

Council on Undergraduate Education 2016-2017

March 24, 2017
Talley Student Union 4140
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Instructions, Chair Peggy Domingue
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Approval of CUE February 22, 2017 Minutes

New Business

- Course and Curricular Business

Courses New to GEP

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Outing	Nowel, Allen, Knowles	IP	HON 313 Reading Machines	New Course
Outing	Keene, Lee, Schmidt	IP	HON 340 Religion and Freedom	New Course
Rabah	Levine, Ashwell, Skrzecz	IP, NS	BIO 230 The Science of Studying Dinosaurs	New Course
Knowles	Rabah, Joines, Ozturk	GK, IP	FLF 212 French: Language, Culture, and Technology	New to GK, *up for IP review
Gilmartin	Parker, Ahwell, Sills	USD, IP	SW 290 The Development of Social Welfare and Social Work in the U.S.	New to USD and IP

Courses for GEP Category - Review

Presenter	Reviewers	GEP Category Under Review	GEP Action	Notes
Parker	Gilmartin, Levine, Lee	NS	ENT 203 An Introduction to the Honey Bee and Beekeeping	*Major Changes: SLO, grading, and term offering. Up for review.
Outing	Ash, Skrzecz, Allen	USD, VPA	MUS 210 Introduction to Popular Music: 1950s-1970s	*Major Changes: SLO, description, and title.
Outing	Keene, Rabah, Gilmartin	USD, VPA	MUS 211 Introduction to Popular Music: 1980s-present	*Major Changes: SLO, description, and title.

Special Topics GEP

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Outing	Nowel, Allen, Knowles	HUM	HON 293 001 Monstrosity, Madness, and Marginality	1 st offering
Outing	Keene, Lee, Schmidt	SS	HON 295 001 Fraud, Corruption, and Business	1 st offering
Outing	Levine, Ashwell, Skrzecz	IP	HON 296 001 Big History: Cosmos, Earth, Life, and Humanity	1 st offering
Outing	Rabah, Joines, Ozturk	IP	HON 296 002 Hip Hop and Civic Engagement	1 st offering
Outing	Parker, Ahwell, Sills	IP	HON 296 003 Philosophy of Research	1 st offering
Outing	Sills, Nowel, Parker	IP	HON 296 004 Science, Psi, Sasquatch, and Spirits	1 st offering
Outing	Keene, Levine, Joines	IP	HON 296 005 The Nile Project: History, Music, and Culture	1 st offering
Outing	Ozturk, Allen, Gilmartin	IP	HON 296 006 Living in Genetically Engineered World	1 st offering
Outing	Lee, Joines, Schmidt	VPA	HON 299 001 Music in the Celtic World	Final offering, becoming permanent

*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 2016-2017February 17, 2017
Talley Student Union 4140
Call to Order: 1:35 PM

Members Present: Chair Peggy Domingue, Chris Ashwell, Karen Keene, Alice Lee (Proxy), Hatice Ozturk, Erin Sills, David Gilmartin, Kim Outing, James Knowles, Tania Allen, Adam Skrzecz, Jeff Joines, Cynthia Levine, Andy Nowel, Martha Reiskind (proxy FP)

Members Absent: Tim Petty, Ghada Rabah, Sarah Ash, Ingrid Schmidt, Frederick Parker

Ex-Officio Members Present: Li Marcus, Lexi Hergeth, Dr. Barbara Kirby, Erin Dixon, Melissa Williford

Guests:

WELCOME AND INTRODUCTIONS

- *Remarks from Chair Peggy Domingue* - Welcomed the committee and proxy. Reminded members that the focus of CUE is General Education, courses have been approved through UCCC for content.
- *Remarks from Dr. Barbara Kirby, Associate Vice Provost*- Reiterated chair's comments and encouraged members to ask questions if they have them.
- Approval of the Minutes from January 20, 2017. – *Approved Unanimously*
 - Discussion: The minutes were presented and approved without further discussion. Motion to approve by member Chris Ashwell.

NEW BUSINESSConsent Agenda

- **Courses being dropped from HUM GEP list and Special Topics Second Offering-** *Approved Unanimously*
Member Chris Ashwell presented the Consent Agenda.

New to GEP

- **ENG 275 Literature and War:** (HUM, GK) - *Approved Unanimously*
Discussion: Presented by member James Knowles. Member complemented the clarity in the documentation showing how the objectives are met.
- **NTR 210 Introduction to Community Food Security:** (USD, IP) - *Approved Unanimously*
Discussion: Presented by proxy Martha Reiskind. Member complimented the variety of interviews for the IP category and how thorough the syllabus is.
- **PHI 347 Neuroscience and Philosophy:** (HUM, IP) - *Approved Unanimously*
Discussion: Presented by member David Gilmartin.
- **SW 201 Introduction to Social Work:** (USD) - *Approved Unanimously*
Discussion: Presented by member David Gilmartin. Member asked if there is an expectation that the description should indicate GEP categories. Chair used this as an example of information UCCC approved in the description. Member discussed that UCCC does not look for GEP requirements and would not know to look for this. Members discussed the catalog indicates with GEP requirements courses will meet. Dr. Kirby said this may be something to bring back to UCCC to look at catalog descriptions to make sure they relate to the course and reflect how the GEP categories are met and explained that the catalog description is not required to indicate GEP categories.

GEP Review

- **ANS 105 Introduction to Companion Animal Science:** (NS) – *Approved Unanimously*
Discussion: Presented by member Chris Ashwell. No further discussion.

Discussion: Dr. Kirby reminded the committee that NTR was one of the test courses the committee used as a model for the IP category and encouraged using this as an example for anyone needing one.

Meeting adjourned at 1:49 PM

Respectfully submitted by Lexi Hergeth

HON GEP Humanities Special Topic Shell Offering

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>	Monstrosity, Madness, and Marginality	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2017	
Instructor Name/Title	Leila S. May/Professor	
SECTION 1: GEP CRITERIA		
<p>Instructions:</p> <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>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 within the context of various certain socio-historical periods, the ways in which the 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 anticipate, the values of our own era. Students will monitor each others' work through weekly entries in "team journals," applauding, arguing, and cajoling each other in scholarly ways.</p>		
<p style="text-align: center;"><i>Measure(s) for above Outcome:</i></p> <p style="text-align: center;"><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>Students will give presentations to the class, and the skills, knowledge, and originality of these presentations will be evaluated by both the professor and by fellow students. The skills, knowledge, and originality of these presentations will be further evaluated by the professor. who monitors all of the student's work.</p>		
<p style="text-align: center;">List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>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 be able apply to specific examples of literature the technique of critical interpretation, showing how such interpretation constitutes an understanding of the social world from which these works spring.</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 write papers, produce projects, and take exams (a midterm and a final) through which they establish that they are capable of applying the interpretive tools that they have learned over the course of the semester.

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 demonstrate that they are capable of producing cogent academic arguments about literary texts.

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 write analytical essays in which they provide evidence from primary and secondary works to support clearly developed arguments about the texts they have read over the course of the semester. The assessment is made by the professor, who communicates the result of the assessment with commentary and suggestions in private to the student.

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): 11:45 am - 1:00 pm, T/Th
 - Seat count: 24
 - Room assigned or room preference including needed classroom technology/seat type: Tompkins G117
- 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
- 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

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.

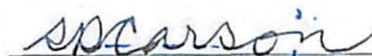
1. Title and author of any required text or publications.

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 293 section 001

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

1/20/2017

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

2-15-17

DATE



COLLEGE DEAN

2/16/17

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

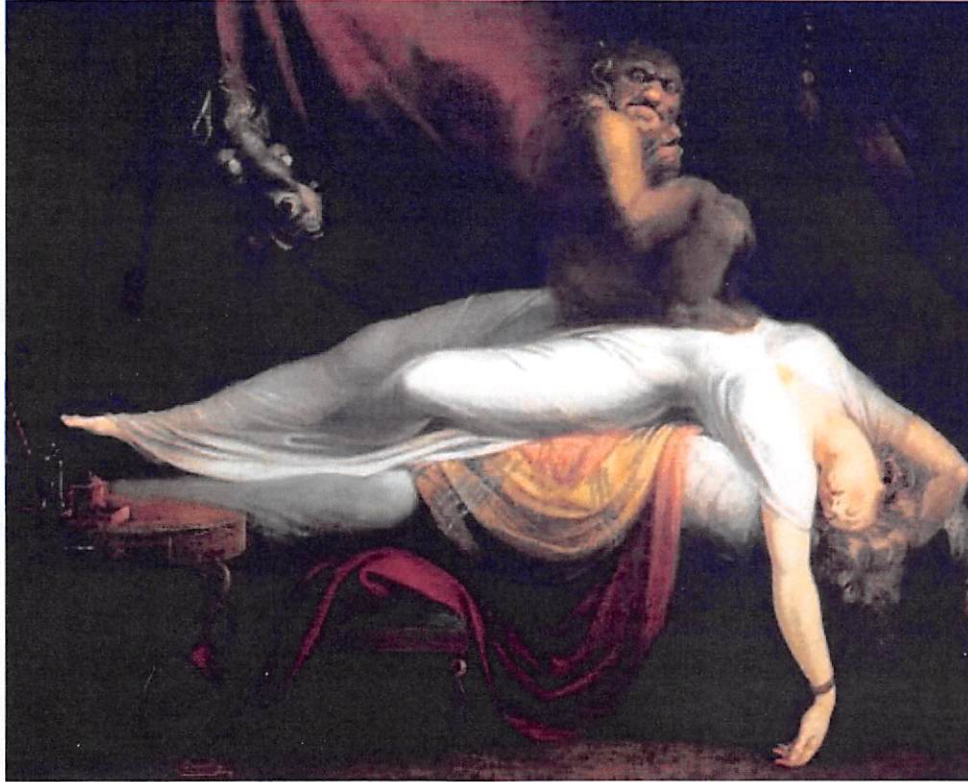
DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

MONSTROSITY, MADNESS, AND MARGINALITY



“The Nightmare,” 1781]

[Henry Fuseli, a

HON 293 (Section 1)

[Dr. Leila S. May](#)

Tompkins G117 * * T/TH 11:45-1:00 (sec. 1) * * * Office: T 235 * * * Office Hours: T/TH. 10-11, 2-3, and
by appointment

Office Tel: 513-1886 * * * E-mail: leila@ncsu.edu

Teachers open the doors. You walk in.

*Just as there are physical monsters, can there not be mental or psychic monsters born?
The face and body may be perfect, but if a twisted gene or malformed ego can produce
physical monsters, may not the same process produce a malformed soul?*

-- John Steinbeck, *East of Eden*

COURSE DESCRIPTION

What does it mean to label someone monstrous or mad? All cultures have some means of identifying those who transgress accepted boundaries and standards of established behavior. Looking at the ways in which these loosely related concepts are rendered in a given historical

moment is a useful way of assessing the most strongly defended values of a particular culture and era. In this course we will examine how these categories of exclusion have been represented across a broad spectrum of British and American literary, anthropological, medical, sociological, and cinematic works of the last two centuries. In the process, you will develop your critical and interpretive skills as readers, and your analytical and rhetorical strategies as writers.

REQUIRED TEXTS:

Gilman, Charlotte Perkins, *The Yellow Wallpaper* [1892] (Feminist Press, 1973; \$5.95)

Howell, Michael, and Peter Ford, *The True History of the Elephant Man* (Allison and Busby, 2001) [on library and electronic reserve]

Erdrich, Louise, *Tracks* (Holt and Co, 1988): 0060972459, \$10.38

Kesey, Ken, *One Flew Over the Cuckoo's Nest* (Signet, 1963; \$7.50)

Poe, Edgar Allan, "The Black Cat" (Link available under Web Resources)

Shelley, Mary, *Frankenstein* [1818; 1831] (Signet, 1963; \$4.95)

Stevenson, R. L., *Dr. Jekyll and Mr. Hyde* [1886] (Signet, 1994; \$3.95)

Stoker, Bram, *Dracula* [1897] (Norton, 1997; \$13.00)

All books are available in the NCSU bookstores. Please be sure that the texts you purchase are the editions listed above.

WEB RESOURCES

(lots of great stuff here, so be sure to check it out!)



Course Schedule (subject to revision)

January

Week 1:

T 10 Introductory class

Th 12 MARY SHELLEY: *Frankenstein* (Prefaces; chaps 1-10)

Week 2:

Tu 17 *Frankenstein* (chaps. 11-20)

Th 19 *Frankenstein* (chaps. 21-end)

*report on Anne Mellor, "[Making a 'Monster': An Introduction to *Frankenstein*](#)," in *Her Life, Her Fiction, Her Monsters* (New York: Methuen, 1988) (photocopy handout, and electronic reserve): Lily, Louis

Week 3:

Tu 24 *Frankenstein* groups; suggested reading (especially if you know Jane Austen's *Pride and Prejudice*): John Kessel's "[Pride and Prometheus](#)"

Th 26 Michael Howell and Peter Ford, *The True History of the Elephant Man* [on library and electronic reserve] (read [appendix 3. "The Elephant Man," by Sir Frederick Treves](#); [appendix one](#) & [appendix 2](#) optional; **recommended reading**: Howell & Ford, chaps. 1, 5, 7 & 12 (handout outside of my office, and on electronic library reserve)

Week 4:

T 31 *Elephant Man*

*report on Andrew Miller, "[Pathologising the Gothic: The Elephant Man, the Neurotic and the Doctor](#)," in *Gothic Studies*: Daniel, Kaitlin

February

Th 2 no class: professor at conference; *The Elephant Man*; watch David Lynch film

Week 5:

T 7 ROBERT LOUIS STEVENSON, *The Strange Case of Dr. Jekyll and Mr. Hyde*

Th 9 *Dr. Jekyll and Mr. Hyde*

recommended: Stephen Arata: "[The Sedulous Ape: Atavism, Professionalism, and Stevenson's Jekyll and Hyde](#)," in *Fictions of Loss in the Victorian Fin de Si cle*

*report on Robert Mighall: "[Atavism: A Victorian Nightmare](#)," in *A Geography of Victorian Fiction*, Chap. 4: Matthew, John

Week 6:

T 14 BRAM STOKER, *Dracula* (chaps. 1-12)

Th 16 *Dracula* (chaps. 13-21)

Week 7:

T 21 *Dracula* (chaps 22-end)

*report on Stephen Arata, "The Occidental Tourist: *Dracula* and the Anxiety of Reverse Colonization," in Norton ed.: Erynn, Matthias

Th 23 *Dracula*

* report on Christopher Craft, "Kiss Me With Those Red Lips: Gender and Inversion in Bram Stoker's *Dracula*," in Norton, ed.: Brittany, Isaac, Daniel H.

Week 8:

T 28 midterm exam

March

Th 2 Katherine Dunn, *Geek Love* (extracts)

Week 9:

Spring Break: have fun!

Week 10:

T 14 EDGAR ALLAN POE, "[The Black Cat](#)"; recommended: "[The Fall of the House of Usher](#)"

Th 16 CHARLOTTE PERKINS GILMAN, *The Yellow Wallpaper*; suggested reading: William Acton and S. Weir Mitchell (in envelope on wall outside of my office)

*report on Elaine Showalter, "The Rise of the Victorian Madwoman," *The Female Malady* (chap. 2; electronic reserve; in two parts: [Part One](#); [Part Two](#)): Andrykah, Beth

Week 11:

T 21 The Yellow Wallpaper

*report on Anne Digby. "Women's Biological Straitjacket," in *Sexuality and Subordination: Interdisciplinary Studies of Gender in the Nineteenth Century* (in two parts: [Part One](#); [Part Two](#)): Geoffrey, Ila

Th 23 Drafts Due; Peer Editing Workshop(bring two copies of polished drafts to class)

Week 12:

T 28 Papers Due (bring all drafts and peer editors' comments, clipped together!) LOUISE ERDRICH, *Tracks* (chapters 1-3)

Th 30 *Tracks* (chapters 4-5); Proposals for creative projects due

*report on Lawrence W. Gross, "[The Trickster and World Maintenance: An Anishinaabe Reading of Louise Erdrich's *Tracks*](#)": Diya, Emily

Week 13:

T 28 *Tracks* (chapters 6-end)

*report on [Daniel Cornell](#), "[Woman Looking: Revi\(sion\)ing Pauline's Subject Condition in Louise Erdrich's *Tracks*](#)": Brittany, Daniel

Th 30 finish discussion of *Tracks*; discuss projects

Week 14:**April**

T 4 KEN KESEY, *One Flew Over the Cuckoo's Nest* (9-77 [old ed.]; 3-84 [new ed.])

Th 6 *One Flew Over the Cuckoo's Nest* (78-144 [old ed.]; 85-166 [new ed.]

Week 15:

T 11 *One Flew Over the Cuckoo's Nest* (144-218 [old ed.]; 167-258 [new ed.]); suggested reading: Bonnie Burstow, "[Understanding Electroshock](#)" *One Flew Over the Cuckoo's Nest* (219-end [old ed.]; 258-end [new ed.]

Th 13 *report on Robert E. Rosenwein, "[A Place Apart: The Historical Context of Kesey's *Asylum*](#)," in George J. Searles, ed., *A Casebook on Ken Kesey's "One Flew Over the Cuckoo's*

This course fulfills the GEP requirements for Humanities

GEP HUMANITIES OBJECTIVES, OUTCOMES AND ASSESSMENTS:

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

1. Engage in the human experience through the interpretation of human culture (this objective must be the central focus of each literature course).

Outcome: Students will analyze a variety of works within the context of various certain socio-historical periods, , the ways in which the 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 anticipate, the values of our own era. Students will monitor each others' work through weekly entries in "team journals," applauding, arguing, and cajoling each other in scholarly ways.

Means of assessment: Students will give presentations to the class, and the skills, knowledge, and originality of these presentations will be evaluated by both the professor and by fellow students. The skills, knowledge, and originality of these presentations will be further evaluated by the professor. who monitors all of the student's work.

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

Outcome: Students will be able apply to specific examples of literature the technique of critical interpretation, showing how such interpretation constitutes an understanding of the social world from which these works spring.

Means of assessment: Students will write papers, produce projects, and take exams (a midterm and a final) through which they establish that they are capable of applying the interpretive tools that they have learned over the course of the semester.

3. Make academic arguments about literature using reasons and ways of supporting those reasons that are appropriate to the humanities.

Outcome: Students will demonstrate that they are capable of producing cogent academic arguments about literary texts.

Means of assessment: Students will write analytical essays in which they provide evidence from primary and secondary works to support clearly developed arguments about the texts they have read over the course of the semester. The assessment is made by the professor, who communicates the result of the assessment with commentary and suggestions in private to the student.

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COURSE GUIDELINES AND REQUIREMENTS

ATTENDANCE AND CLASS PARTICIPATION: As this course focuses primarily on discussion, your punctual attendance and contribution to class discussions are essential and will be counted as 10% of your final grade. Attendance is required by NC State Academic Regulations for all 200-level courses. Tardiness will be counted as half an absence unless you see me after class and can provide a reasonable excuse. More than three unexcused absences will affect your participation grade. Students who miss more than five classes should not expect to pass the course.

Nest": Conor, Diya

Week 16:

T 18 *One Flew Over the Cuckoo's Nest* (219-end [old ed.]

*report on Daniel J. Vitkus, [Madness and Misogyny in Ken Kesey's *One Flew Over the Cuckoo's Nest*](#), in *Alif*: Maddy, Victoria

Th 20 Polished Drafts due (two copies); peer editing session

Week 17:

T 25 Papers due (bring all drafts and peer editors' comments, clipped together!); Project presentations

Th 27 Project presentations; class party

May

T 2 Final Exam (9-11)

"*Words mean more than we mean to express when we use them,*" Lewis Carroll once wrote in a letter to a friend, "*so a whole book ought to mean a great deal more than the writer means.*"

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STUDENT LEARNING OUTCOMES:

Students will write papers in which they apply the techniques of close reading and critical interpretation, bringing to bear on their literary analyses the skills they have learned in class and the historical knowledge they have gained from class discussions and secondary readings and reports.

By the end of the semester, students should be able to:

1. Interpret a variety of works that address the themes of madness, monstrosity, and marginality within their sociohistorical contexts, become aware of the definitional components that comprise these concepts, the causal factors that are involved in bringing individuals and groups to be designated by these terms, the extent to which these categories are descriptive (e.g., scientifically objective) and the extent to which they are moral categories (e.g., judgments--demeaning or otherwise--based on traditional moral or philosophical values held by individuals and groups).
2. Apply to specific examples of literature the techniques of critical interpretation, showing how these interpretations constitute an understanding of the social world from which these works spring.
3. Students should be able to articulate their ideas and demonstrate through public presentations, essays, group discussions, and individual lectures, the roles played by logic, rhetoric, and emotion in these analyses.
4. Become aware of the act of interpretation itself as a critical form of humanistic knowledge, involving empirical and rationalistic perspectives.

GENERAL EDUCATION PROGRAM (GEP) REQUIREMENTS:

READING: You will be expected to have completed the reading assignments 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.

TEAM JOURNALS (15% of your grade): You will each be assigned to a "team" by the second week of classes, and every week you will write one entry that consists of two parts: 1) ruminations on that week's reading, class discussion, or a response to a specific question which I have raised for you to investigate; 2) a response to at least one other student's entry. Ideally, the journals should give you the opportunity to explore more fully and informally your ideas about the reading (or class discussions) that you find particularly interesting or puzzling, and to engage in a sustained dialogue with other members of the class. The notebook journals will be on a shelf outside of my office and should not be taken off campus.

PAPERS: Both of your papers (1,250 words each, worth a total of 40% of your grade) 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. It is important both for your own benefit and that of your classmates that you attend this workshop.

Essays should be typewritten, double-spaced, and must have ample margins on both sides of the page to allow room for comments. Be certain to number your pages and put your name at the top of each page. You will be responsible for retaining one copy for yourself (either photocopied or on disk).

LATE PAPERS: Papers are due at the beginning of the class hour on the announced day of peer editing. I will accept late papers only if you clear them with me in advance, and then only up to a week late or as allowed by university policy pertaining to excused absences; see the Attendance Regulations (REG02.20.03) <https://policies.ncsu.edu/regulation/reg-02-20-03> Papers submitted within a week of the due date will receive a split grade, in which the higher of the two grades informs you of what your paper would have received had it been turned in on time. If your paper has not been turned in within a week of the designated date, and you do not have a legitimate excuse, the paper will count as an F and will not be read at all. The moral of the story: get your papers in on time!

PROJECTS: In order to accommodate a wide range of learning styles and strengths, rather than simply turning in a traditional paper, I am giving you the option of a creative project and presentation in lieu of the final paper assignment. 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 may involve either a performance or presentation to your peers. You are free to work individually or in groups on this project. The key to these projects is creativity: be as creative as you dare. Some sample projects might include:

1. Write an imaginary dialogue or one-act play involving authors or literary characters that you have encountered (and produce a video of your revision?).
2. Rewrite a portion of a pre-twentieth-century work from a twenty-first-century perspective (and produce a video of your revision?).
3. 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.)
4. 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 his or her own **two-page assessment of the project**, including what you learned, what challenges and rewards you encountered in creating the project and presentation, and *how your project illuminates some aspect of the texts in question*. **Whatever project you elect to work on, it is imperative that it shed additional light on the work(s) under consideration**. Proposals for final projects should be submitted to me no later than the beginning of week 13 of the semester (the earlier the better).

LAPTOP COMPUTERS AND CELL PHONES: Please do not use laptops during class time unless there are extenuating circumstances that require them (e.g., a documented writing disability). Cell phones should be turned off and put away during class time.

REPORTS: Each student will be required to prepare an [oral presentation](#) on a secondary reading providing socio-historical, literary critical, or anthropological context for the works we will be discussing (5%). These will be mostly be group efforts, and will involve summarizing the key issues of the essay in question. Reports must be accompanied by a brief handout, and should take approximately 15 minutes total.

EXAMS: One midterm (15%) and a final exam (20%). Quizzes will be given as needed and will be folded into your participation grade.

GRADING: Participation (which is comprised of attendance, team journals, activeness in class discussions and group work, quizzes, peer editing, oral presentation and homework assignments) will account for 25% of your grade, with papers and project worth a total of 40% and exams making up the other 35%.

Participation assessments will be assessed based on the following:

- 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 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.

Your essays will be graded as follows:

- A-range: Outstanding in every respect. Excellently written, clearly argued, and well-supported by evidence in the text.
 - B-range: Generally good work, including defensible thesis and strong, clear argument. Distinguished from A-range essays by periodic weaknesses in style or content.
 - C-range: Generally competent, but showing repeated lapses in conception and execution (e.g., faulty organization, weak support, not following through on some of the ideas raised, major technical errors, etc.).
 - D and below: Unsatisfactory in both form and content.
- A+ = 100-97, A = 96-93, A- = 92-90, B+ = 89-87, B = 86-83, B- = 82-80, C+ = 79-77, C = 76-73, etc.

Plus/minus grades will be given in this course.

Online Course Evaluations:

Schedule: Online class evaluations will be available for students to complete during the last two weeks of class (November 25-December 10). 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>

GEP Credit: This course satisfies the Literature II GEP category. For additional information, see: <http://ncsu.edu/uap/academic-standards/gep/courselists/humanities/requirement.html>

UNIVERSITY POLICIES

ACADEMIC INTEGRITY:

It is understood that your typed or signed name on any assignment indicates your adherence to the University Honor Pack Pledge: "I have neither given nor received unauthorized aid on this test or assignment." I expect all students to be acquainted with the University policy on academic integrity (please read the university's Code of Conduct, sections 7 through 13. (NC State POL11.35.1) <https://policies.ncsu.edu/policy/pol-11-35-01> [Pack Pledge: "I have neither given nor received unauthorized aid on this test or assignment."] Plagiarism entails using another person's ideas without providing the proper documentation for them. It is essential that you give credit for ideas that are not your own or you will be punished with an "F" in the course, with the additional likelihood of being put on Academic Integrity Probation for the remainder of your academic career at NC State University. If you have any questions at all about the appropriate citation form, please do not hesitate to ask me. A final word of caution: I am very good at spotting plagiarism, so do not even think about it!

ANTI-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 <https://policies.ncsu.edu/policy/pol-04-25-05> or <https://oied.ncsu.edu/equity/>. 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.

POLICY ON RECORDING IN CLASS:

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. <http://policies.ncsu.edu/regulation/reg-02-20-11>

Privacy

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

UNIVERSITY POLICY ON INCOMPLETES:

At the discretion of the instructor, students may be given an IN grade for work not completed because of a serious interruption in their work not caused by their own negligence. An IN must not be used, however, as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. Work undertaken to make up the IN grade must be limited to the completion of the missed work. An IN grade must be made up by the end of the next regular semester (not including summer sessions) in which the student is enrolled, provided that this period is no longer than twelve (12) months from the end of the semester or summer session in which the work was due. In the event that the instructor or department offering the course is notable to provide a student with the opportunity to make up the incomplete work by the end of the next regular semester in which the student is enrolled or within twelve (12) months, whichever is shorter, the instructor or department offering the course must notify the student and the Department of Registration and Records of the date of the extended deadline for removing the IN grade. Requests for extending the deadline for graduate students beyond the end of the next semester in which the student is enrolled or beyond the twelve (12) months, whichever is shorter, must be made through the Graduate School.

Any IN grade not removed by the end of the next regular semester in which the student is enrolled or by the end of twelve (12) months, whichever is shorter, or by the extended deadline authorized by the instructor or department offering the course and recorded by the Department of Registration and Records, will automatically become an F grade and will count as a course attempted.

Students must not register again for any courses in which they have IN grades. Such registration would not remove IN grades, and the completion of the course on the second occasion would automatically result in an F for the incomplete course.

In the case where a graduating senior has received an IN, the following procedures will apply:

1. If the course is needed for graduation, the student will not be allowed to graduate until the work has been made up; and
2. If the course is not needed for graduation, the dean of the college for the student's program must notify in writing the Department of Registration and Records either:
 - A. that the course and the IN grade are to be deleted from the student's record; or
 - B. that permission has been given for the IN to remain and that a deadline has been established for the completion of the course. In the event that the course is subsequently not completed satisfactorily, the college dean shall notify in writing the Department of Registration and Records that the course and the IN grade should be deleted from the student's record or that the IN should be changed to F.

The university's policy on incompletes (REG 02.50.03) can be found at policies.ncsu.edu/regulation/reg-02-50-03.

WEATHER:

We occasionally may be subjected to inclement weather. The university has a rather fuzzy policy about this (usually, get to class if you can . . . unless the school decides to close). Check the NC State University Homepage if you have constant access to a computer, or listen to TV/radio for bulletins about closings. I expect you to use your good judgment re weather-related conditions (no single class is worth risking your neck, but a few snowflakes or heavy rain should not pose insurmountable barriers).
<https://policies.ncsu.edu/regulation/reg-04-20-07>

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, 919-515-7653. <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 (REG02.20.01) <https://policies.ncsu.edu/regulation/reg-02-20-01>
Students with verified disabilities are encouraged to make an appointment with the instructor to discuss academic accommodations.

UNIVERSITY POLICY ON AUDITS:

Undergraduate students wishing to audit a course before or after taking it for credit must have approval of their adviser and of the department offering the course. Auditors are expected to attend class regularly. The degree to which an auditor must participate in class beyond regular attendance is optional with the teacher; any such requirements should be clearly explained in writing to the auditor at the beginning of the semester. Should the teacher conclude that poor attendance has resulted in an auditor's gaining little from the course, the teacher or should mark NR (No Recognition given for an audit) on the final grade report. Students who have taken a course for audit may, with their adviser's approval, enroll in the course for credit during a subsequent semester or summer session. For tuition cost purposes, audits are treated at full credit value. For all other purposes, however, audits will not be counted in calculating undergraduate course loads.

Graduate students wishing to audit a course must have the approval of their adviser and of the department offering the course. While auditors receive no course credit, they are expected to attend class regularly. The degree to which an auditor must participate in class beyond regular attendance is optional with the teacher; any such requirements should be clearly explained in writing to the auditor at the beginning of the semester. The grade, AU, is marked for students who meet the stipulated requirements. Should a teacher conclude that an auditor has failed to fulfill the stipulated requirements, the teacher is justified in marking NR (no recognition given for an audit) on the final grade report.

Audits in subjects in which the graduate student has had no previous experience will be evaluated at full credit value in determining course loads. Audits taken as repetition of work previously accomplished are considered at one-half their credit value in calculating course loads. With the single exception of foreign language audits, all audit registration must fall within the maximum permissible course loads. Audits are not permitted for students registering for courses carrying a GR prefix (See Student Classifications in the Handbook for Advising and Teaching). Also, students registering for courses carrying a GR prefix are not permitted to audit a course. While audit registrations are evaluated for purposes of determining permissible course loads in terms of the regulations of the Graduate School, the Office of Student Accounts considers all audits, excepting one permitted free of charge, in terms of full credit value in calculating the graduate student's tuition.

For more on the University Policy on Audits, see <https://policies.ncsu.edu/regulation/reg-02-20-04>.

NC State University Policies, Regulations, and Rules (PRR):

Students are responsible for reviewing the NC State University PRRs which pertain 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>

Online Course Evaluations:

Will be available for students to complete during the last 2 weeks of the (Fall or Spring) semester then become unavailable at 8 am on the first day of finals: 12 pm mm/dd/yyyy through 8 am mm/dd+14/yyyy
Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <https://go.ncsu.edu/cesurvey> or <https://oirp.ncsu.edu/surveys/classeval/for-students>

Student help desk: classeval@ncsu.edu

More information about ClassEval: <https://oirp.ncsu.edu/surveys/classeval>

*Tell me,
and I'll listen
Show me,
and I'll understand
Involve me,
and I'll learn.*

Lakota (Sioux)

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HON GEP Social Sciences Special Topic Shell Offering

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>	Fraud, Corruption, and Business	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2017	
Instructor Name/Title	Eileen Z. Taylor/Associate Professor	
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 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 identify the major occupational fraud schemes and explain how companies can implement controls to prevent and detect them. Students will be able to identify fraud red flags and relate them to particular fraud schemes.</p>		
<p style="text-align: center;">Measure(s) for above Outcome:</p> <p style="text-align: center;"><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 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 explain the consequences of fraud to various parties</p>		
<p style="text-align: center;">Measure(s) for above Outcome:</p> <p style="text-align: center;"><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 *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.

Students will prepare analyses of fraud cases and real-life frauds individually, and in groups, they will research and present a real world fraud case to the class.

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): 4:30 pm - 7:15 pm, T
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type:
Honors Village Commons #202 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
- 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

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 295 section 001

RECOMMENDED BY:

Worison 1/20/2017
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] 2-15-17
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 2/22/17
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 295-001

Dr. E. Taylor

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 demonstrate their knowledge on a midterm and final exam in which they must accurately identify fraud schemes and develop internal control plans to mitigate fraud.

Students will demonstrate their knowledge on a midterm and final exam in which they must accurately identify fraud red flags and relate them to particular fraud schemes. Students will also research and present a current fraud topic from the professional literature.

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 watch movies and documentaries, read articles, and engage with guest lecturers about various large frauds. They will prepare reflections on these using the critical thinking model.

Students will select a book from a defined list, and participate in 4 book club discussions, writing discussion questions and leading a session. They will complete an individual reflection on the book club activity.

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.

Students will be able to analyze fraud scenarios (actual and fictitious) using the fraud triangle/diamond and other fraud theories. Students will be able to analyze and assess implications of a real world fraud from multiple perspectives.

Course Syllabus

Honors 295 (001): Fraud, Corruption, and Business
3 Credit Hours
SPRING 2017

Instructor

Eileen Z. Taylor Ph.D.

Office Location: Nelson Hall 3104

Phone: 919-513-2476

Email: eztaylor@ncsu.edu

Office Hours: MW: 10am-12 pm and by appointment

Course Meetings

Lecture and Active Learning

Days: Tuesdays, Beginning January 10, Ending April 25

Time: 4:30pm – 7:15pm

Location: Honors Village Commons 202

Course Description

Do you ever wonder why people who seem to have it all feel the need to lie, cheat, and steal? People who commit occupational fraud use their positions to steal assets, take bribes, and cook the books. They victimize their co-workers, stockholders, and society, but you can learn how to reduce the chance that this will happen to you.

This course integrates practice and theory to help students understand the reasons behind occupational fraud, as well as master the tools used to prevent and detect it. The course relies on active learning through role-play, case analysis, group projects, and video, to help students develop an appreciation for ethical dilemmas and individual responsibility. You will apply your newfound knowledge by conducting a fraud examination where you and your team compete to solve a real world fraud case.

Using a critical thinking approach, we will study major US frauds, such as Enron, WorldCom, and Madoff, to learn how fraud occurs, and how organizations can implement internal controls to prevent and detect fraud early on. We will also examine the increasingly important role of whistleblowing in detecting fraud within an organization.

Students who successfully complete this course will have the knowledge and tools necessary for identifying, detecting, and preventing the most common frauds. Students will also develop skills necessary for analyzing cases in uncertain situations and researching current fraud literature.

Prerequisites and restrictive statements

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

Course Materials

Textbooks (required)

- **2017 Fraud Examiners Manual and Fraud Magazine Readings - ACFE**
Edition: 2017
Cost: Free download with \$25.00 ACFE student membership
- **Fraud Examination: Prevention, Detection, and Investigation**, Steven M. Bragg, CPA, Accounting Tools Series, 2016. List price: \$22.95

One other book – for book club reading

- *Your choice of one of the following for group book club.*
 - *Extraordinary Circumstances: The Journey of a Corporate Whistleblower*, Cynthia Cooper
 - *Exposure: Inside the Olympus Scandal: How I went from CEO to Whistleblower*, Michael Woodford
 - *No One Would Listen: A True Financial Thriller*, Harry Markopolos
 - *Perfectly Legal: The Covert Campaign to Rig our Tax System to Benefit the Super Rich – and Cheat Everybody Else*, David Cay Johnston
 - *The Divide: American Injustice in the Age of the Wealth Gap*, Matt Taibbi
 - *Other fraud or ethics-related book*, subject to instructor approval

Schedule of required reading and assignments

Date	Reading (due before class) Individual fraud updates weekly	Assignment/Exam Before Class/In Class
1/10	Bragg Chapter 1	ACFE Scavenger Hunt
1/17	Bragg Chapter 2, FEM Intro, Fraud Triangle, Fraud Diamond	Article Reflections , C&D DQ, Maxwell Case
1/24	Bragg Chapter 3, FEM Financial Statement Fraud (FSF), Financial #s game, Book Club	FSF Template/ Wells Fargo , Quadrophobia, Book Club
1/29	Bragg Chapter 4	BOOM Corporation Analysis , FSF Discussion, Regina Case, HealthSouth
2/7	FEM Asset Misappropriation (AM), AM Articles, Book Club	Article Analysis , Deadly Rx for Greed, Tyco, Book Club
2/14	Bragg Chapter 5, FEM (AM), Billing Scheme Articles	Article Analysis , Critical analysis – fraud patterns, WorldCom
2/21	Bragg Chapter 6 and 7, Book Club	Midterm Exam, Book Club
2/28	Two Enron Articles	Article Reflections , Enron Movie

3/14	FEM Bribery and Corruption, Feeling, Brain Article, Book Club	Article Reflection, Book Club
3/21	Baptist Hospital Case	Baptist Hospital Case, Whistleblowing role play, guest speaker
3/28	Bragg Chapters 8-11	Book Club reflection, Excursion Air interactive case, Interviewing
4/4	Big Oil versus Big Ideals	Big Oil versus Big Ideals, Group presentation prep, Guest speaker
4/11	Hotlines for Heroes	Article reflection, WorldCom
4/18, 25	Group Presentations	5/2 Final Exam Due

Grade Determination

Grade Components

Component	Weight	Details
Individual: Preparation	10%	Article Reflections
Individual: Fraud update	10%	Individual presentation on fraud current topic/event.
Individual: Book Club	10%	Includes posting discussion questions, leading book club meetings, AND individual book reflection.
Individual: Midterm Exam	15%	Multiple Choice, short answer
Individual: Final Exam	15%	Multiple Choice, short answer
Individual Cases	20%	Prepare solution(s) to cases
Group: Fraud Presentation	20%	Up to four people read a book, see a movie, analyze a real fraud and prepare a class presentation on the material.

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

Learning Outcomes

- Students will be able to identify the major occupational fraud schemes and explain how companies can implement controls to prevent and detect them.
- Students will be able to identify fraud red flags and relate them to particular fraud schemes.
- Students will be able to explain the consequences of fraud to various parties
- Students will be able to analyze fraud scenarios (actual and fictitious) using the fraud triangle/diamond and other fraud theories.
- Students will be able to analyze and assess implications of a real world fraud from multiple perspectives.

GEP Information

GEP Category: Social Science

Each course in the Social Sciences will provide instruction and guidance that help students to:

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 identify the major occupational fraud schemes and explain how companies can implement controls to prevent and detect them.
- **Means of Assessment:** Students will demonstrate their knowledge on a midterm and final exam in which they must accurately identify fraud schemes and develop internal control plans to mitigate fraud
- **Course Outcome:** Students will be able to identify fraud red flags and relate them to particular fraud schemes.
- **Means of Assessment:** Students will demonstrate their knowledge on a midterm and final exam in which they must accurately identify fraud red flags and relate them to particular fraud schemes. Students will also research and present a current fraud topic from the professional literature.

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 explain the consequences of fraud to various parties
- **Means of Assessment:** Students will watch movies and documentaries, read articles, and engage with guest lecturers about various large frauds. They will prepare reflections on these using the critical thinking model.
- **Means of Assessment:** Students will select a book from a defined list, and participate in 4 book club discussions, writing discussion questions and leading a session. They will complete an individual reflection on the book club activity.

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 analyze fraud scenarios (actual and fictitious) using the fraud triangle/diamond and other fraud theories.
- **Course Outcome:** Students will be able to analyze and assess implications of a real world fraud from multiple perspectives.
- **Means of Assessment:** Students will prepare analyses of fraud cases and real-life frauds individually, and in groups, they will research and present a real world fraud case to the class.

Late Assignment Policies

Assignments/Projects are due at the *beginning of class* on the date assigned (see Moodle for assignment due dates). Late assignments may be penalized for each day or portion of day 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 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

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

Academic Honesty

All projects, exams and assignments, with the exception of group assignments, are to be completed individually. For further clarification, consult the Code of Student Conduct found in the NCSU Student Handbook. Please pay particular attention to subsection 9.12: "Cheating includes (but is not limited to) the following actions: "Submitting of material in whole or part for academic evaluation that has been prepared by another individual(s)."

The following are violations of the Code: Copying another student's homework, copying another student's electronic or written work, using another student's computer storage device to print out your assignment, and misrepresenting a reason for a missed exam. All students involved, even those who allow their work to be copied, will be disciplined within the guidelines of the NCSU Code of Student Conduct.

Further, on exams, you are prohibited from accessing any program or document that is outside the exam. This includes your own work or course documents stored on Moodle (unless expressly permitted).

Plagiarism will not be tolerated. All work must be properly cited.

Individuals who violate this policy will face disciplinary action – ranging from zero credit on the assignment to failure in the course. Given sufficient evidence, I will not hesitate to report academic dishonesty to the NCSU Office of Student Affairs.

The true value of your education depends on an honest classroom environment and it is up to all of us to promote academic honesty at NCSU.

Honor Pledge

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

Policies on Attendance

This is an active learning course, which means that a large part of its value derives from the interactions, discussions, and activities we engage in during class meetings. We also meet only once a week, which means that missing a single class will adversely impact your ability to meet the learning outcomes for this course. Hence, attendance at all class meetings is vital 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.

In the event of an excused absence, please let me know prior to (if possible), or within one week of the absence, so that we can work together to ensure you have an opportunity to make up the missed materials.

For complete attendance and excused absence policies, please see <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 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>

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.

Electronically-Hosted Course Components

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

Electronically-hosted Components: Moodle

HON GEP Interdisciplinary Perspectives Special Topic Shell Offering

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 checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Big History: Cosmos, Earth, Life, Humanity	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2017	
Instructor Name/Title	David Gilmartin/Professor and Lucy Laffitte/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>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p>Students will identify and compare the roles played by chronological narrative in the construction of knowledge in at least two different disciplines</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>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2: Obj. 2) Identify and apply authentic connections between two or more disciplines.</i></p> <p>Students will be able to explain the concept of periodization and the ways that new eras or thresholds are demarcated from older patterns</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		

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 explain and critique concepts of progress, complexity, and directionality in evolutionary change across multiple fields of knowledge

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' final course presentations will require them to create an analytical narrative, through a power point presentation, carrying the story of the universe across the realms of at least two disciplinary fields of knowledge. They will be graded on how well they can create narrative "plots," based on those discussed in class (such as increasing "complexity," or increasing "energy density"), to do this.

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?
 See attachment
- 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): 3:00 pm - 4:15 pm, T/Th
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: 476 Withers
- 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

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 296 section 001

RECOMMENDED BY:


HEAD, DEPARTMENT/PROGRAM

1/20/2017
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:



2-15-17

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



2/15/17

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HON 296-001 Big History: Cosmos, Earth, Life, and Humanity
Prof. Gilman and Dr. Laffitte

Objective 1:

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 be assigned a short paper asking them to highlight and compare the use of metaphor in shaping narrative construction in at least two disciplines, thus highlighting the ways that narratives drawn from one discipline shape chronological knowledge construction in another (as for example in the metaphorical treatment of biological metaphors in the way astrophysicists describe the “lives’ of stars)

Objective 2:

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 Midterm Examination will ask students to discuss and compare the use of thresholds as a concept shaping periodization in the story of cosmic evolution, in the story of the physical evolution of the earth, in the story of biological evolution, and the history of humanity.

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

The disciplines synthesized in this course are History (a humanities discipline) on the one hand, and Astrophysics, Geology, Evolutionary Biology & Ecology, and Archeo/Anthropology (scientific disciplines that make extensive use of interpretive, chronological narrative) on the other. The approach of Big History is itself a synthesis of these disciplines, and this is reflected in the course textbook.

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 two instructors, one with disciplinary background in History and the other with disciplinary background in Natural Science will present readings drawn from these different disciplines not only to integrate multiple points of view, but also to deepen understandings of the roles that chronological narrative plays in shaping both disciplinary and cross-disciplinary forms of knowledge. Part of this exercise will be to highlight as well the tensions between disciplinary perspectives as they are brought together.

Big History: Cosmos, Earth, Life, Humanity

HON296, section 001 (3 credits): TTh 3:00-4:15pm, Honors Village Commons.

Instructors: Prof. David Gilmartin
david_gilmartin@ncsu.edu
Office: 476 Withers
Off. Tel: 919-513-2243
Off. hrs: TTh 11:30-12:30 (and by app'tment)

Dr. Lucy Laffitte
lucy.laffitte@gmail.com
Office: Withers 263

This course places the history of the universe, from the Big Bang to the present, within a single chronological narrative, intentionally blending scientific and historical ways of knowing. Analytical narratives rooted in cause and effect, and in the linking of major thresholds of change, stretch across the disciplinary boundaries between scientific and humanistic/social scientific modes of understanding. By bringing the physical evolution of the universe, the biological evolution of life on earth, and the social evolution of human of societies within a common narrative frame, this course will examine the structure of cross-disciplinary fertilization in structuring knowledge. We will survey the story of creation, using David Christian's *Maps of Time* as a text. We will begin with the story of the cosmos (the big bang), to the story of life (evolution), to the story of civilizations (agriculture, cities, markets and exchange), to the story of the modern (technology, nations and empires).

We will pay particular attention to the role of chronological narration in integrating and evaluating knowledge. We will thus look at the roles of metaphor and analogy in structuring narratives of causation stretching across disciplinary boundaries. We will also look at the problems of scale and of ideas of "progress" in the construction of "universal" history.

Prerequisites & Restrictive Statements

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

Course Materials

The following paperbacks are available for purchase in the bookstore:

David Christian, *Maps of Time: An Introduction to Big History* (University of California Press; 2 edition, 2011) \$29.95

There also are numerous articles assigned. Unless otherwise noted, these are available as pdf files through the course Moodle site. Various videos and other materials used in class will also be available through Moodle.

Grade Determination

The course will be based on readings, videos, lectures, discussions, and presentations. There will be a take-home mid-term exam (due **Tuesday, February 21**), a final presentation and paper (due by the class final exam time, 1 pm, **Thursday, May 4**). A more detailed explanation of the final presentation/paper will be handed out in class. There will be shorter written assignments and "think pieces" during the course. The course grade will be based as follows:

Class participation: 20%
Take-home midterm: 20%

Short assignments: 20%
Final Presentation/Paper: 40%

Letter grades translate into numerical values according to the following table:

A+	97-100
A	93-96

A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	66-69
D	63-66
D-	60-62
F	59 and below

Learning Outcomes

By looking serially at forms of cosmic/earth/life/human history that are taken to be the preserves of different disciplines, students will be exposed to how different disciplines approach and use narrative in a controlled comparative frame. Students will identify the role played by chronological narrative in the construction of knowledge in at least two different disciplines, and be able to understand how these narratives are constructed through common metaphors and dynamic models that extend across disciplinary boundaries.

1. Students will analyze the concept of “universal history” in terms of its own history, and its relationship to scientific and religious worldviews
2. Students will identify and compare the roles played by chronological narrative in the construction of knowledge in at least two different disciplines
3. Students will be able to explain the concept of periodization and the ways that new eras or thresholds are demarcated from older patterns
4. Students will be able to explain and critique concepts of progress, complexity, and directionality in evolutionary change across multiple fields of knowledge
5. Students will analyze the ways that problems of scale are treated in chronological narratives across disciplines

GEP Information

GEP Category: Interdisciplinary Perspectives

This class will count toward meeting the GEP Interdisciplinary Perspectives requirement. Each course in the IP perspectives category will provide instruction and guidance that help students to:

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

Course Outcome: Students will identify and compare the roles played by chronological narrative in the construction of knowledge in at least two different disciplines

Means of Assessment: Students will be assigned a short paper asking them to highlight and compare the use of metaphor in shaping narrative construction in at least two disciplines, thus highlighting the ways that narratives drawn from one discipline shape chronological knowledge construction in another (as for example in the metaphorical treatment of biological metaphors in the way astrophysicists describe the “lives’ of stars)

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

Course Outcome: Students will be able to explain the concept of periodization and the ways that new eras or thresholds are demarcated from older patterns

Means of Assessment: The Midterm Examination will ask students to discuss and compare the use of thresholds as a concept shaping periodization in the story of cosmic evolution, in the story of the physical evolution of the earth, in the story of biological evolution, and the history of humanity.

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

Course Outcome: Students will be able to explain and critique concepts of progress, complexity, and directionality in evolutionary change across multiple fields of knowledge

Means of Assessment: Students' final course presentations will require them to create an analytical narrative, through a power point presentation, carrying the story of the universe across the realms of at least two disciplinary fields of knowledge. They will be graded on how well they can create narrative "plots," based on those discussed in class (such as increasing "complexity," or increasing "energy density"), to do this.

The disciplines synthesized in this course are History (a humanities discipline) on the one hand, and Astrophysics, Geology, Evolutionary Biology & Ecology, and Archeo/Anthropology (scientific disciplines that make extensive use of interpretive, chronological narrative) on the other. The approach of Big History is itself a synthesis of these disciplines, and this is reflected in the course textbook. The two instructors, one with disciplinary background in History and the other with disciplinary background in Natural Science will present readings drawn from these different disciplines not only to integrate multiple points of view, but also to deepen understandings of the roles that chronological narrative plays in shaping both disciplinary and cross-disciplinary forms of knowledge. Part of this exercise will be to highlight as well the tensions between disciplinary perspectives as they are brought together.

Late Assignment Policy

Assignments turned in after the due date will be graded down one full letter grade. Assignments more than a week late 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 [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 policies.ncsu.edu/regulation/reg-02-50-03

Academic Integrity Statement

On both papers and exams, you are expected to observe the University policy on academic integrity. Your submission of the exam will signify that you have adhered to the Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment." Please be careful about proper citation and the dangers of plagiarism. Plagiarism, or copying without attribution, and submitting work as your own work that you have not yourself produced, are violations of the student honor code and of the University's policy on academic integrity. Note, in particular, the following:

- * It is perfectly legitimate to exchange ideas with a classmate, even to read and comment on each other's papers, but it is a violation for two students to collaborate on a single paper unless specifically authorized by a faculty member.
- * Papers ordered from or downloaded from paper services on the Internet are not your own work. You may use materials from the Web, but they must be properly cited by providing the full web address of the pages cited and the date on which you accessed the material.

If you are still uncertain about what constitutes plagiarism, please consult the NCSU Code of Student Conduct Policy (POL11.35.1): <http://policies.ncsu.edu/policy/pol-11-35-01>, or consult with the instructors.

Attendance Policy

This is a seminar course, which means that a large part of its value derives from the interactions and discussions during the class meetings. More than three unexcused absences will result in a reduction by half of your class participation points for the semester. 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>. Written documentation for an excused absence should be turned into the instructors within a week of the absence.

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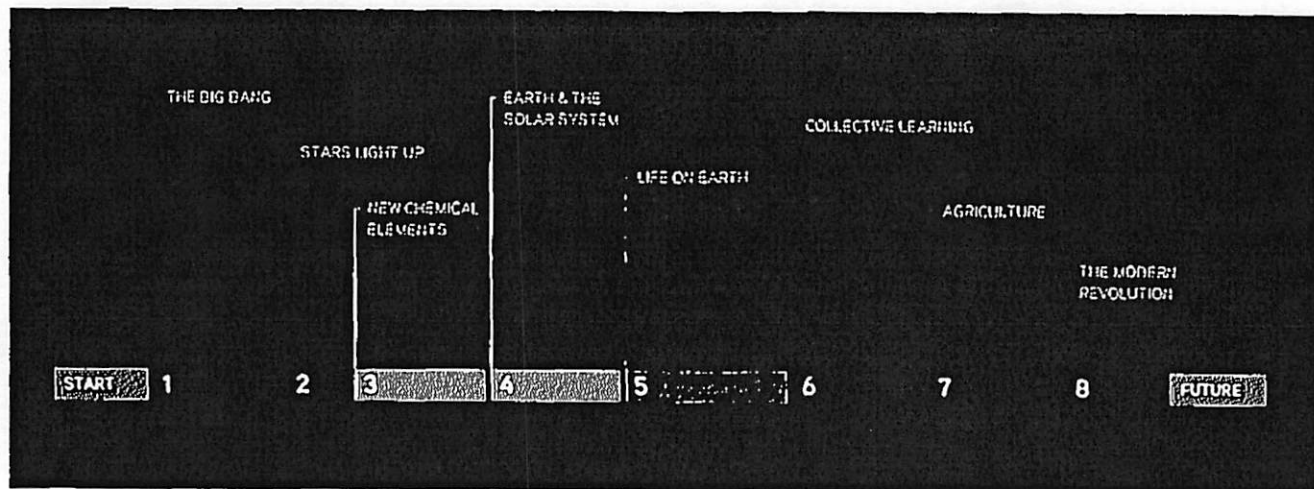
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Schedule of Required Readings and Assignments

I. Introduction to Big History

WEEK 1 (January 10 - 12)

What is Big History?

- David Christian, "A Modern Creation Myth," *Maps of Time*, (2003) pp. 1-16
- David Christian, "The Return of Universal History," *History and Theory*, 49 (December 2010), pp. 6-27
- Eric J. Chaisson, "The Cosmic Context," *Cosmos & Culture*, 2012. NASA. pp. 3-17
- Steven J. Dick, "The Cosmic Context," *Cosmos & Culture*, 2012. NASA. pp. 25-36

WEEK 2 (January 17 - 19)

Methods in Big History: Narrative, Chronometry, Periodization, Scale

- William Cronon, "A Place for Stories: Nature, History, and Narrative," *Journal of American History*, 78, 4 (March 1992), pp. 1347-1376
- David Christian, "A Single Historical Continuum," *Cliodynamics*, 2, 1 (2011), pp. 6-26
- Mary C. Stiner, et al, "Scale," in Andrew Shryock and Daniel Lord Smail, eds. *Deep History: The Architecture of the Past and Present* (2011) pp. 242-272

WEEK 3 (January 25 - 26)

Themes in Big History: Complexity, Progress, Emergence

- Herbert Simon, "The Architecture of Complexity," *Proceedings of the American Philosophical Society*, 106 (December. 1962) pp. 467-482
- Teilhard de Chardin, "Man's Place in Nature," (1949) pp. 96-121
- Neil Johnson, Two's Company, Three's Complexity (2007) pp. 3-18
- Jeffrey Goldstein, "Emergence as a Construct: History and Issues," *Emergence* 1, 1 (1999) pp. 49-64

II. Narrating Science: Cosmos and Life in the Historical Sciences

WEEK 4 (January 31 - February 2)

The Story of Cosmic Evolution: Particles, Galaxies Stars, Elements

THRESHOLDS 1, 2, & 3

- David Christian, *Maps of Time*, 17-56
- Manzoor Malik, "Cosmology with the Cosmic Microwave Background," *International Journal of Astronomy* (2013) 2,2 pp. 17-22
- Brent Tully et al, "The Laniakea supercluster of galaxies" *Nature* 513 (Sept 4, 2014) pp. 71-73 (see Vox, Feb 11, 2015)
- Charles Lineweaver et al, "The Galactic Habitable Zone and the Age Distribution of Complex Life," *Science*, 303, 5654 (Jan 2, 2004), pp. 59-62
- Bancroft Sitterly, "Changing Interpretations of the Hertzsprung-Russell diagram, A historical note," *Vistas in Astronomy*, Vol 12 1970 pp. 357-366
- George Smoot "Formation of the High Mass Elements: What happens inside a star," *Lawrence Berkeley National Lab* (2016)

WEEK 5 (February 7 - 9)

The Origins and History of the Earth

THRESHOLD 4

- David Christian, *Maps of Time*, 57-75
- John Chambers, "Planetary Accretion in the inner Solar System" *Earth and Planetary Science Letters* 223 (2004) pp. 241-252
- AMNH, *Zircons Recast Earth's Earliest Era*, (2016)
- Walter Alvarez, Philippe Claeys, Alessandro Montanari, "Time-Scale Construction and Periodizing in Big History: From the Eocene-Oligocene Boundary to all of the Past," in Koeberl and Montanari, eds., *The Late Eocene Earth—Hothouse, Icehouse, and Impacts*, (2009) pp. 1-15
- J. Tuzo Wilson, "A Possible Origin of the Hawaiian Islands" *Canadian Journal of Physics*, Vol 41 (1963) pp. 863-879

WEEK 6 (February 14 - 16)

The Biological Epoch: Symbiogenesis and Evolution

THRESHOLD 5

- David Christian, *Maps of Time*, 79-136
- Lynn Margulis, "The Origin of Plants and Animal Cells" *American Scientist*, Vol. 59, No. 2 (Mar 1971) pp. 230-235
- Mary E. Rumpho*, Elizabeth J. Summer, and James R. Manhart. *Solar-Powered Sea Slugs. Mollusc/Algal Chloroplast Symbiosis*. *Plant Physiology*, Vol 123 (2000) pp 29-38
- Lucy Laffitte "Thinking Like a Big Historian" *Big History Project Blog*, Dec 15, 2016.
- Delacourt & Delacourt, "Quaternary Landscape Ecology: Relevant Scales in Space and Time," *Landscape Ecology*, 2, 1 (1988), pp. 23-44
- Robin Vannote, "The River Continuum Concept," *Canadian Journal of Fisheries and Aquatic Sciences* (1980) Vol. 37, No. 1, pp. 130-137

WEEK 7 (February 21 - 23)

Understanding the Human: Evolution and Consciousness

THRESHOLD 6

- David Christian, *Maps of Time*, 139-203
- Zeresenay Alemseged, "A juvenile early hominin skeleton from Dikika, Ethiopia" *Nature*, Vol 443, 21 (2006) pp. 296-301
- Christoph Zollikofer et al, "The evolution of hominin ontogenies," *Seminars in Cell & Developmental Biology*, Vol 21, (2010) pp. 441-452
- Steven A. Chance and Timothy J. Crow, "Distinctively Human: Cerebral Lateralisation and Language in Homo Sapiens," *Journal of Anthropological Sciences*, 85 (2007) pp. 83-100

II. Big History and History as a Discipline

WEEK 8 (February 28 – March 2)

Telling Humanity's Story

- Daniel Lord Smail, "Between Darwin and Lamarck," in *On Deep History and the Brain* (2008) pp. 74-111
- John R. McNeill, "Homogeneity, Heterogeneity, Pigs and Pandas in Human History," *Cliodynamics*, 2, 1 (2011) pp. 106-120
- Gideon Polya, "Ignoring Genocides and Holocausts," *Countercurrents*, 2, March 2013

WEEK 9 (March 14 -16)

The Agricultural and Urban Revolutions

THRESHOLD 7

- David Christian, *Maps of Time*, 207-244
- Jared Diamond, *Guns, Germs, and Steel* (1998), pp. 93-103, 176-191, 195-214.
- Mary Stiner and Gillian Feeley-Harnik, "Energy and Ecosystems," in Shryock and Smail, eds., *Deep History*, pp. 78-102
- Michael E. Smith, "V. Gordon Childe and the Urban Revolution: A Historical Perspective on a Revolution in Urban Studies," *Town Planning Review*, 80/1 (2009) 3-29

WEEK 10 (March 21 -23)

Civilizations, Inequality, and Globalization

- David Christian, *Maps of Time*, 245-332
- Johann P. Arnason, "Civilizational Patterns and Civilizing Processes," *International Sociology* (2001) pp. 387-405
- Daniel Lord Smail, "Civilization and Psychotropy," in *On Deep History and the Brain* (2008) pp. 157-189

WEEK 11 (March 28 - 30)

Commerce, Capitalism and Innovation: Globalization and the Industrial Revolution

THRESHOLD 8

- David Christian, *Maps of Time*, 335-439
- Alfred Crosby, "The Columbian Voyages, the Columbian Exchange and their Historians," in Michael Adas, ed., *Islamic and European Expansion* (1993), pp. 141-164
- Joseph Persky, "The Ethology of Homo Economicus," *The Journal of Economic Perspectives* (1995) pp. 221-231
- Toni Vogel Carey, "The Invisible Hand of Natural Selection, and Vice Versa," *Biology and Philosophy* (1998) pp. 427-442
- David Williams, "Constructing the Economic Space: The World Bank and the Making of Homo Oeconomicus," *Millennium: Journal of International Studies* (1999) pp. 79-99

WEEK 12 (April 4 - 6)

Presents and Futures

THRESHOLD 9

- David Christian, *Maps of Time*, 440-491
- Robert Costanza, et. al., "Sustainability or Collapse: What Can We Learn from Integrating the History of Humans and the Rest of Nature," *Ambio*, 36, 7 (2007), pp. 522-527
- Owen Gaffney, "Global Sustainability: 2016 in Review," Future Earth blog (Dec 22, 2016)
- Joseph Voros, "A Primer on Future Studies," *Foresight Bulletin* No 6 (2001)

IV. Final Projects & Wrap Up

WEEK 13 (April 11 - 27)

Pecha Kucha: 12 Short Presentations in Class

- Michael Gunzuk, Pecha Kucha: Tips, Resources & Examples.

WEEK 14 (April 18 - 20)

Pecha Kucha: 12 Short Presentations in Class

WEEK 15 (April 25 - 27)

Wrap-up and Final Papers Due

HON GEP Interdisciplinary Perspectives & U.S. Diversity Special Topic Shell Offering

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.

HON 296 section 002		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Hip Hop and Civic Engagement	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2017	
Instructor Name/Title	Katy E. Leonard/Honors Village Director	
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] 		
Interdisciplinary Perspectives		
List the Instructor's student learning outcomes for the course that are relevant to GEP <u>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</u> Identify and distinguish between approaches to hip hop from disciplines including music and anthropology.		
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 demonstrate their understanding of the cultural and artistic significance of hip hop by leading and participating in class discussions and writing weekly responses to reading and listening assignments.		

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.
 Analyze major hip hop artworks as they relate to historical, cultural, and political events.

Measure(s) for above Outcome:
 Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.
 Each student will create a podcast describing the historical, cultural, and political context and significance of a hip hop artist or artistic work.

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.
 Analyze and evaluate the interrelationship between hip hop and civic engagement.

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 research and create an action plan for a local community detailing the ways in which an element or elements of hip hop culture would provide an opportunity for civic engagement for participants.

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 anthropology.
- 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:
 Analyze major hip hop artworks as they relate to historical, cultural, and political events.

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

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:
 Analyze and evaluate the interrelationship between hip hop and civic engagement.

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

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): 1:30 pm - 2:45 pm, T/Th
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type:
Honors Village Commons #202 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; U. S. Diversity

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.

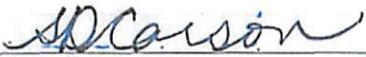
1. Title and author of any required text or publications.

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 296 section 002


RECOMMENDED BY:

 1/20/2017
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:

 2-15-17
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 2/16/17
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296-002
Dr. K. Leonard

U.S. Diversity:

Objective 4:

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 demonstrate their understanding by leading and participating in class discussions and writing weekly responses to reading and listening assignments.

Objective 4, 5, 6, or 7:

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 research and create an action plan for a local community detailing the ways in which an element or elements of hip hop culture would provide an opportunity for civic engagement for participants.

HON 296 002 Course Syllabus

Hip Hop and Civic Engagement

Spring 2017 TuTh 1:30-2:45pm

Course Description

In this seminar, students will critically examine how the elements of hip hop culture (emceeing, deejaying, bboying/b-girling, and graffiti) are used to enhance the civic life of communities in North Carolina and elsewhere. Students will gain background knowledge in the social and historical context of hip hop and analyze how these art forms enable participants to develop the knowledge, skills, values, and motivation for community impact. We will discuss the ways the culture is engaging communities today through politics, education, and community building. As part of this examination, we will pursue critical hip hop pedagogy, an educational movement based on Paulo Freire's critical pedagogy. Along with our academic study, each student will create an engagement action plan for a community to be selected during the semester. Enrolled students will be expected to complete substantial reading, listening, and writing assignments for the seminar and to examine topics using approaches from the visual and performing arts, sociology, anthropology, and education.

Learning Outcomes

At the end of this course, students should be able to:

1. Describe the four elements of hip hop.
 2. Explain how civic engagement manifests in different contexts.
 3. Identify and distinguish between approaches to hip hop from disciplines including music and anthropology.
 4. Analyze major hip hop artworks as they relate to historical, cultural, and political events.
 5. Analyze and evaluate the interrelationship between hip hop and civic engagement.
-

Course Policies

Students may use electronic devices (cell phones, laptops, tablets, etc) in class for approved, class-related purposes only. Interacting with electronic equipment in a distracting or distracted manner will result in a grade reduction.

Students may non-disruptively eat and drink during class.

Instructors

Dr. Katy Leonard (keleona2) - *Instructor*

Email: keleona2@ncsu.edu

Phone: 919.513.4074

Office Location: Clark 204

Office Hours: Wednesdays and Thursdays 9:00-10:00am

You may also view my availability and schedule an appointment at
<https://katyleonard.youcanbook.me/>.

Course Meetings

Tuesdays and Thursdays 1:30-2:45pm in the Honors Village Commons Conference Room (HVC 202).

Course Materials

Textbooks

Can't Stop Won't Stop: A History of the Hip-Hop Generation - Jeff Chang

Edition: 1st

ISBN: 9780312425791

Cost: \$20.00

This textbook is required.

Other Materials

Additional reading and listening materials will be available electronically.

Requisites and Restrictions

Restrictions

Restricted to UHP students. Open to other students by permission of the University Honors Program.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

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

Learning Outcome: Identify and distinguish between approaches to hip hop from disciplines including music and anthropology.

Means of Assessment: Students will demonstrate their understanding of the cultural and artistic significance of hip hop by leading and participating in class discussions and writing weekly responses to reading and listening assignments.

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

Learning Outcome: Analyze major hip hop artworks as they relate to historical, cultural, and political events.

Means of Assessment: Each student will create a podcast describing the historical, cultural, and political context and significance of a hip hop artist or artistic work.

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

Learning Outcome: Analyze and evaluate the interrelationship between hip hop and civic engagement.

Means of Assessment: Students will research and create an action plan for a local community detailing the ways in which an element or elements of hip hop culture would provide an opportunity for civic engagement for participants.

GEP Co-requisite

U.S. Diversity

GEP Co-requisite Outcomes

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

Learning Outcome: Analyze major hip hop artworks as they relate to historical, cultural, and political events.

Means of Assessment: Students will demonstrate their understanding by leading and participating in class discussions and writing weekly responses to reading and listening assignments.

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

Learning Outcome: Analyze and evaluate the interrelationship between hip hop and civic engagement.

Means of Assessment: Students will research and create an action plan for a local community detailing the ways in which an element or elements of hip hop culture would provide an opportunity for civic engagement for participants.

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
Participation and Discussion Leadership	25%	Each student will be expected to engage with and participate in class discussions each class day and to lead the class discussion (as part of a team) during one class period.
Listening Quizzes and Written Responses	25%	Each student will write weekly responses to the reading and listening assignments. Additionally, students will be given announced identification quizzes on assigned listening examples.
Podcast	20%	Each student will create a ten-minute podcast describing the historical, cultural, and political context of a hip hop artist or artistic work.

Component	Weight	Details
Community Action Plan	30%	Each student will research and create an action plan for a local community detailing the ways in which an element or elements of hip hop culture would provide an opportunity for civic engagement for participants.

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

Assignments will lose one 10% of the grade for each day late.

Attendance Policy

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

Attendance Policy

Students are expected to be physically and mentally present in class. The success of this course depends on the participation of each student.

Absences Policy

Each student is allowed up to three unquestioned absences, no excuses necessary. Each tardy counts as a half absence. Four or more absences will lower the final grade one point per absence.

Makeup Work Policy

Students will be responsible for the content of all missed discussions. Makeup work will not be accepted for missed classes.

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 Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Updated reading, listening, and writing assignments will be posted on Moodle. All assignments are due by start of class on the day they are listed.

Tuesday 1/10/2017 – Class Introductions

Introduction to Course

Thursday 1/12/2017 – Hip Hop and Civic

Engagement/Introduction to the Four Elements

Read: LaMotte "Rebels Without a Pause: Hip-Hop and Resistance in the City" and Lynch "The Political Theory of Kendrick Lamar"

Listen to: Gill Scott-Heron "The Revolution will not be Televised," Common "The 6th Sense," Public Enemy "Rebel Without a Pause," and Kendrick Lamar "Alright"

Submit: a 500 word reflection on the readings (typed or legibly handwritten) – What are some questions raised by the author? What ideas were brought up that you would like to pursue further? What are some questions or ideas you'd like to discuss with the class?

Tuesday 1/17/2017 – Defining Civic Engagement

Read: Panzer "Citizenship and Civic Engagement: An Introduction" and Barrett and Zani "Political and Civic Engagement: Theoretical Understandings, Evidence and Policies"

Thursday 1/19/2017 – The Birth of Hip Hop: Setting the Scene

Read: Chang Chapter 1 "Necropolis: The Bronx and the Politics of Abandonment" and Chapter 3 "Blood and Fire, With Occasional Music: The Gangs of the Bronx"

Listen to: "The Last Poets "When the Revolution Comes," Sugarhill Gang "Rappers Delight," Fatback Band "King Tim III (Personality Jock)"

Submit: an approximately 500-word reflection on the readings and listening assignments. Some possible prompts for reflection: What are some questions raised by the authors/artists? What ideas were brought up in the readings and listening assignments that you would like to pursue further? What are some questions or ideas you'd like to discuss with the class? How does this reading/song/artwork connect with/disagree with/clarity/disprove our previous readings?

Tuesday 1/24/2017 – The Birth of Hip Hop: The DJs

Read: Chang Chapter 4 "Making a Name: How DJ Kool Herc Lost His Accent and Started Hip-Hop" and Chapter 5 "Soul Salvation: The Mystery and Faith of Afrika Bambaataa"

Listen to: Afrika Bambaataa and the Soul Sonic Force "Planet Rock," Kurtis Blow "The Breaks," and Grandmaster Flash and the Furious Five "The Message"

Listening Quiz Tuesday 1/24 See Moodle page for detailed information.

Thursday 1/26/2017 – The Birth of Hip Hop: Graffiti and Dance

In Class: Documentary Film, *Style Wars*

Read: Chang Chapter 6 "Furious Styles: The Evolution of Style in the Seven-Mile World"

Listen to: Funky 4+1 "That's the Joint," Cold Crush Brothers "Cold Crush Brothers at the Dixie (*Wild Style* Soundtrack)"

By Friday 1/27/2017, noon, submit: an approximately 500-word reflection on the readings, listening examples, discussions, and film viewing this week. See previous week for prompt ideas.

Tuesday 1/31/2017 – Flash Forward: Hip Hop Graffiti Today

In Class: Documentary Film, *Style Wars*

Read: Lennon "Assembling a Revolution: Graffiti, Cairo, and the Arab Spring" and Walt "El Général and the Rap Anthem of the Mideast Revolution"

Listen to: El Général "Rais Lebled" (link to video in Walt article)

Thursday 2/2/2017 – Hip Hop Expands its Reach

Read: Chang Chapter 7 "The World is Ours: The Survival and Transformation of the Bronx Style" and Chapter 8 "Zulus on a Time Bomb: Hip-Hop Meets the Rockers Downtown"

Tuesday 2/7/2017 – Culture Clash Uptown

Read: Chang Chapter 9 "1982: Rapture in Reagan's America" and Chapter 10 "End of Innocence: The Fall of the Old School"

Thursday 2/9/2017 – Dance as Community Development

In Class: Documentary Film, *Bouncing Cats*

Read: Gupta-Carlson "Planet B-Girl: Community Building and Feminism in Hip-Hop"

Tuesday 2/14/2017 – Hip Hop and Politics in the Late-80s

Read: Chang Chapter 11 "Things Fall Apart: The Rise of the Post-Civil Rights Era" and Chapter 12 "What We Got to Say: Black Suburbia, Segregation and Utopia in the late 1980s"

Thursday 2/16/2017 – New School

Read: Chang Chapter 13 "Follow for Now: The Question of Post-Civil Rights Black Leadership" and Reeves "R-E-S-P-E-C-T in PC Land: Salt-N-Pepa"

Tuesday 2/21/2017 – Hip Hop and Community Development

Read: Hollander and Quinn "More than Noise: Employing Hip-Hop Music to Inform Community Development Practice"

Thursday 2/23/2017 – West Coast and "Gangsta" Rap

Read: Chang Chapter 14 "The Culture Assassins: Geography, Generation and Gangsta Rap" and Chapter 15 "The Real Enemy: The Cultural Riot of Ice Cube's *Death Certificate*"

Tuesday 2/28/2017 – East Coast vs. West Coast

Read: Reeves "The Myth of Thug Power: Tupac Shakur" and "Ghetto Fab Rising: The Notorious B.I.G. and Sean 'Puffy' Combs"

Thursday 3/2/2017 – West Coast Culture

Read: Chang Chapter 16 "Gonna Work it Out: Peace and Rebellion in Los Angeles" and Chapter 17 "All in the Same Gang: The War on Youth and the Quest for Unity"

Tuesday 3/7/2017 and Thursday 3/9/2017

Spring Break – No Class

Tuesday 3/14/2017 – Hip Hop Generation

Read: Chang Chapter 18 "Becoming the Hip Hop Generation: *The Source*, the Industry and the Big Crossover" and Chapter 19 "New World Order: Globalization, Containment and Counterculture at the End of the Century"

Thursday 3/16/2017 – Engaged Rap in N.C.

Guest Speaker: Dr. Thomas Easley (RaShad)

Tuesday 3/21/2017 – Podcasts Due

Podcasts due. See Podcast handout for more information about requirements.

Thursday 3/23/2017 – Critical Hip Hop Pedagogy

Read: Akom "Critical Hip Hop Pedagogy as a Form of Liberatory Praxis" and Gosa/Fields "Is Hip Hop Education another Hustle? The (Ir)Responsible Use of Hip Hop as Pedagogy"

Tuesday 3/28/2017 – Southern Hip Hop

In Class: *ATL: The Untold Story of Atlanta's Rise in the Rap Game*

Read: Miller "Dirty Decade: Rap Music and the U.S. South 1997-2007"

Thursday 3/30/2017 – Hip Hop and a Political Agenda

Read: Kitwana "The Politics of the Hip-Hop Generation: Identifying a Political Agenda"

Tuesday 4/4/2017 – Hip Hop and Political Organizing

Read: Kitwana "It's Bigger than Barack: Hip Hop Political Organizing, 2004-2013"

Thursday 4/6/2017 – Hip Hop and Political Organizing

Read: Ogbar "Message from the Grassroots: Hip Hop Activism, Millennials, and the Race for the White House"

Tuesday 4/11/2017 – Hip Hop Pedagogy in Brazil

Read: Pardue "Hip Hop as Pedagogy: A Look into 'Heaven' and 'Soul' in São Paulo, Brazil"

Thursday 4/13/2017 – Civic Engagement in NC

Read: Institute for Emerging Issues/National Conference on Citizenship, "2015 North Carolina Civic Health Index: Connections at the Heart of Our Innovation" and O'Brien "Measuring Citizen Engagement: The North Carolina Civic Index"

Tuesday 4/18/2017 – Hip Hop and Civic Engagement in NC

Read: TBD

Thursday 4/20/2017 – Hip Hop and Civic Engagement in NC

Read: TBD

Tuesday 4/25/2017 – Hip Hop and Civic Engagement in NC

Read: TBD

Thursday 4/27/2017 – Hip Hop and Civic Engagement in NC

Work on Action Plans

Tuesday 5/2/2017 – Final Project Due

Action Plans Due 1:00pm

HON GEP Interdisciplinary Perspectives Special Topic Shell Offering

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 checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Philosophy of Research	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2017	
Instructor Name/Title	Genia Sklute/Associate Director, UHP	
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>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p>Compare and contrast between the different modes of knowledge acquisition, i.e. creative, scientific, and historical.</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>		
<p>Students will submit reflections on readings and creative works that will critically analyze the different modes of knowledge acquisition in those disciplines.</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2: Obj. 2) Identify and apply authentic connections between two or more disciplines.</i></p> <p>Identify the common building blocks in different modes of knowledge acquisition.</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>		
<p>Students will interview researchers from different disciplines and present their findings pointing out the common threads in the process.</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.*
Examine how different research approaches are utilized in an interdisciplinary research.

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 read and analyze how multiple approaches are applied in interdisciplinary work.

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?

Creative (theater), history, political science, and natural sciences (chemistry).

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): 11:45 am - 1:00 pm, M/W
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Honors Village Commons #202 C
- 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

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.

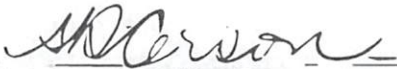
1. Title and author of any required text or publications.

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 296 section 003

RECOMMENDED BY:

 1/25/2017
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:

 2-15-17
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 2/16/17
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
Dr. Genia Sklute

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"?

This course designed to address the fundamental understanding and value of research/inquiry in different disciplines and the similarity and interaction between different "ways of knowing." It observes and analyzes scholarly works in different disciplines through comparison, distinction, and generalization. Students will move from reflective work and analysis of literature to exploration of current research and will culminate with knowledge creation. The readings in the course will represent the different disciplines covered along with guest speakers representing those disciplines.

HON 296 - 003 Philosophy of Research

Course Syllabus

SPRING 2017, 3 Credit Hours

MW 11:45 am - 1:00 pm

Honors Village Commons 202

Instructor

Genia Sklute, Ph.D.

Associate Director, University Honors Program

Email: gsklute@ncsu.edu

Phone: 919-513-4885

Office Location: 213 Clark Hall

Office Hours: Tuesdays & Thursdays, 10:30 – 11:30 AM; also by appointment

Course Description

This course is designed to develop an overarching understanding of research and its boundaries. Throughout the course students will explore how inquiry process and generation of new knowledge manifests in different disciplines. This exploration will include comparison between different approaches to research and analysis of works representing those disciplines. The last three weeks of the semester will be dedicated to discussion of the intersection of ethics and research. Students will investigate the potential ethical problems that may rise and will learn about existing solutions, such as the Institutional Review Board (IRB).

Student Learning Outcomes

1. Analyze the "ways of knowing" as it manifests in different disciplines.
 2. Identify the common building blocks in different modes of knowledge acquisition.
 3. Compare and contrast the between the different modes of knowledge acquisition.
 4. Examine how different research approaches are utilized in an inter-disciplinary research.
 5. Explain the broader aspect and potential impact of a given research.
 6. Assess possible ethical issues in a given research.
-

General Education Program (GEP) Information

GEP Category

This course meets the following GEP requirement: Interdisciplinary Perspectives.

GEP Category Objectives and Outcomes

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

Outcome 3: Compare and contrast between the different modes of knowledge acquisition, i.e. creative, scientific, and historical.

Means of Assessment: Students will submit reflections on readings and creative works that will critically analyze the different modes of knowledge acquisition in those disciplines.

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

Outcome 2: Identify the common building blocks in different modes of knowledge acquisition.

Means of Assessment: Students will interview researchers from different disciplines and present their findings pointing out the common threads in the process.

Students will submit analysis of interdisciplinary work.

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

Outcome 4: Examine how different research approaches are utilized in an interdisciplinary research.

Means of Assessment: Students will read and analyze how multiple approaches are applied in interdisciplinary work.

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

Creative (theater), history, political science, and natural sciences (chemistry).

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"?

This course designed to address the fundamental understanding and value of research/inquiry in different disciplines and the similarity and interaction between different "ways of knowing." It observes and analyzes scholarly works in different disciplines through comparison, distinction, and generalization. Students will move from reflective work and analysis of literature to exploration of current research and will culminate with knowledge creation. The readings in the course will represent the different disciplines covered along with guest speakers representing those disciplines.

GEP Co-requisites

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

Course Materials

Textbooks

How to Write a Thesis - Umberto Eco

Edition: 1st

ISBN: 9780262527132

Cost: \$14.66

This textbook is required.

The Landscape of History - John Lewis Gaddis

Edition: 1st

ISBN: 0195171578

Cost: \$10.49

This textbook is required.

Materials

For digital copies of course materials, including syllabus and assignments, visit:
<https://wolfware.ncsu.edu/>

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

Restricted to UHP students. Open to other students by permission of the University Honors Program.

Assignments and Grading

Grading Scale

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

Course Policies, Requirements, and other Statements

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/req-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/req-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/req-02-50-3>.

Late Assignments

Students will be given adequate timing to complete all assignments. Assignments due dates will be communicated in advance. Late Assignments will be handled on a case by case basis and can face a 5 points (on a 100 point scale) deduction for each day late.

Attendance Policy

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

This is a discussion based course which means that the students need to be present and accounted for to contribute to the discussion. The success of this class is dependent upon EVERYONE's participation. Excessive absences will negatively impact your final grade.

Absences Policy

An absence will affect your ability to achieve the learning objectives of this course. Absences should be communicated in advance. More than two absences will impact final grade. (e.g. A to A-, B- to C+).

Makeup Work Policy

There will be no makeup work offered for students who missed class. Students will still be responsible for the content of all missed discussions.

Academic Integrity

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

Students in this course are expected to maintain the highest level of integrity in regards to all necessary assignments. The work you submit must be your own. Please cite resources to avoid plagiarism.

The penalty for an academic integrity violation on an assignment is to receive zero points for that assignment. All violations will be submitted to the Office of Student Conduct for further action.

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."

Policy on Technology Use

Laptops, iPads, and e-Readers can easily become a hindrance to class discussion. Therefore, such devices **must be stored and silenced during class**. If the instructor finds that you are using technology during class meeting, you will be asked to leave and counted as absent for the day. If you are caught texting at any point during class, you will be asked to leave and counted as absent for the day. If you have a justifiable need to use a mobile device (such as a seriously ill family member or friend) please contact me directly regarding arrangements.

Statement on Course Evaluations Online

Near the end of term, students will receive an email message directing them to a website where they can login using their Unity ID and complete class evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any 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/>

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: <https://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.

Assignments Overview

All assignments are to be typed and printed unless otherwise noted. They are due at the beginning of class in the day denoted on the syllabus.

Participation and Discussion (20%): You must show up to class well-prepared and ready to participate, comprehend, and be present (mind and body) during the class discussion and peer-review. You are allowed two "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 are 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.

Reading Reflections/Analyses (20%): You will submit a 250-300 word critical response to the readings as noted in the syllabus. These must be submitted **at the beginning of the class meeting**. 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. Fruitful questions might ask: "How do(es) the author(s) approach the inquiry?" "What are the modules used in this inquiry process?" or "How does this inquiry design similar/different from the one discussed previously?" There are many other possibilities – be ambitious, be creative! **ABSOLUTELY** no late submissions accepted.

Field project (25%): Due March 15 (draft due March 13). You will write about and analyze two research project (1600 – 2000 words) based on interviews that you will conduct with researchers from two distinct disciplines. More instruction will be given on the handout and guidelines distributed.

Proposal (35%): Your culminating experience will be to draft an authentic proposal on any subject. The search for ideas should start at the beginning of the semester. Readings throughout the semester will help you to move through the process. You are welcome to discuss thoughts and ideas with me throughout your search process. **It is important that it will be your authentic proposal!** More instruction will be given on the handout and guidelines distributed.

Presentation (20%) You will give a presentation of your proposal on dates noted on the syllabus. The presentation should take 10 minutes with two minutes Q & A.

Paper (15%) You will submit the written proposal (1600 – 2000 words) wherein outline a research idea with an in-depth literature review.

Course Schedule

NOTE: The course schedule is subject to change.

Part I: Introduction — 01/11/2017 - 01/27/2017

Wednesday January 11: Introduction and Expectations.

What is research?

Wednesday January 18: Video Screening (Part 1)

Reading: Berkovitz, Talia et al. "Math at home adds up to achievement in school."

Assignment: Article reflection is due

Monday January 23: Video Screening (Part II)

Reading: Megged, Amos. "Between History, Memory, and Law: Courtroom Methods in Mexico"

Assignment: Article reflection is due.

Wednesday January 25: Discussion and analysis

Assignment: Analysis paper is due.

Part II: Modes of Knowing — 01/30/2017 - 03/13/2017

Monday January 30: Mode I - The Creative Process. Guest Speaker: Mia Self

Reading: Tharp, Twyla. "The Creative Habit"

Wednesday February 1: Mode I - The Creative Process. Guest Speaker: Mia Self

Reading: Brown, Brene. Grounded Theory Research Methods

Assignment: Reflection paper is due

Monday February 6: Choosing a Research Topic

Reading: Eco, Umberto. "How to Write a Thesis" (ch. 1-2)

Field Project assignment is distributed.

Wednesday February 8: "How to Write a Thesis" (ch. 3)

Assignment: Reflection paper is due

Monday February 13: Literature Review

Reading: "Doing a Literature Review"

Wednesday February 15: Mode II - Historical Research (humanities). Guest Speaker: David Gilmartin

Reading: Gaddis, Lewis. "The Landscape of History" (ch. 1-4)

Monday February 20: Mode II - Historical Research (humanities). Guest Speaker: David Gilmartin

Reading: Gaddis, Lewis. "The Landscape of History" (ch. 6-8)

Wednesday February 22: Literature review.

Reading: Eco, Umberto. "How to Write a Thesis" (ch. 3)

Monday February 27: Mode III – Political Science (social sciences). Guest Speaker: Andy Taylor

Reading: Box-Steffensmeier, Janet. "Political Science Methodology"

Munger, Mike. "Choosing in Groups" (ch. 1)

Wednesday March 1: Mode III – Political Science (social sciences). Guest Speaker: Andy Taylor

Reading: Butler, Daniel. "Were Newspapers More Interested in Pro-Obama Letters to the Editor in 2008?
Evidence from a Field Experiment"

Mansfield, Edward. "The Political Economy of the Itchy Palm"

Monday and Wednesday March 6 – 8: Spring Break

Monday March 13: Proposal draft peer-review

Assignment: Draft of a research proposal

Wednesday March 15: Mode IV – Natural Sciences.

Reading: "Science and its Way of Knowing"

Assignment: Proposal is due. Final Project (Proposal) assignment is distributed.

Monday March 20: Mode IV – Natural Sciences.

Reading: "Science and its Way of Knowing"

Assignment: Article reflection is due.

Wednesday March 22: Mode IV – Natural Sciences.

Reading: "Science and its Way of Knowing"

Assignment: Article reflection is due.

Monday March 27: Open discussion.

Part III: Ethics in Research — 03/20/2017 - 03/13/2017

Wednesday March 29: Ethics in Qualitative Research

Reading: Hammersley, Martha et al. "What is Ethics?"

Hammersley, Martha et al. "The Research Ethos"

Assignment: Article reflection is due.

Monday April 3: Ethics in Sciences

Reading: de Vries, R. "Normal Misbehavior: Scientists Talk about the Ethics of Research"

Assignment: Article reflection is due.

Wednesday April 5: Ethics in Cyberspace

Reading: Jones, Robert Alun. "The Ethics of Research in Cyberspace"

Zimmer, Michael. "But the Data is Already Public: On the Ethics of Research in Facebook"

Assignment: Article reflection is due.

Monday April 10: Modes of Ethics Reinforcement

Reading: TBD

Wednesday April 12: Proposal presentation draft – peer review

Monday April 17 – Wednesday April 26: Proposal presentation

Proposal paper due on the day of scheduled exam time at 5 pm

HON GEP Interdisciplinary Perspectives Special Topic Shell Offering

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 checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Science, Psi, Sasquatch, and Spirits	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2017	
Instructor Name/Title	Darby Orcutt/Professor	
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>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p>Distinguish between the empirical approach of electrical engineering and the interpretive approach of religious studies.</p>		
<p style="text-align: center;">Measure(s) for above Outcome:</p> <p style="text-align: center;"><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>Students will write two critical analyses of the same text, one from the methodological perspective of each discipline.</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2: Obj. 2) Identify and apply authentic connections between two or more disciplines.</i></p> <p>Draw connections between the empirical approach of electrical engineering and the interpretive approach of religious studies.</p>		
<p style="text-align: center;">Measure(s) for above Outcome:</p> <p style="text-align: center;"><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.*

Propose ways in which synthesized humanistic and scientific understandings of scale, measurement, and instrumentation generate knowledge.

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 build, test, and deploy sensor arrays, then write their own critical evaluation and interpretation of the results, including fully articulating how and what conclusions may or may not be reasonably and holistically drawn.

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?

See attachment

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): 4:00 pm - 6:55 pm, W
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Honors Village Commons #202 C4
- 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

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.

5-21-9

SIGNATURE PAGE FOR HON 296 section 004

RECOMMENDED BY:

 11/20/2017


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:

 2-15-17

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 2/16/17

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296-004
D. Orcutt/Professor

Objective 2:

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 collaboratively design sensor arrays for collection of field data, rooting their work in comparative religious studies scholar Mircea Eliade's concept of "the scale creates the phenomenon" and in a "crash course" in electromagnetic field (EMF) measurement.

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

Texts and guests will represent many views, but a key unit (approximately one-third) of the course works to particularly connect the disciplines of electrical engineering and religious studies. Students are also encouraged to bring their own disciplinary interests into the class context.

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"?

A key unit (approximately one-third) of the course deals with concepts of scale, measurement, and instrumentation through the distinct and then integrated perspectives of religious studies and electrical engineering. Beginning with a reading from Mircea Eliade's *Patterns in Comparative Religion*, students will consider how "the scale creates the phenomenon," a key methodological concept in that field. Focusing on the case of "scientific ghost hunting," in which purported ghost activity is strongly associated with supposedly inexplicable electromagnetic fields (EMFs), students will qualitatively interrogate the rationale and nature of this linkage through the humanistic lens of religious studies. Course guest Dr. Gerard Hayes (President & CEO of the Wireless Research Center of North Carolina and Adjunct Assistant Professor in the NC State Department of Electrical and Computer Engineering) will offer students a thorough overview of EMFs, their sources, and their detection and measurement. Through a quantitative electrical engineering lens, students will critique specific instrumentation used by some "scientific ghost hunters." Armed with these diverse disciplinary understandings, students will then commence bringing them together through a collaborative project of designing their own sensor arrays for field collection of EMF and related data, building these in the D.H. Hill Library MakerSpace, deploying them in the field at an allegedly haunted site, interpreting their recorded data sets, and reflecting on the process methodologically. Individual written reflections will require each student to articulate their creative and critical thinking throughout this full process, detailing how and how well these two ostensibly very different qualitative and quantitative disciplinary perspectives were together useful in producing cohesive knowledge.

COURSE SYLLABUS

HON296-004 Spring 2017 Science, Psi, Sasquatch, and Spirits

Instructor

Darby Orcutt (dcorcutt) - Instructor Email: dcorcutt@ncsu.edu Phone: 919-513-0364

Office Location: 2314A Hill Library

Office Hours: By appointment.

Course Meetings

Days: W Time: 4:10pm - 6:55pm Campus: Main

Location: Honors Commons Conference Room 202

This meeting is required.

Course Description

Does Bigfoot exist? Are psychic powers real? Can the ghosts of the dead communicate with the living? These are questions we will NOT be answering in this course. Instead, our focus will be on the cultural practice of science and cultural perspectives on science - as illuminated through examination of fields of inquiry generally considered at the fringes or altogether outside of mainstream science. We will ask questions that include: How does and should science draw its boundaries? How is evidence considered both within scientific practice and in social spheres, and how have and do these two realms influence one another? Students will examine historical and contemporary scientific approaches to these areas, engage with scientifically-framed arguments from so-called "skeptics," "believers," and others, and conceive and conduct research within these fields with an eye towards developing an embodied sense of how to conduct scientific inquiry and situate scientific thinking within society and life.

Course Structure

As an Honors Seminar in the 290 series, this course will be discussion-focused, thinking- and reading-intensive, and both train and require students to engage in original research related to its highly interdisciplinary subject matter. The definition of "writing" in this course includes inscription in textual, oral, and visual ways. As researchers, students will need to critically engage with the tools and literatures of diverse disciplines, including biology, statistics, media studies, religious studies, electrical engineering, popular culture, sociology, journalism, and others.

Class meetings will be largely either:

- discussion-oriented, requiring full preparation and participation from each class member, and/or
- hands-on workshops, requiring students to actively engage in experimental and instrumentation design and/or actively conducting research.

Some sessions will include guests with relevant expertise and/or experience in the areas of course content. Class meetings and many course projects will be collaborative.

Learning Outcomes

By the successful completion of this course, students will:

- Articulate the ways in which media texts shape cultural understandings of science,
- Distinguish between the empirical approach of electrical engineering and the interpretive approach of religious studies,
- Draw connections between the empirical approach of electrical engineering and the interpretive approach of religious studies, including proposing ways in which synthesized humanistic and scientific understandings of scale, measurement, and instrumentation generate knowledge.
- Exhibit critical thinking and communication skills in crafting arguments,
- Make sense of the scholarly research process, and
- Collaboratively produce original, interdisciplinary research.

Course Materials

Textbooks

- None.

Expenses

- None.

Materials

- **Readings via Course Reserves at NCSU Libraries.**

This material is required.

Prerequisites & Restrictive Statements

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

General Education Program (GEP) Information

GEP Category: Interdisciplinary Perspectives

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

Course outcome: Distinguish between the empirical approach of electrical engineering and the interpretive approach of religious studies.

Means of assessment: Students will write two critical analyses of the same text, one from the methodological perspective of each discipline.

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

Course outcome: Draw connections between the empirical approach of electrical engineering and the interpretive approach of religious studies.

Means of assessment: Students will collaboratively design sensor arrays for collection of field data, rooting their work in comparative religious studies scholar Mircea Eliade's concept of "the scale creates the phenomenon" and in a "crash course" in electromagnetic field (EMF) measurement.

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

Course outcome: Propose ways in which synthesized humanistic and scientific understandings of scale, measurement, and instrumentation generate knowledge.

Means of assessment: Students will build, test, and deploy sensor arrays, then write their own critical evaluation and interpretation of the results, including fully articulating how and what conclusions may or may not be reasonably and holistically drawn.

How This Course Will Fulfill GEP Category Outcomes

Many diverse disciplinary perspectives will be represented firsthand by class guests, who include specialists in electrical engineering, journalism, and science education.

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

Texts and guests will represent many views, but a key unit (approximately one-third) of the course works to particularly connect the disciplines of electrical engineering and religious studies. Students are also encouraged to bring their own disciplinary interests into the class context.

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"?

A key unit (approximately one-third) of the course deals with concepts of scale, measurement, and instrumentation through the distinct and then integrated perspectives of religious studies and electrical engineering. Beginning with a reading from Mircea Eliade's *Patterns in Comparative Religion*, students will consider how "the scale creates the phenomenon," a key methodological concept in that field. Focusing on the case of "scientific ghost hunting," in which purported ghost activity is strongly associated with supposedly inexplicable electromagnetic fields (EMFs), students will qualitatively interrogate the rationale and nature of this linkage through the humanistic lens of religious studies. Course guest Dr. Gerard Hayes (President & CEO of the Wireless Research Center of North Carolina and Adjunct Assistant Professor in the NC State Department of Electrical and Computer Engineering) will offer students a thorough overview of EMFs, their sources, and their detection and measurement. Through a quantitative electrical engineering lens, students will

critique specific instrumentation used by some “scientific ghost hunters.” Armed with these diverse disciplinary understandings, students will then commence bringing them together through a collaborative project of designing their own sensor arrays for field collection of EMF and related data, building these in the D.H. Hill Library MakerSpace, deploying them in the field at an allegedly haunted site, interpreting their recorded data sets, and reflecting on the process methodologically. Individual written reflections will require each student to articulate their creative and critical thinking throughout this full process, detailing how and how well these two ostensibly very different qualitative and quantitative disciplinary perspectives were together useful in producing cohesive knowledge.

GEP Co-requisites

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

Transportation

Transportation will be provided by van to outside field trip site(s). Most required field trips will take place during scheduled class meetings. One non-scheduled class time for a field research project IS required for this class. This site visit will be scheduled within the first few weeks of the semester and will take place on a weekend evening in April, lasting from approximately 7pm-3am (inclusive of travel time). Transportation will be provided.

Safety & Risk Assumptions

None.

Grading

This course uses what is called “specifications” grading. Each grade component is graded as either “satisfactory” or “unsatisfactory,” and correspondingly receives full or no credit (with the exception of half credit possibility per the late assignments policy).

Many of the assignments in this course are relatively more numerous but individually lesser effort than in most equivalent courses, and the grading system is designed to allow students to relax a bit about grading, and instead focusing on keeping up and engaging with the course throughout the semester and concentrating on excelling with regard to particular projects and assignments most relevant and beneficial to their own learning process.

Grading Components

Quizzes (2 points each) - cover course readings only back to the prior quiz; each consists of 7 questions, and 5 or more correct answers equals a “satisfactory” grade. Generally, quizzes will take place at the start of the class meeting, so you will want to be sure that you arrive on time.

Reports (4 points each) - 1-2 pages of bullet points outlining observations and technical interpretations in response to provided prompts. Graded according to course rubrics for: analysis/observation; argument. Due by class time on their due dates.

Reflections (4 points each) - 1-2 pages of bullet points outlining reflections and interdisciplinary interpretations in response to provided prompts. Graded according to course rubrics for: analysis/observation; argument. Due by class time on their due dates.

Annotation Discussions (2 points each) - using the Hypothes.is extension, comment and converse on selected course readings and/or classmates' annotations. Graded according to course rubrics for: analysis/observation; argument. Hypothes.is is non-profit, open source software for digitally annotating PDF and web content; we will share a private-to-the-course group for annotation and asynchronous discussion. Please see course schedule for benchmarks; the specified number of contributions should be made within each assessment period.

Smart Questions (2 points each) - write two significant questions that you may pose in that day's class meeting; these may be provoked by readings, prior discussions, or other life experiences, and should represent things about which you are curious and/or interested in hearing others' thoughts about. Graded according to course rubrics for: analysis/observation. Due by class time on their due dates.

Engaged Participation (1 point each session) - in regularly scheduled class meetings (and corresponding group work), as well as in the field research session. Graded according to course rubric for: participation.

Meeting with Professor Orcutt (2 points) - by no later than April 4, schedule an appointment outside of class to discuss any course *content* (i.e., a real conversation beyond grading, specifics of assignments, etc.). Repeatable, but not for additional points. :)

Letter Grades

There are 99 total points possible.

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

99 points=A+

94 to <99=A

90 to <94=A-

88 to <90=B+

86 to <88=B

84 to <86=B-

82 to <84=C+

79 to <82=C

77 to <79=C-

75 to <77=D+

71 to <75=D

68 to <71=D-

<68 points=F

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-50-03>

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>

Auditors must attend all class meetings, complete all group assignments, and score "3" or better on participation rubric in order to receive AU credit for course.

Policies on Incomplete Grades

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

Late Assignments

Late assignments that impact fellow students (e.g., group project deliverables) are unacceptable, and will result in no credit on the assignment.

Otherwise, late assignments will be accepted for half-credit up to one calendar week late; assignments more than one week late will receive no credit.

With advance notice to an instructor, some deadlines may be negotiable depending on circumstances; as soon as you anticipate an issue with an assignment deadline, contact Professor Orcutt.

Attendance Policy

Class attendance is mandatory.

Make up work will NOT be assigned or accepted for unexcused absences.

For complete attendance policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-3>

Absences

Excused absences are allowed only with advance approval from the instructor or, in accordance with NCSU policy, in cases of dire emergency (e.g., unanticipated hospitalization of the student). Any other absences are unexcused.

Makeup Work

In cases of excused absence, make up work and /or alternative assignments may be assigned by the instructor.

Additional Excuses Policy

As soon as you anticipate an absence, please contact your professor (preferably via email). Advance notification may allow for an excused rather than unexcused absence.

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-11-35-1>

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-1> 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

<http://moodle-archive.wolfware.ncsu.edu>

<https://hypothes.is/>

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>

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/regulation/reg-04-25-2> 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

****Please note that the schedule below is subject to change, based on inclement weather, guest speakers, and other factors beyond control. Every reasonable attempt to adhere to this schedule will be made. Please consult Moodle for the latest updates/version.****

Week 1: 01/11/2017

Introductions & Coming to Terms with Terms

Week 2: 01/18/2017

Science & Its Others in Media & Culture

Readings Due:

- "The Truth is Out There: Paranormal Beliefs and Experiences," IN: Bader, Mencken, and Baker, *Paranormal America: Ghost Encounters, UFO Sightings, Bigfoot Hunts, and Other Curiosities in Religion and Culture*, pp.46-75

- "Introduction: What We Talk About When We Talk About the Paranormal," IN: Volk, *Fringe-ology: How I Tried to Explain Away the Unexplainable - And Couldn't*, pp.1-20

- "Credulity: Who Believes in Bigfoot?" IN: Stark, *What Americans Really Believe: New Findings From the Baylor Surveys of Religion*, pp.125-131

*Quiz

*Smart Questions Due

Week 3: 01/25/2017

The Cultural Practice of Science

Readings Due:

- "Progress Through Revolutions," IN: Kuhn, *The Structure of Scientific Revolutions*, pp.160-173

- O'Connor, "A Decades-Old Study, Rediscovered, Challenges Advice on Saturated Fat," April 13, 2016, <http://well.blogs.nytimes.com/2016/04/13/a-decades-old-study-rediscovered-challenges-advice-on-saturated-fat/>

- Baker, "Is There a Reproducibility Crisis?" *Nature* 533 (26 May 2016), pp.452-454

*Quiz

*Smart Questions Due

Week 4: 02/01/2017

Science, Belief, and Knowledge

Readings Due:

- "Cryptozoology: Real Science or Pseudoscience?" IN: Loxton and Prothero, *Abominable Science!: Origins of the Yeti, Nessie, and Other Famous Cryptids*, pp.2-13

- "Where We Stand: The Evidence Weighed and Measured," IN: Meldrum, *Sasquatch: Legend Meets Science*, pp.271-276

- "Horses Do Not Fly," IN: Berlinski, *The Devil's Delusion: Atheism and Its Scientific Pretensions*, pp.43-61

*Quiz

*Smart Questions Due

Week 5: 02/08/2017

The Roots of Psi Research

Readings Due:

-Zingrone and Alvarado, "A Brief History of Psi Research," IN: *Extrasensory Perception: Support, Skepticism, and Science*, pp.42-68

-"The Invention of Ectoplasm," IN: Blum, *Ghost Hunters: William James and the Search for Scientific Proof of Life After Death*, pp.185-207

*Quiz

*Smart Questions Due

*Benchmark: Make sure you have participated in at least one Annotation Discussion by today.

Week 6: 02/15/2017

Field Trip to the Rhine Research Center, Durham, NC (transportation departs from HVC at 4:10pm)

Readings Due:

-Sinclair, *Mental Radio*, pp.1-20

-Rhine and Pratt, "A Review of the Pearce-Pratt Distance Series of ESP Tests," IN: *The Basic Experiments in Parapsychology*, pp.12-25

-Browse the web site for the Rhine Research Center: <http://www.rhine.org/>

*Smart Questions Due

Week 7: 02/22/2017

Contemporary Psi Research

Readings Due:

-"A New Conception Guided by Two Analogies," IN: Carpenter, *First Sight: ESP and Parapsychology in Everyday Life*, pp.11-15

-"A Model of the Mind and of the Place of Psi in Mental Functioning," IN: Carpenter, *First Sight: ESP and Parapsychology in Everyday Life*, pp.39-46

-"Two Vexing Problems: Experimenter Effect and Decline Effect," IN: Carpenter, *First Sight: ESP and Parapsychology in Everyday Life*, pp.287-304

*Quiz

*Smart Questions Due

*Report Due: Psi Experiments

Week 8: 03/01/2017

Statistical Evidence

Readings Due:

-Lehrer, "The Truth Wears Off," *The New Yorker* 86:40 (December 13, 2010), pp.52ff.

-Wasserstein and Lazar, "The ASA's Statement on *p*-Values: Context, Process, and Purpose," *The American Statistician* 70:2 (2016), pp.129-133

- "By the Numbers: Statistical Analyses," IN: Meldrum, *Sasquatch: Legend Meets Science*, pp.211-219

*Quiz

*Smart Questions Due

*Benchmark: Make sure you have participated in at least 3 more Annotation Discussions by today.

*Reflection Due: Psi Experiments

Spring Break: 03/08/2017

Week 9: 03/15/2017

Scale and Measurement

Guest: Dr. Gerard Hayes, President & CEO of the Wireless Research Center of North Carolina and Adjunct Assistant Professor, NC State Department of Electrical and Computer Engineering

Readings Due:

- "Foreword," IN: Eliade, *Patterns in Comparative Religion*, pp.xi-xv

- TBD reading on EMFs.

*Quiz

*Smart Questions Due

Week 10: 03/22/2017

Workshop Session

*Class meets at D.H.Hill Library MakerSpace

Week 11: 03/29/2017

Workshop Session

*Class meets at D.H.Hill Library MakerSpace

TBD in April: Field Research Session: Ghost Hunt

Week 12: 04/05/2017

Workshop Session

*Class meets at D.H.Hill Library MakerSpace

*Benchmark: Make sure you have participated in at least 3 more Annotation Discussions by today.

Week 13: 04/12/2017

Eyewitness Testimony

Guest: Bigfoot eyewitness

Readings Due:

- "Eyewitness Testimony: Insufficient Evidence," IN: Loxton and Prothero, *Abominable Science!: Origins of the Yeti, Nessie, and Other Famous Cryptids*, pp.13-16

- "Bigfoot: The Sasquatch," IN: Loxton and Prothero, *Abominable Science!: Origins of the Yeti, Nessie, and Other Famous Cryptids*, pp.54-71

*Quiz

*Smart Questions Due

Week 14: 04/19/2017

The Evidence of Observation

Guest: Bigfoot eyewitness

Readings Due:

-Zelizer, "On 'Having Been There': Eyewitnessing as a Journalistic Keyword," *Critical Studies in Media Communication* 24:5 (2007), pp.408-428

-TBD reading from journalism handbook

*Quiz

*Smart Questions Due

*Report Due: Ghost Hunt

*Reflection Due: Ghost Hunt

Week 15: 04/26/2017

Presentations & Wrap Up

*Report Due: Independent or Small Group Experiment

Final Exam Period: 05/01/2017, 6-9pm

Presentations & Wrap Up

*Benchmark: Make sure you have participated in at least 2 more Annotation Discussions by today.

*Reflection Due: Independent or Small Group Experiment

HON Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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.

HON 296 section 005		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	The Nile: History and Culture	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Spring 17	
Instructor Name/Title	Jonathan Kramer	
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] 		
Interdisciplinary Studies		
List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i>		
Distinguish between disciplinary methodologies by which various aspects of cultures are understood, i.e. Music, History, Religious Studies.		
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 submit reflections on readings and creative works that will critically analyze the different modes of knowledge by which societies are understood. This will include musical analysis and contextual study of the sacred and secular conditions that give rise to musical expression.		

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.

Demonstrate understanding between various aspects of a society, such as the relationship between music and religion, history and environment.

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.

Through the creation of a poster, students demonstrate their ability to distinguish between religious, artistic, historical and political components of the Nile societies. Posters generated by class will be publicly displayed during Nile Project event.

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.

Synthesize from these multiple lenses a comprehensive sense of culture and society within the two broad areas of the Nile, North African and Sub-Saharan Africa. Explore the history, music, and religion of the peoples and cultural areas of the Nile.

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.

Through a major term paper, students will demonstrate their ability to examine one of the eleven countries of Nile region through two or more disciplinary lenses.

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?

See attachment

- 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

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.

Identify important geographical features, political entities, and components of expressive culture of the Nile region.

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

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

Compare the various aspects of the two regions of the Nile, i.e. North Africa and Sub-Saharan Africa

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 include in their final term paper comparisons between societies the two regions of the Nile: North and Sub-Saharan Africa, primarily Egypt and Uganda.

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): T/Th 8:30AM - 9:45AM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type:
Honors Village Commons, room 202
- 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 UHP 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.
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.

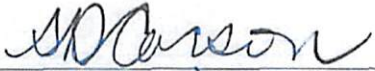
1. Title and author of any required text or publications.

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 HON 296 section 005

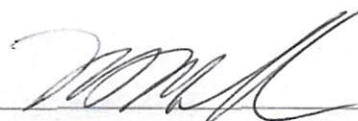
RECOMMENDED BY:

 11/20/2017
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:

 2-21-17
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 2/22/17
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 Course Syllabus

HON 296 – HON 296 The Nile: History and Culture

Section 005

SPRING 2017

3 Credit Hours

Course Description

COURSE DESCRIPTION: This Spring, HON296 Special Topics will concern the Nile River as one of the most distinctive geological features of our planet. We will address the ecological systems of the regions through which it flows, and how it has affected the peoples and civilizations that have developed, risen and fallen along its banks. The course is offered in conjunction with NC LIVE's presentation of a week-long series of special events and symposia in March on the Nile, and issues of sustainability, as well as religion, politics, history, and culture of the peoples of East Africa. In addition to occasional written responses, students will, following SPRING BREAK, participate in a poster session in groups of four students each in conjunction with the Nile Project. Four posters will be presented in the session which will take place on Monday, March 20, dealing with geographical, historical, political, and cultural dimensions of the region respectively. Each student will submit a 2,000-3,000 word term paper at the end of the semester on a topic of his or her choosing.

Learning Outcomes

1. Identify important geographical features and political entities;
 2. Correlate relationships between environment and the history and current political situations in the region;
 3. Examine geographical, historical, political, or cultural dimensions of the region respectively.
-

Course Structure

Seminar

In general, each Tuesday will be devoted to music, culture, religion, history and general information using the two Oxford University Press textbooks, listening from associated material, videos, outside readings, etc. while Thursdays will be devoted to the texts by Jeal and Stewart. Students will be expected to read up to 60 pages of assigned readings per week.

Course Policies

Students come to class on time prepared to learn, having read thoroughly the assignments for the day.

Instructors**Course Meetings**

Seminar

Days: TH

Time: 8:30am - 9:45am

Campus: Main

Location: Honors Village Commons

This meeting is required.

Course Materials

Textbooks

Music Of East Africa - Gregory Barz

Edition: Oxford University Press, 2004

ISBN: ISBN-10: 0195141520

Cost: \$30.00

This textbook is required.

Music of Egypt - Scott Marcus

Edition: Oxford University Press, 2006

ISBN: ISBN-10: 019514645X

Cost: \$30.00

This textbook is required.

**Explorers of the Nile: The Triumph and Tragedy of a Great Victorian
Adventure - Tim Jeal**

Edition: Yale University Press, 2012

ISBN: ISBN-10: 0300187394

Cost: \$13.00

This textbook is required.

Old Serpent Nile - Stanley Stewart

Edition: Firebird Distributing, 1997

ISBN: ISBN-10: 0300187394

Cost: \$5.00

This textbook is required.

Expenses

None.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

Global Knowledge

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

1. Distinguish between disciplinary methodologies by which various aspects of cultures are understood, i.e. Music, History, Religious Studies.
2. Develop understanding between various aspects of a society, such as the relationship between music and religion.
3. Synthesize from these multiple lenses a comprehensive sense of culture and society within the two broad areas of the Nile, North African and Sub-Saharan Africa. Explore the history, music, and religion of the peoples and cultural areas of the Nile.

How This Course Will Fulfill GEP Category Outcomes

1. Through short reflective essays based on assigned readings, students will demonstrate their ability to utilize several methods of understanding the Nile societies.
2. Through the creation of a poster, students demonstrate their ability to distinguish between religious, artistic, historical and political components of the Nile societies.
3. Through a major term paper, students will demonstrate their ability to examine one of the eleven countries of Nile region through two or more disciplinary lenses.

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

Both Music and Religious Studies methodologies will be used in creating a comprehensive model of the expressive culture of two linguistic/culture areas within the Nile region.

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"?

Through lectures, discussions, guided readings, viewing of videos, audio listening, and guest lecturers, students, by the end of this course, will demonstrate their understanding of various significant components of religious and expressive culture, and they will be able to compare those of the two regions, i.e. North Africa and Sub-Saharan Africa.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

- 1a. Following the successful completion of the course, students will be able to identify important geographical features and political entities of the Nile region.
- 1b. Following successful completion of the course, students will be able to recognize components of both Egyptian and Ugandan musical practices.
2. Following successful completion of the course, students will be able to compare the various aspects of the two regions of the Nile, i.e. North Africa and Sub-Saharan Africa

How This Course Will Fulfill GEP Co-requisite Outcomes

- 1a. Students will prepare blank maps showing these geographical and political features.
- 1b. Students will listen to and be able to identify a variety of instruments, contexts, and meanings associated with the musics of the region.
2. Students will include in their term paper comparisons between the two regions of the Nile.

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

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines.

Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

If an assignment will be late, students must notify the instructor BEFORE the due date with a cogent reason for the lateness and a reasonable date when the assignment in question will be submitted. Whether or not there is a grade reduction penalty will be determined by the instructor on a case by case basis.

Attendance Policy

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

Attendance Policy

ABSENCE POLICY:

Students are expected to attend and participate in all class meetings except when there is a legitimate excuse. (See <http://policies.ncsu.edu/regulation/reg-02-20-03> for University policy on excused absences). Illness and other unforeseen circumstances that make attendance impossible must be reported to instructor before the missed class if at all possible, or as soon as possible after scheduled class meeting. An e-mail would be sufficient and appreciated. The third unexcused absence will lower the final grade by a letter as will each subsequent unexcused absence. Four unexcused absences will result in automatic failure. Students are responsible for submitting written work on the first day back to class following an illness.

Absences Policy

An e-mail would be sufficient and appreciated. The third unexcused absence will lower the final grade by a letter as will each subsequent unexcused absence. Four unexcused absences will result in automatic failure.

Makeup Work Policy

Students are responsible for submitting written work on the first day back to class following an illness.

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

There are no electronically-hosted components for this course.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, 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 TH 8:30am - 9:45am – Week 2 Jan. 17, 19 –
01/19/2017 - 01/19/2017**

In general, each Tuesday will be devoted to music, culture, religion, history and general information using the two Oxford University Press textbooks, listening from associated material, videos, outside readings, etc. while Thursdays will be devoted to the texts by Jeal and Stewart. Students will be expected to read up to 60 pages of assigned readings per week.

Map Assignment, Jeal pps. 1-64.

Seminar TH 8:30am - 9:45am — Week 3 — 01/24/2017 - 01/26/2017

Mountains of the Moon (Film), Intro to Marcus, Music of Egypt, pps.1-20, Jeal pps. 65-94.

Seminar TH 8:30am - 9:45am — Week 4 — 01/31/2017 - 02/02/2017

Mountains of the Moon (Film, cont.), Marcus, pps. 21-40; Audio tracks 1-7, Jeal pps. 95-144.

Seminar TH 8:30am - 9:45am — week 5 — 02/07/2017 - 02/09/2017

Marcus, pps. 41-61 Audio tracks 8-14; Jeal pps. 145-189.

Seminar TH 8:30am - 9:45am — Week 6 — 02/14/2017 - 02/16/2017

Verdi, Aida - Act 3. Marcus, pps. 62-73, Audio tracks 15-18; Jeal, pps.190-245.

Seminar TH 8:30am - 9:45am — Week 7 — 02/21/2017 - 02/25/2017

Verdi, Aida - Act 4. Marcus, pps. 73-98, Audio tracks 19-22; Jeal, pps. 246-293.

Seminar TH 8:30am - 9:45am — Week 8 — 02/28/2017 - 03/02/2017

Barz, pps. 1-20, Audio tracks 1-7; Jeal pps. 294-345.

Seminar TH 8:30am - 9:45am — Week 9 — 03/14/2017 - 03/16/2017

FIRST NILE PROJECT EVENT. Required attendance, March 15. No class Tuesday, March 4; Thursday, March 6, Jeal pps. 346-394.

Seminar TH 8:30am - 9:45am — Week 10 — 01/20/2017 - 01/23/2017

NILE PROJECT (cont.) Uganda: Music (Drumming and ritual) after Vatican II. "Uganda Night," March 20, Ballroom.

MID-TERM March 23 Review of Jael due.

Seminar TH 8:30am - 9:45am — Week 11 — 03/28/17 - 03/30/17

Jeal pps. 395-437

Choose one of the following: Burton, Speake, Livingston, Stanley. Write a 700 word essay describing his role in the discovery of the source of the Nile and the opening of Africa.

Seminar TH 8:30am - 9:45am — Week 12 — 04/04/2017 - 04/06/2017

Barz, pps. 21-39, Audio tracks 8-14. Stewart pps. 1-50.

Seminar TH 8:30am - 9:45am — Week13 — 04/11/2017 - 04/13/2017

Barz, pps. 40-58, Audio Tracks 15-19; Stewart pps. 51-100.

Seminar TH 8:30am - 9:45am — Week 14 — 04/18/2017 - 04/20/2017

Stewart pps. 100-150 Review of Stewart due.

**Seminar TH 8:30am - 9:45am — Week 15 — 04/25/2017
- 04/27/2017**

Conclusions. Final term paper.

HON 296-006
Dr. F. Gould

GEP objective 2: Identify and apply authentic connections between two or more disciplines.

Contributions to discussions and submission of writing assignments which –compare and contrast the disciplines as well as how they support each others expertise. Ex. How do researchers and communications experts view the “deficit model” for public interfaces? What can they learn from each other?

GEP objective 3: Explore and synthesize the approaches or views of two or more disciplines.

Students will use qualitative and quantitative approaches to examine the assumptions inherent in the articles they read and write essays that point out those assumptions, and assess those assumptions. They will then synthesize and defend their own assessment of the product. Ex. How do you reconcile the different assumptions of sociologists and economists in evaluating genetically engineered crops in developing countries?

Disciplines that will be synthesized, connected, and/or considered in this course.

How do you “know” that a specific genetic engineering process or product is good or bad, or something else? To fully understand and assess genetic engineering technologies and products requires that we bring in knowledge from a large number of disciplines. On the biological level, we will be considering information from Biochemistry, Molecular Genetics, Population Genetics, Ecology and Environmental Sciences. At the social sciences level, we will bring in information from Economics, Sociology, Psychology, and Anthropology. From the humanities we will be using insights from Rhetoric, Ethics, and Communication.

Integrating multiple points of view into a cohesive understanding

Each discipline brings different knowledge and tools needed for developing and analyzing products and processes of genetic engineering. People who work in a specific discipline sometimes value the knowledge in that discipline over others. Based on the readings for the course and guests who describe their own work, you will see that in a very important sense each discipline brings us different “ways of knowing” that are all valid and inform each other. For example, some of the readings from the recent US National Academies’ report on genetically engineered crops focus on economic perspectives and others on sociological perspectives. Both provide ways of assessing the impacts of genetically engineered crops, but you will gain a richer understanding of genetically engineered crops by integrating both perspectives. Crop breeders and ecologist both study crop resilience to drought, but you will see that by working together, researchers in these two fields can make gains toward crop resilience that they could not make on their own. Similarly, you will learn that we never would have had good tools for genetic engineering if it weren’t for insights from natural historians and classical physiologists. At one time, risk analysis was considered to be a completely “science-based” process. Your readings will explain why the fields of psychology, communication, ethics and sociology are now integral to risk analysis.

Genetic Engineering is considered a “hot button” issue because there is a broad spectrum in the public from those who are highly critical of the process and products and those who view them positively. Typically, people mostly talk to others with similar perspectives. Through our discussions and interactions with guests, you will have an opportunity to gain by talking to informed people with very different perspectives on genetic engineering than your own.

HON GEP Interdisciplinary Perspectives Special Topic Shell Offering

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 006		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Living in a Genetically Engineered World	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2017	
Instructor Name/Title	Dr. Fred Gould, Professor	
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>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p>Students will distinguish between the critical analysis of Genetic Engineering by molecular biologists, economists, ecologists, STS scholars, lawyers, and others.</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>		
<p>Contributions to discussions and submission of writing assignments that summarize and reflect upon course readings. Ex: How and why do the authors of this week's readings frame the potential impacts of genetically engineered fish?</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2: Obj. 2) Identify and apply authentic connections between two or more disciplines.</i></p> <p>Students will draw connections between diverse fields based on analysis of readings, workshops and discussions involving multiple fields.</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>		
<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 read articles and chapters in which authors from different disciplines assess specific products of genetic engineering. Students will bring these different perspectives together in their own synthetic analysis of the product.

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?

See attachment

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): 4:30 pm - 5:45 pm, MW
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Gardner Hall Room 2321
- 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

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.

11-21-8



11-21-8



SIGNATURE PAGE FOR HON 296 section 006

RECOMMENDED BY:

AD Carson 1/20/2017
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] 2-15-17
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 2/16/17
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296-006
Dr. F. Gould

GEP objective 2: Identify and apply authentic connections between two or more disciplines.

Contributions to discussions and submission of writing assignments which –compare and contrast the disciplines as well as how they support each others expertise. Ex. How do researchers and communications experts view the “deficit model” for public interfaces? What can they learn from each other?

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HON 296 (006) Spring 2017
Living in a Genetically Engineered World

Fred Gould
Spring 2017, 3 Credits
Mon/Weds 4:30-5:45PM
Gardner Hall--Room 2321

Email: Fred_Gould@ncsu.edu
Office: Room 1552 Thomas Hall

Office phone: 919-515-1647 (919-832-8633)
Office hours: by appointment

Course Description: Since 1996 most US citizens have been consuming genetically engineered foods, but there is strong opposition to these crops in the US and globally. Today you can buy genetically engineered fish in pet stores and it is possible to make genetically engineered dogs and cats. Researchers are developing engineered mosquitoes to eliminate malaria and save endangered species. Soon it will be possible to make engineered humans. This course will provide students with the basic genetics background to understand what can and cannot be done with genetic engineering and what the uncertainties are. We will use sci fi films, ethics literature, and provocative media pieces to frame discussions on how genetic engineering could impact our future and what actions could be taken to influence what that future looks like.

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:

Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming. Naomi Oreskes About \$10.

The Honest Broker: Making Sense of Science in Policy and Politics. About \$30

(Tomorrow's Table: Organic Farming, Genetics, and the Future of Food. Pamela C. Ronald and R. W. Adamchak About \$10-\$18.)

Format and Policies:

Format: I will give some short informal lectures to frame topics and to ensure that everyone understands certain technical materials. We will also have guests and activities. However, the class format will **mostly** be discussion of readings and videos. The course's success depends on your careful reading and participation in class and on-line discussion. Discussion is not a forum for voicing your opinions uncritically, but for engaging in reasoned, respectful dialogue based on the readings and activities.

Cooperation: Because we will engage with technologies and quantitative methods, this course may include periods when the material is beyond your grasp. If this happens don't hesitate to speak with me or engage a classmate who is more knowledgeable on a specific topic.

Attendance: This course allows for two absences for any reason; no excuses necessary. Additional unexcused absences will cost 1/3 letter grade per infraction. Repeated lateness (3X) will add up to an absence. The university's policy on Attendance Regulation (REG02.20.3) is available online <https://policies.ncsu.edu/regulation/reg-02-20-03>

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, 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.

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.

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>.

Electronic Devices Policy: The course requires maximum participation, and this cannot happen if there are distractions by media interference. All cell phones must remain closed and off during class. Laptops can be used for note taking or reference to course related activities. If I notice that you are involved with viewing non-class material that will count as an absence. Don't do it. Allowances will be made in accordance with Disability Service policies.

Electronic Hosting statements:

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:

<https://wolfware.ncsu.edu/>

<https://nb.mit.edu/>

Course outcomes

Having completed all course requirements, students should be able to:

1. describe the biological techniques used in making transgenic plants, animals, and microbes.
2. explain the basics of Mendelian genetics and crop/animal breeding
3. identify what products of genetic engineering are currently commercialized and where.
4. discuss what the economic, ecological, and cultural impacts have been of currently commercialized products of genetic engineering in different parts of the world.
5. explain the basics of how products of genetic engineering are regulated in different parts of the world.
6. discuss how different stakeholders impact the regulatory process.
7. discuss factors that interact in determining a person's trust in a new technology.
8. discuss diverse approaches for researchers to gain public trust.
9. Describe new genetic engineering technologies on the horizon and what the products of those technologies might be.
10. Discuss the ethical issues involved in animal and human genetic engineering.

GEP Category Objectives

HON 296-006 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 Genetic Engineering by molecular biologists, economists, ecologists, STS scholars, lawyers, and others.
- **Means of assessment for outcome:** Contributions to discussions and submission of writing assignments that summarize and reflect upon course readings. Ex: How and why do the authors of this week's readings frame the potential impacts of genetically engineered fish?

GEP objective 2: Identify and apply authentic connections between two or more disciplines.

- **Course outcome:** Students will draw connections between diverse fields based on analysis of readings, workshops and discussions involving multiple fields.
- **Means of assessment for outcome:** Contributions to discussions and submission of writing assignments which –compare and contrast the disciplines as well as how they support each others expertise. Ex. How do researchers and communications experts view the “deficit model” for public interfaces? What can they learn from each other?

GEP objective 3: Explore and synthesize the approaches or views of two or more disciplines.

- **Course outcome:** Students will read articles and chapters in which authors from different disciplines assess specific products of genetic engineering. Students will bring these different perspectives together in their own synthetic analysis of the product.
- **Means of assessment for outcome:** Students will use qualitative and quantitative approaches to examine the assumptions inherent in the articles they read and write essays that point out those assumptions, and assess those assumptions. They will then synthesize and defend their own assessment of the product. Ex. How do you reconcile the different assumptions of sociologists and economists in evaluating genetically engineered crops in developing countries?

Disciplines that will be synthesized, connected, and/or considered in this course.

How do you “know” that a specific genetic engineering process or product is good or bad, or something else? To fully understand and assess genetic engineering technologies and products requires that we bring in knowledge from a large number of disciplines. On the biological level, we will be considering information from Biochemistry, Molecular Genetics, Population Genetics, Ecology and Environmental Sciences. At the social sciences level, we will bring in information from Economics, Sociology, Psychology, and Anthropology. From the humanities we will be using insights from Rhetoric, Ethics, and Communication.

Integrating multiple points of view into a cohesive understanding

Each discipline brings different knowledge and tools needed for developing and analyzing products and processes of genetic engineering. People who work in a specific discipline sometimes value the knowledge in that discipline over others. Based on the readings for the course and guests who describe their own work, you will see that in a very important sense each discipline brings us different “ways of knowing” that are all valid and inform each other. For example, some of the readings from the recent US National Academies’ report on genetically engineered crops focus on economic perspectives and others on sociological perspectives. Both provide ways of assessing the impacts of genetically engineered crops, but you will gain a richer understanding of genetically engineered crops by integrating both perspectives. Crop breeders and ecologists both study crop resilience to drought, but you will see that by working together, researchers in these two fields can make gains toward crop resilience that they could not make on their own. Similarly, you will learn that we never would have had good tools for genetic engineering if it weren’t for insights from natural historians and classical physiologists. At one time, risk analysis was considered to be a completely “science-based” process. Your readings will explain why the fields of psychology, communication, ethics and sociology are now integral to risk analysis.

Genetic Engineering is considered a “hot button” issue because there is a broad spectrum in the public from those who are highly critical of the process and products and those who view them positively. Typically, people mostly talk to others with similar perspectives. Through our discussions and interactions with guests, you will have an opportunity to gain by talking to informed people with very different perspectives on genetic engineering than your own.

Course Assignments and Assessments:

Participation and Discussion; You must show up well-prepared, on-line and in class, and be ready to read, write, speak and listen well.

Classroom participation (20%) is evaluated on the following basis:

A: Contributions in class are relatively frequent and reflect exceptional preparation. Consistently makes comments and asks questions that assist the learning of the class as a whole..

B: Contributions in class are relatively frequent and generally reflect thorough preparation. Often makes comments and 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.

D: Participates little in class and often is unprepared.

F: Contributions in class are disruptive of the academic environment. Class activities are approached without seriousness and in a way that is disruptive to others in class.

Reading/Videos Questions and Comments (20%):

Once or twice a week, you will typically be asked to submit two questions/comments on-line about the week’s readings/videos and also respond to one question/comment of another student. These questions and comments must be submitted by noon on the day of the class. These must demonstrate not only that you have read and understood the assigned texts, but also that you have reflected on them, raised questions about them, and attempted to situate them in the ongoing conversations we develop.

A: Misses deadlines on contributions up to two times and contributions reflect exceptional preparation. Consistently makes comments and asks questions that assist the learning of the class as a whole.

B: Misses deadlines on contributions up to four times. Contributions generally reflect thorough preparation. Often makes comments and asks questions that assist the learning of the class as a whole.

C: Misses deadlines on contributions five to six times. Contributions often do not show diligence.

D: Misses deadlines on contributions seven or more times. Contributions do not show diligence.

F: Misses many deadlines and fails to contribute substantially.

Two Midterms (15%): Your midterm exams will consist of a mix of questions with short and long answers asking you to demonstrate your command of the technical material in the readings.

Final exam (20%): The final will involve essay questions that call on you to demonstrate your ability to think in a scholarly and personal manner about the subjects of the semester.

Paper *OR* project (25%): Due April 26th.

Paper: You will write a 10-15 page paper (double-space 12pt times) wherein you 1) carefully critique a book, or 2) delve deeply into one GE topic.

Abstracts of paper topics must be approved by me by March 1st.

Project: A project could involve one or more students. Projects could involve 1) Interdisciplinary analysis of a set of articles and books on a class topic, 2) Combined survey and focus group analysis of an issue addressed in class, 3) Other project approved by me.

Abstracts of project topics must be approved by me by March 1st

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.

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.

Grade Scale: (partial points above 0.49 will be rounded up)

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-	

Course Schedule

(course schedule is subject to change with appropriate notification to students)

- 1) Jan 9th Student introductions. Also overview of course content and requirements, including discussion of statement on “Productive, inclusive, ethical communication”
HW---Write a 500 word description of yourself. Write a 500 word description of your thoughts about genetic engineering. Send both to Fred Gould via email. Fill out this survey
<https://www.surveymonkey.com/r/SQXMVCVN>

---All these assignments due by noon of Jan 11th—email to Fred_Gould@ncsu.edu --as a word document or just part of the main email--

- 2) Jan 11th Discussion of survey results in broader context
HW—watch *Gattaca* and videos on Punnett Squares and pedigrees
- 3) Jan 16th Presentation on Mendelian genetics and discussion of the feasibility of *Gattaca*
HW—readings and films about embryo selection, general reading on ethics.
- 4) Jan 18th Discussion of the ethics of embryo selection.
HW—watch *The Incredible Shrinking Man* and *Spiderman (if you haven't seen it)*
Talk to at least four friends, family and acquaintances to get a sense of their understanding and feelings about GMOs....and take good notes on content of conversation and facial/body language.
- 5) Jan 23rd Discussion of the origin of perspectives on GMOs (GE Crops) and discussion of why atomic power and radiation are so prominent in Sci Fi movies.
HW— watch assigned videos and readings on GMOs –Take notes on the major assumptions/conclusions of each.
- 6) Jan 25th Discuss videos and readings on GMOs
HW— Search the internet for the most trustworthy videos on GE crops and foods
- 7) Jan 30th Discuss what makes some information on the internet trustworthy
HW ---Read Introduction and Chapter 1 of “Merchants of Doubt”
- 8) Feb 1st Discussion of “Merchants of Doubt” chapters
HW Small groups read other chapters in Merchants of Doubt”
- 9) Feb 6th Presentation of chapters from “Merchants of Doubt” by each group
HW—Read Chapters 3 from “Genetically Engineered Crops: Experience and Prospects”
--Genetically Engineered Crops Through 2015--
- 10) Feb 8th Discussion of Chapter 3 of GE Crops report
HW --- Prepare for exam
- 11) Feb 13th Exam
HW--- More readings on DNA and Central Dogma of Biology
- 12) Feb 15th Presentation and discussion of DNA and Central Dogma of Biology
HW--- More readings on molecular biology
- 13) Feb 20th More presentation and discussion of molecular biology
HW—Read Chapter 4 of GE Crops report
- 14) Feb 22nd Discussion of agricultural and environmental impacts of GE crops
HW—Read Chapter 5 of GE Crops report
- 15) Feb 27th Discussion of human health impacts of GE crops
HW— Read Chapter 6 of GE Crops report
- 16) Mar 1st Discussion of socio-economic impacts of GE crops
HW—small groups will read other chapters from the GE crops report
- 17) Mar 6th Spring Break
- 18) Mar 8th Spring Break
- 19) Mar 13th Presentation by small groups of specific chapters of GE crops report

HW—Readings about engineered microbes

- 20) Mar 15th Discussion of engineered cheese, beer, and insulin
HW—Exam preparation
- 21) Mar 20th Exam
HW--Readings on engineered livestock and pets
- 22) Mar 22nd Discussion of the genetics of animals and cloning
HW-Reading on genetic engineering to save endangered species and resurrect species
- 23) Mar 27th Discussion of the future of conservation biology
HW- Readings on engineering mosquitoes to save lives
- 24) Mar 29th Discussion of what constitutes responsible conduct in international development.
HW—Watch Jurassic World
- 25) Apr 3rd Discussion of the genetic basis for Jurassic World
HW- Readings on human gene editing versus gene therapy
- 26) Apr 5th Discussion of the genetic basis for human genetic engineering and its limits
HW—film and reading on transhumanism
- 27) Apr 10th Decisions in human gene editing
HW –Begin reading “The Honest Broker” –Chapters 1 and 2
- 28) Apr 12th Discussion of Chapters 1 and 2
HW—Read remainder of “The Honest Broker”
- 29) Apr 17th Discussion of the roles of scientists in society
- 30) Apr 19th Preparation
- 31) Apr 24th Presentations
- 32) Apr 26th Presentations

HON GEP Visual and Performing Arts Special Topic Shell Offering

This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts 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 Visual and Performing Arts objectives will provide instruction and guidance that help students to:

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

HON 299 section 001	
Department(s)/Program	University Honors Program
Special Topic Title: <small>(30 character limit)</small>	Music of the Celtic World
Term to be Offered	Spring 2017
Instructor Name/Title	Alison Arnold/Teaching Assistant 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>Visual and Performing Arts Objective 1: Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.</i></p> <p>Interpret and analyze music on the basis of its structural, stylistic, and aesthetic elements and its social and historical contexts.</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>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Visual and Performing Arts Objective 2: Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.</i></p> <p>Identify and apply the basic concepts and terms used in musical investigation to specific musical performances in Ireland, Scotland, and other "Celtic nations."</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	

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.*

Distinguish and evaluate the roles of music in expressing social identity.

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

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 *Visual and Performing Arts* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): 11:45 am - 1:00 pm, T/Th
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type:
Honors Village Commons, #201 Multipurpose 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.

Restricted to 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.

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 299 section 001

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

1/20/2017

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

2-15-17

DATE



COLLEGE DEAN

2/16/17

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HON 299-001

A. Arnold

Objective 1:

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 respond to the following question in Writing Assignment #3:

Vocal music that emphasizes rhythm over melody, beat over lyrics, exists in various parts of the Celtic world: liltin in Ireland, waulking songs and puirt-a-beul in Scotland, and kan ha diskan in Brittany, for example. First, describe two of these types of song in terms of lyrics/syllables, rhythms, melodies, musical form, and performance context (uses of music). Second, describe an example of your own (in these same terms) in which rhythm is the primary focus of the music. In your view, why does the rhythm overpower the lyrics?

Objective 2:

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 answer the following questions in Writing Assignment #1:

Perhaps the two most common forms of music in the Irish and Scottish traditions are reels and jigs. Describe the characteristics of each of these two musical forms in your own words. In Williams, Ch. 6, the author discusses these two instrumental forms under the headings "Join the Session." Why does she then describe Airs under the heading "Don't Join the Session"? What is an "Air" and why is this considered inappropriate for a musical session?

Objective 3:

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.

For their final assignment, students will carry out an individual research project consisting of a written paper (minimum 2000 words) and a ten-minute presentation to the class. The assignment is to select a topic related to Celtic music and/or dance, and to research and analyze the topic based on its stylistic, aesthetic, and structural elements, and its socio-cultural and historical contexts. Students may choose to investigate an individual musician, band, or music or dance style, either locally in the Triangle or

elsewhere; they might explore a Celtic music scene or festival; or they might research a film, literary work, or theater production that features Celtic culture, music, and/or dance. The project may include field research in which students interview a musician or dancer, for example, or the research may be purely library-based. Students may investigate a class topic in greater detail or a Celtic music topic not covered in class. A major goal of the research and analysis is to understand and explain the meaning of "Celtic" in your chosen topic, both to the relevant artists and/or performers, and to the student as the researcher. They will examine the ways that the artist(s), art form, art work, style, event, or scene expresses Celtic culture and identity. They will also consider the reception and impact of the artist(s), music, dance, event, scene, etc. on modern art and society. In researching a performance tradition, students might consider questions such as: What makes up a music group/community/scene? What does it mean to be a regular, a session player, a dancer? From where do we draw creativity? Why do we perform, learn, teach? How do we listen? Why do we celebrate live music over mediated music, or vice versa? Who is the "we" of a music tradition? In researching a festival, a film, or other artwork, they might explore questions such as: What are the Celtic roots or other connections with Celtic history and culture? How is traditional culture made relevant to today's world? How do we express cultural identity through art, music, and dance? Why are Celtic music and dance so widely popular and attractive in the 21st century?

HON 299 Course Syllabus

HON 299 - Music and the Celtic World

Section 001

SPRING 2017

3 Credit Hours

Course Description

In this course, students explore the diverse musics of the Celtic world, from cultural practices of the ancient Celts to folk and popular traditions of Ireland, Scotland, Wales, Brittany, Galicia, Cape Breton, and the United States. They investigate the origin and meanings of "Celtic music," and study its diverse instrumental, vocal, and dance traditions, and its varied performance practices, occasions, and purposes. Through history, literature, poetry, spirituality, and mythology, students examine the realities and fictions of the ancient and modern Celtic world. Through live and recorded music and dance performance, they consider the continuities of Celtic culture across time and space, and the significance of Celtic music today in terms of cultural identity, tradition, and globalization.

Learning Outcomes

By the end of the course, students will demonstrate that they are able to:

1. Interpret and analyze music on the basis of its structural, stylistic, and aesthetic elements and its social and historical contexts.
2. Identify and apply the basic concepts and terms used in musical investigation to specific musical performances in Ireland, Scotland, and other "Celtic nations."
3. Distinguish and evaluate the roles of music in expressing social identity.
4. Articulate and critically evaluate ideas and conclusions on the meaning of "Celtic music" based on evidence provided by authors.
5. Analyze the roles Celtic music and dance play in enhancing human social life.

Course Structure

Class meetings will include interactive lectures, class discussions, and class participation in singing and dancing as directed by guest artists. Students are required to attend two on-campus music and dance events outside of class.

Course Policies

Computers or other electronic devices may be used only when directed by the instructor to work on class assignments. Expected class behavior includes: no sleeping, no talking unless class related, no eating or drinking during class, and no working on assignments for other classes.

Instructors

Alison Arnold (aearnold) - *Instructor*

Email: aearnold@ncsu.edu

Phone: 919-515-7952

Office Location: Price Music Building, Rm. 209

Office Hours: By appointment

Course Meetings

Seminar

Days: TH

Time: 11:45am - 1:00pm

Campus: Main

Location: Honors Village Commons, Rm. 201

This meeting is required.

Course Materials

Textbooks

Focus: **Irish Traditional Music** - *Sean Williams*

Edition: 1st

ISBN: 978-041599147-6

Web Link: <https://www.routledge.com/Focus-Irish-Traditional-Music/Williams/p/book/9780415991476>

Cost: \$54.95

This textbook is required.

The Táin: **Translated from the old Irish epic Táin Bó Cúailnge** - *Ciaran Carson, transl.*

Edition: 1st

ISBN: 978-0140455304

Cost: \$13.85

This textbook is required.

Expenses

Music concert ticket - \$5

This expense is required.

Contra dance attendance - \$6

This expense is required.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

Course restricted to University Honors Program students; others by permission of the UHP.

General Education Program (GEP) Information

GEP Category

Visual and Performing Arts

GEP Category Outcomes

1. Interpret and analyze music on the basis of its structural, stylistic, and aesthetic elements and its social and historical contexts.

2. Identify and apply the basic concepts and terms used in musical investigation to specific musical performances in Ireland, Scotland, and other "Celtic nations."

3. Distinguish and evaluate the roles of music in expressing social identity.

How This Course Will Fulfill GEP Category Outcomes

Course Outcome 1: Interpret and analyze music on the basis of its structural, stylistic, and aesthetic elements and its social and historical contexts.

Means of Assessment

Students will respond to the following question on Writing Assignment #3:

Vocal music that emphasizes rhythm over melody, beat over lyrics, exists in various parts of the Celtic world: liltin in Ireland, waulking songs and puirt-a-beul in Scotland, and kan ha diskan in Brittany, for example. First, describe two of these types of song in terms of lyrics/syllables, rhythms, melodies, musical form, and performance context (uses of music). Second, describe an example of your own (in these same terms) in which rhythm is the primary focus of the music. In your view, why does the rhythm overpower the lyrics?

Course Outcome 2: Identify and apply the basic concepts and terms used in musical investigation to specific musical performances in Ireland, Scotland, and other "Celtic nations."

Means of Assessment

Students will answer the following questions on Writing Assignment #1:

Perhaps the two most common forms of music in the Irish and Scottish traditions are reels and jigs. Describe the characteristics of each of these two musical forms in your own words. In Williams, Ch. 6, the author discusses these two instrumental forms under the headings "Join the Session." Why does she then describe Airs under the heading "Don't Join the Session"? What is an "Air" and why is this considered inappropriate for a musical session?

Course Outcome 3: Distinguish and evaluate the roles of music in expressing social identity.

Means of Assessment

For their final assignment, students will carry out an individual research project consisting of a written paper (minimum 2000 words) and a ten-minute presentation to the class. The assignment is to select a topic related to Celtic music and/or dance, and to research and analyze the topic based on its stylistic, aesthetic, and structural elements, and its socio-cultural and historical contexts. The project may include field research, in which students interview a musician or dancer for example, or the research may be purely library-based. A major goal of the research and analysis is to understand and explain the meaning of "Celtic" in the chosen topic, both to the relevant artists and/or performers, and to the student as the researcher. Students will examine the ways that the artist(s), art form, art work, style, event, or scene expresses Celtic culture and identity. They will also consider the reception and impact of the artist(s), music, dance, event, scene, etc. on modern art and society. In researching a performance tradition, students might consider questions such as: What makes up a

music group/community/scene? What does it mean to be a "regular," a session player, a dancer? From where do we draw creativity? Why do we perform, learn, teach? How do we listen? Why do we celebrate live music over mediated music, or vice versa? Who is the "we" of a music tradition? In researching a festival, a film, or other artwork, they might explore questions such as: What are the Celtic roots or other connections with Celtic history and culture? How is traditional culture made relevant to today's world? How do we express cultural identity through art, music, and dance? Why are Celtic music and dance so widely popular and attractive in the 21st century?

GEP Co-requisites**Global Knowledge**

GEP Co-requisite Outcomes

Articulate and critically evaluate ideas and conclusions on the meaning of "Celtic music" based on evidence provided by authors.

Identify and apply the basic concepts and terms used in musical investigation to specific musical performances in Ireland, Scotland, and other "Celtic nations."

Analyze the roles Celtic music and dance play in enhancing human social life.

How This Course Will Fulfill GEP Co-requisite Outcomes

Course Outcome 4: Articulate and critically evaluate ideas and conclusions on the meaning of "Celtic music" based on evidence provided by authors.

Means of Assessment

Students will consider the following questions on Writing Assignment #1:

Sean Williams writes in *Focus: Irish Traditional Music*, "In the twenty-first century, [the term] "Celtic music" has become a modern construction emerging from a perceived shared identity in opposition to a dominant culture" (p.82). The cultural and musical traditions of this "shared identity" include Irish, Scottish, Welsh, Cornish, Manx, Breton, and Galician. Drawing on your readings and class discussions, what are the significant elements (historical, linguistic, artistic) that bring these regions together under the rubric "Celtic"? Identify and explain.

Course Outcome 2: Identify and apply the basic concepts and terms used in musical investigation to specific musical performances in Ireland, Scotland, and other "Celtic nations."

Means of Assessment

Students will respond to the following prompt on Writing Assignment #3:

Sean-nós is the old singing style of Ireland that continues today largely in the Gaeltacht (Irish-speaking) areas. Far more widespread in the Celtic regions are English-language ballads and songs. (a) Listen to these two performances of Irish *sean-nós* and English ballad, and compare the two performances in terms of performance practice and singing style. Contrast the social contexts in which the singing takes place, the emotional expression of the singers, the instrumental accompaniment, and the vocal characteristics of the two singing styles. How are the two traditions and social contexts similar and different? (b) In a separate paragraph, discuss some of the ways learning and performing popular music today differs from musical practices in these older traditions.

Course Outcome 5: Analyze the roles Celtic music and dance play in enhancing human social life.

Means of Assessment

Students will consider and respond to the following questions on Writing Assignment #2

The *Táin Bó Cúailnge* ("Cattle Raid of Cooley") is the longest and most important tale in the Ulster Cycle of Irish mythology, and one of the greatest prose sagas of the ancient world. The tale contains a number of references to musicians, songs, and poetic verse: for example, harpers (Carson, pp. 21, 26, 57); bards and poets (Carson, pp. 12-13, 123); and solo singing and chanting (Carson, pp. 26-27, 95, 97, 104, 124-127, 197-198). From your reading of this epic, what can we discern about the uses of music and the roles it played in ancient Celtic society? Draw broadly on these and other references in the text to discuss examples.

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
Attendance and participation	10%	Regular attendance is required. Participation includes completion of reading assignments and thoughtful participation in class discussions, and engagement in class activities.
Writing assignments	60%	Four short (750+ word) writing assignments during the semester, each 15% of final grade. Note: Partial grades will not be given for incomplete assignments. These will be returned to you for completion.
Final research paper and presentation	30%	The final research project consists of a 2000+ word written paper (20%) and a ten-minute oral presentation to the class (10%). Note: Partial grade will not be given for an incomplete paper. This will be returned to you for completion.

Letter Grades

This Course uses Standard NCSU Letter Grading Scale

97	≤	A+	≤	100
93	≤	A	<	97
90	≤	A-	<	93
87	≤	B+	<	90
83	≤	B	<	87

80	≤	B-	<	83
77	≤	C+	<	80
73	≤	C	<	77
70	≤	C-	<	73
67	≤	D	<	70
63	≤	D	<	67
60	≤	D-	<	63
0	≤	F	<	60

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>. 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.

Late Assignments

Students must submit and upload to Moodle all assignments by their due date stated in the syllabus. If students need to request an extension due to extenuating circumstances, they may do so by sending an email to the instructor at least one day before the deadline, explaining the reason for the request. A reply will be sent to the student before the deadline. If the request is considered valid and granted, there will be no late penalty. Late work submitted without an emailed explanation will be marked down one fraction of a letter grade (e.g., A to A-, B- to C+, etc.) per 24 hours, as counted from the deadline date and time, with the first mark-down taken immediately. Absences due to serious illness or personal emergency will be excused from this policy.

Attendance Policy

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

Attendance Policy

Regular attendance in class is required. Students must be present for the entire class to be counted present.

Absences Policy

All anticipated absences must be cleared with the instructor at least one week in advance. See the NCSU Attendance Regulations for the definition of excused and unexcused absences, and for a list of

excusable absences. Students are allowed two unexcused absences without penalty. Each unexcused absence after the second will lower your attendance/participation grade by 10%. Six or more unexcused absences will result in an F in the course. In the event of an absence due to one of the defined emergency situations, notification and documentation are required within a week after your return to campus. There will be no penalty for excused absences.

Makeup Work Policy

For all absences, students are responsible for making up work missed. Students must contact the instructor before, or as soon as possible after, the absence to determine the make-up work required and the deadline for completing it.

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>. I fully expect all students to complete all assignments honestly. Students who violate University rules on academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on academic integrity will be strictly enforced.

I assume that by putting your name on an assignment, you as a North Carolina State University student are in compliance with the University Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment." All students should be aware of The University's policy on academic integrity, dishonesty, cheating, and plagiarism found in the Code of Student Conduct Policy (see section 8: "Academic Misconduct").

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.
None.

Honor Pledge

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

Electronically-Hosted Course Components

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

Accommodations for Disabilities

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

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all

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

Course Schedule

NOTE: The course schedule is subject to change.

Seminar TH 11:45am - 1:00pm — Week 1 — 01/10/2017 - 01/12/2017

Tu. Jan. 10: Introduction and Overview

Th. Jan. 12: The Celts - History and Culture

Reading: Nigel Pennick. 1997. "Introduction to Celtic Culture." In *The Sacred World of the Celts*. Rochester, VT: Inner Traditions International, pp. 8-25. [On reserve]

Seminar TH 11:45am - 1:00pm — Week 2 — 01/17/2017 - 01/19/2017

INSTRUMENTAL MUSIC

Tu. Jan. 17: Ireland; Traditional Irish Music

Reading: Sean Williams. 2010. *Focus: Irish Traditional Music*. New York: Routledge, pp. 3-17, 129-155.

Th. Jan. 19: Ireland. Guest musicians - Southwind Celtic Trio (Irish flute, Irish harp, cello)

Seminar TH 11:45am - 1:00pm — Week 3 — 01/24/2017 - 01/26/2017

Tu. Jan. 24: Scotland. Guest musician - Scottish Highland bagpiper

Reading: Williams, pp. 81-90.

Th. Jan. 26: Celtic Britain (Wales, Northumberland, Cornwall, Isle of Man) and Celtic Western Europe (Brittany, Galicia)

Reading: Williams, pp. 91-102.

Seminar TH 11:45am - 1:00pm — Week 4 — 01/31/2017 - 02/02/2017

CELTIC MYTHOLOGY AND FOLKLORE

Tu. Jan. 31: Tales and Legends: *The Táin*

Readings: Ciaran Carson, transl. 2009. *The Táin*. Translated from the old Irish Epic *Táin Bó Cúailnge*. London and New York: Penguin Classics;

Williams, pp. 25-36.

Th. Feb. 2: The Celtic Otherworld; *The Secret of Roan Inish* (1994 film)

Reading: Karen Ralls-MacLeod. 2000. *Music and the Celtic Otherworld: From Ireland to Iona*. Edinburgh: Polygon at Edinburgh, pp. 25-51. [On reserve]

Writing Assignment #1: Instrumental Music

Seminar TH 11:45am - 1:00pm — Week 5 — 02/07/2017 - 02/09/2017

CELTIC SPIRITUALITY AND BARDIC TRADITIONS

Tu. Feb. 7: Celtic Gods; Seasonal Festivals

Readings: Pennick, "The Sacred Year," pp. 97-109;

Barry Cunliffe. 1993. "Religion and Mystery." In *The Celtic World*. New York: St. Martin's Press, pp. 68-99. [On reserve]

Th. Feb. 9: Druids, Bards, and Bardic Poetry; Turlough O'Carolan

Readings: Cunliffe, "The Druids," pp. 106-110. [On reserve]

Williams, pp. 48-52.

Writing Assignment #1 due, Th. Feb. 8, 11:55pm

Seminar TH 11:45am - 1:00pm — Week 6 — 02/14/2017 - 02/16/2017

VOCAL MUSIC

Tu. Feb. 14: Irish Sean-Nós Singing

Reading: Williams, pp. 159-79.

Th. Feb. 16: Irish (Gaelic) Song. Guest singer

Reading: Williams, pp. 179-86.

Seminar TH 11:45am - 1:00pm — Week 7 — 02/21/2017 - 02/23/2017

Tu. Feb. 21: English- and Welsh-language Songs and Ballads

Reading: Williams, pp. 187-212.

Th. Feb. 23: Scottish Gaelic Song; Breton *Kan Ha Diskan*

Reading: Michael Newton. "Scottish Gaelic Song Traditions." Blog post, Sept. 15, 2013.

Writing Assignment #2: Vocal Music

Seminar TH 11:45am - 1:00pm — Week 8 — 02/28/2017 - 03/02/2017

DANCE

Tu. Feb. 28: Irish Step Dance. Guest Irish step dancer

Reading: Williams, pp. 218-28.

Th. Mar. 2: Scottish Dance. Guest Scottish Highland dancer

Writing Assignment #2 due, Th. Mar. 1, 11:55pm

Seminar TH 11:45am - 1:00pm — Week 9 — 03/07/2017 - 03/09/2017

SPRING BREAK - No classes

Seminar TH 11:45am - 1:00pm — Week 10 — 03/14/2017 - 03/16/2017

Tu. Mar. 14: Welsh, Breton, and Galician dance

CELTIC MUSIC IN NORTH AMERICA

Th. Mar. 16: Scottish and Irish Immigration to North America

Reading: Fiona Ritchie and Doug Orr. 2014. "Crossing." In *Wayfaring Strangers: The Musical Voyage from Scotland and Ulster to Appalachia*. Chapel Hill: University of North Carolina Press, pp. 104-128.

Seminar TH 11:45am - 1:00pm — Week 11 — 03/21/2017 - 03/23/2017

Tu. Mar. 21: Traditional Music Scene in Cape Breton, Canada

Th. Mar. 23: Music Sessions, Summer Schools, and Festivals

Reading: Williams, pp. 17-24, 103-28.

Writing Assignment #4: Dance, and Celtic Music in North America

Final Research Project assigned

Seminar TH 11:45am - 1:00pm — Week 12 — 03/28/2017 - 03/30/2017

CELTIC CHRISTIANITY

Tu. Mar. 28: Celtic Christianity; The Book of Kells

Readings: Pennick, "The Celtic Church," pp. 82-95. [On reserve]

Williams, pp. 36-48.

Th. Mar. 30: *The Secret of Kells* (2009 film)

Writing Assignment #4 due, Th. Mar. 29, 11:55pm

Seminar TH 11:45am - 1:00pm — Week 13 — 04/04/2017 - 04/06/2017

MUSICIANS

Tu. Apr. 4: Ceili Bands; *The Boys and a Girl from County Clare* (2003 film)

Th. Apr. 6: Celtic Musicians, Singers, Bands, and Supergroups - a case study in Brittany

Reading: Desi Wilkinson. 2003. "'Celtitude,' Professionalism, and the *Fest Noz* in Traditional Music in Brittany." In *Celtic Modern: Music at the Global Fringe*, eds. Martin Stokes and Philip Bohlman. Lanham, MD: Scarecrow Press, pp. 219-56. [On reserve]

Seminar TH 11:45am - 1:00pm — Week 14 — 04/11/2017 - 04/13/2017

NEW CONTEXTS FOR MUSIC AND DANCE

Tu. Apr. 11: The Celtic Revivals and the Recording Industry

Readings: Michael Newton. "The Fallacies of 'Celtic Music': Or, Is there such a thing as 'Celtic Music'?" Blog post, Sept. 15, 2013;

Williams, pp. 213-18, 228-36.

Th. Apr. 13: Transmission and Traditional Music Education - a case study in Scotland

Reading: Peter Symon. 2003. "'You Cannae Take Your Music Stand into a Pub': A Conversation with Stan Reeves about Traditional Music Education in Scotland." In *Celtic Modern*, pp. 257-74. [On reserve]

Seminar TH 11:45am - 1:00pm — Week 15 — 04/18/2017 - 04/20/2017

Tu. Apr. 18: Celtic Rock, Rolk Rock, and Punk

Reading: Sean Campbell and Gerry Smyth. 2005. *Beautiful Day: Forty Years of Irish Rock*. Cork: Atrium (Cork University Press), pp. 1-4, 21-23, 41-43, 56-59, 97-99, 112-14, 152-55. [On reserve]

Th. Apr. 20: Celtic Hip Hop

Seminar TH 11:45am - 1:00pm — Week 16 — 04/25/2017 - 04/27/2017

Tu. Apr. 25: Final Presentations.

Final Research Project due on date of final class presentation

Th. Apr. 27: Final Presentations.