

Council on Undergraduate Education 2017-2018

April 6th 2018
Talley Student Union 5101
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Ghada Rabah
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE March 16, 2018 Minutes

Old Business

Courses for GEP Category - Review				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Monek	Jameson, Ozturk, Podurgal	IP	HON 296 Sec 005 Dinomania: A Cultural & Scientific History of Dinos	First Offering. Approved pending at 3/16/2018 Meeting. Review for Fall 2018 offering.

New Business

Consent Agenda		
GEP Category Under review	GEP Action	Notes
IP, GK	HON 293 Sec 002 The Nile: History and Culture	Second Offering

Courses for GEP Category - Review				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Jameson	Allen, Minogue, Monek	HUM	ENG 209 Introduction to Shakespeare	*Up for review, Updated course information from UCCC
Jameson	Beckstead, Domingue, Sills	HUM	ENG 252 Major American Writers	*Up for review, Updated course information from UCCC
Jameson	Podurgal, Joines, Ozturk	GK, HUM	FLG 320 Introduction to German Literature	*Up for review HUM, Updated course information from UCCC
Jameson	Podurgal, Minogue, Knowles	GK, HUM	FLG 323 Twentieth Century German Literature	*Up for review HUM, Updated course information from UCCC
Knowles	Simpson, Levine, Lee	GK, HUM	FLS 335 Spanish for Native and Heritage Speakers	*Updated course information from UCCC

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Domingue	Beckstead, Lee, Knowles	HES, USD, VPA	DAN 260 Hip-hop Dance	New Course
Knowles	Pickworth, Sills, Levine	GK, HUM	FLI 315 Italian Civilization and Culture	New Course
Knowles	Auerbach, Domingue, Lee	IP	HI 323 Science, American Style	New Course
Knowles	Minogue, Allen, Pickworth	GK, HUM	HI 340 History of Agriculture	New Course

*Updated course information at UCCC

Discussion:

Notes:

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

Council on Undergraduate Education 2017-2018

March 16, 2018
Talley Student Union 5101
Call to Order: 1:32 PM

Members Present: Chair Ghada Rabah, Past Chair Peggy Domingue, James Minogue, Hatice Ozturk, Daniel Monek, Alice Lee (Proxy TP), James Knowles, Jessica Jameson, Cynthia Levine, Tania Allen, Carrie Pickworth, Gary Blank (Erin Sills' Proxy),

Members Absent: Erin Sills, Jeff Joines, Robert Beckstead, Coleman Simpson, Richard Podurgal, David Auerbach

Ex-Officio Members Present: Li Marcus, Lexi Hergeth, Bret Smith, Melissa Williford, Stephany Dunstan, Julia Law

Guests: Anne Auten, Andrew Binder, Josh Gray, Richard Venditti, Kristen Turner, Shana McAlexander,

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Ghada Rabah** – Chair welcomed the members and introduced the proxy and had the guests introduce themselves.
- Approval of the Minutes from February 2, 2018 – Approved with 3 abstentions Gary Blank, Cynthia Levine, and Carrie Pickworth as they were not present for the meeting in question
 - Discussion: Motion to approve the past minutes by member Jessica Jameson.

NEW BUSINESS

Consent Agenda: (HI 456, 457, 558, HON 293-001, 296-001, 296-002, 296-006, 299-001, SMT 201) - Approved Unanimously
Discussion: Motion to approve made by member Jessica Jameson.

New GEP

- **COM 289 Science Communication and Public Engagement:** (HUM, IP, SS) – Approved Unanimously
Discussion: Presented by member Jessica Jameson. Reviewers complimented the course regarding how well it has been put together. Member asked how many students they expect, guest Andrew Binder explained they envisioned around 20 students initially but indicated they could also expand this to 60 students in future semesters.
- **ES 113 Earth from Space:** (GK, SS) – Approved Unanimously
Discussion: Presented by proxy member Gary Blank. The department inherited the program and has limited courses in this program. Presenter said with new faculty they are putting more environmental science courses forward to provide courses to strengthen the program as well as provide opportunities for students across campus.
- **FB 480/(580) The Sustainable Bioeconomy:** (IP) – Approved Unanimously
Discussion: Presented by proxy member Gary Blank. Member asked if this is a dual level course, guest Richard Venditti confirmed that this is a dual level course. Member commented that a course at the 400 level usually has requisites. The committee discussed that 400-level courses sometimes have requirements, but GEP courses are required to be open to the campus which precludes heavy use of prerequisites. This is why there are few 400-level GEP courses. Guest Richard Venditti explained the department feels that the bioeconomy is something that will be very popular with future students and the course would like to have the GEP attribute because it meets the requirements and would encourage student enrollment. Member indicated this course clearly meets the goal of an IP course. Presenter indicated the 400 level for the course may also encourage students to take the course when they can appreciate the nature of an IP GEP course and commented that he believes that the GEP curricula has become a bit too much like a checklist for freshman to complete.
- **HI 321 Scientific Revolution and European Society, 1500-1800:** (HUM, IP, GK) – Approved Unanimously
Discussion: Presented by member James Knowles. Reviewer indicated the essay and assignment prompts were well-written and connect to the three GEP categories.
- **HI 345 American Popular Culture:** (HUM) – Approved Unanimously with future friendly suggestion
Discussion: Presented by member Jessica Jameson. Reviewer asked if anyone had also considered having the USD category and suggested considering this in the future. Other members supported the friendly suggestion to approve the

course for HUM and provide a suggestion to consider USD in a future action.

- **MEA 240 The Planets of Our Solar System:** (NS) – *Approved Unanimously*
Discussion: Presented by member Alice Lee. Presenter and reviewers complimented the course.
- **PHI 319 Africana Political Philosophy:** (HUM, USD) – *Approved Unanimously*
Discussion: Presented by member Jessica Jameson. Reviewer complimented the outcomes and said they were measurable and well written. Another reviewer complimented the justification statement.
- **REL 220 Religion in the Contemporary World:** (HUM, GK) – *Approved Unanimously*
Discussion: Presented by member James Knowles. Reviewer indicated at first GK seemed to be a bit narrow, however the syllabus provides more depth for this category. Member asked what the course offering means, Li Marcus explained this is coded into PeopleSoft through CIM for scheduling. Member asked how participation would be measured because 45 students would be difficult to keep track of the discussion for participation, although this is outside of CUE's purview. Member complimented the contribution this course will make.

Honors Packet GEP

- **HON 294/296 Sec 004 American Envir. Lit: Nature Writing in NC & Beyond:** (HUM, IP) – *Approved Unanimously*
Discussion: HON first offering presented by member Peggy Domingue.
- **HON 296 Sec 005 Dinomania: A Cultural & Scientific History of Dinos:** (IP) – *Approved with stipulations*
Discussion: HON first offering presented by member Daniel Monek. Review suggested providing clarity for the different disciplines and the means of assessment on objective 2. Member said the discipline could be cultural science instead of history on page 41 of the packet. Member indicated the form indicates the cultural and scientific nature of dinosaurs. Member commented that many of the readings provide a basis for history, another member indicated the title also indicates history. Member indicated this course is focused more on history than science, and that the scientific subjects are not really being taught, but referenced. Member asked if the discussion is moot because this course is currently being taught. XONV members explained that the second offerings are compared with the notes from the first offering to ensure those concerns were met before appearing on the consent agenda. Members discussed that this would usually be an approved pending or tabled action, but due to the nature of the course being offered in the current semester, they will not. Guest Anne Auten asked if the course is not meeting the IP category or if this is just unclear in the delivery and explanation. Members discussed potentially taking off this course offered in the Fall. Member asked if this could potentially be tabled this meeting and brought back at the April meeting this semester. Members asked how this will affect students enrolling. Members discussed approving with the stipulation that the course return to CUE this semester for clarification on learning outcomes and disciplines involved and the measures of assessment in the second learning objective. Members discussed amending the motion to indicate this is specifically being approved for the Spring of 2018 with the requirement to clarify objective two and the natural sciences measures of assessment. Member Tania Allen motioned to amend the motion, motion amendment approved. Vote to approve the newly-amended motion to require the course return to the next meeting approved.
- **HON 297 Sec 001 Performing the Lost Cause:** (IP, USD) – *Approved Unanimously*
Discussion: HON first offering presented by member Daniel Monek. Reviewer indicated this is a very relevant course and the objectives and outcomes are clear.

Discussion: Chair explained that while the GER>GEP list is still populated, decreasing the frequency of CUE meetings would elongate that process. Further information regarding the GER>GEP process is upcoming after Dr. Smith discusses with the Associate Deans. Proxy member indicated that as a professor he has never been informed how he would meet the assessment requirements required for GEP courses, a process of review whose responsibility lives in the colleges. Chair explained that the assessment for the new GEP requirements is clearer than the GER requirements. Members discussed that because the assessment of GEP courses is done at the college level, CUE is on the honors system that the assessment measurements will be done at the college level, and the assessment indicated is what CUE reviews.

Meeting adjourned at 2:58 PM

Respectfully submitted by Lexi Hergeth

HON Interdisciplinary Perspectives Special Topic Shell Offering (HON 296)

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 sec 005

Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Dinomania: a cultural and scientific history of dinosaurs	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2018	
Instructor Name/Title	Paul D. Brinkman, Adjunct Associate Professor, History Dept.	

SECTION 1: GEP CRITERIA

Instructions:

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

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

Students will be able to recognize that objects and ideas in science – including dinosaurs – are culturally imbedded and have histories, and so do the values we use to make sense of them.

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 a midterm paper in which they will interpret a dinosaur reconstruction of their choosing. In this paper, they will attempt to address both the cultural and the scientific components of same.

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

Students will be able to discuss complicated and contentious issues in history and science effectively, which requires speaking precisely, listening carefully, and disagreeing respectfully.

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 numerous books and papers and discuss these readings in class.

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 write clearly and use different kinds of evidence from the natural sciences and the humanities effectively in order to improve their ability to form valid arguments and to communicate them well.

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 a final paper in which they explore the cultural and scientific history of a dinosaur taxon of their choosing.

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

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

History and paleontology/geology/biology

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

See attached syllabus

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): 11:45-1:00, Mondays and Wednesdays
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: 202, Hon. Vill. Comm.
- 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 %

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

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

UHP students

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

see syllabus

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

see syllabus

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

see syllabus

SIGNATURE PAGE FOR HON 296 sec 005

RECOMMENDED BY:

 Feb. 19, 2018
 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:

 02/19/2018
 CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 3/1/18
 COLLEGE DEAN DATE

APPROVED BY:

 3/15/18
 CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE


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

APPROVED EFFECTIVE DATE _____

HON 296-005: The Last Dinosaur Course

Spring, 2018

Dr. Paul D. Brinkman

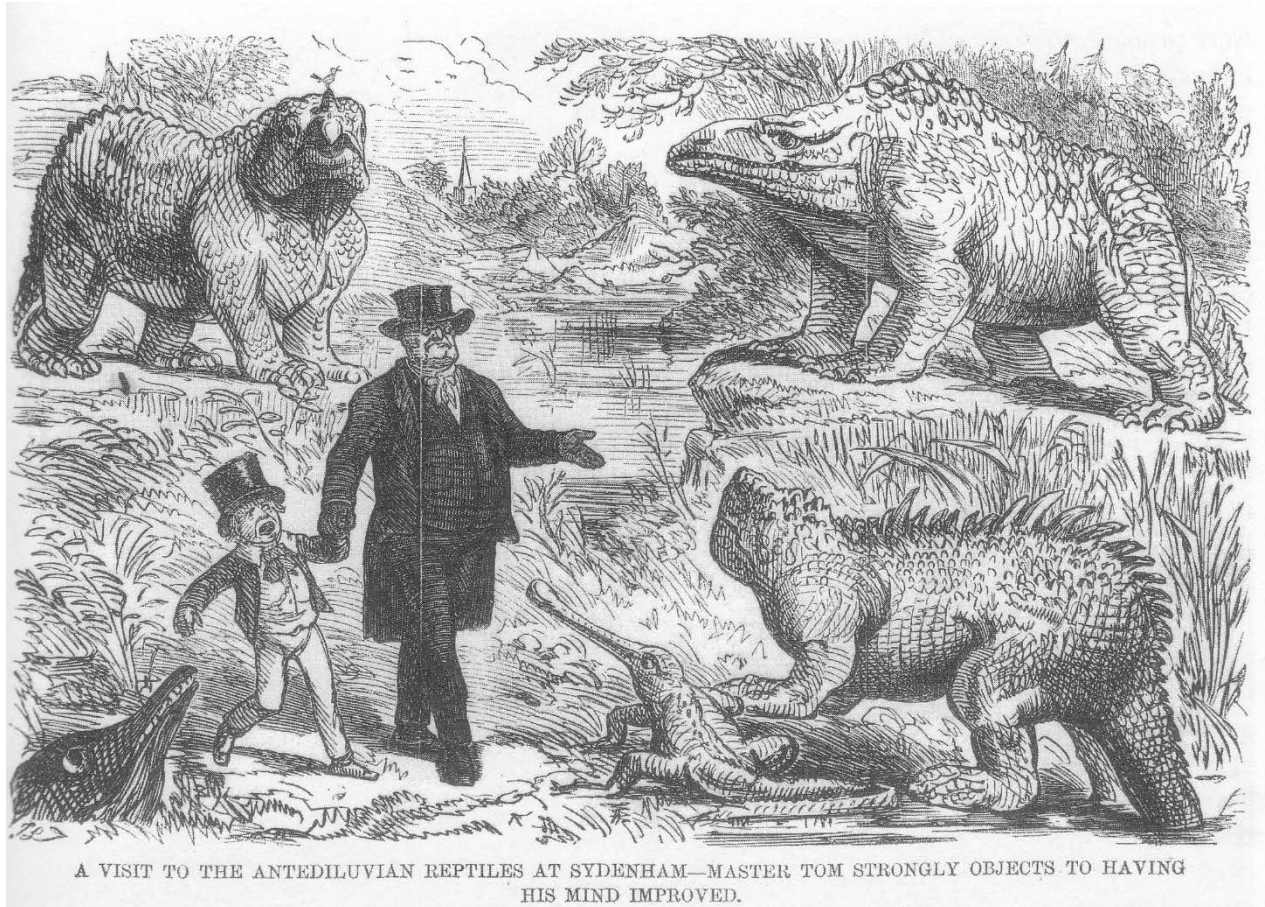
Office: Withers Hall room 252

Phone: 919-707-9282

Office hours: 10:30-11:30, Mon., Wed.

or by appointment

Email: pdrbrinkm@ncsu.edu



From *Tyrannosaurus rex* to Godzilla to Barney, from *Gertie* to *Jurassic Park*, dinosaurs are both objects of science and pop-culture icons. They are used routinely as metaphors for dominance, failure, obsolescence, hugeness and dim-wittedness. They are the objects by which science museums are judged. Victorians believed that the casual study of dinosaurs improved the mind...and they were right! Some scholars argue that a scientific understanding of dinosaurs can no longer be distinguished from their cultural counterparts. In this course, students will engage with the cultural and scientific history of dinosaurs in an attempt to disentangle the science object from the popular one. Special attention will be paid to early dinosaur discoveries and interpretations; the competitive exploration for dinosaurs in the US West and other exotic places; the origin and international spread of *dinomania*; dinosaurs as cultural icons; and, the ways that dinosaurs have been represented in the media and in public museums. This course will include critical discussion of how natural science is done, how ideas about dinosaurs are culturally embedded, and how and why those ideas change over time. It will explore the jumbled intersection of paleontology and popular culture.

Course information & grade determination:

Class will meet on Mondays and Wednesdays from 11:45 to 1:00pm in room 202 Honors Village Commons. This is designed to be a seminar course. This means that I will rarely, if ever, lecture. Instead, class time will consist of in-depth discussion of the weekly readings.

This course, which is reading and writing intensive, will distinguish between the distinct approaches of history and science. It will train students to identify and apply the connections between history and science as we examine changing ideas about dinosaurs over time.

Each week one or more students will be assigned to take major responsibility for leading discussion of the week's reading assignments. Discussion leaders are expected to come up with topics and questions for class. In addition, all students will circulate – via Moodle – brief written responses to the week's readings by midnight on the day before class meets. Students are encouraged to respond to questions or comments in each other's messages. These can and should be used to generate class discussion.

There will be two *writing assignments* for this course, which will be explained more fully in class. For the **first** writing assignment, students will choose an iconic representation of a dinosaur and write a critique that examines how it is culturally embedded. Discussion can and should include how and why the representation differs from historic and modern scientific understandings of that particular dinosaur. This short assignment should be no more than **three** double-spaced pages long and must be illustrated (30%).

For the **second** writing assignment, students will write a biography of a dinosaur genus or species of their choosing that describes both its cultural and scientific aspects. Possible sources could and should include scientific papers and monographs, movies, television, music, novels, textbooks, cartoons, toys, museum displays, models, roadside attractions, video games, comic books, and more. Students must use at least one primary source, and are encouraged to find one that is unpublished. The finished paper should be 10-12 double-spaced pages long and must be well-illustrated (60%).

Students will also present their writing assignments in class. Mid-term presentations will be brief (up to seven minutes) and informal. Final presentations will be up to fifteen minutes long and must be well illustrated. (See below for dates of student presentations.)

In addition to the above assignments, student performance will be assessed by *participation in class discussions, Moodle reading responses, and multiple class presentations* (10%).

Evaluative Rubric for participation

	Strong	Needs development	Unsatisfactory
Active listening (20 points)	Actively listens to peers and instructor. Engaged in the overall discussion (20 points)	Occasionally demonstrates lack of interest in conversation (10 points)	Disengaged from conversation/ lack of interest (0 points)

Critical engagement in discussion (30 points)	Comments are relevant to the discussion, assigned readings, other students' remarks (30 points)	Comments are occasionally irrelevant and overall attitude indicates lack of preparation (20 points)	Comments indicate little engagement and preparation (10 points)
Frequency of participation (30 points)	Regular and respectful participation in appropriate times (30 points)	Irregular participation (15 points)	Rarely participates (10 points)
Provide assignments (20 points)	Regular response to assignments. Responses demonstrate thorough engagement with the material (20 points)	Occasionally responses are not turned in. Responses indicate that little thought is given (10 points)	Infrequent responses with no or little engagement (5 points)

Grading scale:

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

Prerequisites & restrictive statements:

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

Course materials:

Required (readings assigned):

Brinkman, P. D. (2010). *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press. (\$10.00 to \$63.00)

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*. University of Chicago Press. (\$7.00-\$29.00)

Sanz, J. L. (2002). *Starring T. Rex! Dinosaur Mythology and Popular Culture*. University of Indiana Press. (\$12.00-\$30.00)

Wallace, D. R. (1999). *The Bonehunters' Revenge*. Houghton Mifflin Co. (\$6.00-\$47.00)

Some additional weekly readings will be provided via Moodle as PDFs.

Also, students are strongly encouraged to follow and read the blogs Extinct Monsters: <<http://extinctmonsters.net>>, which is written by Ben Miller, and/or Love in the Time of Chasmosaurus: <<http://chasmosaurs.blogspot.com/>>.

Recommended supplementary readings (not specifically assigned):

Farlow, J. O. and Brett-Surman, M. K. (1997). *The Complete Dinosaur*. University of Indiana Press.

Lacovara, K. (2017). *Why Dinosaurs Matter*. Simon & Schuster.

Schedule of required reading & assignments (subject to change):

Week 1, Jan. 8/10: **“What is a dinosaur?”**

Required readings, Wednesday:

Delair, J. B. and Sargeant, W. (1975) “The earliest discoveries of dinosaurs.” *Isis* 66(1): 5-25.

Torrens, H. S. (1992) “When did the dinosaur get its name?” *New Scientist* 1815: 40-44.

Torrens, H. S. (1997) “Politics and paleontology: Richard Owen and the invention of dinosaurs.”
In: *The Complete Dinosaur*. University of Indiana Press.

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Chapters 1-13: 2-92.

Week 2, Jan. 17: **“Extinction and evolution.”**

No class on Monday of this week

Required readings, Wednesday:

Sepkoski, D. (2016) “Extinction and biodiversity: a historical perspective.” In: *The Routledge Handbook of the Philosophy of Biodiversity*. Routledge.

Semonin, P. (1997) “Empire and extinction: the dinosaur as a metaphor for dominance in prehistoric nature.” *Leonardo* 30(3): 171-182.

Simpson, G. G. (1985) “Extinction.” *Proceedings of the American Philosophical Society* 129(4): 407-416.

Di Gregorio, M. A. (1982) “The dinosaur connection: a reinterpretation of T. H. Huxley’s evolutionary view.” *Journal of the History of Biology* 15(3): 397-418.

Week 3, Jan. 22/24: **“Deep time.”**

Required readings, Monday:

Marshall, N. R. (2007) “A dim world, where monsters dwell: the spatial time of the Sydenham Crystal Palace dinosaur park.” *Victorian Studies* 49(2): 286-301.

Rudwick, M. J. S. (2005) “Picturing nature in the Age of Enlightenment.” *Proceedings of the American Philosophical Society* 149(3): 279-303.

Schneer, C. (1954) "The rise of historical geology in the seventeenth century." *Isis* 45(3): 256-268.

Required readings, Wednesday:

Gould, S. J. (1987) "Charles Lyell, historian of time's cycle." Chap. 4 in: *Time's Arrow, Time's Cycle: Myth and Metaphor in the Discovery of Deep Time*. Harvard University Press.

Week 4, Jan. 29/31: **"Histories."**

Required readings, Monday:

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Chapters 14-25: 95-161.

Required readings, Wednesday:

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Chapters 26-36: 162-227, and Appendix A: 277-278.

Week 5, Feb. 5/7: **"Dinosaurs as objects of science."**

The N. C. Museum of Natural Sciences will be visited on Monday of this week. We will be touring the museum's paleontology research lab and collections with Lisa Herzog, Operations Manager of the Paleontology Research Lab.

Required readings, Wednesday:

Wallace, D. R. (1999) *The Bonehunters' Revenge: Dinosaurs and Fate in the Gilded Age*. Mariner Books.*

*This is a long book, so don't put the reading off until Tuesday night!

Week 6, Feb. 12/14: **"Dinosaurs in museums and on display."**

Required readings:

Brinkman, P. D. (2010) *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press.*

*This is another long book, so start your reading early!

*** The N. C. Museum of Natural Sciences will be visited on Wednesday of this week. We will be touring the museum's dinosaur displays with Roy Campbell, Head of Exhibits.***

Week 7, Feb. 19/21: **"Dinosaur reconstructions."**

Required readings, Monday:

Secord, J. A. (2004) "Monsters at the Crystal Palace." In: *Models: the Third Dimension of Science*. Stanford University Press.

Osborn, H. F. (1898) "Models of extinct vertebrates." *Science* 7(182): 841-845.

Rieppel, L. (2015) "Plaster cast publishing in nineteenth-century paleontology." *History of Science* 53(4) 456-491.

Wednesday:

Manias, C. (2016) "The lost worlds of Messmore & Damon: science, spectacle & prehistoric monsters in early-twentieth century America." *Endeavour*.

Paul, G. S. (1996) "The art of Charles R. Knight." *Scientific American* 274(6): 86-93.

Hoagland, C. (1943) "They gave life to bones." *Scientific Monthly* 56: 114-133.

Weisburd, S. (1986) "Brushing up on dinosaurs." *Science News* 130(14): 216-220.

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Paleoart: 265-275.

Week 8, Feb. 26/28: Mid-term presentations.

Spring Break

Week 9, March 12/14: **"Dinosaurs in literature."**

Required readings:

Each student will read a dinosaur novel of his/her choice and then present a short report in class as part of a panel. Novels must be approved in advance by instructor before Spring Break.

Week 10, March 19/21: **"Fakes, frauds and hoaxes."**

Required readings, Monday:

Schnabel, J. (1994) "Puck in the laboratory: the construction and deconstruction of hoaxlike deception in science." *Science, Technology, & Human Values* 19(4): 459-492.

Franco, B. (1969) "The Cardiff Giant: a hundred year old hoax." *New York History* 50(4): 420-440.

Rose, M. (2005) "When giants roamed the Earth." *Archaeology* 58(6): 30-35.

Required readings, Wednesday:

Rieppel, L. (2017) "Albert Koch's *Hydrarchos* craze: credibility, identity, and authenticity in nineteenth-century natural history." In: *Science Museums in Transition: Cultures of Display in Nineteenth-Century Britain and America*. University of Pittsburgh Press.

Ehrich, R. W. and Henderson, G. M. (1954) "Concerning the Piltdown hoax and the rise of a new dogmatism." *American Anthropologist* 56(3): 433-436.

Thomson, K. S. (1991) "Marginalia: Piltdown Man: the great English mystery story." *American Scientist* 79(3): 194-201.

Booher, H. R. (1986) "Science fraud at Piltdown: the amateur and the priest." *The Antioch Review* 44(4): 389-407.

Stone, R. (2010) "Altering the past: China's faked fossils problem." *Science* 330(6012): 1740-1741.

Week 11, March 26/28: "Dinosaurs on film."

Required readings, Monday:

Sanz, J. L. (2002). *Starring T. Rex! Dinosaur Mythology and Popular Culture*. University of Indiana Press.

Thomson, K. S. (2002) "Dinosaurs, the media and Andy Warhol." *Amer. Scientist* 90(3): 222.

Thomson, K. S. (2005) "Dinosaurs as a cultural phenomenon." *Amer. Scientist* 93(3): 212.

For Wednesday, students are required to watch a dinosaur film of their choice. Each student will then give a brief report on the film in class. Films must be approved in advance by instructor.

Week 12, April 2/4: "Celebrity science."

Required readings: TBD

Week 13, Apr. 9/11: "Dinosaurs for sale."

We will be watching the documentary *Dinosaur 13* on Monday this week.

Required readings, Wednesday:

Public Law 111-011: Paleontological Resources Preservation Act.

Dalton, R. (2008) "School of rock." *Nature* 455: 858-860.

Roberts, D. (1998) "Digging for dinosaur gold." *Smithsonian* 28(12): 40-53.

Engber, D. (2014) "Dinosaur cowboy." *Men's Journal*.

Sax, J. L. (1999) "Antiquities business." In: *Playing Darts with a Rembrandt*. The University of Michigan Press.

Weeks 14/15, Apr. 16/18, 23/25: Student presentations of their final writing assignments.

Final papers are due on 27 April. There is no final exam.

Learning outcomes:

Students will be able to:

Recognize that objects and ideas in science – including dinosaurs – are culturally imbedded and have histories, and so do the values we use to make sense of them;

Explore how scientific knowledge shapes cultural values, and how those values in turn condition our response to science;

Engage and appraise sophisticated arguments from a number of different scholarly approaches;

Write clearly and use evidence effectively in order to improve your general capacity to form valid arguments and to communicate them well;

Define and complete an original research project with curiosity and rigor;

Collaborate effectively on complex projects;

Discuss complicated and contentious issues effectively, which requires speaking precisely, listening carefully, and disagreeing respectfully.

GEP information:

GEP Category: Interdisciplinary Perspectives

Each course in the Interdisciplinary Perspectives category will meet the following three outcomes:

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

Course outcome: Students will be able to recognize that objects and ideas in science – including dinosaurs – are culturally imbedded and have histories, and so do the values we use to make sense of them.

Means of assessment: Students will write a midterm paper in which they will interpret a dinosaur reconstruction of their choosing. In this paper, they will attempt to address both the cultural and the scientific components of same.

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

Course outcome: Students will be able to discuss complicated and contentious issues in history and science effectively, which requires speaking precisely, listening carefully, and disagreeing respectfully.

Means of assessment: Students will read numerous books and papers (see above for details) and discuss these readings in class.

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

Course outcome: Students will be able to write clearly and use different kinds of evidence from the natural sciences and the humanities effectively in order to improve their ability to form valid arguments and to communicate them well.

Means of assessment: Students will write a final paper in which they explore the cultural and scientific history of a dinosaur taxon of their choosing.

Late assignment policies:

No late assignments will be accepted without prior permission of the instructor. Assignments turned in late without prior approval will receive a zero.

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 of a student’s work not caused by his/her own negligence. The university’s policy on incompletes (REG 02.50.03) can be found at: policies.ncsu.edu/regulation/reg-02-50-03.

Academic integrity statement:

Students must make themselves familiar with NC State policy on Academic Integrity, found in the Code of Student Conduct, at <<http://policies.ncsu.edu/policy/pol-11-35-01>>. Students are required to uphold the Honor Pledge. (“I have neither given nor received unauthorized aid on this test or assignment.”) Students’ commitment to academic honesty is certified by their name on any test or assignment. The professor expects the highest integrity from NC State students.

It is the student’s responsibility to know what constitutes plagiarism and how to avoid it. For questions regarding appropriate scholarly use of sources and citation, see the History Department’s website *What is Plagiarism?* at <http://history.ncsu.edu/pages/what_plagiarism> and *How to Identify and Avoid Plagiarism* at <http://history.ncsu.edu/pages/avoid_plagiarism>. Specific questions or problems can also be addressed to the professor. Students caught in an act of plagiarism or any other form of academic dishonesty will receive a grade of zero for that assignment.

Scholarly forms of citation in historical writing are vitally important. Students must use a standard citation format both in footnotes and in the Literature Cited section in their writing. This professor recommends the *The Chicago Manual of Style* format, which is available on-line at <<http://www.chicagomanualofstyle.org/home.html>>. Other standard citation formats are acceptable, also, so long as they are clear to understand and consistently applied.

Policy on attendance:

Attendance is mandatory. Students are responsible for attending class and doing their reading assignments. Students should come to class prepared to discuss the readings. Additionally, students are responsible for lecture material. Some lecture material comprises the professor’s synthesis of the scholarship, and students will be expected to be able to draw on lectures and class discussions in their own written work and on the exams.

Students should contact the professor as soon as possible about absence due to illness or emergency. Please consult the University's Attendance Regulation for the definition of excused absence at < <http://policies.ncsu.edu/regulation/reg-02-20-03> >.

This class will meet twice at the North Carolina Museum of Natural Sciences, 11 W. Jones St., in downtown Raleigh. We will arrange transportation and parking in advance in class (see below for dates).

Statement for students with disabilities:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, you must register with Disability Services for Students (DSS) at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on N. C. State University's policy on working with students with disabilities, please consult the Academic Accommodations for Students with Disabilities Regulation at <<http://policies.ncsu.edu/regulation/reg-02-20-01>>.

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.

History of science is inherently interdisciplinary. What makes it interdisciplinary is its ability to address problems that pertain to different fields of study and to integrate both the knowledge and the ways of knowing from multiple disciplines. Most history of science courses provide a basic familiarity with the scientific subject matter under discussion, an examination of their complex historical contexts, and an understanding of both scientific and historical methods. Very often these courses are abundantly cross-fertilized by ideas and perspectives from other humanities disciplines. The subject of this particular course is dinosaurs. In this course, students address both the cultural and scientific aspects of dinosaurs over time. Early in the semester, the focus of the course is on dinosaurs as objects of science, and the crucial role that dinosaur (and other) fossils played in the formulation of important scientific ideas like extinction, deep time and evolution (weeks 1-3). We also examine how dinosaur fossils have been used by scientists to generate new knowledge about the prehistoric past, and how they've been used in science museums (weeks 5-7). We spend two days at the N. C. Museum of Natural Sciences discussing these subjects with professional paleontologists and exhibit developers. We then transition into dinosaurs as cultural objects. We examine how dinosaurs have been used and portrayed in a multitude of media, including literature (week 10) and movies (week 11). We end the course with a series of readings and discussion about dinosaur fossils as commodities (week 13). The readings in this course are a mixture of science, science history and cultural history. Daily discussions involve students in discussing both the scientific and the cultural aspects of the topic at hand. Both written assignments also call for students to address dinosaurs from an interdisciplinary perspective.

HON Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering (HON 293)

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 293 sec 002

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

SECTION 1: GEP CRITERIA**Instructions:**

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

Interdisciplinary Studies

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

Measure(s) for above Outcome:

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

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

Measure(s) for above Outcome:

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

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

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.

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?

- 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"?

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.

Measure(s) for above Outcome:

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

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Global Knowledge Objective 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.

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):

 - Seat count:

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

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

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

SIGNATURE PAGE FOR HON 293 sec 002

RECOMMENDED BY:



HEAD, DEPARTMENT PROGRAM

Feb. 19, 2018

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 & CURRICULUM COMMITTEE

March 19, 2018

DATE



COLLEGE DEAN

3/23/18

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HON 293 Course Syllabus

HON 293 The Nile: History and Culture

Section 002

SPRING 2018

3 Credit Hours

Course Description

COURSE DESCRIPTION: This Spring, HON 293 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 will deal with issues of sustainability, as well as religion, politics, history, and culture of the peoples of North and East Africa. In addition to occasional written responses and quizzes based on class readings and listening, students will participate in a group oral presentation dealing with geographical, historical, political, and cultural dimensions of the region respectively. Each student will submit a 2,000-3,000 word term paper on the last day of class on a topic of his or her choosing. Also, there will be a mid-term and final exam.

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

Lecture/Discussion

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 text by Jeal and related historical materials. 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

Jonathan C. Kramer, Ph.D.

Office: Price Music Center

Email: jckramer@ncsu.edu, Phone: 919-345-9389

Office Hours: 10:15-10:45 or by appointment.

Course Meetings

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.

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. Articulate the relationships among 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.

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

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 and

Letter Grades

Map Assignment	5%
Egyptian Music Quiz	10%
Ugandan Music Quiz	10%
Mid-term exam	20%
Final exam	20%
Reflective Essays based on Jael	10%
Group Oral Report	5%
Term Paper (due the last day of class)	20%

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. Five **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. Five **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, student 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

Seminar TH 8:30am - 9:45am — Week 1 — 01/09/2018 - 01/11/2018

NOTE: The course schedule is subject to change. Class will not meet in the first week.

Introductory reading: Please read the first 64 pages of Jeal

Seminar TH 8:30am - 9:45am — Week 2 — 01/16/2018 - 01/18/2018

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 related historical documents. 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 — 01/23/2017 - 01/25/2018

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

Map Assignment due.

Seminar TH 8:30am - 9:45am — Week 4 — 01/30/2018 - 02/01/2018

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 — 02/06/2018 - 02/08/2018

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

Seminar TH 8:30am - 9:45am — Week 6 — 02/13/2018 - 02/15/2018

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

Influence of Egyptian art and culture on European Art Deco styles.

Seminar TH 8:30am - 9:45am — Week 7 — 02/20/2018 - 02/22/2018

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

Quiz on Egyptian Music

Seminar TH 8:30am - 9:45am — Week 8 — 02/27/2018 - 03/01/2018

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

SPRING BREAK

Seminar TH 8:30am - 9:45am — Week 9 — 03/13/2018 - 03/15/2018

Jeal pps. 346-394.

Team Projects Assigned

Seminar TH 8:30am - 9:45am — Week 10 — 03/20/2018 - 03/22/2018

NO CLASS THIS WEEK

Teams meet to work on projects

Seminar TH 8:30am - 9:45am — Week 11 — 03/27/2018 - 03/29/2018

MID-TERM March 27 Review of Jael due, March 29

Uganda: Music (Drumming and ritual) after Vatican II.

Seminar TH 8:30am - 9:45am — Week12 — 04/03/2018 - 04/05/2018

Barz, pps. 21-39, Audio tracks 8-14

Seminar TH 8:30am - 9:45am — Week 13 — 04/10/2018 - 04/12/2018

Barz, pps. 40-58, Audio Tracks 15-19.

Quiz on Ugandan Music

Seminar TH 8:30am - 9:45am — Week 14 — 04/17/2018 - 04/18/2018

Group Presentations

Seminar TH 8:30am - 9:45am — Week 15— 04/23/2018 - 04/25/2018

Group Presentations