



Council on Undergraduate Education 2016-2017

December 9, 2016
Talley Student Union 4140
1:30pm-3:00pm

Call to Order 1:30pm

- **Food will be available at this meeting beginning at 1:00 PM**
- Welcome and Instructions, Chair Peggy Domingue
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Approval of CUE November 11, 2016 Minutes

Old Business

Presenter	Reviewers	Action	Type	Notes
Knowles	Keene, Parker, Lee	ANT 252 Cultural Anthropology	SS, GK	Tabled at Oct. 28, 2016 meeting. *Major Changes: SLO, title, and description; SS Review, GK last reviewed 2012

New Business

- Course and Curricular Business

Courses for GEP Category - Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Gilmartin	Allen, Outing, Joines	SS, USD	PS 303 Race in US Politics	*Major Changes: SLO and description. SS Review. USD Review
Gilmartin	Nowel, Parker, Keene	HUM	ENG 362 Studies in the British Novel	*Major Changes: SLO, title, and offering, description; HUM Review.
Gilmartin	Ashwell, Sills, Schmidt	HUM	ENG 370 American Fiction, Twentieth Century and Beyond	*Major Changes: SLO, title, and offering; HUM Review
Gilmartin	Lee, Ozturk, Rabah	HUM, IP	PHI 312 Philosophy of Law	*Major Changes: offering and student learning outcomes; HUM Review, last review for IP in 2012
Gilmartin	Sills, Levine, Keene	SS, USD	PSY/WGS 406 Psychology of Gender	*Major Changes: SLO and requisites; SS Review, last review for USD in 2011

Courses New to GEP

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Gilmartin	Nowel, Allen, Joines	IP	ENG 339 Literature and Technology	New Course
Knowles	Ashwell, Parker, Schmidt	HUM, IP	ENG 340 Literature, Art, and Society	New to HUM and IP
Knowles	Levine, Ash, Skrzecz	HUM	ENG 361 Studies in British Poetry	New Course
Knowles	Rabah, Lee, Ozturk	HUM, USD	ENG/WGS 410 Studies in Gender and Genre	New to HUM and USD; Crosslisted course.
Knowles	Ash, Lee, Allen	GK, HUM	ENG 464 British Literature and the Founding of Empire	New to GK, HUM Review
Knowles	Parker, Keene, Joines	USD, HUM	ENG 470 American Literature, Twentieth Century and Beyond	New to USD, HUM Review
Knowles	Ashwell, Levine, Lee	HUM	ENG 495 Studies in Literature	New Course; Capstone
Outing	Skrzecz, Gilmartin, Knowles	IP, USD	IPUS 295 Globalizing North Carolina	Special Topics 1 st offering

*Changes to course approved by UCCC.
SLO= Student Learning Outcomes

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 2016-2017November 11th, 2016
Talley Student Union 4140
Call to Order: 1: 30 PM

Members Present: Chair Elect Karen Keene, Sarah Ash, Alice Lee (Proxy), Cynthia Levine, Andy Nowel, Ozturk Hatice, Frederick Parker, Erin Sills, David Gilmartin, Adam Skrzecz, Tania Allen, Kim Outing, Kristin Thoney-Barletta (Proxy), Herle McGowan (Proxy), Nathaniel Isaacson (Proxy)
Members Absent: Chair Peggy Domingue, Chris Ashwell, Tim Petty, Ghada Rabah, Jeff Joines, Ingrid Schmidt, James Knowles

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

Guests: Genia Sklute, Jeremy Feducia, Art Rice, Tom Koch

WELCOME AND INTRODUCTIONS

- *Remarks from Chair*— Chair Elect Karen Keene introduced the guests and proxies for the meeting. Announced small changes to the agenda removing PS/WGS 418, moving MUS courses earlier in the agenda.
- Dr. Kirby Shared the GEP task force has met briefly and discussed their charge with Dr. Mullen. He asked them to focus on USD but also consider FK and possibly other categories if impacted by credit hours. The link for minutes and information has been posted to the provost's website.
- Approval of the Minutes from October 28th, 2016. – *Approved Unanimously*
 - Discussion: The minutes were presented and approved without further discussion.

OLD BUSINESSIPGK 295 The Rhythm of Life- *Approved.*

Discussion: Presented by member Tania Allen and brought attention to the changes that have been made and responses addressing what was proposed during the September 16, 2016 meeting. Guest Art Rice expressed his confidence in the course receiving GK and IP GEP approval. Member expressed concern as to where the language discipline under the IP category is covered. Guest and members discussed the macro level of coverage of the disciplines based on what is provided in the syllabus. Member would prefer for more information and details as to how the disciplines are actually being met. Members discussed the lack of objective accomplishments in the course schedule. Members discussed how specific the course schedule should be when showing how the objectives are being met. Chair Elect expressed the option for Approving the course Pending the certain adjustments. Guest and members discuss how much leniency should be allowed for special topic offerings. Member said the roots are evident for an IP GEP, but are unsure if it should be approved. Member expressed the notion that as long as a Special Topics shell in it's first offering having a macro level of evidence of the foundation of an IP GEP category should be enough. Members discussed GK being automatically approved because of the course being abroad. Member commented that the GK GEP category should have a more rigorous approach to the automatic GK GEP for study abroad courses in the future to insure students are being engaged and in GK experience. Dr. Kirby clarified that the study abroad courses with the GK classification has been approved by the college for the Study Abroad program. The guest pointed out specific ways the GK category is met in the syllabus.

Vote Count: 10 approve 2 abstain 1 oppose

NEW BUSINESSConsent Agenda (HON 296 [sec 001, 002, 003, 004]) - *Approved Unanimously*

Discussion: Member proxy Nathaniel Issacson moved to approve the consent agenda. The consent agenda was presented and approved without further discussion.

New GEP

- MUS 210 History of Rock I: 1950s-1970s: (USD) - *Approved Unanimously*
Discussion: Presented by member Kim Outing.
- MUS 211 History of Rock II: 1980s-present: (USD) - *Approved Unanimously*
Discussion: Presented by member Kim Outing. Members discussed the need for an estimation of the additional student fees and if this is a requirement. Guest Tom Koch answered questions about the friendly suggestion to include an estimated additional fee.

GEP Review

- CH 100 Chemistry and Society: (NS) – Approved Unanimously
Discussion: Presented by Proxy Alice Lee. Guest Jeremy Feducia pointed out that there is a lab component being added instead of a problem session component. Presenter expressed that the lab component and materials

- SOC 202 Principles of Sociology: (SS) – Approved Unanimously
Discussion: Presented by Proxy Nathaniel Isaacson. Members discussed the measurements and praised the detail reflecting how the objectives are met.

New GEP

- HON 290 002 North Carolina: Centuries of Contrast and Change: (HUM) – Approved Unanimously
Discussion: Presented by member Kim outing. Presenter asked about the close relation of another HI course that was approved for GEP in that category as well. Guest Genia Sklute answered by explaining that the subject matter of a course can be similar, however HON courses have different expectations of students and approaches. Member points out that currently a student could get credit for the History course with the same content. Members discussed how this is not a CUE issue, however still needs to be noted that credit should not be provided for the permanent history course. Members discussed honors courses that are limited to honors students only and GEP courses.

- HON 293 001 Gender, Identity, and the Birth of the “Modern Woman”: (HUM) - *Approved Unanimously*
Discussion: Presented by member Kim outing. Member made the friendly suggestion to use the standard NC State grading scale with greater than or equal to symbols or a clarification on rounding. Dr. Kirby reminded the committee that the grading scale that is generally used is not required, the instructor can choose to use a s

- HON 295 001 The Conservative Tradition in the West: (SS) - *Approved Unanimously*
Discussion: Presented by member Kim outing. Presenter pointed out that an updated syllabus was provided earlier today for the course that provided examples of the learning outcomes and how those are being measured. Member observed that this course could easily be a humanities GEP course or a social science course, meaning this course is a good example of how . Guest asked if a course could be offered as SS and HUM, Li Marcus explained the student would need to choose which GEP category the course would fulfill, cannot provide credit for both categories.

- HON 295 002 Diversity and Ecological Justice: (SS) - *Approved Unanimously with Friendly Suggestion*
Discussion: Presented by member Kim outing. Members discussed some confusion because of some information in the syllabus that was provided for IP objectives. Guest clarified that the course is going for approval in SS. Members expressed that the results will need to be corrected. Discrepancies between the syllabus and short form. Guest also clarified that the students know the course is up for SS GEP approval. Members decided the course could be approved making syllabus updates a friendly suggestion.

Discussion: Follow up on IP category discussion. Li Marcus presented potential questions and guidelines for IP category approval based on previous faculty discussions and asked for feedback from the committee. Members discussed the types of IP courses and how they would be presented at the introductory and advanced levels. Member provided a question as to if a course could be introductory (200 level) and only cover two disciplines. Members discussed the rational and the need for correlation on the number of disciplines covered and the depth of each discipline (IE: if the course is covering two disciplines it should cover X amount of depth). Members discuss in agreement that the number of disciplines being covered should correlate with the depth covered in each discipline. Member points out that most courses aren't team taught, which means IP will still have a focus on one discipline because of the expertise of the instructor but can be expanded through guest speakers and readings. Members discuss that an introductory level course. Member discussed how in depth could be clarified for an in depth understanding of one discipline and introduction to multiple other disciplines. Members discussed providing instructor's rational or justification of how the course will cover and include in the syllabus.

Meeting adjourned at 3:04 PM

Respectfully submitted by Lexi Hergeth

GEP Interdisciplinary Perspectives & U.S. Diversity Special Topic Shell Offering (IPUS 295)

*This form is to be used for submitting a Special Topics shell offering for the **Interdisciplinary Perspectives** and **U.S. Diversity** 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.
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.

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

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

IPUS 295

Department(s)/Program	International Studies Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Globalizing North Carolina	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Summer Session 2 2017	
Instructor Name/Title	Carol Ann Lewald	

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 Perspectives

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.*

Compare, contrast and evaluate various scholarly articles from cultural anthropology and history that present research on the impact of global and transnational forces on specific communities within North Carolina since 1940.

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.

Weekly Reading Responses with Reflections-- Synthesize, analyze, and assess research by historians and anthropologists and identify and explain the research methods, evidence or data, and the authors' argument. Reflect on the significance of the claims, methods, or evidence within the context of the course material.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2: Obj. 2) Identify and apply authentic connections between two or more disciplines.*

Identify and apply concepts, theories, and/or methods relevant to historical and anthropological research and analysis to social, political, and demographic shifts in North Carolina post 1940. Specific case studies or events emphasize the local impact of global or transnational forces.

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.

Weekly Research Assignments-- Sample prompts:- 1) interview a current or former farmer, mill worker, or manufacturing employee and examine and interpret changes in work and to social community the interviewee presents 2) identify, examine, and interpret 3 primary archival sources presented at the International Civil Rights Museum.

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.*

Recognize the social, economic, and political impact of globalization on local communities in North Carolina and evaluate the consequences of these transnational flows and global forces on specific North Carolina communities, especially marginalized populations by integrating historical and anthropological perspectives.

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 6-8 page research paper integrates scholarly sources from anthropological and historical literature as other potential primary and secondary sources. The paper synthesizes, analyzes, and assesses research findings on a consequence or event that reflects transnational flows or global processes such as immigration in a specific community or recent social protests (HB2 and Black Lives Matter and the Charlotte Riots).

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?

Cultural Anthropology and History

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

U.S. Diversity

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity Objective 4, 5, 6, or 7: Evaluate, compare and contrast how global influences and processes have transformed racial, ethnic, gender, and class based relations in North Carolina and how these influences and processes impacts diversity, equality, and structured inequalities on a local, state, and national level*

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.

Following field trips or guest lectures (International Civil Rights Museum in Greensboro, the Khayrallah Center for Lebanese Diaspora, and El Vinculo (Hispanic Liaison) Siler City) students will write response papers and explore and critically examine the social and historical context of the issue.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity Objective 4, 5, 6, or 7:*

Interpret and evaluate case studies describing how social actions shaped equality and social justice for gender, ethnic, racial, class, and sexual orientation groups.

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.

Weekly Research Assignment—Examine one of the case studies and identify reputable news sources reporting on the case. Compare and contrast the news reports on the cases and integrate course readings into the response.

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 U.S. Diversity* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
 - Seat count: 35
 - 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? 100 %

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

None

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

None

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

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

None

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.

See Attachment

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

Assess, evaluate, and analyze the social and historical impact of the disappearing agriculture and manufacturing industry and the emergence of banking and knowledge sector, increased urbanization, new challenges or unexpected consequences of growth such as increased infrastructural demands, increased educational and income inequity, food security, affordable housing, race relations, human trafficking, migration and immigration concerns.

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

I am exploring options for students to take the Amtrak Piedmont train from Raleigh to Greensboro to visit the international Civil Rights Museum in Greensboro. Other visits include a visit to the Khayrallah Center for Lebanese Diaspora and a possible visit to downtown Raleigh (Capital buildings etc)

SIGNATURE PAGE FOR IPUS 295

RECOMMENDED BY:


11.28.16

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:

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 _____

SECTION 1: GEP CRITERIA

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?

Cultural Anthropology and History

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”?

The proposed course examines how transnational flows and global forces have transformed North Carolina over the past 50 years. The course offers students the opportunity to observe the first-hand consequences of these globalizing forces on specific communities and diverse populations from an historical and social perspective. For example, students will assess how a town with a historically prosperous tobacco, poultry, hosiery, and furniture industry such as Siler City has adjusted to the loss of its economic base as well as to the sudden influx of Hispanic immigrants that make up 49% of the total population. How have communities adapted to the loss of these once vibrant industries that defined North Carolina’s economy? How has the disappearance of the idyllic, rural 1960s Mayberry and the growth of urban regions impacted income inequality or ethnic and racial divides? As the home to the second largest banking center and two of the top ten fastest growing urban areas in the United States as well as the largest research park in the nation and the largest military base in the world, communities in North Carolina are facing unforeseen consequences of these globalizing forces.

This course takes a hands-on approach to the material by requiring students to actively participate in and facilitate class discussions, complete weekly individual research assignments where they research the historical and social context of an issue. In particular, students will identify relevant sources in the Digital Southern Historical Collection (UNC), analyze primary sources, conduct interviews, write reading responses as well as attend 2-3 relevant field trips or guest lectures. While participating and facilitating discussions enables students to articulate their grasp of both historical and anthropological material, one of the central innovations in this class revolves around the individual research project. The research assignments begin on the first day of class and the weekly research assignments require students to develop a robust knowledge on a specific North Carolina community, while integrating their findings from the discipline specific readings and in class discussions. The reading responses, ongoing independent research, field trips, and final research paper allows students to blend both historical and anthropological perspectives in a cohesive fashion.

SECTION 3: ADDITIONAL INFORMATION

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

The proposed course received an innovative course grant late October and is currently under development for Summer Session II 2017. Excerpts from the following historical and anthropological texts are under consideration.

Excerpts or Chapter from the following books:

Cunningham, D.

2013 Klansville, U.S.A.: The Rise and Fall of the Civil Rights-Era Ku Klux Klan. New York: Oxford University Press.

Holland, D., D.M. Nonini, C. Lutz, et. al.

2007 Local Democracy Under Siege. New York: NYU Press

Robert R. Korstad and James L. Leloudis

2010 To Right These Wrongs: The Battle to End Poverty and Inequality in 1960s America. Chapel Hill: University of North Carolina Press.

Lassiter, Matthew D.

2006 The Silent Majority: Suburban Politics in the Sunbelt South. Princeton: Princeton University Press

Link, William

2009 Chapter 18: Modernizers and Traditionalists. *In*: North Carolina: Change and Tradition in a Southern State. Wheeling, IL: Illinois University Press.

Lutz, C.

2002 Homefront: A Military City and the American 20th Century. Boston: Beacon Press.

Peacock, J., Watson, H. L., & Matthews, C. R. (Eds.).

2005 The American South in a Global World. Chapel Hill: University of North Carolina Press.

Walden, M. L.

2008 North Carolina in the Connected Age: Challenges and Opportunities in a Globalizing Economy. Chapel Hill: University of North Carolina Press.