



Division of Academic and Student Affairs
 Office of Undergraduate Courses & Curricula
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Council on Undergraduate Education 2017-2018

September 22nd, 2017
 Talley Student Union 4140
 1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Instructions, Chair Ghada Rabah
- Remarks from UCCAS/DASA

New Business

- Approval of CUE September 1, 2017 Minutes
- Course and Curricular Business

Consent Agenda

GEP Category	GEP Action	Notes
NS	FS/ANS/PO 322 Muscle Foods and Eggs	Removing NS GEP from course
IP, USD	IPUS 295 "Globalizing North Carolina"	Second offering, (1 st offering Dec 9, 2016)

GEP Shell Special Topics Offering

Presenter	Reviewers	GEP Category Under Review	GEP Action	Notes
Domingue	Knowles, Joines, Minogue	HUM/GK, VPA	HUMG/VPGE 295 "The Music and Arts of Prague and Vienna"	First Offering, Crosslisted

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 2017-2018September 1, 2017
Talley Student Union 4140
Call to Order: 1:31 PM**Members Present:** Past Chair Peggy Domingue, James Minogue, Hatice Ozturk, James Knowles, Tania Allen, Cynthia Levine, Erin Sills, Tim Petty, Jeff Joines, Carrie Pickworth, Robert Beckstead,**Members Absent:** Chair Ghada Rahba, David Auerbach, Coleman Simpson**Ex-Officio Members Present:** Li Marcus, Lexi Hergeth, Erin Dixon, Carrie Zelna, Melissa Williford**Guests:** Jeremiah Feducia, Molly Fenn, Chad Jordan, Caroline Myrick, David Shew, Daniel Bolger**WELCOME AND INTRODUCTIONS**

- *Remarks from Past Chair Peggy Domingue* - Welcomed the committee, proxy, introduced the guests and read the charge of the committee.
- *Introductions*- Members went around the introducing themselves and what department and college they represent
- *Remarks and Updates from OUCCAS/DASA* – Carrie Zelna introduced herself and announced Brett Smith will come to NC State October 1st and serve as the Senior Associate Dean of DASA. Li Marcus presented a quick training guide for the committee covering the role of the committee, reviewing, discussing, voting, and communication. She explained the functions of presenters and reviewers on the agenda and how to pass motions. Li also explained what members should focus on when reviewing courses such as if the outcomes align with the GEP outcomes or if the measures of outcomes measure the outcomes. Li explained the types of approval; Approved, Approved with Friendly suggestion, Approved Pending, or Table.
- *Establish Quorum* – Chair Peggy Domingue explained the equation to meet quorum; (Total members divided by 2, plus one) Member Jeff Joines made a motion to set quorum at 10 for the year.
- Approval of the Minutes from April 21st 2017. – Approved with one abstention from Jeff Joines (JJ absent from last meeting)
 - Discussion: Motion to approve the past minutes by member Tania Allen.

NEW BUSINESS**Consent Agenda:** (FS/ANS 324 and LOG 201) - Approved Unanimously

The consent agenda was presented by member Robert Beckstead.

GEP Review

- **ENG 207 Studies in Poetry:** (HUM) – Approved Unanimously
Discussion: Presented by member James Knowles. Member commented this course is a good example of the segment about assignments relating to the outcomes, another member suggested modifying objective one to fit the outcome better.
- **ENG/FL 223 Contemporary World Literature I:** (HUM, GK) – Approved Unanimously
Discussion: Presented by member James Knowles.
- **ENT 305 Introduction to Forensic Entomology:** (NS) – Approved Pending
Discussion: Presented by member Robert Beckstead. Member said examples of the types of exam questions are needed for the committee to confirm how objective 1 is met. Member made a motion to change the motion to approve pending, members voted to change. Member also made the friendly suggestion that the grade distribution doesn't clarify the distribution. Members voted on the amended motion to approved pending examples of the exam questions are provided.
- **ENT 425 General Entomology:** (NS) – Approved Pending
Discussion: Presented by member Robert Beckstead. Member indicated the objectives are met by the information provided. Member indicated the example text for objective 2 is repeated, member recommended separating these. Member made a motion to change the motion from approved to approve pending. Members voted to change the motion to approved pending. Approved Pending the repeated text in the assessment examples of objectives 1 and 2 and the inclusion of homework examples.

- **FS 201 Introduction to Food Science:** (NS) – *Approved Unanimously*
Discussion: Presented by member Robert Beckstead. Member made the friendly suggestion to reword the verbs for the learning outcomes.
- **MA 231 Calculus for Life and Management Sciences B:** (MS) – *Approved Unanimously*
Discussion: Presented by member Tim Petty. Member complimented the variety of different angles the course shows the MS attribute.
- **NTR/FS 301 Introduction to Human Nutrition:** (NS) – *Approved Unanimously*
Discussion: Presented by member Carrie Pickworth.
- **PB 200 Plant Life:** (NS) – *Approved Unanimously*
Discussion: Presented by member Carrie Pickworth. Member complimented the illustration of planned assessment.
- **PB 220 Local Flora:** (NS) – *Approved Unanimously*
Discussion: Presented by member Carrie Pickworth.
- **REL /HI 402 (502) Early Christianity to the Time of Eusebius:** (HUM, GK) – *Approved Unanimously*
Discussion: Presented by member James Knowles.

➤ Member Jim Knowles moved to combine the next 3 REL courses to one motion.

- **REL 412/(512) Advanced Readings in the Christian Gospels:** (HUM, GK) – *All Approved Unanimously*
REL 413/(513) The Life and Letters of the Apostle Paul: (HUM, GK)
REL 489/REL 589 Interpretations of Religion: (HUM, GK)
Discussion: Presented by member James Knowles.
- **SOC 203 Current Social Problems:** (SS, USD) – *Approved Unanimously*
Discussion: Presented by member James Knowles.

New to GEP

- **CH 345 Chemistry and War:** (IP) – *Approved Pending*
Discussion: Presented by member Tim Petty. Member commented there are no resources and books listed and the speakers are not listed in the syllabus. Guest Jeremy Feducia responded that the speakers may change but the discussion from the speakers will be the same. Friendly suggestion to provide an initial plan of speakers and a note that the speakers may change during the semester. Member moved to change the motion from approved to approve pending. Member made the friendly suggested in objective one changing to “military history”. Members approve to change of motion from approve to approved pending. Members approved the course pending the inclusion of a list of speakers.
- **PP 232 Big Data in Your Pocket: Call it a Smartphone:** (IP) – *Approved Unanimously*
Discussion: Presented by member Carrie Pickworth. Members discussed the idea that this is not a typical IP course and but covers a wide spectrum of disciplines which is allowed.
- **PS 353 Issues in Latin American and Caribbean Politics:** (SS) – *Approved Unanimously*
Discussion: Presented by member James Knowles. Member suggested the assignments may need to be narrowed down because they are rather broad but indicated this is a friendly suggestion.
- **SOC 207 Language and Society:** (IP, SS, USD) – *Approved Unanimously*
Discussion: Presented by member James Knowles who also introduced guest Caroline Myrick. Member made the friendly suggestion that there were a few formatting and grammatical errors and may need to be reread or restructured. *Li Marcus clarified that when multiple category requirement and a corequisite requirement, a student would choose between IP and SS. USD can be used as a corequisite for either.
- **SW 425/SW 525 : Hunger and Homelessness:** (USD) – *Approved Unanimously*
Discussion: Presented by member James Knowles. Member complimented the course and the unique way of drawing attention to hunger and homelessness in the United States.

Discussion: 2017-2018 Chair Elect Nominations Opened.

Meeting adjourned at 2:25 PM

Respectfully submitted by Lexi Hergeth

NC STATE UNIVERSITY

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MEMORANDUM

TO: Council on Undergraduate Education (CUE)

FROM: Karen R. Young, Ph.D.
Assistant Dean and Director of Undergraduate Programs

DATE: 8 September 2017

SUBJECT: Second offering of IPUS 295 during Maymester 2017

Our college is requesting permission to make a second offering of a special topics course that was previously approved by CUE to be offered as IPUS 295 in Summer 2017. The course is Globalizing North Carolina, an Interdisciplinary Perspectives and US Diversity course and will be taught again during Summer 2017 by Dr. Carol Ann Lewald. We would like to offer the course a second time with the GEP-shell prefix/number for scheduling purposes (since Summer courses are now scheduled with Spring) while the college works this fall to get the course into the catalog on a permanent basis. We are providing updated paperwork based on revisions to the course after its first offering. Thank you for your consideration.

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

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives and U.S. Diversity GEP categories to the Council on Undergraduate Education. (CUE)

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

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

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

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

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

IPUS 295

Department(s)/Program	International Studies Program	New GEP Special Topics Offering	<input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Globalizing North Carolina	Review for 2nd Offering	<input checked="" type="checkbox"/>
Term to be Offered	Summer Session 2 2018		
Instructor Name/Title	Carol Ann Lewald		

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Perspectives

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

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

Measure(s) for above Outcome:

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

Weekly Reading Responses— Synthesize, analyze, and assess research by historians and anthropologists and identify and explain the research methods, evidence or data, and the authors' argument. For example, students collected employment, income, race, age, education, ethnic, religious demographic data between 1945-2017 from the Office of State Budget and Management's and the State's Data Center websites on one of 10 urban counties. They then submitted a synthesis and analysis of the demographic data and assessed how the data related to specific arguments or shifts presented in Link's "Postwar NC Transformation" chapter.

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

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

Measure(s) for above Outcome:

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

Weekly Research Assignments-- Sample assignment— Students visited the NC History Museum as well as the American Anthropological Association's Race Exhibit at the NC Museum of Natural Science and completed a worksheet that required them to identify examples and to explain how the example illustrates concepts or themes in the readings such as NC's "progressive" or modernizing agenda versus "traditionalist" values that emerge in the resistance to desegregation or unions in NC mills.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3: Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.*

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

Measure(s) for above Outcome:

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

Each Essay Exam requires students to integrate course readings from anthropologists and historians as well potential primary and secondary sources. For example, an essay required students to identify, examine two distinct social and historical examples of what the readings refer to as the North Carolina paradox, and to integrate evidence from the readings that supports their analysis of how the specific paradoxes shaped North Carolina's social, political, and/or economic landscape both in the past and present.

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

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

Cultural Anthropology and History

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

See attachment

U.S. Diversity

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

Evaluate, compare and contrast how global influences and processes have transformed racial, ethnic, gender, and class based relations in North Carolina and how these influences and processes impacts diversity, equality, and structured inequalities on a local, state, and national level

Measure(s) for above Outcome:

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

Weekly Reading Response— Students compare and contrasted racial, ethnic, gender, and class relations in the historic account of Guatemalans working for Case Farms in Morganton as well as evaluate anthropological accounts of the religious and social shifts in Siler City resulting from the growing Latino population and how these shifts underscore structured inequalities.

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

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

Measure(s) for above Outcome:

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

Weekly Research Assignment— Students research and examine, news reports, court documents on the Greensboro Massacre, as well as read an article by David Cunningham and watch the documentary, Greensboro: Closer to the Truth. Students then evaluate and assess the role race, gender, and class played in two court cases as well as the search for social justice by the Greensboro Truth and Reconciliation Commission.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
 - Seat count: **35**
 - Room assigned or room preference including needed classroom technology/seat type:
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSOK 295)

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

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

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

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

The course will draw on a wide range of scholarly articles. See attached list and syllabus.

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

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

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

Students will definitely visit the NC History Museum and I am currently exploring options for integrating a visit to the Khayrallah Center for Lebanese Diaspora as well.

SIGNATURE PAGE FOR IPUS 295

RECOMMENDED BY:

B.uskelly _____ DATE Sept. 8, 2017
HEAD, DEPARTMENT/PROGRAM

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

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

SECTION 1: GEP CRITERIA

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

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

Cultural Anthropology and History

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

Anthropological or Ethnographic Literature

Alderman, D.

2012 “Transforming Mount Airy into Mayberry: Film-Induced Tourism as Place-Making”
Southeastern Geographer, 52(2) 2012: pp. 212–239

Benson, P.

2010 “Tobacco Talk: Reflections on Corporate Power and the Legal Framing of Consumption”
Medical Anthropology Quarterly, Vol. 24, Issue 4, pp. 500 - 521.

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

2007 Local Democracy Under Siege. New York: NYU Press (Chapter 2 and Chapter 7)

Rushing, Wanda

2000 "Cold War Racial Politics and Global Impression Management: NC Economic Development as Case Study" *Current Sociology*, Vol. 48, Issue 2, pp. 51 - 69.

Lutz, C.

2002 Homefront: A Military City and the American 20th Century. Boston: Beacon Press. (Chapter 6 Assigned)

Westermeyer, William

2016 "Local Tea Party Groups and the Vibrancy of the Movement" *PoLar: Political And Legal Anthropology Review*, Vol. 39 (S1), pg. 121 - 138.

Weiss, Brad

2016 Real Pigs: Shifting Values in the Field of Local Pork. Durham, NC: Duke University Press. (Chapter 3 Assigned)

Wing, Steve, D. Cole, and G. Grant

2000 "Environmental Injustice in North Carolina's Hog Industry" *Environmental Health Perspectives*, Vol. 108 (3), pg. 225 - 231.

Wing, S. and K. Kelly-Reif

2016 "Urban-Rural Exploitation: An Underappreciated Dimension of Environmental Injustice" *Journal Of Rural Studies*, Vol. 47, pp. 350 - 358.

Historiographical Articles and Book Chapters:

Christensen, Rob

2010 The Paradox of Tar Heel Politics. Chapel Hill, NC: UNC Press. (Chapter 1 Assigned)

Coclanis, P and L. Kryiakoudes

2007 "Selling Which South? Economic Change in Rural and Small-Town North Carolina in an Era of Globalization, 1940–2007" *Southern Cultures*, Vol. 13 (4), pg. 86 - 102.

Cunningham, David

2010 "The Durability of Collective Memory: Reconciling the "Greensboro Massacre" *Social Forces* 88(4).

Cunningham, D.

2013 Klansville, U.S.A.: The Rise and Fall of the Civil Rights-Era Ku Klux Klan. New York: Oxford University Press. (Chapter 2 and 3 assigned)

Fink, Leon and Alvis Dunn

2003 The Maya of Morganton: Work and Community in the Nuevo New South. Chapel Hill, NC: UNC Press. (Chapter 1 and 2 Assigned)

Korstad, Robert and James L. Leloudis

2010 To Right These Wrongs: The Battle to End Poverty and Inequality in 1960s America. Chapel Hill: University of North Carolina Press. (Chapter 5 and 6)

Link, William

2009 North Carolina: Change and Tradition in a Southern State. Wheeling, IL: Illinois University Press. (Chapters 15, 16, 17 and 18 assigned)

Lowery, Malinda Maynor

2010 Lumbee Indians in the Jim Crow South: Race, Identity, and the Making of a Nation. Chapel Hill, NC: UNC Press (Preface, Introduction and Chapter 4 assigned)

IPUS 295: Globalizing Nort Carolina

Summer Session 2 * MTuWThF 9:50-11:20 * Dr. Carol Ann Lewald

Professor: Dr. Carol Ann Lewald
Email: calewald@ncsu.edu
Office: 1911 Bldg. room 107D
Office hours: MT 2-3:00 PM or by appointment
Appointment link: <https://drcarolannlewald.acuityscheduling.com/schedule.php>

REQUIRED READINGS

Reading assignments are available on the NCSU Libraries website as Course Reserves. A link to Course Reserves is also available via the course Moodle website. On this syllabus readings are designated by the author's last name followed by the title of the article and the page range. Contact the professor immediately, if a reading is not available on Course Reserves or the page range is unclear.

COURSE DESCRIPTION

Transnational flows and global forces over the past 60 years have transformed the once rural North Carolina with its prosperous tobacco, textile, furniture, and emerging military industries. North Carolina is now home to the 2nd largest banking center in the US and to two of the nation's top ten fastest growing urban areas as well as the largest research park in the nation, and the largest military base in the world. This course examines how transnational flows and global forces have transformed North Carolina over the past 60 years. The course offers students the opportunity to observe and analyze the impact these global, countervailing forces have on specific communities and diverse populations from both an historical and anthropological perspective. For example, students will assess how a town with a historically prosperous tobacco, poultry, hosiery, and furniture industry such as Siler City has adjusted to the loss of its economic base as well as to the sudden influx of Hispanic immigrants that make up 49% of the total population. How have communities adapted to the loss of these once vibrant industries that defined North Carolina's economy? How has the disappearance of the idyllic, rural 1960s Mayberry and the growth of urban regions impacted income inequality or ethnic and racial divides? This course examines the consequences, often unforeseen, of these transnational flows and globalizing forces on specific communities in North Carolina on a local, regional, and statewide level.

COURSE LEARNING OBJECTIVES

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

1. Identify and analyze the impact of the transnational flows in goods, services, and information on North Carolina post 1940
2. Identify and analyze the impact of global forces such as shifts in economic markets, technological advances, increased urbanization, and trade or finance on North Carolina post 1940.
3. Assess and apply concepts, theories, and/or methods relevant to historical and anthropological research and analysis to recent social, political, and demographic shifts in North Carolina.
4. Compare, contrast and evaluate various anthropological or ethnographic articles and book chapters and historiographic articles and book chapters that present research on the consequences of transnational flows and global forces on specific communities within North Carolina.
5. Identify the social, economic, and political implications of globalization on local communities in North Carolina and evaluate the consequences of globalization on specific North Carolina communities, especially marginalized populations by integrating historical and anthropological perspectives.
6. Assess and evaluate the social and historical impact of the disappearing agricultural and manufacturing industries and the emergence of banking and knowledge sector on income inequality, class, and race relations in North Carolina.
7. Assess and evaluate how the unexpected consequences of globalization correspond to new challenges such as increased urbanization and infrastructural demands, increased educational and income inequity, food security, affordable housing, race relations, human trafficking, migration and immigration concerns.

GRADING SCALE		PERCENT VALUE OF REQUIREMENTS		KEY DATES
A+ = 100-98	B- = 82-80	PARTICIPATION	10%	EXAM 1 (UPLOAD BY 11 PM) W 07/05
A = 97-93	C+ = 79-77	(IN-CLASS ACTIVITIES & DISCUSSIONS)	EXAM 2 (UPLOAD BY 11PM)	W 07/12
A- = 92-90	C = 76-73	ATTENDANCE	5%	EXAM 3 (UPLOAD BY 11PM) M 07/17
B+ = 89-87	C- = 72-70	EXAMS (15 % EACH)	60%	EXAM 4 (UPLOAD BY 11PM) M 07/24
B = 86-83	D = 69-60	FINAL EXAM	25%	FINAL EXAM (UPLOAD BY 11AM) T 08/02
F below 60				

COURSE REQUIREMENTS

A brief description of the course requirements, including the goals and expectations, appears below. The specific requirements for attendance and participation, and the exams will be posted in a timely manner to the course Moodle site and these specific requirements will also be discussed in depth in class. **In short, attendance and participation are mandatory** and attendance counts for 5% of your total grade and participation counts for 15% of your total grade. Your participation grade hinges upon your performance in class discussions and your active participation in and preparation for all activities. In order to effectively participate in class discussions and in-class activities, students must attend class and complete the required readings that are listed per class period on the course schedule prior to the designated class period. Students will be asked to complete an assignment or prepare for class activities ahead of time every class period, with few exceptions. In order to receive full credit for these assignments and activities, students must complete the requisite work prior to the stated deadline and actively contribute to the class activity. A mandatory class field trip will be held on Saturday, 07/08 from 10AM to 1:30 PM and missing this fieldtrip will count for 3 class absences.

There are four take home essay exams and each comprises 15% of your grade. The take home essay exams will be made available 4 to 5 days before the due date. The essay responses must be saved as a PDF file and uploaded to the course Moodle site by 11:PM on the designated due date. The Final Exam comprises 25% of your grade and must be uploaded to the course Moodle site by 11AM on Tuesday, 08/01. The Final Exam is cumulative in nature and covers issues, topics, and material presented throughout the course. If you anticipate a scheduling conflict for any of the exams, contact the professor at least two weeks prior to the scheduled test date to discuss the conflict.

GEP CATEGORY OBJECTIVES (INTERDISCIPLINARY PERSPECTIVE) AND OUTCOMES

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

Weekly Reading Responses— Synthesize, analyze, and assess research by historians and anthropologists and identify and explain the research methods, evidence or data, and the authors' argument. For example, students collected employment, income, race, age, education, ethnic, religious demographic data between 1945-2017 from the Office of State Budget and Management's and the State's Data Center websites on one of 10 urban counties. They then submitted a synthesis and analysis of the demographic data and assessed how the data related to specific arguments or shifts presented in Link's "Postwar NC Transformation" chapter.

2. Identify and apply concepts, theories, and/or methods relevant to historical and anthropological research and analysis to social, political, and demographic shifts in North Carolina post 1940, especially those emphasizing the local impact of global or transnational forces.

Weekly Research Assignments-- Sample assignment— Students visited the NC History Museum as well as the American Anthropological Associations' Race Exhibit at the NC Museum of Natural Science and completed a worksheet that required them to identify examples and to explain how the example illustrates concepts or themes in the readings such as such as NC's "progressive" or modernizing agenda versus

“traditionalist” values that emerge in the resistance to desegregation or unions in NC mills.

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

Each Essay Exam requires students to integrate course readings from anthropologists and historians as well potential primary and secondary sources. For example, an essay required students to identify, examine two distinct social and historical examples of what the readings refer to as the North Carolina paradox, and to integrate evidence from the readings that supports their analysis of the how the specific paradoxes shaped North Carolina’s social, political, and/or economic landscape both in the past and present.

GEP CATEGORY OBJECTIVES (US DIVERSITY) AND OUTCOMES

1. Evaluate, compare and contrast how global influences and processes have transformed racial, ethnic, gender, and class based relations in North Carolina and how these influences and processes impacts diversity, equality, and structured inequalities on a local, state, and national level.

Weekly Reading Response— Students compare and contrasted racial, ethnic, gender, and class relations in the historic account of Guatemalans working for Case Farms in Morganton as well as evaluate anthropological accounts of the religious and social shifts in Siler City resulting from the growing Latino population and how these shifts underscore structured inequalities.

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

Weekly Research Assignment— Students research and examine, news reports, court documents on the Greensboro Massacre, as well as read an article by David Cunningham and watch the documentary, Greensboro: Closer to the Truth. Students then evaluate and assess the role race, gender, and class played in two court cases as well as the search for social justice by the Greensboro Truth and Reconciliation Commission.

CLASS POLICIES AND PROCEDURES

A brief description of the class policies and procedures that conform to NCSU policies are listed below. Relevant links to NCSU policies are also included.

Attendance Policy

Attendance and active participation in classroom activities and discussions are mandatory. Come on time and be prepared to participate in all class activities. Missing class without a written explanation that conforms to university policy for excused absences will negatively impact your grade. Five or more unexcused absences will result in an automatic failing grade for the course. Coming to class more than 10 minutes late counts as a tardy and more than 3 unexcused tardies or leaving class early without permission will negatively impact your grade. Refer to NCSU's Attendance Regulations for further explanation of what constitutes an excused absence and refer to DASA’s Class Absence Verification system for information about additional verification. Likewise, all coursework or assignments must be completed by the scheduled date. Refer to the Makeup Work, Late Coursework & Assignment Policy for further explanation of specific course guidelines for completing missed coursework or assignments. The professor reserves the right to make exceptions in very rare cases as long as the exception does not conflict with NCSU policies.

Makeup Work and Late Coursework/Assignments Policy

All coursework & assignments must be completed by the scheduled date. If you miss class when coursework and assignments are due and it is not an excused absence, you must submit your coursework or assignment on Moodle or email the assignment to the professor **before** the start of class in order to receive full credit for the work. Coursework received **after** the start of the class session on the due date will be marked as late and will be

deducted one letter grade for each 24 hour period that the coursework or assignment is late. Late coursework or assignments will not be accepted after 3 days without prior consent from the professor.

Late coursework or assignments will not be penalized with a grade deduction, if you (a) encounter an unanticipated event or have a conflict that the university recognizes as a reasonable excuse and (b) can provide written proof of the event or conflict. If you meet both of these criteria, then please make adequate arrangements with the professor *prior* to the due date or the absence or within one class session after your return to class from the unanticipated event or conflict. **It is the student's responsibility to make these arrangements** and failure to make arrangements or to fulfill the agreed upon arrangements will result in late point deductions as outlined in this section. Failure to provide written proof of the event or conflict, make adequate arrangements, or fulfill the agreed upon arrangements, will be penalized with the grade deductions outlined in this section. Other rare exceptions may be made at the professor's discretion, but require advance consultation and authorization. In addition, incomplete grades for the course will not be permitted.

Policy on Discrimination:

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. Follow these links to access [NC State's Equal Opportunity and Non-Discrimination Policy](#) and [NC State's Office for Institutional Equity and Diversity \(OIED\)](#). Any person who feels they have experienced prohibited discrimination, harassment, or retaliation should [review the resources for reporting concerns](#) provided by OIED. Feel free to confidentially contact the instructor with any concerns or to seek advice from the resources listed above.

Code of Student Conduct and Academic Honesty:

Students are bound to uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty are not tolerated. Students must properly cite or reference all sources of information that appear in their written coursework. Using someone else's ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the university's honor pledge. See the [NCSU Code of Student Conduct](#) for further information on the university's stance on plagiarism, academic integrity, dishonesty, and cheating. Students are encouraged to contact the instructor during office hours or via email with any questions or concerns about the coursework. For writing advice or help, feel free to contact the [Writing and Speaking Tutorial Services](#).

Information for Students with Disabilities

If you have a special need for the electronic device, please speak with the instructor about making about the issue. 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 \(REG02.20.01\)](#).

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct](#). Students are encouraged to contact the instructors during office hours or via email with any questions or concerns about the coursework or other concerns.

Policies on Incomplete Grades

In general, incomplete grades for the course will *not* be permitted. Rare exceptions may be made at the professor's discretion, but require advance consultation and authorization. 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. The burden of fulfilling an incomplete grade is the responsibility of the student. Follow the following link for a complete explanation on the university policy on [incomplete grades](#).

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.

Online Course Evaluations:

Students will receive an email that directs them to complete online course evaluations during the last two weeks of class. These evaluations are completely confidential and not available to instructors until after the semester ends.

SCHEDULE*

WEEK 1: GLOBALIZATION AND NORTH CAROLINA		
READINGS		ASSIGNMENTS
M 06/26	Review syllabus and discuss course	Post Introduction Blog on Moodle
T 06/27	Giddens “Globalisation” pg. 1-6 Bestor “How Sushi Went Global” pg. 54-63	
W 06/28	Alderman, D. “Transforming Mount Airy into Mayberry: Film-Induced Tourism as Place-Making” pg. 212-235 Bly “Spirit of Mayberry Lives on in Mount Airy” pg. 1-2	
R 06/29	Link “Chapter 16: Postwar North Carolina” pg. 369-394	
F 06/30	Coclanis “Selling Which South? Economic Change in Rural and Small-Town North Carolina in an Era of Globalization, 1940–2007” pg. 86-100	
WEEK 2: ECONOMIC & POLITICAL TRANSITION IN NORTH CAROLINA		
READINGS		ASSIGNMENTS
M 07/03	Holland “Landscapes in Transition” pg. 18-31	
T 07/04	JULY 4TH ** NO CLASS	
W 07/05	Link “Modernizers and Traditionalists” pg. 413-440	Take Home Essay Exam 1 Due by 11PM on 07/05 (Upload to Moodle)
R 07/06	Rushing “Cold War Racial Politics and Global Impression Management: NC Economic Development as Case Study pg. 51-65	

F 07/07	Christensen “ Introduction and Prologue” in The Paradox of Tar Heel Politics pg. 1-30	
Sa 07/08	Mandatory Field Trip 10AM – 1:30PM	
WEEK 3: CIVIL RIGHTS & RACE RELATIONS		
READINGS		ASSIGNMENTS
M 07/10	Link “The Civil Rights Revolution” pg. 395-412	
T 07/11	** NO CLASS AS A RESULT OF THE 07/08 FIELDTRIP** Watch the documentary Greensboro Massacre: Closer to the Truth	Upload Museum Worksheet by 11PM
W 07/12	** NO CLASS AS A RESULT OF THE 07/08 FIELDTRIP** Watch the documentary Greensboro Massacre: Closer to the Truth	
R 07/13	Cunningham “The Durability of Collective Memory: Reconciling the "Greensboro Massacre" pg. 1517-1542	
F 07/14	Lowery Maynor “Telling Our Own Stories” and “Coming Together” 1	
WEEK 4: AGRICULTURAL INDUSTRIES		
READINGS		ASSIGNMENTS
M 07/17	Benson “Tobacco Talk: Reflections on Corporate Power and the Legal Framing of Consumption” pg 1-18	Take Home Essay Exam 2 Due by 11PM on 07/17 (Upload to Moodle)
T 07/18	Weiss “Pigs on the Ground” pg. 21-57	
W 07/19	Wing “Environmental Injustice in North Carolina's Hog Industry” pg. 225-230 Keyy-Reif “Urban-rural exploitation: An underappreciated dimension of environmental injustice” pg. 350-357	
R 07/20	Fink “Introduction” pg. 1-6 Fink “The Way It Is in Moganton” pg. 7-33	
F 07/21	Seales “Migration” in The Secular Spectacle pg. 1-27	
WEEK 5: SOCIAL AND POLITICAL SHIFTS		
READINGS		ASSIGNMENTS
M 07/24	Holland “Imagining Local Futures: Who Sets Priorities for the Present” pg. 130-154	Take Home Exam 3 Due by 11PM on 07/24 by 11PM (Upload to Moodle)

T 07/25	Lutz "Military Restructuring, Civilian Camouflage, and Hot Peace" pg. 222-265	
W 07/26	Westermeyer "Local Tea Party Groups and the Vibrancy of the Movement" pg. 121-134	
R 07/27	Barber excerpt from Third Reconstruction	
F 07/28	Exploring House Bill 2	
WEEK 6		
		ASSIGNMENT
T 08/01	** NO CLASS**	Final Exam Essays by 11:00 AM (Upload to Moodle)

*The schedule is subject to change at the instructor's discretion.

GEP Humanities & Global Knowledge Special Topic Shell Offering (HUMG 295)

This form is to be used for submitting a Special Topics shell offering for the Humanities and Global Knowledge 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.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Each course in **GEP Global Knowledge objectives** will provide instruction and guidance that help students to **achieve goal #4 plus at least one of #5, #6, or #7.**

4. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technology 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 these distinguishing characteristics relate to their cultural and/or historical contexts in the U.S. society.
7. Explain how these distinguishing characters change in response to internal and external pressures on the non-U.S. society.

HUMG 295		
Department(s)/Program	Music	New GEP Special Topics Offering X
Special Topic Title: (30 character limit)	The Music and Arts of Prague and Vienna	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Summer 1 (3 week) 2018	
Instructor Name/Title	Tom Koch, Teaching Associate Professor	
SECTION 1: GEP CRITERIA		
<p><u>Instructions:</u></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] 		
Humanities		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Humanities Objective 1: Obj. 1) Engage the human experience through the interpretation of human culture.</i></p> <p>Students will interpret specific works by Prague and Viennese musicians and artists within their historical, cultural, and political contexts</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.

After reading about and viewing excerpts from Mozart's *The Marriage of Figaro* and *Don Giovanni*, students will explain in their Journal Mozart's differing relationships with Prague and Vienna and interpret these works within the distinct social and political contexts of Prague and Vienna.

Effective Fall 2014

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

Students will articulate the ways that Prague and Viennese artists have interpreted their role and that of their art in contemporary society.

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.

In their Journal, students will choose one Prague and one Viennese musician or artist and, applying assigned readings and citing specific works, analyze the ways that these individuals have interpreted their role and that of their art in society.

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 apply at least two models of art criticism to selected works of art

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.

After reading excerpts from Feldman (1970) and Barrett (1994) on models of art criticism, students will apply these models to selected visual and performing works of art.

Global Knowledge

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Global Knowledge Objective 1: **Obj. 1) Identify and examine distinguishing characteristics, including ideas, values, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.**

Students will explain the distinguishing characteristics of the music and art of Prague and Vienna from the Middle Ages to the present

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.

Sample test question: Discuss the primary characteristics of Black Light Theater and explain how its disruption of "reality" and "image" mirrors the perception of Czech life under Soviet authority.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge* Objective 2, 3, or 4:

Outcome for Objective 2 (*Compare these distinguishing characteristics between the non-U.S. society and at least one other society*)

Students will articulate how diverging political ideologies of Prague and Vienna affected the production and dissemination of popular art forms in those cities

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.

On tests and in the observation journal, students will compare the impact of post-war Communism in Prague on the creation and reception of popular music and art with that of Viennese socialist democracy and develop an interpretation of the current state of popular art forms in both cities.

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 and Global Knowledge* category designations and

Effective Fall 2014

GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): MTWHF 1:00-3:30
 - Seat count: 10-12
 - Room assigned or room preference including needed classroom technology/seat type: TBD
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

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

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

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

- None

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

- None

SECTION 3: ADDITIONAL INFORMATION

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

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

Please see syllabus

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


Please see syllabus

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

Please see syllabus


SIGNATURE PAGE FOR HUMG 295


RECOMMENDED BY:

 _____ 08/17/17 _____ 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:

 _____ 08/28/2017 _____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 _____ 9/5/17 _____
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

GEP Visual and Performing Arts Special Topic Shell Offering (VPGE 295)

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.

VPGE 295		
Department(s)/Program	Music	New GEP Special Topics Offering X
Special Topic Title: (30 character limit)	The Music and Arts of Prague and Vienna	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Summer 1 (3 week) 2018	
Instructor Name/Title	Tom Koch, Teaching 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>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>Students will articulate the aesthetic, cultural, and historical dimensions of artistic traditions in Prague and Vienna.</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>On the test and in the journal, students will connect important events in the history of Prague and Vienna to the music and art of the time, including the dates of important political, social, and cultural events and the relationship of those events to specific artists and their works.</p>		
<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>Students will apply terms and methodologies for describing and interpreting works of art.</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.

Based on assigned readings and group discussions, students will use appropriate terms to describe selected works of music and art and apply accepted methodologies of description, analysis, and interpretation to arrive at reasonable interpretations of those works.

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.*

Students will strengthen their capacity to evaluate art based upon techniques and standards appropriate to the genre.

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.

In journal entries and class discussion, students will apply the methodologies for describing, analyzing, and interpreting artworks to the process of evaluation, which must be supported by relevant information, aesthetic theories, and student observations.

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): MTWHF 1:00-3:30
 - Seat count: 10-12
 - Room assigned or room preference including needed classroom technology/seat type: TBD
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? __100%

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

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

- None

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

- None

SECTION 3: ADDITIONAL INFORMATION

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

Title and author of any required text or publications.

Please see syllabus

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

Please see syllabus

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

Please see syllabus

SIGNATURE PAGE FOR VPGE 295

RECOMMENDED BY:



08/17/17

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:



08/28/2017

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



9/5/17

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HUMG/VPGE 295 Course Syllabus

HUMG/VPGE 295 – The Music and Arts of Prague and Vienna

Section xxx

Summer I 3 Week 2018

3 Credit Hours

Special Notes

This course is a Special Topics course (first-time offering) scheduled for Maymester 2018 (3-week session)

Course Description

This course explores the music and arts of Prague and Vienna from the Middle Ages to the present. Both classical and popular traditions are examined in music, architecture, painting, film, dance, and theater. From castles to cathedrals, coffee houses to opera houses, and jazz clubs to Black Light Theater, daily excursions enable students to recognize the impact of the visual and performing arts in contemporary society. Taught as a Maymester study abroad, this course receives GEP credit in either Visual and Performing Arts or Humanities as well as Global Knowledge.

Learning Outcomes

1. Students will interpret specific works by Prague and Viennese musicians and artists within their historical, cultural, and political contexts
 2. Students will articulate the ways that Prague and Viennese artists have interpreted their role and that of their art in contemporary society.
 3. Students will apply at least two models of art criticism to selected works of art
 4. Students will articulate the aesthetic, cultural, and historical dimensions of artistic traditions in Prague and Vienna.
 5. Students will apply terms and methodologies for describing and interpreting works of art.
 6. Students will strengthen their capacity to evaluate art based upon techniques and standards appropriate to the genre.
 7. Students will explain the distinguishing characteristics of the music and art of Prague and Vienna from the Middle Ages to the present
 8. Students will articulate how diverging political ideologies of Prague and Vienna affected the production and dissemination of popular art forms in those cities
-

Course Structure

This course will be taught Maymester 2018: May 14-June 7 (*dates are tentative pending published schedule*). This course has the full approval of the director of the Center, Dr. Peter Kjaer, and is taught primarily at the NC State European Center in Prague with 4-5 days at an institution in Vienna yet to be determined. All materials and lectures are available through Moodle.

Prospective Schedule:

- May 14 (Mon), arrive in Prague (leave RDU Sunday evening)
- May 15 (Tue), Orientation to Prague; bus tour of Prague
- May 16 (Wed), classes begin (MTWH 1:00-4:00)
- May 14 (Mon)-May 27 (Sun): Classes held in Prague
- May 28 (Mon)-June 3 (Sun): Train to Vienna; drop off at youth hostel; bus tour; classes held in Vienna
- June 4 (Mon)-June 7 (Thu): Return to Prague; Prague classes.
- June 7 (Thu): Final exam; farewell dinner
- June 8 (Fri): Return to USA

Prague excursions (selections)

Prague Castle, St. Vitus Cathedral, Lobkowitz Palace, Strahov Monastery and Library, Old Town Square, astronomical clock, Tyn Church, Charles Bridge, Jewish Quarter, Museum of Medieval Art, Museum of Decorative Arts, Wenceslas Square, Mucha Museum, Municipal House, Museum of Communism, Dvorak Museum, Smetana Museum, National Theater, Czech Museum of Music, Petrin Hill, St. Nicholas Church, Wallenstein Palace Garden, Theresienstadt concentration camp

Prague activities

Prague Spring International Music Festival (mid-May-early June), Prague Food Festival (late May), Vltava cruise, National Theater Opera performance (standing room prices), Black Light theater

Vienna excursions (selections)

St. Stephen's Cathedral, Augustinerkirche, Walk of Old Vienna, Hofburg Quarter, Stallburg Belvedere Palace, Karlskirche, Schonbrunn Palace, Hofburg Treasuries, Mozarthaus, Burgtheater Burggarten, Volksgarten, Museum of Applied Arts, Haus der Musik, Sammlung Alter Musikinstrumente, Kunsthistorisches Museum, Naturhistorisches Museum, Staatsoper, Musikverein, Karlsplatz Pavilions, Wagner Apartments, Kirche am Steinhof, Looshaus, Succession Building, Wienmuseum Karlsplatz

Vienna activities:

Cafe House, Vienna Music Festival (May-June), Vienna Boys' Choir at Burgkapelle, Danube Cruise

Course Policies

This is a study abroad course.

Instructors

Tom Koch (tdkoch) – Teaching Associate Professor

Email: tdkoch@ncsu.edu

Phone: 919-515-0149

Office Location: Broughton Hall 2412

Office Hours: By appointment

Course Meetings

MTWHF 1:00-3:30

Course Materials

Textbooks

Students will read excerpts from these texts, available on Moodle

Art Talk - Rosalind Ragans

Edition: 4th (2005)

Cost: Provided by instructor

This textbook is required and is available on Moodle

Prague: A Cultural and Literary History - Burton, Richard

Edition: 1st (2003)

Cost: \$14.40 at Amazon

This textbook is optional.

Prague: A Cultural Guide (Interlink Cultural Guides) - Andrew Beattie

Edition: 1st (2014)

Cost: \$16.96 at Amazon

This textbook is optional.

Vienna: A Cultural History (Cityscapes) - Nicholas Parsons

Edition: 1st (2008)

Cost: \$14.26 at Amazon

This textbook is optional.

Practical Art Criticism - Edmund Feldman

Edition: 1st (1994)

Cost: \$43.37

This textbook is optional.

Criticizing Art: Understanding the Contemporary - Terry Barrett

Edition: 3rd (2011)

Cost: \$36.99 at Amazon

This textbook is optional.

Expenses

As a study abroad course, students will be expected to pay for meals and ancillary expenses

This expense is required.

Materials

Smart Phone for photography - <\$500

This material is required.

Laptop - <\$500

This material is required.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Humanities

GEP Category Outcomes

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

1. Engage the human experience through the interpretation of human culture.
 2. Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.
 3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.
-
1. Student Learning Outcome for Objective #1: Students will interpret specific works by Prague and Viennese musicians and artists within their historical, cultural, and political contexts
 2. Student Learning Outcome for Objective #2: Students will articulate the ways that Prague and Viennese artists have interpreted their role and that of their art in contemporary society.
 3. Student Learning Outcome for Objective #3: Students will apply at least two models of art criticism to selected works of art

How This Course Will Fulfill GEP Category Outcomes

1. Measure for Outcome #1: After reading about and viewing excerpts from Mozart's *The Marriage of Figaro* and *Don Giovanni*, students will explain in their Journal Mozart's differing relationships with Prague and Vienna and interpret these works within the distinct social and political contexts of Prague and Vienna.
2. Measure for Outcome #2: In their Journal, students will choose one Prague and one Viennese musician or artist and, applying assigned readings and citing specific works, analyze the ways that these individuals have interpreted their role and that of their art in society.
3. Measure for Outcome #3: After reading excerpts from Feldman (1970) and Barrett (1994) on models of art criticism, students will apply these models to selected visual and performing works of art.

GEP Category

Visual and Performing Arts

GEP Category Outcomes

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.
-
1. Student Learning Outcomes for Objective #1: Students will articulate the aesthetic, cultural, and historical dimensions of artistic traditions in Prague and Vienna.
 2. Student Learning Outcomes for Objective #2: Students will apply terms and methodologies for describing and interpreting works of art.
 3. Student Learning Outcomes for Objective #3: Students will strengthen their capacity to evaluate art based upon techniques and standards appropriate to the genre.

How This Course Will Fulfill GEP Category Outcomes

1. Measures for Outcome #1: On the test and in the journal, students will connect important events in the history of Prague and Vienna to the music and art of the time, including the dates of important political, social, and cultural events and the relationship of those events to specific artists and their works.
2. Measures for Outcome #2: Based on assigned readings and group discussions, students will use appropriate terms to describe selected works of music and art and apply accepted methodologies of description, analysis, and interpretation to arrive at reasonable interpretations of those works.
3. Measures for Outcome #3: In journal entries and class discussion, students will apply the methodologies for describing, analyzing, and interpreting artworks to the process of evaluation, which must be supported by relevant information, aesthetic theories, and student observations.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

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

1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States
2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

1. Student Learning Outcome for Objective #1: Students will explain the distinguishing characteristics of the music and art of Prague and Vienna from the Middle Ages to the present
2. Student Learning Outcome for Objective #2: Students will articulate how diverging political ideologies of Prague and Vienna affected the production and dissemination of popular art forms in those cities

How This Course Will Fulfill GEP Co-requisite Outcomes

1. Measure for Outcome #1: Sample test question: Discuss the primary characteristics of Black Light Theater and explain how its disruption of “reality” and “image” mirrors the perception of Czech life under Soviet authority.
2. Measure for Outcome #2: On tests and in the observation journal, students will compare the impact of post-war Communism in Prague on the creation and reception of popular music and art with that of Viennese socialist democracy and develop an interpretation of the current state of popular art forms in both cities.

Transportation

Transportation will be provided by: This is a Study Abroad course with public transportation is included in cost of program. Non-scheduled class time for field trips or out-of-class activities may be required for this class.

Safety & Risk Assumptions

Study Abroad in foreign countries (Czech Republic and Austria)

Grading

Grade Components

Component	Weight	Details
Final exam	50	Exam will include material covered in class lectures and readings, and on excursions.
Observation journal	50	You will keep a journal of your aesthetic experiences by writing insightful and investigative accounts of the places you visited and works of visual and performing arts experienced. The journal should be an opportunity to develop your capacity to experience, evaluate, and enjoy the great variety of artistic and cultural resources available in contemporary urban life

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

All assignments must be completed and submitted on the final day of class without exception.

Attendance Policy

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

Attendance Policy

Attendance Policy: Attendance is mandatory and is taken at each class. <http://policies.ncsu.edu/regulation/reg-02-20-03>

- **Class Attendance:** Any absence must be authoritatively documented as an emergency (hospitalization, accident, etc.). Any absence that is not documented will result in the following course deductions:
 - o **First undocumented absence** = reduction of 20 percentage points in the cumulative course grade
 - o **Second undocumented absence** = reduction of 40 percentage points in the cumulative course grade
- Two tardies of 10 or more minutes will result in an undocumented absence

Absences Policy

See "Attendance Policy"

Makeup Work Policy

None.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

None.

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.

Electronically-hosted Components: Moodle discussions

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) (<https://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.

Untitled Week — TBD – TBD

Prospective Schedule:

- May 14 (Mon), arrive in Prague (leave RDU Sunday evening)
- May 15 (Tue), Orientation to Prague; private bus tour of Prague
- May 16 (Wed), classes begin (MTWH 1:00-4:00)
- May 14 (Mon)-May 27 (Sun): Prague classes and excursions
- May 28 (Mon)-June 3 (Sun): Train to Vienna; classes in Vienna
- June 4 (Mon)-June 7 (Thu): Return to Prague; Prague classes and excursions. Final exam is June 7. Journals are due Monday, June 11
- June 7 (Thu): Farewell dinner
- June 8 (Fri): Return to USA