own)

HW: **Revise proposal for a final project.**

Topics: Interfaced books

In class: Independent lab time for final projects.

Course journal: Project documentation and reflection.

Thurs Nov 24: NO CLASS / THANKSGIVING

Tues Nov 29: Peer Review

HW: **Milestone checklist for final project.**

Topics: Pecha Kucha, Common Rubric

In class: Review expectations and formats for final project and presentations.

Course journal: Project documentation and reflection.

Thurs Dec 1: Presentation and Final Pre-Flights

HW: Milestone checklist for final project.

Topics: Reflective design in practice.

In class: Semester review.

Course journal: Project documentation and reflection. Submit journals for review.

Tues Dec 6, 1:00-4:00 pm: Final Presentations

HW: Submit final projects and process papers. Project demos and Pecha Kucha presentations.

Credits

No course takes shape in a vacuum. This one evolved from its predecessor, [HON 202: Reading Literature in the Digital Age](#). And both were inspired by the course structures, lesson plans, and creative teaching of several persons, including Kari Kraus (HDCC 208A: [Creative Futures](#), Fall 2011, University of Maryland), Brian Croxall (ENG 389: [Introduction to Digital Humanities 3.0](#), Spring 2015, Emory University), Mark Sample (DIG 401: [Hacking, Remixing, and Design](#), Fall 2013, Davidson College), Ryan Cordell (ENGL 3340: [Technologies of Text](#), Fall 2014, Northeastern University), and Andrew Logemann (ENG 471: [The Future of Reading](#), Gordon College, Spring 2016). The title of the course borrows from one taught by Jerry McGann (U Virginia).

This course also depends on the generosity of people at NC State, especially at the NCSU Libraries: Cindy Levine, Markus Wust, Eli Brown, Josh Boyer, Jamie Bradway, Robin Harper, Emily Schmidt, and Adam Rogers. Thanks also to Sue Carson, Aaron Stoller, Priscilla Lunsford, Corey White, and the NC State Honors program for its support.

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11 October 2016

MEMO

To: Courses & Curriculum Committee
University College
Council on Undergraduate Education

From: Genia Sklute
Associate Director, University Honors Program

Re: Notification of experimental offerings, Fall semester 2016

The following courses are being offered this fall under the University Honors Program HON 290/HON 293/HON 295/HON 296 series General Education special topics "shells":

Course Number: HON 290-002
GEP Category: Humanities (History)
Course Title: North Carolina: Centuries of Contrast and Change
Number of Times Offered: First offering
Instructor Name: J. Mobley

Course Number: HON 293-001
GEP Category: Humanities (Literature)
Course Title: Gender, Identity, and the Birth of the "Modern Woman"
Number of Times Offered: First offering
Instructor Name: A. Auten

Course Number: HON 295-001
GEP Category: Social Sciences
Course Title: The Conservative Tradition in the West
Number of Times Offered: First Offering
Instructor Name: A. Taylor

Course Number: HON 295-002
GEP Category: Social Sciences
Course Title: Diversity and Ecological Justice
Number of Times Offered: First offering
Instructor Name: T. Easley

Course Number: HON 296-001
GEP Category: Interdisciplinary Perspectives
Course Title: Interpretive Machines
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: P. Fyfe

Course Number: HON 296-002
GEP Category: Interdisciplinary Perspectives
Course Title: Politics and Literature
Number of Times Offered: Third Offering (First Offering, Spring 2015, Second Offering, Spring 2016)
Instructor Name: S. Kessler

Course Number: HON 296-003
GEP Category: Interdisciplinary Perspectives
Course Title: Religion and Freedom
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: J. Bivins

Course Number: HON 296-004
GEP Category: Interdisciplinary Perspectives
Course Title: Outbreak
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: S. Carson

GEP Interdisciplinary Perspectives Course Submission Form

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE)

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

The ***GEP Interdisciplinary Perspectives objectives*** will provide instruction and guidance that help students to:

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

HON 296 section 002		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Politics and Literature	Review for 2nd Offering <input checked="" type="checkbox"/>
Term to be Offered	Fall 2016	
Instructor Name/Title	Sandy Kessler, Associate Professor	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1:</i> <i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i> Students will be able to distinguish between the critical analysis of literature and the argumentative approach of political philosophy.</p>		
<p style="text-align: center;"><i>Measure(s) for above Outcome:</i> <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>See attachment</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2:</i> <i>Obj. 2) Identify and apply authentic connections between two or more disciplines.</i> Students will be able to demonstrate how the studies of literature and politics focus on common themes such as the role of critical thinking in a free society, the relationships between religion, science and politics, and the ideas and social norms that make modern life unique.</p>		
<p style="text-align: center;"><i>Measure(s) for above Outcome:</i> <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>See attachment</p>		

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.* Students will be able to describe how literature illuminates the philosophical, moral, scientific, and religious dimensions of political life.

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.

See attachment

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

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

Politics and Literature

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

See attachment

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): T/Th 3:00 PM - 4:15 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: HVC Conference room
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

- a. If seats are restricted, describe the restriction being applied. University Honors Program students
- 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.

Restricted to University Honors Program students

Politics and Literature: HON 296-002 (IP GEP)

Measure of student learning outcome for objective 1:

Students will be quizzed weekly on the reading material for the course. These quizzes will assess how well students are able to distinguish between the critical analysis of literature and the argumentative approach of political philosophy. In one quiz, for example students might be asked to briefly discuss the respective approaches the novelist Melville and the political philosopher Tocqueville Plato use to assess the evils of slavery.

Measure of student learning outcome for objective 2:

Students will be quizzed weekly on the reading material for the course. These quizzes will assess how well students are able to apply the concepts they have acquired from reading the required works of literature to the philosophical, moral, scientific, and religious dimensions of political life. In one quiz, for example, students might be asked to briefly discuss whether Fitzgerald's *The Great Gatsby* sheds light on conspicuous consumption in the U.S. today. The quizzes will count for 20% of their final grade.

Measure of student learning outcome for objective 3:

Students will write two essays for the course that that examine how literature illuminates the philosophical, moral, scientific, and religious dimensions of political life. These essays will assess how well students are able to synthesize the political insights they have gained from reading the assigned works of literature and to use these insights to understand the contemporary world or their own personal experiences. For their final essay assignment students will write an essay in describing how one work we have read for the course enhanced their understanding of an important issue contemporary politics. A sample title might be: "Huxley's *Brave New World* and the Use and Abuse of Reproductive Technology." These essays will count for 40% of their final grade.

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

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

The instructor will make important connections between the literary techniques and the political themes that are present in the literature that we read in order to promote a cohesive understanding of current political problems. Here are some examples. When discussing *The Great Gatsby*, I will show how Fitzgerald uses irony to criticize the American dream while showing more seriously why America, in his view, has lost its way. Likewise, when discussing *The Autobiography of Malcolm X*, I will show how Malcom X uses the story of his life to illustrate how the legacy of slavery contributes to twentieth century racism. Finally, when discussing *Brave New World* I will discuss how Huxley uses the literary concept of dystopia to present his political critique of modern science.

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

none

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

HON 296-002
Politics and Literature
Instructor: S. Kessler

Spring, 2016
T, Th 3:00-4:30
Honors Village Conference Room

CLASSIC PERSPECTIVES ON AMERICAN DEMOCRACY

Liberty means, not the mere voting at elections, but the free and fearless exercise of the mental faculties and that self - possession which springs out of well-reasoned opinions and consistent practice.

Frances (Fanny) Wright
July 4, 1828

I. Reading material to be Purchased

- A. Alexis de Tocqueville, *Democracy in America* (Hackett Edition)
- B. Franklin, *Autobiography of Benjamin Franklin* (Dover Edition)
- C. Melville, *Bartleby and Benito Cereno* (Dover Edition)
- D. F. Scott Fitzgerald, *The Great Gatsby*
- E. Malcolm X, *Autobiography of Malcolm X*
- F. Williams, *Losing my Cool: Love, Literature, and a Black Man's Escape from the Crowd*
- G. Bayoumi, *How Does it Feel to Be a Problem: Being Young and Arab in America*
- H. Hawthorne, *Young Goodman Brown and Other Short Stories*
- I. Aldous Huxley, *Brave New World*

II. Electronic Reserve - Some course materials are on Electronic Reserve in D.H. Hill Library (R).

III. Course Requirements

*Class Participation (20%) Your class participation grade will be based on how frequently and how thoughtfully you contribute to class discussions and on your oral seminar report. Poor attendance will lower your class participation grade while good attendance will raise it.

*Quizzes (20%) You will be quizzed each week to insure that you are carefully reading the assigned material. Your quiz grade will be determined by your performance on the best 3/4 of the total number of quizzes given. Thus, if there are twelve or thirteen quizzes given during the semester, I will only count your best nine or ten. Quizzes will be held immediately after I call the roll. There will be no makeup quizzes unless you are absent for reasons officially sanctioned by the university (see below).

*Essays (40%) You will be asked to write two interpretive essays during the semester (5-7 double-spaced typewritten pages). Each will be worth 20% of your grade. Essays should be turned in at the end of class on the due dates. Your papers will not be considered on time unless you are in class that day. No e-mail submissions will be accepted. Failure to turn in either or both of your essays will result in your receiving an F for the course. **You must use source citations in doing your essays (See VI)!!**

*Final Examination (20%) Your final exam for the course will be April 28, 2016 1:00-4:00

*Grading Scale: A+=13, A=12, A- =11, B+ =10, B =9, B-= 8, C+= 7, C=6, C-=5, D+=4, D=3, D-=2, F=1 and 0. Note: Students only see the letter grades on their essays and their final examination.

IV. Office Hours: T, Th 1:00-2:00 W 2:00-3:00 and by appt.(Caldwell 208, Phone 515-4468 e-mail: skessler@ncsu.edu. If you e-mail me and do not receive a response within two days, please call me.

V. Student Learning Outcomes

Students who complete this course will be able to:

1. Students will be able to distinguish between the critical analysis of literature and the argumentative approach of political philosophy.
2. Demonstrate how the studies of literature and politics focus on common themes such as the role of critical thinking in a free society, the relationships between religion, science, and politics, and the ideas and social norms that make modern life unique.
3. Understand how literature illuminates the philosophical, moral, scientific, and religious dimensions of modern life.

VI. General Education Program (GEP) Information

GEP category: Interdisciplinary Perspectives

Politics and Literature

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 will make important connections between the literary techniques and the political themes that are present in the literature that we read in order to promote a cohesive understanding of current political problems. Here are some examples. When discussing *The Great Gatsby*, I will show how Fitzgerald uses irony to criticize the American dream while showing more seriously why America, in his view, has lost its way. Likewise, when discussing *The Autobiography of Malcolm X*, I will show how Malcom X uses the story of his life to illustrate how the legacy of slavery contributes to twentieth century racism. Finally, when discussing *Brave New World* I will discuss how Huxley uses the literary concept of dystopia to present his political critique of modern science.

VII. GEP category objectives and outcomes

GEP Objective # 1: Distinguish between the distinctive approaches of two or more disciplines.

Outcome 1: Students will be able to distinguish between the critical analysis of literature and the argumentative approach of political philosophy.

Means of Assessment

a) Students will be quizzed weekly on the reading material for the course. These quizzes will assess how well students are able to distinguish between the critical analysis of literature and the argumentative approach of political philosophy. In one quiz, for example students might be asked to briefly discuss the respective approaches the

novelist Melville and the political philosopher Tocqueville Plato use to assess the evils of slavery.

GEP Objective # 2: Identify and apply authentic connections between two or more disciplines

Outcome 2: Students will be able to demonstrate how the studies of literature and politics focus on common themes such as the role of critical thinking in a free society, the relationships between religion, science and politics, and the ideas and social norms that make modern life unique.

Means of Assessment

a) Students will be quizzed weekly on the reading material for the course. These quizzes will assess how well students are able to apply the concepts they have acquired from reading the required works of literature to the philosophical, moral, scientific, and religious dimensions of political life. In one quiz, for example, students might be asked to briefly discuss whether Fitzgerald's *The Great Gatsby* sheds light on conspicuous consumption in the U.S. today. The quizzes will count for 20% of their final grade.

GEP Objective # 3: Explore and synthesize the approaches or views of the two or more disciplines

Outcome 3: Students will be able to describe how literature illuminates the philosophical, moral, scientific, and religious dimensions of political life.

Means of Assessment

Students will write two essays for the course that that examine how literature illuminates the philosophical, moral, scientific, and religious dimensions of political life. These essays will assess how well students are able to synthesize the political insights they have gained from reading the assigned works of literature and to use these insights to understand the contemporary world or their own personal experiences. For their final essay assignment students will write an essay in describing how one work we have read for the course enhanced their understanding of an important issue contemporary politics. A sample title might be: "Huxley's *Brave New World* and the Use and Abuse of Reproductive Technology." These essays will count for 40% of their final grade.

VIII. Attendance Policy

*Regular attendance is expected and is essential to the successful completion of this course.

* If you miss only one class during the semester, your grade will be raised by 1/3 a letter grade if your grade falls between the two. If you attend **every** class this semester, your final grade will be raised by 1/3 a letter grade wherever your grade falls **if your final grade is C- or above (e.g. B+ to A-)**.

*You may miss **four** classes during the semester without penalty. This leeway is designed to provide for normal circumstances such as illness, attendance at funerals, work conflicts, car breakdowns, child care problems, etc. No documentation is necessary for these absences.

*You will be penalized for missing **more than four** classes in proportion to the number of such

classes that you miss (e.g. If you miss eight classes, your grade may be dropped from a B to a C).

*If you arrive late to class (after role is called) or leave early you will lose half the attendance credit for that day.

*If you miss **more than 50%** of the classes you will receive an F for the course.

*You will not be penalized for absences excused by the university. These include absences due to hospitalization, extreme family emergency, participation in scheduled athletic events, etc. Official documentation for these excused absences must be provided by a university agency such as the Counseling Center, Athletics Dept., ROTC, etc.

*Students falling asleep in class, leaving class to answer your cell phone or for any other reason except illness or a bathroom emergency, **looking at electronic devices**, etc. will generally not receive attendance credit for the day.

* **Cell Phones and Computers** – Please make sure your **cell phone is turned off entirely and out of sight** while you are in the classroom. Please **do not use laptop computers** or any other electronic devices to take notes.

IX. Source Citations **PLEASE READ THIS CAREFULLY!**

You **must use source citations when writing your essays** even if your only sources are class materials. These citations are needed both when you quote directly from a source and when you paraphrase or summarize reading material. You should use at least one source citation per paragraph. When using material other than the assigned readings, you must have that material available for my inspection. You must also include printed copies of Internet material with your essay. **Papers without adequate source citations will either not be accepted or will be severely penalized.**

You may use the following format for citing your sources. The first citation would read as follows: Other citations from the same work would be by page number only e. g. (53).

Alexis de Tocqueville, *Democracy in America*, trans. by Stephen D. Grant, Indianapolis: Hackett Publishing Company, p. 49. (This work will hereafter be cited by page number only).

X. Personal Circumstances

Your grades in this course will be determined solely on the basis of the quality of your work and on your ability to fulfill the course requirements. If personal problems arise during the semester which are adversely affecting or may adversely affect your course work, please **contact me immediately** so we can discuss the situation. I will do what I can to help. Do not wait to see me until after your work is due or until after the course is over. **I cannot help you under these circumstances.**

XI. Statement on Academic Integrity

Academic misconduct will not be tolerated in this class. Academic misconduct may be defined as “any activity which tends to compromise the academic integrity of the institution, or subvert the educational process.” Academic misconduct includes cheating on quizzes and exams and the submission of plagiarized work for an academic requirement. Plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Thus each argument made in essays or terms papers that is not completely the student’s own must be footnoted or

otherwise referenced to indicate its source. Quotes and paraphrases from primary sources should also be footnoted or referenced. Students found guilty of academic misconduct will at a minimum receive an F for the exam or assignment.

Minimum penalty for cheating on a quiz: final semester grade will be reduced by one letter grade (e.g. B to C).

Minimum penalty for intentional plagiarism on an essay assignment: F for the course.

XII. Statement on Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with 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 \(REG02.20.01\)](#).

XIII. COURSE OUTLINE (Some Reading Materials May be Added During the Course of the Semester)

UNIT ONE: CLASSIC VERSIONS OF THE AMERICAN DREAM

- January 7 Introduction
- January 12 Tocqueville, pp. 142-146, 15-32
Winthrop, "A Model of Christian Charity,"
Winthrop, "Speech to General Court"(R)
- January 14 Jefferson, Declaration of Independence,
Jefferson, Writings on Education (R), Letter to Peter Carr (R)
Washington, "Letter to Newport Congregation"
Crevecoeur, Selections from *Letters to an American Farmer* (R)
- January 19 Franklin, *Autobiography of Benjamin Franklin* (selections)
- January 21 Antin, *The Promised Land* (selections) (R)

UNIT TWO: THE AMERICAN DREA RECONSIDERED

- January 26 Hawthorne, "Young Goodman Brown," "The Maypole of Merrymount"
- January 28 Tocqueville, pp. 205-206, 268-270
Melville, "Bartleby the Scrivener"
- February 2, 4 Tocqueville, pp. 224-233
Fitzgerald, *The Great Gatsby*

UNIT THREE: SLAVERY AND ITS LEGACY

- February 9 Tocqueville, pp. 146-164
- February 11 Melville, “Benito Cereno”
- February 16, 18 Malcolm X, *The Autobiography of Malcolm X* (selections)
- February 23 King, “Letter from a Birmingham Jail” (R)
King, “The Ethical Demands for Integration” (R)
King, “I Have a Dream” Speech” (R)
- February 25 Malcolm X “The Ballot or the Bullet” (R)
Ta Nehisi Coates, “Letter to My Son” (R)
- March 1, 3 Williams, *Losing My Cool*

UNIT FOUR: THE TYRANNY OF THE MAJORITY

- March 15, 17 Tocqueville, pp.170-178, 106-115
Bayoumi, *How Does it Feel to Be a Problem: Being Young and Arab in America*

UNIT FIVE: SCIENCE AND PROSPECTS FOR THE FUTURE

- March 22 Bacon, Selections from the **New Organon** and the **New Atlantis** (R)
- March 24 Hawthorne, “The Birthmark,” “Dr. Heidegger’s Experiment,”
Hawthorne, “Rappacini’s Daughter”
- March 29, 31 Huxley, *Brave New World*, Forward, Chapters 1-5, 14-18
- April 5 Tocqueville, pp. 201-206, 297-309
Vonnegut, “Harrison Bergeron” (R)

UNIT SIX: AMERICAN RESOURCES FOR PRESERVING FREEDOM

- April 7, 12 Tocqueville, pp. 309-319, 127-136, 178-186, 206-224, 233-237
- April 14, 19 Lincoln, “The Perpetuation of Our Political Institutions” (R)
Ballou, “Letter to Sarah” (R)
Cather, “The Best Years” (R)
O’Henry, “Two Thanksgiving Day Gentlemen” (R)
Stegner, “The Traveler” (R)
Kelly, “Veteran’s Day Speech” (R)
Updike, “The Deacon” (R)
Ellison, “The Little Man at Chehaw Station” (R)
- April 21 Catch up and Review!

NC STATE UNIVERSITY

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11 October 2016

MEMO

To: Courses & Curriculum Committee
University College
Council on Undergraduate Education

From: Genia Sklute
Associate Director, University Honors Program

Re: Notification of experimental offerings, Fall semester 2016

The following courses are being offered this fall under the University Honors Program HON 290/HON 293/HON 295/HON 296 series General Education special topics “shells”:

Course Number: HON 290-002
GEP Category: Humanities (History)
Course Title: North Carolina: Centuries of Contrast and Change
Number of Times Offered: First offering
Instructor Name: J. Mobley

Course Number: HON 293-001
GEP Category: Humanities (Literature)
Course Title: Gender, Identity, and the Birth of the “Modern Woman”
Number of Times Offered: First offering
Instructor Name: A. Auten

Course Number: HON 295-001
GEP Category: Social Sciences
Course Title: The Conservative Tradition in the West
Number of Times Offered: First Offering
Instructor Name: A. Taylor

Course Number: HON 295-002
GEP Category: Social Sciences
Course Title: Diversity and Ecological Justice
Number of Times Offered: First offering
Instructor Name: T. Easley

Course Number: HON 296-001
GEP Category: Interdisciplinary Perspectives
Course Title: Interpretive Machines
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: P. Fyfe

Course Number: HON 296-002
GEP Category: Interdisciplinary Perspectives
Course Title: Politics and Literature
Number of Times Offered: Third Offering (First Offering, Spring 2015, Second Offering, Spring 2016)
Instructor Name: S. Kessler

Course Number: HON 296-003
GEP Category: Interdisciplinary Perspectives
Course Title: Religion and Freedom
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: J. Bivins

Course Number: HON 296-004
GEP Category: Interdisciplinary Perspectives
Course Title: Outbreak
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: S. Carson

GEP Interdisciplinary Perspectives Course Submission Form

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE)

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

The GEP Interdisciplinary Perspectives objectives will provide instruction and guidance that help students to:

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

HON 296 section 003		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Religion and Freedom	Review for 2nd Offering <input checked="" type="checkbox"/>
Term to be Offered	Fall 2016	
Instructor Name/Title	Jason Bivins, Professor	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1</i>: <i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i> Students will distinguish between the critical analysis of fiction, non-fiction, and poetry (Literature), and the historical and discursive approaches of Religious Studies.</p>		
<p><i>Measure(s) for above Outcome:</i> <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>		
<p>Submission of writing assignments which summarize and reflect upon course readings. Ex: How and why do the authors of this week's readings express the concept of "freedom" differently?</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2</i>: <i>Obj. 2) Identify and apply authentic connections between two or more disciplines.</i> Students will draw connections between the critical analysis of fiction and poetry (Literature), and the historical and discursive approaches of Religious Studies.</p>		
<p><i>Measure(s) for above Outcome:</i> <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>		
<p>Submission of writing assignments which summarize and reflect upon course readings. Ex: How does the author's basic understanding of religion shape how he or she understands and describes the public limits of free exercise?</p>		

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.

Students will interpret the texts we study through the lenses provided by larger historical processes and theoretical models.

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.

Successful completion of in-class written examinations. Ex: Describe the changing role and interpretation of the canon in Hinduism, Judaism, and Christianity.

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

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

Literature and Religious Studies

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

At the beginning of the class, I introduce students (via lecture and text discussions) to key methodologies. Then, through guided writing assignments and small-group discussions, we build up strategies for comparison and analysis of case studies in religious and socio-political history.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): T/Th 11:45 AM - 1:00 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Winston Hall 005
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 _____ %

a. If seats are restricted, describe the restriction being applied. Restricted to 1st year University Honors

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.

Restricted to 1st year University Honors

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

none

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

SIGNATURE PAGE FOR HON 296 section 003

RECOMMENDED BY:

AD Ca won 10/11/16
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 10-31-16
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 11/3/16
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296-003: Religion and Freedom

Dr. Jason Bivins
Fall 2016, 3 Credits
T/Th 11:45-1:00 Winston Hall 005

Email: jcbivins@ncsu.edu
Office: Withers Hall 447

Office phone: 919-515-6102
Office hours: T/Th 1:45-2:45 and by appointment

Course Description: For a variety of reasons, "religion" is one of the most controversial subject matters in contemporary cultures. Beyond sensationalism and outrage, though, modern societies have taken shape in part through complex debates about the role (or lack thereof) of religion in public life. At the core of these considerations are clashing understandings of the relation between religion and freedom, two broad categories with a range of different meanings. This course will explore these differing understandings by considering: legal arguments proposing *freedom of* religion, and the challenges of religious pluralism; arguments urging *freedom from* religion, in defense of secular public life; and invocations of *freedom through* religion, via human creative expression, social activism, ritual, or cosmology. We will examine not just scholarly writings about religion but literature, films, and other media.

Prerequisite: No prerequisites. Restricted to University Honors Program students. Open to other students by permission of the UHP.

Corequisite: None.

Enrollment restriction: None, other than as listed above.

Course Materials:

Karen Armstrong, *Fields of Blood* (Anchor, 2014). \$17.

Sarah Barringer Gordon, *Spirit of the Law* (Harvard Belknap, 2010). \$27.

Brian Leiter, *Why Tolerate Religion?* (Princeton, 2014). \$18.

Stephen Prothero, *God is Not One* (Harper Collins, 2011). \$11.

Additional readings linked below or on electronic reserve (available via Moodle, designated **ER**).

Format and Policies:

Format: This class combines in-class discussions and diligent reading. Responsibility for the course's success depends on your participation and dedication. Discussion is not a forum for voicing your opinions uncritically, but for engaging in reasoned, respectful dialogue. I will occasionally provide lecture material as necessary, but the class will mostly be held in the traditional seminar format.

Late Assignments: I do not give extensions except in case of documented family or medical emergency, in line with the university Attendance regulation (NCSU REG02.20.03).

<https://policies.ncsu.edu/regulation/reg-02-20-03>. Any assignment turned in late will be docked one full letter grade per calendar day.

Incompletes: As stated by the university grading policy, "An IN must not be used...as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [email is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption a student's work not caused by his/her own negligence. The university's policy on incompletes REG 02.50.03) can be found at <http://policies.ncsu.edu/regulation/reg-02-50-03>.

Statement for Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at Suite 2221, Student Health Center, Campus Box 7509, 515-7653.

<https://dso.dasa.ncsu.edu/> For more information on NC State's policy on working with students with

disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Academic Dishonesty: All students share responsibility to uphold standards of academic integrity and honesty. It is NCSU policy that all students sign the Pack Pledge on tests and assignments, indicating: "I have neither given nor received unauthorized aid on this test or assignment." By signing your name on any classwork, it is assumed that you have thereby made this Pledge. For further information, you may consult the Code of Student Conduct Policy (POL11.35.1) at: <http://policies.ncsu.edu/policy/pol-11-35-01>.

N.C. State Policies, Regulations, and Rules (PRR): Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

■ Equal Opportunity and Non-Discrimination Policy Statement
<https://policies.ncsu.edu/policy/pol-04-25-05> with additional references
at <https://oied.ncsu.edu/equity/policies/>

■ Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>

■ Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>

■ Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>

■ Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>

Students of Concern: <https://studentsofconcern.ncsu.edu/classroom-syllabus>

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

Class Evaluations: Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

- Evaluation website: <https://classeval.ncsu.edu>
- Student help desk: classeval@ncsu.edu
- More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>.

Electronic Devices Policy: All laptops, iPads, and phones must remain closed and off during class, unless you have come to an agreement with me. The course thrives on maximum participation, and this can only happen if we engage in direct conversation without media interference. Allowances will be made in accordance with Disability Service policies. If I see you texting or web-surfing in class I will record you as absent for the day (and I will not waste my time by telling you I have done so). Don't do it.

Restriction on Sharing Content of Course Materials: Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the university's networks or other computer resources may create liability for the university as well as the computer user:

<https://policies.ncsu.edu/regulation/reg-01-25-02>. Accordingly, repeat infringers will have their computer account and other access privileges terminated by NC State. By accessing e-reserve and course web site

material you agree to the following statement: "I acknowledge that all documents made available to me for the course HON 296-003 taught at NC State University in the current term are copyrighted and intended only for my personal use. By logging into the HON 296-003 website, you certify that you will not share any content of the class HON 296-003 NC State University website with a third party without written permission from the course instructor Dr. Jason C. Bivins.

REG 02.20.11 - Recording Lectures and Discussions: Students may not use recording devices in the classroom without explicit prior permission of the instructor. If permission is granted, there must also be no member of the class who objects. Instructor and class permission is not required when an accommodation notification from Disability Services has been received by the instructor, which identifies a student that requires the use of a recording device. However, the instructor may prohibit the use of any recording device when it would inhibit free discussion and free exchange of ideas in the classroom. <https://policies.ncsu.edu/regulation/reg-02-20-11>

GEP Category Objectives

HON 296-003 is part of the following General Education Programs: **Interdisciplinary Studies**

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

- **Course outcome:** Students will distinguish between the critical analysis of fiction, non-fiction, and poetry (Literature), and the historical and discursive approaches of Religious Studies.
- **Means of assessment for outcome:** Submission of writing assignments which summarize and reflect upon course readings. Ex: How and why do the authors of this week's readings express the concept of "freedom" differently?

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

- **Course outcome:** Students will draw connections between the critical analysis of fiction and poetry (Literature), and the historical and discursive approaches of Religious Studies.
- **Means of assessment for outcome:** Submission of writing assignments which summarize and reflect upon course readings. Ex: How does the author's basic understanding of religion shape how he or she understands and describes the public limits of free exercise?

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

- **Course outcome:** Students will interpret the texts we study through the lenses provided by larger historical processes and theoretical models.
- **Means of assessment for outcome:** Successful completion of in-class written examinations. Ex: Describe the changing role and interpretation of the canon in Hinduism, Judaism, and Christianity.

Course Assignments:

Participation and Discussion (20%): You must show up to class well-prepared and ready to participate and listen well. You are allowed 2 "free" absences; thereafter, absences count against your grade. Please do not do nap or violate the electronics policy above. Either will be counted as an absence for the day. Because it is a waste of everyone's time if you engage in such activities, I reserve the right not to inform you if I have marked you down for such infractions; if you're unable to restrain yourself, you may find out the hard way that your grade has suffered considerably.

Classroom participation is evaluated on the following basis:

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

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

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

D: Participates little or not at all in class.

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

Weekly Reading Summaries/Analyses (10%): **EVERY** week, you will submit a 250-500 word critical response to the week's readings (i.e. both Tuesday and Thursday readings for the week of submission). These must be submitted **NO LATER THAN 5:00 p.m.** each Wednesday. These must demonstrate not only that you have read and understood the assigned texts, but that you have reflected on them, raised questions about them, and attempted to situate them in the ongoing conversations we develop. Each response must also include **2 questions** I will select in advance to guide class discussion that Thursday. Fruitful questions might ask: "What is the social setting the author is responding to?" "How might we compare one reading to another?" "What is the author taking for granted?" or "What does the author mean by that?" There are many other possibilities – be ambitious, be creative! **ABSOLUTELY** no lates accepted. There will be no responses on: October 6, November 17, or December 1.

Midterm and Final (20% each): Your midterm and final exams will consist of a take-home essay question (or two) asking you to demonstrate your command and assessment of readings and in-class materials.

Paper (15%): **Due September 22.** You will write a 5-7 page paper wherein compare and contrast different traditions of reflection on the category "freedom" as they appear in sections I & II of the course. More instruction will be given on the handout and guidelines distributed.

Media Journal (15%): **Due November 15.** For the first 12 weeks of the course, you must compile articles, reports, or other examples from various media about religion, art, ethics, and freedom (in any of its guises). Aside from which topics you choose to focus on, you must consult at least one: documentary film, scholarly journal article, website, blog post (from a reputable, non-ranting source), TV broadcast, and radio show or podcast. For the remaining six entries, you are free to repeat any of the above sources or find some other media representation of the subjects of this course. Each entry should be approximately one page and should include: 1) a full citation, including date published or produced, the URL, etc.; 2) your summary of the item; and 3) your critical evaluation. You must determine the importance and the intention of the item: who is producing it, why, and for whom? How is religion and/or the category "freedom" being represented? What is your reaction – on an objective, scholarly level – to the piece?

Grade Scale:

98-100: A+	88-89: B+	78-79: C+	68-69: D+	0-59: F
93-97: A	83-87: B	73-77: C	63-67: D	
90-92: A-	80-82: B-	70-72: C-	60-62: D-	

Grading of written work follows this basic template:

A = Elegantly written or articulated, answers all aspects of a question, and anticipates criticism with persuasive argumentation. An A+ displays all of these traits and includes at least one aspect that raises the work above the level of most excellent college student efforts. An A- product is truly excellent in almost all respects but possesses one or more flaws, such as failing to anticipate important critiques. B = Careful but not brilliantly written or articulated, addresses the question generally, and anticipates some critiques. A B+ has most of these traits but also includes a stand-out feature (e.g. especially original thinking), while a B- covers the basic expectations but also has one or more serious flaws. C = Shows evidence of inquiry into the subject but uneven success either in meeting expectations to address the question with evidence drawn from course assignments or in presenting a coherent

argument. C-level work is hampered by unclear writing, insufficient command of the assigned readings, and arguments that do not stand up to close scrutiny.

D = Minimally acceptable in that it counts as the completion of the assignment, but is carelessly written or articulated, displays no meaningful engagement with the sources, and/or lacks a clear argument.

F = Fails to meet the most basic criteria.

PART I. Orientations.

Thursday August 18: What is Religion? What is freedom?

Tuesday August 23: Video Screening

Reading: Prothero Introduction; and Ruse, "Why God is a Moral Issue" (ER).

Thursday August 25: Interpretation, Language, and Freedom.

Reading: Armstrong Chpt. 9; and Lincoln, "Theses on Method" (ER).

PART II. Traditions of Freedom and Constraint.

Tuesday August 30: Freedom and Constraint

Reading: Armstrong Chpt. 10; and Leiter Introduction.

Thursday September 1: Myth, Narrative, and Interpretation

Reading: Armstrong Chpt. 1 and Leiter Chpt. 1.

Tuesday September 6: Public Reason and Faith Part 1

Reading: Gordon Chpts. 1 & 3

Thursday September 8: Public Reason and Faith Part 2

Reading: Locke, "Letter Concerning Toleration" (ER); the U.S. and South African Constitutions (ER).

Tuesday September 13: Hinduism Part 1

Reading: Prothero Chpt. 4; and *The Bhagavad-Gita*, Chapters 3, 5 & 18 (ER).

Thursday September 15: Hinduism Part 2

Reading: Armstrong Chpt. 2; and Haberman, *Journey Through the Twelve Forests*, pp. 3-29 (ER).

Tuesday September 20: Buddhism Part 1

Reading: Prothero Chpt. 5; and Rapoport, "The Quality of Mercy" (ER).

Thursday September 22: Buddhism Part 2

Reading: Armstrong Chpt. 3; Ehrenreich, "Serving Time in Florida" (ER); and Sandel, "What Isn't for Sale?" (ER). **PAPER DUE – RESPONSES STILL DUE**

Tuesday September 27: Judaism Part 1

Reading: Prothero Chpt. 7; and an excerpt from Spiegelman, *Maus* (ER).

Thursday September 29: Judaism Part 2

Reading: Armstrong Chpt. 4; and Goldberg, "Is It Time for the Jews to Leave Europe?" (ER).

Tuesday October 4: Christianity Part 1

Reading: Prothero Chpt. 2; King, "Letter from a Birmingham City Jail" (ER); and Saint Teresa, "Fourth Mansions" (ER). **TAKE-HOME MIDTERM DISTRIBUTED (DUE IN CLASS OCTOBER 11)**

Tuesday October 11: Christianity Part 2

Reading: Armstrong Chpts. 5 & 7; "Economic Justice for All" (ER); and Lindsey, "World War III" (ER).

Thursday October 13: Islam Part 1

Reading: Prothero Chpt. 1; and "American Muslims Search for Identity" (ER).

Tuesday October 18: Islam Part 2, **Video Screening**

Reading: Armstrong Chpt. 7; and Myre article (ER).

PART III. Three Freedoms and Themes.

Freedom of Religion.

Thursday October 20: Religious Freedom and Public Life, **Video Screening**

Reading: Leiter Chpt. 2; Wenger, "Indian Dances and the Politics of Religious Freedom, 1870-1930," *Journal of the American Academy of Religion* (Full text online at NCSU Library); and Office of Indian Affairs, "Indian Dancing" (ER).

Tuesday October 25: Interpretation and Public Freedom.

Reading: Gordon Chpt. 2; and De Tocqueville, "Causes Which Maintain Democracy" (ER).

Thursday October 27: Conscience, Practice, and the Rule of Law.

Reading: Leiter Chpts. 3 & 4; and Epps, "What Makes Indiana's Religious Freedom Law Different?" (ER).

Freedom from Religion.

Tuesday November 1: Religious Values and Public Policy

Reading: Rawls, "Justice as Fairness" (ER); and *New York Times* roundtable on "religious freedom" (ER).

Thursday November 3: Religion and Conflict

Reading: Armstrong Chpt. 8; Juergensmeyer, "Cosmic War" (ER); and Ridley, "Does Religion Really Cause War?" (ER).

Freedom through Religion.

Tuesday November 8: Religion and Artistic Expression

Reading: Freud, "The Moses of Michelangelo"; O'Connor, "Parker's Back"; and Silko, "The Man to Send Rain Clouds" (ER).

Thursday November 10: Religion and Perception

Reading: Hawthorne, "Young Goodman Brown" (ER); "Witchcraft at Salem" (ER); and Emerson, "Spiritual Laws" (ER).

Tuesday November 15: Freedom and Constraint – Fate and Free Will

Reading: Prothero Chpt. 9; and Cave, "There's No Such Thing as Free Will" (ER). **MEDIA JOURNALS DUE**

Thursday November 17-Tuesday November 22: **Video Screening & Discussion – Responses Still Due**

Reading: Leiter Chpt. 5; Armstrong Chpt. 11; and Tabor & Gallagher, "The Wacko from Waco" (ER)

Tuesday November 29: Religion and the Body

Reading: Gordon Chpts. 4 & 5; Pellauer, "Violence Against Women: The Theological Dimension" (ER); X, "I Don't Mean Bananas" (ER); and McIntosh, "White Privilege: Unpacking the Invisible Knapsack" (ER).

Thursday December 1: Religion and the Planet

Reading: Armstrong Chpt. 12; Kraft, "The Greening of Buddhist Practice" (ER); and Pope Francis, "Laudato Si" (ER).

TAKE-HOME FINAL DISTRIBUTED (DUE BY 5:00 DECEMBER 8 – VIA EMAIL)

Catalog Description: Seminar for University Honors Program students, repeatable if content varies, meeting GER requirements in Science, Technology and Society (humanistic perspective) interdisciplinary in character and often team-taught.

NC STATE UNIVERSITY

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11 October 2016

MEMO

To: Courses & Curriculum Committee
University College
Council on Undergraduate Education

From: Genia Sklute
Associate Director, University Honors Program

Re: Notification of experimental offerings, Fall semester 2016

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Number of Times Offered: First offering
Instructor Name: A. Auten

Course Number: HON 295-001
GEP Category: Social Sciences
Course Title: The Conservative Tradition in the West
Number of Times Offered: First Offering
Instructor Name: A. Taylor

Course Number: HON 295-002
GEP Category: Social Sciences
Course Title: Diversity and Ecological Justice
Number of Times Offered: First offering
Instructor Name: T. Easley

Course Number: HON 296-001
GEP Category: Interdisciplinary Perspectives
Course Title: Interpretive Machines
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: P. Fyfe

Course Number: HON 296-002
GEP Category: Interdisciplinary Perspectives
Course Title: Politics and Literature
Number of Times Offered: Third Offering (First Offering, Spring 2015, Second Offering, Spring 2016)
Instructor Name: S. Kessler

Course Number: HON 296-003
GEP Category: Interdisciplinary Perspectives
Course Title: Religion and Freedom
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: J. Bivins

Course Number: HON 296-004
GEP Category: Interdisciplinary Perspectives
Course Title: Outbreak
Number of Times Offered: Second Offering (First Offering, Fall 2015)
Instructor Name: S. Carson

GEP Interdisciplinary Perspectives Course Submission Form

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the Council on Undergraduate Education (CUE)

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

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

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

HON 296 section 004		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Outbreak	Review for 2nd Offering <input checked="" type="checkbox"/>
Term to be Offered	Fall 2016	
Instructor Name/Title	Susan Carson, Associate Professor	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1</i>:</p> <p style="text-align: center;"><i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p>Students will evaluate disease outbreaks from multiple different perspectives, including the biology of the infectious agent, clinical implications, and social/economic/political factors contributing to the spread of the disease or that were impacted by a major epidemic/pandemic. This course will be inquiry-guided. The instructor will not generally be "presenting material", but rather providing the structure in which students will be guided to investigate the issues from multiple perspectives through the use of case studies, student-driven research and presentations, and concept mapping.</p>		
<i>Measure(s) for above Outcome:</i>		
<i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i>		
<p>Student presentations - Students will form research teams for each disease (module) we study. Each individual group will focus on the disease from a different perspective (biological, clinical, social, historical, etc) for their presentation. Teams will be required to focus on a different aspect of disease for each module (i.e. the same team cannot always focus only on the biology of the disease – factors will rotate among teams).</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2</i>:</p> <p style="text-align: center;"><i>Obj. 2) Identify and apply authentic connections between two or more disciplines.</i></p> <p>Students will make authentic connections between microbiology and the social sciences.</p>		
<i>Measure(s) for above Outcome:</i>		
<i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i>		
<p>Concept mapping – At the end of each module, students will create concept maps where they link all factors and perspectives about the disease. They will also write a reflection of their previous assumptions about the disease and how their perspective may have changed.</p>		

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.*

Students will investigate the intersection of disease biology and cultural/societal factors influencing disease spread.

Measure(s) for above Outcome:

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

The final project requires students to create educational material about their selected disease aimed toward a specific population. To do this, they will need to determine what the population needs to know about the disease and its spread, and will need to incorporate their understanding of cultural practices and beliefs that led to the spread (for example, ebola can be widely spread among families due to ritual burials in some African cultures; measles is spreading in the US because of a relatively new culture of scientifically ungrounded fears, avian influenza is more likely to emerge in some Asian cultures due to the practice of keeping and slaughtering poultry in open markets).

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

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

Microbiology and the Social Sciences

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

See attachment

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): W 1:30 PM - 4:15 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: HVC Multi
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? 0 %

a. If seats are restricted, describe the restriction being applied. Honors Program Students

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.

Honors Program Students

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

B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students “to integrate the multiple parts of view into a cohesive understanding”?

Epidemiology is inherently interdisciplinary. We will be exploring disease factors from both biological and sociological perspectives. This course will be inquiry-guided. The instructor will provide the structure in which students will be guided to investigate the issues from multiple perspectives through the use of mind-mapping, case studies, student-driven research, concept mapping and self-reflection. Each outbreak investigation will begin with student teams mind-mapping what they already know about the disease and past or current outbreaks. Teams of students will each be assigned to research and present a talk on a different factor in the spread of the disease (biological, socioeconomic, cultural, etc). Following the presentations and case study discussions, at the end of each disease module, concept mapping will be used as a powerful tool to explore and visualize the interconnectedness of all the factors that affect the spread of infectious diseases. Each disease module will be wrapped up by individual written student reflections. The final project also requires the ability to think about disease outbreaks from an interdisciplinary perspective.

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

None

SECTION 3: ADDITIONAL INFORMATION

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


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

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

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


SIGNATURE PAGE FOR HON 296 section 004

RECOMMENDED BY:

 10/11/16
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

 10-31-16
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 11/3/16
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296H Course Syllabus

HON 296H – Outbreak

Section 004

FALL 2016

3 Credit Hours

Course Description

Students will evaluate disease outbreaks from multiple different perspectives, including the biology of the infectious agent, clinical implications, and social/economic/political factors contributing to the spread of the disease or that were impacted by a major epidemic/pandemic. This course will be inquiry-guided. The instructor will not generally be "presenting material", but rather providing the structure in which students will be guided to investigate the issues from multiple perspectives through the use of case studies, student-driven research and presentations, and concept mapping.

Learning Outcomes

Upon completion of the course, students will:

select relevant sources of information pertaining to disease outbreak.

articulate research findings.

create concept maps that show the interconnectedness of all factors in disease outbreak to **explore** the intersection of disease biology and cultural/societal reasons for disease spread.

evaluate disease outbreaks from multiple perspectives, including the biology of the infectious agent, clinical implications, and social/economic/political factors that enabled the spread of the disease.

distinguish between the methodologies used to research an infectious agent from the methodologies used to study public perceptions of disease and public health.

Course Structure

This course will be inquiry-guided. The instructor will not generally be "presenting material", but rather providing the structure in which students will be guided to investigate the issues from multiple perspectives through the use of case studies, student-driven research and presentations, and concept mapping. Class time will primarily be spent on student presentation, small group work, and discussing case-studies.

Course Policies

Computers may be used in class only when the activity would benefit from the use. Communication devices (text, email, etc) may not be used during class without permission.

I am trying out a new **email policy** to foster deeper one-on-one interactions with you and to encourage you to think things through independently before seeking help.

You should only use email as a tool to set up a face-to-face meeting with me. Use the subject line "Meeting request." Your message should include at least two times when you would like to meet and a brief (one-two sentence) description of the reason for the meeting. Emails sent for any other reason will not receive a response. I strongly encourage you to ask questions about assignments during class time. For more in-depth discussions (such as guidance on assignments) please plan to meet in person. Our conversations should take place in person rather than via email, thus allowing us to get to know each other better and foster a more collegial learning atmosphere. *If you have an emergency (illness, family emergency), you should email me as soon as possible to let me know and then schedule a follow-up meeting to discuss your make-up work.*

Be prepared when we meet. Plan to frame our conversation with you taking the lead with "Here are my ideas. What do you think?" rather than "What should I do?" Your future employers/clients/professors/patients/colleagues will respect you for this habit.

Group work: The instructor will assign five groups of four students each. We are going to study four different diseases. Each group will give three presentations (and have one presentation "off").

Instructors

Dr. Susan Carson (sdcarson) - *Instructor*
Email: sue_carson@ncsu.edu
Web Page: <http://think.dasa.ncsu.edu>
Phone: 919-515-3803
Office Location: 211E Park Shops
Office Hours: by appointment

Course Meetings

Seminar

Days: W
Time: 1:30pm - 4:15pm
Campus: Main
Location: Honors Commons
This meeting is required.

Course Materials

All course materials will be provided through the Moodle course site and/or your own research. I will place two reference books on hold at D.H. Hill Library.

R.P. Anderson, *Outbreak: Cases in Real-World Microbiology* and M.S. Dworkin, *Outbreak Investigations Around the World: Case Studies in Infectious Disease Field Epidemiology*. I will also have these references in class.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

Each course in Interdisciplinary Perspectives category will meet the following three outcomes:

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

Course Outcome: Students will evaluate disease outbreaks from multiple different perspectives, including the biology of the infectious agent, clinical implications, and social/economic/political factors that enabled the spread of the disease. They will distinguish between the methodologies to research an infectious agent from the methodologies to understand factors contributing to disease spread through communities and on a global scale, including societal perceptions of vaccination.

Means of assessment: Student presentations - Students will form research teams for each disease (module) we study. Each individual group will focus on the disease from a different perspective (biological, clinical, social, historical, *etc*) for their presentation. Teams will be required to focus on a different aspect of disease for each module (*i.e.* the same team cannot always focus only on the biology of the disease – factors will rotate among teams).

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

Course Outcome: Students will make authentic connections between microbiology and the social sciences.

Means of assessment: Concept mapping – At the end of each module, students will create concept maps where they link all factors and perspectives about the disease. They will also write a reflection of their previous assumptions about the disease and how their perspective may have changed.

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

Course Outcome: Students will investigate the intersection of disease biology and cultural/societal factors influencing disease spread.

Means of assessment: The final project requires students to create educational material about their selected disease aimed toward a specific population. To do this, they will need to determine what the population needs to know about the disease and its spread, and will need to incorporate their understanding of cultural practices and beliefs that led to the spread (for example, ebola can be widely spread among families due to ritual burials in

some African cultures; measles is spreading in the US because of a relatively new culture of scientifically ungrounded fears, avian influenza is more likely to emerge in some Asian cultures due to the practice of keeping and slaughtering poultry in open markets).

In addition to the final project, students will critically analyze the redacted paper by Andrew Wakefield that linked MMR vaccination to autism. You will review data from the Centers for Disease Control and Prevention that suggests that several new measles outbreaks have occurred due to reduced vaccination in response to the Wakefield paper. Finally, students will work with sociology professor, Dr. Wenjie Liao to design and implement a survey to examine public perceptions of the safety and efficacy of childhood vaccination. During this work, students will also learn about IRB and the ethics involved in using human research subjects.

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

Microbiology, social sciences

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"?

Epidemiology is inherently interdisciplinary. We will be exploring disease factors from both biological and sociological perspectives. This course will be inquiry-guided. The instructor will provide the structure in which students will be guided to investigate the issues from multiple perspectives through the use of mind-mapping, case studies, student-driven research, concept mapping and self-reflection. Each outbreak investigation will begin with student teams mind-mapping what they already know about the disease and past or current outbreaks. Teams of students will each be assigned to research and present a talk on a different factor in the spread of the disease (biological, socioeconomic, cultural, etc). Following the presentations and case study discussions, at the end of each disease module, concept mapping will be used as a powerful tool to explore and visualize the interconnectedness of all the factors that affect the spread of infectious diseases. Each disease module will be wrapped up by individual written student reflections. The final project also requires the ability to think about disease outbreaks from an interdisciplinary perspective.

GEP Co-requisites

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

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
Outbreak Presentations	30%	You will give a presentation three times during the semester. Each one is worth 10% of your final grade.
Survey analysis presentation	10%	In a group of two to three students, you will raise three potential questions arising from the survey findings and give a short presentation on one.
Final Assignment - creative work	20%	This includes the work, itself, the annotated bibliography, and the presentation of the work.
Final exam (self-reflection)	15%	Final exam is a take-home due the last week of class. It will be made available early.
Participation and quality of work during in-class activities	10%	This includes, but is not limited to, survey design, concept-mapping activities, case studies, and class discussions.
Written reflection on each segment (including concept map)	15%	There will be 4 outbreak modules - reflection responses are worth 3.75% each.

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)

Due to the small class size and high demand for this course, auditing will not be permitted.

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

Due to the team work involved in this course, late work will not be accepted and will receive a zero. Work must be done in advance of approved planned excused absences. For emergency excused absences, the student must schedule a meeting with the instructor to plan an appropriate make-up activity.

Attendance Policy

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

Attendance Policy

None.

Absences Policy

None.

Makeup Work Policy

None.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

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.

Electronically-hosted Components: We will utilize the Moodle grade book. Students will also post presentations and other work to the Moodle site. wolfware.ncsu.edu

Accommodations for Disabilities

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)

Non-Discrimination Policy

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

Course Schedule

NOTE: The course schedule is subject to change.

Seminar W 1:30pm - 4:15pm — Week 1 — 08/17/2016

Introductions

Concept Map outbreak components

Syllabus – do we want to make any modifications?

Presentation rubrics and reflections

Creative process and final assignment information

Seminar W 1:30pm - 4:15pm — Week 2 — 08/24/2016

Autism/MMR scenario activity

Concept map measles and assign presentation topics

Go over presentation expectations/rubric

Introduction to IRB and use of human research subjects – Guest Deb Paxton from the NCSU
IRB 3:15-4:15

Homework – read measles case study (on Moodle)

Seminar W 1:30pm - 4:15pm — Week 3 — 08/31/2016

Measles presentations

Discuss case study

Measles written reflection (Should/under what circumstances should parents be able to deny vaccination for minor children?)

Seminar W 1:30pm - 4:15pm — Week 4 — 09/07/2016

Dr. Wenjie Liao guest lecture about use of surveys as a tool in the social sciences. (*social vs natural sciences, strengths and weaknesses of survey as tool, fundamentals of survey design, sampling limitations, etc*)

Begin work on survey – complete drafts per group for homework if not finished in class

Seminar W 1:30pm - 4:15pm — Week 5 — 09/14/2016

Continue work on survey/ class draft due by end of period

Work on IRB

Concept map Influenza and assign presentation topics

Seminar W 1:30pm - 4:15pm — Week 6 — 09/21/2016

Dr. Wenjie Liao will provide critical feedback on survey instrument

Finalize instrument, IRB, and plan implementation

Seminar W 1:30pm - 4:15pm — Week 7 — 09/28/2016

Influenza presentations

Flu scenario/ Flu written reflection

Concept map Plague (*Yersinia pestis*) and HIV - assign presentation topics

Seminar W 1:30pm - 4:15pm — Week 8 — 10/05/2016

Plague presentations

Plague written reflections

Discuss final assignment

Seminar W 1:30pm - 4:15pm — Week 9 — 10/12/2016

YOM KIPPUR (Jewish Holy Day)

All survey data is required to be entered into the spreadsheet by 1:30 today.

Class time should be used to examine this data and pose at least 3 research questions, and preparing a 3 minute talk on preliminary analysis of at least one of the questions. You may work in a group of two or three of your choosing.

Seminar W 1:30pm - 4:15pm — Week 10 — 10/19/2016

Final assignment scope due

Student presentations on survey results and discussion

Concept map syphilis

Seminar W 1:30pm - 4:15pm — Week 11 — 10/26/2016

Syphilis presentations

Syphilis reflection

Concept map small pox, assign topics

Seminar W 1:30pm - 4:15pm — Week 12 — 11/02/2016

Small pox presentations

Small pox reflection

Homework –bring 3 (written) questions for guests next time

Seminar W 1:30pm - 4:15pm — Week 13 — 11/09/2016

Brainstorm questions for guests

Measles/Christian Science outbreak guests (2:00)

Measles/written reflection, part 2

Seminar W 1:30pm - 4:15pm — Week 14 — 11/16/2016

Final assignments due

Presentation of half of the final assignments

Seminar W 1:30pm - 4:15pm — Week 15 — 11/23/2016

THANKSGIVING BREAK

Seminar W 1:30pm - 4:15pm — Week 16 — 11/30/2016

Final exam and reflection of final assignment due

Presentation of half of the final assignment