

## Council on Undergraduate Education 2017-2018

November 3<sup>rd</sup> 2017  
Talley Student Union 4140  
1:30pm-3:00pm

### Call to Order 1:30pm

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

### New Business

- Approval of CUE September 22, 2017 Minutes
- Course and Curricular Business

#### Consent Agenda

GEP Category	GEP Action	Notes
VPA	<a href="#">DAN 272 Dance Composition</a>	Last reviewed 4.2017, Minor update at UCCC
IP, GK	HON 293 sec 001 Enlightenment and Empire	2 <sup>nd</sup> offering
IP	HON 296 sec 003 Philosophy of Research	2 <sup>nd</sup> offering
SS	<a href="#">PS 205 Law and Justice</a>	Course being Dropped

#### Courses New to GEP

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Allen	Joines, Simpson, Sills	GK, VPA	<a href="#">ARC 141 Introduction to Architectural History</a>	New Course
Isaacson	Domingue, Allen, Sills	*IP, HUM, USD	<a href="#">HI 346 The Civil War Era in Popular Culture</a>	New to IP, reviewed 8.2013 HUM and USD.

#### Courses for GEP Category - Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Knowles	Auerbach, Beckstead, Allen	HUM	<a href="#">ENG 420 Major American Author</a>	Up for HUM review changes at UCCC
Knowles	Pickworth, Joines, Petty	HUM, USD	<a href="#">REL/HI 320 Religion in American History</a>	Up for HUM review changes at UCCC USD reviewed 5.2013
Isaacson	Sills, Ozturk, Levine	HUM, USD	<a href="#">REL 323 Religious Cults, Sects, and Minority Faiths in America</a>	Up for HUM review changes at UCCC USD reviewed 1.2013

#### Honors GEP packet

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Domingue	Simpson, Auerbach, Isaacson	HUM, USD	HON 290 sec 001 & 002 Literary Critiques and Contexts in 20th Century America	1 <sup>st</sup> offering
Domingue	Knowles, Petty, Beckstead	IP, GK	HON 293 sec 002 Music and Oppression	1 <sup>st</sup> offering
Domingue	Allen, Ozturk, Levine	IP	HON 296 sec 001 Modern American Design Experience	1 <sup>st</sup> offering
Domingue	Minogue, Sills, Pickworth	IP	HON 296 sec 004 Culinary Botany: Edible Plants Across Cultures	1 <sup>st</sup> offering
Domingue	Minogue, Joines, Isaacson	IP	HON 296 sec 005 Classical Liberal Tradition	1 <sup>st</sup> offering
Domingue	Minogue, Isaacson, Levine	IP	HON 296 sec 006 Common Decency: Promoting Engagement Across Parties	1 <sup>st</sup> offering

**Discussion:** Electronic Vote Debriefing

### 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**

September 22, 2017  
Talley Student Union 4140  
Call to Order: 1:30 PM

**Members Present:** Chair Ghada Rahba, Past Chair Peggy Domingue, James Minogue, Hatice Ozturk, James Knowles, Tania Allen, Cynthia Levine, Erin Sills, Tim Petty, Jeff Joines, Carrie Pickworth, Robert Beckstead, Nathaniel Isaacson, David Auerbach,

**Members Absent:** Coleman Simpson

**Ex-Officio Members Present:** Li Marcus, Lexi Hergeth, Helmut Hergeth

**Guests:**

**WELCOME AND INTRODUCTIONS**

- *Remarks from Chair Ghada Rabah -*
- *Introductions-*
- *Remarks and Updates from OUCCAS/DASA –*
- Approval of the Minutes from September 1<sup>st</sup> 2017 – Approved with one abstention from Nathaniel Isaacson (NI absent from last meeting)
  - Discussion: Motion to approve the past minutes by member Erin Sills.

**NEW BUSINESS**

Consent Agenda: (FS/ANS/PO 322 and IPUS 295) -Approved with one abstention from Nathaniel Isaacson (NI absent from last meeting)

The approval of the consent agenda was moved by member Erin Sills.

GEP Shell Special Topics Offering

- **HUMG/VPGE 295 The Music and Arts of Prague and Vienna:** (HUM) – Approved Unanimously  
Discussion: Motion by member Erin Sills. Member suggested “The outcomes and measurements are almost identical in most of the categories for HUM and GK so I am not sure how the instructor is planning to assess the objectives. But generally speaking I think the topic fits fine into the HUM and GK categories.”.

Discussion:

Electronic Meeting closed September 27, 2017 at 5:00 PM.

*Respectfully submitted by Lexi Hergeth*

## HON Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

**And at least one of the following:**

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

### HON 293 sec 001

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b> <input type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	Enlightenment and Empire	<b>Review for 2<sup>nd</sup> Offering</b> <input checked="" type="checkbox"/>
<b>Term to be Offered</b>	Fall 2017	
<b>Instructor Name/Title</b>	Mi Gyung Kim, Professor	

### 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.***

Develop an analytic framework to evaluate various political and historical theories.

#### ***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.*

Throughout the course, students will be prompted to discern the core repertoire of the Enlightenment ideals that are still being used in political science and to differentiate their historical meanings from our contemporary uses. Such a consciously historical approach to the moral ideals that ground our current political system (and political science) should alert the students to the divergent methods of studying political systems past and present. The central means of assessment consist in the homework that mixes the secondary sources written by political scientists and historians.

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

Analyze the foundational Enlightenment texts from historical and political perspectives to understand the republican imaginary in historical and contemporary contexts

**Measure(s) for above Outcome:**

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

The students will be prompted to situate the Enlightenment ideals in their contexts to understand their genesis and impact on historical development. Such a reflexive thought process should be applied to thinking about the relationship between ideas and political praxis. The students will be required to read the secondary sources written by political scientists and historians and to apply their differential perspectives in interpreting the primary sources in writing homework and throughout class discussion.

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.**

- Identify major contextual factors – social, political, religious and techno- scientific – that shaped the process of building European nations/empires.
- Articulate the relationship between Enlightenment ideals and the logic of European expansion.

**Measure(s) for above Outcome:**

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

The students will develop a *research project* on a particular thinker or text to further explore and synthesize the views of political scientists and intellectual historians.

**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?**

This course will synthesize and connect Enlightenment political philosophy from the disciplinary viewpoints of history and political science, with significant consideration given to the role of science and technology.

**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 class starts with an overview of how science and technology shaped European engagement of the world in the early modern period. Afterwards, each session will be divided into a lecture that presents a complex of historical contexts that shaped political thought and a discussion that focuses on the particular text that addresses the changing contour of the nation and the empire in political thought. By placing a repertoire of Enlightenment political ideals in concrete historical context of European expansion, students should recognize the benefits of mixing two disciplinary approaches in understanding the legacy and potency of the American republic.

**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.**

Analyze the foundational Enlightenment texts from historical and political perspectives to understand the republican imaginary in historical and contemporary contexts.

**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 learn European Enlightenment ideas, values, and techno- scientific developments through a close reading of the primary sources that will be assigned as weekly written homework.

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

3) Identify major contextual factors – social, political, religious and techno- scientific – that shaped the process of building European nations/empires.

3) Articulate the relationship between Enlightenment ideals and the logic of European expansion.

4) Discern major periods of European expansion from the 17<sup>th</sup> to the 20<sup>th</sup> centuries.

4) Develop an analytic framework to evaluate various political and historical theories.

**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.*

3) Students will combine their textual reading with lectures and discussion to place Enlightenment ideas in their cultural and/or historical context. This will be done in the form of weekly In-Class Assignments after the class discussion.

4) The larger historical process and moral framework will be discussed in preparation for the *two midterms*.

## 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): Wednesdays, 3:00 – 5:45 PM
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: HVC conference room
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.  
(EX: BIO 295 with NSGK 295)

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

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

Restricted to University Honors Program students.

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

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

University Honors Program Students; Others by permission of the University Honors Program

*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 HON 293 sec 001**

RECOMMENDED BY:

 10/4/17  
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:

 10/16/17  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 10/17/17  
COLLEGE DEAN DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_

## **HON 293: Enlightenment and Empire, Fall2017, Prof. Kim**

Class hours: W 3:00 – 5:45 pm (HVC conference room)

Contact: Withers 278 (513-2235), [mimi\\_kim@ncsu.edu](mailto:mimi_kim@ncsu.edu)

Office Hours: TH 3-4 & by appointment

Course website: All class material will be posted on **Moodle**, except for the required books.

### **Course Description and rationale**

French Enlightenment has left a dual legacy -- one as an emancipatory ideology that pursued individual liberty and democratic polity and the other as the embodiment of instrumental reason that fostered European Empires and the World Wars. This class will immerse the students in representative Enlightenment texts and their implementation in the institutional, cultural and administrative arena to unpack how the contemporary authors processed the reality of domestic/imperial oppression to formulate ideal polities and how the seemingly opposite projects of enlightenment and Empire were woven together in the contemporary thought and culture to evaluate their relevance to our political imagination.

The purpose of this course is to allow the students to develop a sophisticated understanding of the Enlightenment legacy that helped shape the American republic and its constitutional ideology and to reflect on its place in the world as a global citizen.

### **Catalog Description**

Seminar for University Honors Program students, repeatable if content varies, meeting GEP requirements in Interdisciplinary Perspectives and Global Knowledge co-requisite. Interdisciplinary in character, and often team-taught.

### **Student Learning Outcomes**

Students who complete this course will be able to:

- Discern major periods of European expansion from the 17th to the 20th centuries.
- Develop an analytic/moral framework by which to evaluate various political systems.
- Identify major contextual factors – social, political, religious and techno- scientific – that shaped the process of building European nations/empires.
- Articulate the relationship between Enlightenment ideals and the logic of European expansion.
- Analyze the foundational Enlightenment texts from historical and political perspectives to understand the republican imaginary in historical and contemporary contexts.

### **General Education Program (GEP) Information**

This course meets the following GEP requirements: **Interdisciplinary Perspectives and Global Knowledge**. Students should review their degree audit to ensure they receive proper credit for this course.

*GEP category: **Interdisciplinary Perspectives**. Objectives and Outcomes.*

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



**Course Learning Outcome:** Develop an analytic framework to evaluate various political and historical theories.

**Means of Assessment:** Throughout the course, students will be prompted to discern the core repertoire of the Enlightenment ideals that are still being used in political science and to differentiate their historical meanings from our contemporary uses. Such a consciously historical approach to the moral ideals that ground our current political system (and political science) should alert the students to the divergent methods of studying political systems past and present. The central means of assessment consist in the homework that mixes the secondary sources written by political scientists and historians.

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

**Course Learning Outcome:** Analyze the foundational Enlightenment texts from historical and political perspectives to understand the republican imaginary in historical and contemporary contexts.

**Means of Assessment:** The students will be prompted to situate the Enlightenment ideals in their contexts to understand their genesis and impact on historical development. Such a reflexive thought process should be applied to thinking about the relationship between ideas and political praxis. The students will be required to read the secondary sources written by political scientists and historians and to apply their differential perspectives in interpreting the primary sources in writing homework and throughout class discussion.

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

**Course Learning Outcome:** Identify major contextual factors – social, political, religious and techno- scientific – that shaped the process of building European nations/empires.

**Course Learning Outcome:** Articulate the relationship between Enlightenment ideals and the logic of European expansion.

**Means of Assessment:** The students will develop a *research project* on a particular thinker or text to further explore and synthesize the views of political scientists and intellectual historians.

*GEP co-requisite category: **Global Knowledge. Objectives and Outcomes.***

**GEP Objective #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.

**Course Learning Outcome:** Analyze the foundational Enlightenment texts from historical and political perspectives to understand the republican imaginary in historical and contemporary contexts.

**Means of Assessment:** Students will learn European Enlightenment ideas, values, and techno-scientific developments through a close reading of the primary sources that will be assigned as weekly *written homework*.

**GEP Objective #3:** Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

**Course Learning Outcome:** Identify major contextual factors – social, political, religious and techno- scientific – that shaped the process of building European nations/empires.

**Course Learning Outcome:** Articulate the relationship between Enlightenment ideals and the logic of European expansion.

**Means of Assessment:** Students will combine their textual reading with lectures and discussion to place Enlightenment ideas in their cultural and/or historical context. This will be done in the form of weekly *In-Class Assignments* after the class discussion.

**GEP Objective #4:** Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

**Course Learning Outcome:** Discern major periods of European expansion from the 17<sup>th</sup> to the 20<sup>th</sup> centuries.

**Course Learning Outcome:** Develop an analytic framework to evaluate various political and historical theories.

**Means of Assessment:** The larger historical process and moral framework will be discussed in preparation for the *two midterms*.

#### **Required Texts:**

- *The Major Political writings of Jean-Jacques Rousseau* (Chicago, 2014)  
(ISBN 9780226151311), \$13.83
- Diderot, *Political Writings* (Cambridge, 1992: ISBN 9780521369114), \$27.54

#### **Optional Texts** (available from the library in ebook format)

- Sankar Muthu, *Enlightenment against Empire* (Princeton University Press, 2003)
- Sankar Muthu ed. *Empire and Modern Political Thought* (Cambridge University Press, 2012)
- Mi Gyung Kim, *The Imagined Empire: Balloon Enlightenments in Revolutionary Europe* (University of Pittsburgh Press, 2016).

#### **Course Requirements**

The final grade will be determined based on the following assignments and participation. the end of the semester, all points will be added and converted to a letter grade as below (Standard rounding will apply):

95 ≤ **A+** ≤ 100  
90 ≤ **A** < 95  
85 ≤ **A-** < 90

80	≤	<b>B+</b>	<	85
75	≤	<b>B</b>	<	80
70	≤	<b>B-</b>	<	75
65	≤	<b>C+</b>	<	70
60	≤	<b>C</b>	<	65
55	≤	<b>C-</b>	<	60
50	≤	<b>D+</b>	<	55
45	≤	<b>D</b>	<	50
40	≤	<b>D-</b>	<	45
0	≤	<b>F</b>	<	40

Exams: 2 *midterms* (80 points) and a final paper (100 points).

Assignments: *Homework* (40 points total), *In-Class Assignments* (20 points),

*In-class presentation* (30 points) and *Class participation* (30 points). In-

class presentation consists of presenting class material and research projects.

Class participation consists of regular attendance and posing relevant questions and engaging in small-group and whole-class discussions.

For other grades, see <https://policies.ncsu.edu/regulation/reg-02-50-03/>

## Class Policy

\*\* No recording of class discussion/lecture will be allowed.

1) Class **attendance** is crucial for your success in this class. Absence will be excused only when the student submits a written explanation in advance, except for medical or family emergency. Students with three or more unexcused absences will be given a failing grade. For the university policy, see <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/>

2) **Late homework** will be given a half of the credit if it is turned in by the next class period. Students who plan to be away when the homework is due should turn it in before the due date for full credit. In-Class Assignments can be made up only when the student has a legitimate reason for the absence, as stated above.

3) Students who cannot finish the **final paper** due to unforeseen circumstances will be given an incomplete grade if they have completed all other work. The final paper should be turned in at the earliest possible date. Students who do not finish the final paper without proper excuse will be given a failing grade.

4) **Academic Integrity**; the instructor does not tolerate academic dishonesty. On any written work (exam and paper), students will copy the '**Honor Pledge**' (I have neither given nor received unauthorized aid on this test or assignment) and sign underneath. Any student who plagiarize will be given an F for the class.

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

## Homework

Assignments will be posted on Moodle weekly. The students must read the questions and compose thoughtful responses to all questions based on the reading material and submit a typed copy online *before* coming to the class. This is the most important part of the learning process.

## **Schedule of Classes and Reading Assignments**

### **I. Introduction & preliminary discussion (HW1, Aug. 16)**

- Mary Shelley, *Frankenstein*, <http://www.planetebook.com/ebooks/Frankenstein.pdf> or <http://literature.org/authors/shelley-mary/frankenstein/chapter-16.html>
- C.P. Snow, *Two Cultures* [Moodle]

### **II. Science and Moral Empire (HW2, due Aug. 23)**

- Montaigne, “Of Cannibals” (1580). [Moodle]
- Muthu, *Enlightenment against Empire*, 14-23. [Lib. & Moodle]
- Francis Bacon, *New Atlantis* (1626). [Moodle]

### **III. Colonial Government (HW3, Aug. 30)**

- John Locke, *Second Treatise on Government*  
[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=14&ved=0ahUKEwiopfn5zt\\_JAhXD7CYKHURHALAQFgheMA0&url=http%3A%2F%2Fwww.earlymoderntexts.com%2Fassets%2Fpdfs%2Flocke1689a.pdf&usq=AFOjCNFVKAPs2bJ6UShPMXjwBLKwqG\\_gvQ&sig2=qXwpPE4\\_aaqSWNZuulxLow](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=14&ved=0ahUKEwiopfn5zt_JAhXD7CYKHURHALAQFgheMA0&url=http%3A%2F%2Fwww.earlymoderntexts.com%2Fassets%2Fpdfs%2Flocke1689a.pdf&usq=AFOjCNFVKAPs2bJ6UShPMXjwBLKwqG_gvQ&sig2=qXwpPE4_aaqSWNZuulxLow)
- David Amitage, “John Locke: Theorist of Empire?” 84-111 in Sankar Muthu ed. *Empire and Modern Political Thought* (Cambridge, 2012). [Lib. & Moodle]

### **IV. Nation and Empire I (HW4, Sept. 6)**

- Montesquieu, *Reflections on the Causes of the Grandeur and Declension of the Romans* (1734), 1-98 (Chap. I-X). [ECCO]
- Paul A. Rahe, “Empires ancient and modern.” [Moodle]

### **V. Nation and Empire II (HW5, Sept. 13)**

- Montesquieu, *Reflections on the Causes* (1734), 98-end (Chap. XI-XXIII) [ECCO]
- Michael Mosher, “Montesquieu on Empire and Enlightenment,” 112-54 in Sankar Muthu ed. *Empire and Modern Political Thought* (Cambridge, 2012) [Moodle]

### **VI. Civilization and Discontent (HW 6, Sept. 20)**

- Rousseau, *First and Second Discourses*.
- Muthu, *Enlightenment against Empire*, 31-46. [Moodle]

\*\*\* First midterm topic distributed.

## **VII. Ideal Republic and Empire (HW7, Sept. 27)**

- Rousseau, *Social Contract*.
- Engel, Steven T. "Rousseau and Imagined Communities," *The Review of Politics* 67.3 (2005): 515-37.

## **VIII. First Midterm due (Oct.4)**

- Individual appointments for research projects.

\*\*\* **Fall Break, Oct. 5-6**

## **IX. Natural Man (HW8, Oct.11)**

- Diderot, *Political Writings*, ix-xxxv, 35-75.
- Muthu, *Enlightenment against Empire*, 46-71.

\*\*\* **Drop Deadline, Oct. 13**

## **X. Commerce and Discontent (HW9, Oct. 18)**

- Diderot, *Political Writings*, 169-214.
- Muthu, *Enlightenment against Empire*, 72-121. [Moodle]

## **XI. Enlightened Nation and Material Empire (HW10, Oct. 25)**

- Kim, excerpts from *The Imagined Empire* (Pittsburgh, 2016)
- Hodson, Christopher. "Colonizing the Patrie," *French Historical Studies* 32.2 (2009): 193-222.

\*\*\* midterm review.

## **XII. Second Midterm, In-Class (Nov. 1)**

## **XIII. Readings for Research projects/presentations (Nov.8)**

## **XIV. Readings for Research projects/presentations (Nov. 15)**

**\*\*\* Thanksgiving Break, Nov. 22-24**

XV. Research presentations/Discussion (Nov.29)

**\* Class evaluation (<https://classeval.ncsu.edu>)**

**\*\*\*\*\* Final Paper due: Dec. 11, 1 PM (Monday)**

**HON Interdisciplinary Perspectives Special Topic Shell Offering (IPGE 295)**

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 003**

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b>
<b>Special Topic Title:</b> (30 character limit)	Philosophy of Research	<b>Review for 2<sup>nd</sup> Offering</b> <input checked="" type="checkbox"/>
<b>Term to be Offered</b>	Fall 2017	
<b>Instructor Name/Title</b>	Lucy B. Laffitte, M.Ed, Ph.D	

**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.***

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

***Measure(s) for above Outcome:***

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

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

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 the common building blocks in different modes of knowledge acquisition

***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 interview researchers from different disciplines and present their findings pointing out the common threads in the process.

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

Examine how different research approaches are utilized in an interdisciplinary research.

**Measure(s) for above Outcome:**

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

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

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

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

Science, Social Science, Humanities, Engineering

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

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

## 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): Mondays & Wednesdays 11:45 AM – 1:00 PM
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: Honors Village Commons Multipurpose Room
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

- a. If seats are restricted, describe the restriction being applied.  
University Honors Program students.
- b. Is this restriction listed in the course catalog description for the course?  
None

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

University Honors Program Students; Others by permission of the University Honors Program



*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 HON 296 sec 003**

RECOMMENDED BY:

 10/4/17  
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:

 10/16/17  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 10/17/17  
COLLEGE DEAN DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_

## HON 296 - 003 Philosophy of Research

### Course Syllabus

#### Fall 2017, 3 Credit Hours

MW 11:45 am - 1:00 pm

Honors Village Commons Multipurpose Room

#### Instructor

**Lucy B. Laffitte**, M.Ed, Ph.D. **Email:** [lucy\\_laffitte@ncsu.edu](mailto:lucy_laffitte@ncsu.edu) **Phone:** 919-745-7570

**Office Location:** Design Library **Office Hours:** M, W \ 1:15-3:15 pm

#### Course Description

This course is designed to develop an overarching understanding of research and its boundaries. Throughout the course students will explore the stages of the inquiry process and generation of new knowledge manifests in different disciplines. This exploration will include comparison between different approaches to research and analysis of works representing those disciplines. Students will leave the class well versed in the stages of quantitative and qualitative methodologies of a rigorous research proposal viable across the sciences, social sciences, humanities, and engineering.

#### Student Learning Outcomes

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

#### General Education Program (GEP) Information

##### GEP Category

This course meets the following GEP requirement: Interdisciplinary Perspectives.

##### *GEP Category Objectives and Outcomes*

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

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

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

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

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

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

Students will submit analysis of interdisciplinary work.

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

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

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

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

Science, Social Science, Humanities, Engineering

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

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

#### GEP Co-requisites

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

**Textbooks (Required)**

**How to Write a Thesis** - *Umberto Eco* **Edition:** 1st **ISBN:** 9780262527132 **Cost:** \$14.66

**The Landscape of History** - *John Lewis Gaddis* **Edition:** 1st **ISBN:** 0195171578 **Cost:** \$10.49

**Materials**

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

**Prerequisites**

None.

**Co-requisites**

None.

**Restrictions**

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

**Assignments and Grading****Grading Scale**

**This Course uses Standard NCSU Letter Grading:**

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

**Course Policies, Requirements, and other Statements****Requirements for Credit-Only (S/U) Grading**

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

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

**Attendance Policy**

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

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

**Absences Policy**

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

### Makeup Work Policy

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

### Academic Integrity

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

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

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

### Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

### Honor Pledge

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

### Policy on Technology Use

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

### Statement on Course Evaluations Online

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

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

Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)

More information about ClassEval:

<http://www2.acs.ncsu.edu/UPA/classeval/>

### Electronically-Hosted Course Components

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

### Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) <http://policies.ncsu.edu/regulation/reg-02-20-01>.

### Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited.

NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or

[http://www.ncsu.edu/equal\\_op/](http://www.ncsu.edu/equal_op/). Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

## Assignments Overview

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

<b>Participation</b>	<b>(15%)</b>
<b>Subjectivity Statement</b>	<b>(12.5%)</b>
<b>Poster Layout</b>	<b>(12.5%)</b>
<b>Pragmatic Question</b>	<b>(12.5%)</b>
<b>Lit Review</b>	<b>(12.5%)</b>
<b>Field Project</b>	<b>(12.5%)</b>
<b>Written Proposal &amp; Final Poster</b>	<b>(12.5%)</b>
<b>Homework</b>	<b>(10%)</b>

**Participation and Discussion (15%):** You must show up to class well-prepared and ready to participate, comprehend, and be present (mind and body) during the class discussion and peer-review. You are allowed two “free” absences; thereafter, absences count against your grade. Please do not do nap or violate the electronics policy above. Either will be counted as an absence for the day. Because it is a waste of everyone’s time if you engage in such activities, I reserve the right not to inform you if I have marked you down for such infractions; if you are unable to restrain yourself, you may find out the hard way that your grade has suffered considerably. Classroom participation is evaluated on the following basis:

A	B	C	D	F
Contributions in class are frequent and reflect exceptional preparation.	Contributions in class are frequent and reflect thorough preparation.	Contributions in class are infrequent but reflect adequate preparation.	Contributions in lack preparation and seriousness.	Contributions are disruptive of the academic environment.

**Subjectivity Statement (12.5%) Due: September 11, 2017.** A reflexivity or subjectivity statement is a summary of who you are in relation to what and who you are studying. It is built from your voice, your critical creativity, your process, and your personal history and cultural worldview.

**Poster Layout (12.5%) Due: September 27, 2017.** Plan and design an academic poster of your proposal with place holders for all your proposal content. Write a generic abstract. Use images.

**Pragmatic Question (12.5) Due: October 11, 2017.** A pragmatic question broadly identifies the discipline, subfield, topic, timeline, locality, sector, actors, causality, inputs, outcomes, and undiscovered aspects of your research question. The pragmatic question essay allows you to answer the question: why is your research question worth pursuing?

**Literature Review (12.5%): Due: October 25, 2017.** A literature review has at least three sections—the references used in writing your pragmatic question, the references that define your theories or concepts, and a list of references to help you with your methodology. Must submit three versions: one in APA, MLA, and CMS each.

**Field project (12.5%): Due November 8, 2017.** You will conduct an instructor-approved bit of field research in order to generate data so that you have experience collecting, managing, and analyzing data.

**Written Proposal & Poster Presentation (12.5%): Due: November 27, 2017.** Your culminating deliverable will be to draft your own comprehensive proposal, including a visual representation of it as an academic poster.

**Meta Research Analysis (10%) Done in Class as Assigned.** You will be analyzing the research process in seven disciplines by reviewing the following articles (written by faculty at NCSU):

## SCIENCE

### NCSU Applied Ecology

Cove, Michael and Beth Gardner, Theodore Simons, Roland Kays, Allan O'Connell, "Free-ranging domestic cats (*Felis catus*) on public lands: estimating density, activity, and diet in the Florida Keys," *Biological Invasions*, (30 July 2017).

### NCSU Marine, Earth & Atmospheric Science

Byrne, Paul and Christian Klimczak, David Williams, Debra Hurwitz, Sean Solomon, James Head, Frank Preusker, Jurgen Oberst. "An Assemblage of lava flow features on Mercury," *Journal of Geophysical Research: Planets*, 118, pp. 1302-1322.

## HUMANITIES & SOCIAL SCIENCE

### NCSU Anthropology

Wallace, Tim, "The Soccer Wars: Hispanic Immigrants in Conflict and Adaptation at the soccer borderzone," *Napa Bulletin*, 31, pp. 64-77.

### NCSU Psychology

Gray, Dennis and Eric Sundstrom, Louis Tornatzky, Lindsey McGowen, "When Triple Helix unravels: A multi-case analysis of failures in industry-university cooperative research centres," *Industry & Higher Education*. 25, 5, (October 2011) pp. 333-345.

### NCSU Communication

Goodwin, Jean and Michael Dalhstrom, "Communication strategies for earning trust in climate change debates," *WIREs Climate Change* (February 2014) 5, pp. 151-160.

### NCSU History

Gilmartin, David, "Towards a Global History of Voting: Sovereignty, the Diffusion of Ideas, and the Enchanted Individual," *Religions* (May 8, 2012) 3, pp. 407-423.

## ENGINEERING

### NCSU Aerospace Engineering

Cusher, Aaron and Ashok Gopalarathnam, "Drag reduction on aircraft configurations with adaptive life ting surfaces," *Aerospace Science and Technology* 34 (2014) pp. 35-44.

## Books on Reserve, Design Library, Brooks Hall under Laffitte

Research Methods Knowledge Base	Trochim (2005)
Science and Its Way of Knowing	Hatton & Plouffe (1997)
Doing Qualitative Research in Education Settings	Hatch (2002)
The Discovery of Grounded Theory	Glasser & Strauss (1967)
Naturalistic Inquiry	Lincoln (1985)
Introduction to Qualitative Research	Flick (2014)
Qualitative Research 3e	Corbin & Strauss (2008)
Qualitative Methods and Evaluation Research	Patton (2002)
Interviewing	Kvale (1996)

## Course Schedule

**Note: Subject to Change**

### Part One: Research Subjectivity

Wk	Date	Topic	Assignment Due Dates
1	16-Aug	Class Overview	
2	21-Aug	Finding Your Voice <b>Personal Inventory</b>	
2	23-Aug	Honing Your Voice Lamont: " <b>Finding Your Voice</b> ," pp. 195-201 (on Moodle) Lincoln: <b>Constructed Realities</b> pp. 70-91 Sagan: <b>Can We Know the Universe? Reflections on a Grain of Salt</b> in Hattan & Plouffe (on Reserve) pp. 3-7. Pirsig: <b>On Scientific Method</b> in Hattan & Plouffe pp. 7-11. (on Reserve)	

3	28-Aug	Your Critical Thinking Gaddis: <b>The Landscape of History</b> pp.35-52 Kneller: <b>A Method of Inquiry</b> pp. 11-15	
3	30-Aug	Your Creative Thinking <b>3 TED Talks on Creativity</b> (You Choose)	
<b>Labor Day</b>			
4	6-Sep	Your Process <b>Trochim: Foundations</b> pp. 2-24 (on Moodle)	
5	11-Sep	Philosophy of Research Part 1 Guest Speaker <b>Philosophy:</b> Dr. Stephen Puryear	<b>Subjectivity Statement</b>
5	13-Sep	Philosophy of Research Part 2 Guest Speaker <b>Philosophy:</b> Dr. Stephen Puryear	
6	18-Sep	Overview of the Academic Disciplines Eco: <b>Choosing The Topic</b> pp. 9-42	
6	20-Sep	Research Ethics "Eye of the Storm" <b>Frontline Video</b> Hatch: <b>Institutional Review &amp; Ethics</b> pp.60-65 (on Reserve)	
7	25-Sep	Institutional Review Board <b>Guest Speaker</b>	
7	27-Sep	Research Proposal Poster Gaddis: <b>Structure and Process</b> pp.35-53	<b>Poster Layout &amp; Abstract</b>
8	2-Oct	Poster Review	
8	4-Oct	<b>Mid term</b>	
<b>Fall Break</b>			

### Part Two: The Research Proposal

9	9-Oct	The Pragmatic Question Gaddis: <b>Time and Space</b> pp.17-35 Hatch <b>Ethics</b> pp. 68 (on Reserve)	
9	11-Oct	Lit Review Flick: <b>Using the Existing Literature</b> pp. 65-72 (on Reserve)	<b>Pragmatic Question Paper</b>
10	16-Oct	Epistemology-Quantitative Popper: <b>Science: Conjectures and Refutations</b> in Hatten & Plouffe pp. 81-87 (on Reserve)	
10	18-Oct	Epistemology Qualitative Glasser & Strauss: <b>The Discovery of Grounded Theory</b> pp. 1-21 (on Reserve)	
11	23-Oct	The Research Question & Conceptual Framework <b>Selected Readings from Trochim</b> (on Reserve)	
11	25-Oct	Hypothesis / Story Arc Gaddis: <b>Chaos and Complexity</b> pp.71-90	<b>Literature Review</b>
12	30-Oct	Reasoning Gaddis: <b>Causation, Contingency, and Counterfactuals</b> pp.91-110 Wynn: <b>Does theory ever become fact?</b> pp. 60-63 in Hattan & Plouffe (on Reserve)	
12	1-Nov	Sampling & Triangulation Trochim: <b>Sampling</b> pp. 25-46 (on Reserve) Flick: <b>Triangulation</b> pp. 182-192	
13	6-Nov	Units of Analysis Patton: <b>Units of Analysis</b> pp. (on Reserve)	
13	8-Nov	Data Collection Eco: <b>Conducting the Research</b> pp. 45-103 Trochim: <b>Data Preparation</b> pp. 209-211 (on Reserve)	



14	13-Nov	Data Management Flick: <b>Data Management</b> pp. 384-395 (on Reserve) <b>Eco: The Work Plan and the Index Cards pp 107-142</b>	<b>Field Project</b>
14	15-Nov	Data Analysis Corbin & Strauss: <b>Analyzing Data for Context</b> pp.229-247 (on Reserve)	
15	20-Nov	Threats to Validity & Reliability Trochim: <b>Design</b> pp. 134-146 (on Reserve)	
	<b>Thanksgiving</b>		
16	27-Nov	Proposal Presentations	
16	29-Nov	Proposal Presentations	<b>Proposal &amp; Posters</b>
	11-Dec	<b>Final</b>	

## HON Humanities and U.S. Diversity Special Topic Shell Offering

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

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

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

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

The **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 structure inequalities in the U.S.;
6. Interpret and evaluate social actions by religious, gender, ethnic, racial, class sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;
7. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

### HON 290 sec 001 & 002

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b>	<input checked="" type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	Literary Critiques and Contexts in 20th C America	<b>Review for 2<sup>nd</sup> Offering</b>	<input type="checkbox"/>
<b>Term to be Offered</b>	Fall 2017		
<b>Instructor Name/Title</b>	Jennifer Nolan, instructor		

### 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* [\[Click Here\]](#)

#### *Humanities*

List the Instructor's student learning outcomes for the course that are relevant to GEP Humanities Objective 1:

***Obj. 1) Engage the human experience through the interpretation of human culture.***

Examine, interpret, and analyze how literary works reflect, critique, and encourage readers to think critically about the social, historical, and cultural contexts in which they were written and the human experience more broadly

#### ***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.*

Midterm Exam Questions

Sample Question: Both Gwendolyn Brooks and Ernest Gaines wrote about social injustice in the late 1940s. Using details and specific examples from *A Lesson Before Dying* and one Brooks poem, compare how each author raises questions about the ethics of the Jim Crow South using both of the definitions employed by Wright in "The Ethics of Living Jim Crow." In order to answer this question fully, it will be necessary to explain what both of these definitions are and how each author uses both of them.

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.**

Analyze how historical, cultural, and social contexts influence how literature is produced, interpreted, read, and understood

**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.*

Class Preparation Assignments (i.e., 1-2 page assignments written in preparation for class)

Sample Prompt: The PDF posted here includes the original illustrations that accompanied the first printing of F. Scott Fitzgerald's "Babylon Revisited" (Saturday Evening Post, February 21, 1931). Look it over carefully and identify which scenes these illustrations represent. Then address the following in 1-2 typed pages: How do these images suggest that the story should be interpreted? To what extent does this reading align with, soften, challenge, contradict, and/or suggest alternate interpretations of Fitzgerald's text?

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.**

Identify, compare, analyze, and craft academic arguments supported with historical, cultural, textual and/or paratextual evidence concerning a variety of cultural interpretations of literature, including, but not limited to, literary analyses, popular press reviews, editorial and marketing decisions, and film adaptations

**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 Writing Assignment: Adapting One Flew Over the Cuckoo's Nest

In writing about the process of adapting a work of literature into a film, Horton Foote, the playwright and academy award-winning screenwriter of To Kill a Mockingbird (1962), said the following: though "a film has its own rhythm, its own life . . . when you try to get inside the world of another writer you're under constant tension not to violate this person's vision" ("Writing for Film"). This assignment asks you to consider whether Milos Forman has successfully accomplished this in his adaptation of Ken Kesey's One Flew Over the Cuckoo's Nest...**please see syllabus for full assessment (pg. 2, sec 3.2).**

**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:

Read and analyze twentieth-century U.S. literary texts that reflect, critique, and encourage readers to think critically about how conceptions of gender, race, and (dis)ability are understood and shaped by cultural and societal influences

**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.*

Class Preparation Assignments (i.e., 1-2 page assignments written in preparation for class)

Sample Prompt: Both Zora Neale Hurston and Richard Wright viewed literature as an important agent of social change and both were committed to using their writing to challenge how African Americans were viewed and treated in the 1930s. Yet each had very different ideas about the most effective ways to use literature to meet this challenge, as is reflected in the stories and reviews assigned for Tuesday. Though Hurston's "The Gilded Six-Bits" (1933) and Wright's "Long Black Song" (1938) have obvious similarities in terms of the subjects they address, there are clear differences in the way each author addresses them. In preparation for class on Tuesday, read each of these stories and reviews and then write one detailed paragraph (minimum of 5 sentences) exploring how each story presents a different take on a similar topic and how we might view these differences in light of the authors' different approaches. Possible topics to consider include how the African-American community, gender relations, relationships, infidelity, and/or racism and inequality are depicted in each, though you are free to write about whatever most interests you provided that you include specific details and quotes (including page numbers!) from each story.

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:

Examine, interpret, and analyze how twentieth-century U.S. literature and film reflect, critique, and encourage readers to think critically about interactions between people from different genders, races, classes, and abilities, within the context of the historical, social, cultural, and political origins that have shaped these identities

**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.*

Midterm Exam Questions

Sample Question: Both Gwendolyn Brooks and Ernest Gaines wrote about social injustice in the late 1940s. Using details and specific examples from A Lesson Before Dying and one Brooks poem, compare how each author raises questions about the ethics of the Jim Crow South using both of the definitions employed by Wright in "The Ethics of Living Jim Crow." In order to answer this question fully, it will be necessary to explain what both of these definitions are and how each author uses both of them.

## 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 U.S. Diversity* category designations and GEP student learning outcomes.

### *Special Topics Term Scheduling:*

- List below the course scheduling detail:
  - Meeting time and day(s):  
Tuesday and Thursday 11:45 AM – 1:00 PM (section 001)  
Tuesday and Thursday 10:15 AM – 11:30 AM (section 002)
  - Seat count: 20 per section
  - Room assigned or room preference including needed classroom technology/seat type: OG117 Tompkins
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.  
(EX: BIO 295 with NSGK 295)

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

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

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.  
University Honors Program Students; Others by permission of the University Honors Program

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 HON 290 sec 001 & 002**

**RECOMMENDED BY:**

 10/4/17  
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:**

 10/16/17  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 10/17/17  
COLLEGE DEAN DATE

**APPROVED BY:**

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_

HON 290: Literary Critiques and Contexts in 20<sup>th</sup> C America  
Fall 2017, T/Th 10:15 – 11:30 am (Section 002); 11:45 – 1 pm (Section 001)  
OG117 Tompkins

Instructor: Jennifer Nolan  
Office: 202 Tompkins

Email: janolans@ncsu.edu  
Office Hours: Thursdays 2-3  
& by appointment

### Course Description

This course will focus on the intersections between several key works of 20thC American literature and the historical and social contexts that framed their production and reception. Our investigations will take us from the frivolity of the Roaring Twenties (as expressed and critiqued by F. Scott Fitzgerald), into the complex ethics of the Jim Crow South (as seen in the short stories, novels, and poetry written by Richard Wright, Zora Neale Hurston, William Faulkner, Eudora Welty, Gwendolyn Brooks, and Ernest Gaines), to the conformity of post-war America (in works by Ralph Ellison and Ken Kesey), and finally to a dystopian and unsettling near-future (as imagined by Margaret Atwood). We will also consider how society frames and influences the interpretation of literature through explorations of the popular magazine publications of F. Scott Fitzgerald and William Faulkner, contemporary reviews and scholarly articles on many of our works, and the translation and transformation of *One Flew Over the Cuckoo's Nest* and *The Handmaid's Tale* from page to screen. Through combining literary and textual analysis with historical and cultural approaches, students will gain a nuanced understanding of the complex relationships between 20thC American literature and society.

As a seminar, discussions and exercises focused on our readings will constitute a large portion of this course and participation is mandatory. Learning to contribute actively to a discussion involves essential social and intellectual skills including listening to, learning from, and responding constructively and respectfully to your classmates' contributions, as well as formulating and articulating your own. NC State identifies diversity as "critical to our academic mission" and this classroom will be "an environment of inclusive excellence for all." Students are expected to come to class prepared to share their ideas about the works we read and to discuss them with others. It should go without saying that you cannot do well in this course if you do not keep up with the reading.

Course Restrictions: This course is restricted to first-semester freshmen in the University Honors Program and is open to other students by permission of the UHP. No prerequisites are required.

### Required Texts & Course Packet

As you will learn, not all editions of our texts are created equally, and thus it is required that you purchase print copies of the **exact** editions listed below. All are available through the NC State Bookstore and on Amazon.com.

- *Babylon Revisited: And Other Stories*, F. Scott Fitzgerald (1960), ISBN: 978-0684824482, \$16
- *Uncle Tom's Children*, Richard Wright (1938), ISBN: 978-0061450204, \$13.99
- *A Lesson Before Dying*, Ernest J. Gaines (1993), ISBN: 9780375702709, \$14
- *The Handmaid's Tale*, Margaret Atwood (1985), ISBN: 9780385490818, \$15.95
- *One Flew Over the Cuckoo's Nest* (1962), Ken Kesey, Edited by Robert Faggen, ISBN: 9780141181226, \$16

This course also requires that you purchase a course packet containing readings not found in one of our required books and this packet must be brought to class each time we discuss a reading from it. Our first reading and assignment using the course packet will be due Thursday, August 24.

- Course Packet, \$36.70 (available at the NC State Bookstore)

Field Trip: There will be one required field trip in this course to the North Carolina Museum of Art, which will take place on Sunday, August 27 from 2-5 pm. Transportation will be provided by the Honors Program from the HVC

N.C. State Policies, Regulations, and Rules (PRR): Students are responsible for reviewing the NC State University PRRs, which pertain to their course rights and responsibilities.

### Objectives and Learning Outcomes for Courses in the Humanities GEP

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

1. Engage the human experience through the interpretation of human culture
  - Outcome: Examine, interpret, and analyze how literary works reflect, critique, and encourage readers to think critically about the social, historical, and cultural contexts in which they were written and the human experience more broadly
  - Assessment: Midterm Exam Questions  
Sample Question: Both Gwendolyn Brooks and Ernest Gaines wrote about social injustice in the late 1940s. Using details and specific examples from *A Lesson Before Dying* and one Brooks poem, compare how each author raises questions about the ethics of the Jim Crow South using both of the definitions employed by Wright in "The Ethics of Living Jim Crow." In order to answer this question fully, it will be necessary to explain what both of these definitions are and how each author uses both of them.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities
  1. Outcome: Analyze how historical, cultural, and social contexts influence how literature is produced, interpreted, read, and understood
  2. Assessment: Class Preparation Assignments (i.e., 1-2 page assignments written in preparation for class)  
Sample Prompt: The PDF posted here includes the original illustrations that accompanied the first printing of F. Scott Fitzgerald's "Babylon Revisited" (*Saturday Evening Post*, February 21, 1931). Look it over carefully and identify which scenes these illustrations represent. Then address the following in 1-2 typed pages: How do these images suggest that the story should be interpreted? To what extent does this reading align with, soften, challenge, contradict, and/or suggest alternate interpretations of Fitzgerald's text?
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities
  1. Outcome: Identify, compare, analyze, and craft academic arguments supported with historical, cultural, textual and/or paratextual evidence concerning a variety of cultural interpretations of literature, including, but not limited to, literary analyses, popular press reviews, editorial and marketing decisions, and film adaptations
  2. Assessment: Sample Writing Assignment: Adapting *One Flew Over the Cuckoo's Nest*  
In writing about the process of adapting a work of literature into a film, Horton Foote, the playwright and academy award-winning screenwriter of *To Kill a Mockingbird* (1962), said the following: though "a film has its own rhythm, its own life . . . when you try to get inside the world of another writer you're under constant tension not to violate this person's vision" ("Writing for Film"). This assignment asks you to consider whether Milos Forman has successfully accomplished this in his adaptation of Ken Kesey's *One Flew Over the Cuckoo's Nest*.

Using specific evidence from the film, the novel, and "Who Flew Over What?" (a reflection by Kesey on his own work) explain how well you think Milos Forman did or did not successfully represent Kesey's goals for his novel in the film adaptation. Ultimately, do you think this was a successful adaptation? Why or why not? Please keep in mind that simply identifying differences between the novel and the film is not a sufficient response and that absolute fidelity to the text is neither possible nor even necessarily desirable when written texts are adapted to visual media. The question, then, is whether the interpretations made by the film ultimately support or violate Kesey's vision and your argument should be supported with specific examples from the novel and film that demonstrate why you think this.

Objectives and Learning Outcomes for courses in the U.S. Diversity GEP Co-Requisite Category:

Each course in U.S. Diversity will provide instruction and guidance that help students to achieve at least 2 of the 4 stated objectives. This course meets the objectives of the U.S. Diversity co-requisite in the following manner:

1. Objective 1: Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences;
  - Outcome: Read and analyze twentieth-century U.S. literary texts that reflect, critique, and encourage readers to think critically about how conceptions of gender, race, and (dis)ability are understood and shaped by cultural and societal influences
  - Assessment: Class Preparation Assignments (i.e., 1-2 page assignments written in preparation for class)  
Sample Prompt: Both Zora Neale Hurston and Richard Wright viewed literature as an important agent of social change and both were committed to using their writing to challenge how African Americans were viewed and treated in the 1930s. Yet each had very different ideas about the most effective ways to use literature to meet this challenge, as is reflected in the stories and reviews assigned for Tuesday. Though Hurston's "The Gilded Six-Bits" (1933) and Wright's "Long Black Song" (1938) have obvious similarities in terms of the subjects they address, there are clear differences in the way each author addresses them. In preparation for class on Tuesday, read each of these stories and reviews and then write one detailed paragraph (minimum of 5 sentences) exploring how each story presents a different take on a similar topic and how we might view these differences in light of the authors' different approaches. Possible topics to consider include how the African-American community, gender relations, relationships, infidelity, and/or racism and inequality are depicted in each, though you are free to write about whatever most interests you provided that you include **specific details and quotes** (including page numbers!) from **each story**.
2. Objective 4: Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.
  - Outcome: Examine, interpret, and analyze how twentieth-century U.S. literature and film reflect, critique, and encourage readers to think critically about interactions between people from different genders, races, classes, and abilities, within the context of the historical, social, cultural, and political origins that have shaped these identities
  - Means of Assessment: Midterm Exam Questions  
Sample Question: Both Gwendolyn Brooks and Ernest Gaines wrote about social injustice in the late 1940s. Using details and specific examples from *A Lesson Before Dying* and one Brooks poem, compare how each author raises questions about the ethics of the Jim Crow South using both of the definitions employed by Wright in "The Ethics of Living Jim Crow." In order to answer this question fully, it will be necessary to explain what both of these definitions are and how each author uses both of them.

Anti-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at [http://www.ncsu.edu/policies/campus\\_environ](http://www.ncsu.edu/policies/campus_environ) or [http://www.ncsu.edu/equal\\_op](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.

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/equity/policies/>

Attendance: Attendance is a requirement in this class. Much of what you will learn this semester will come from your interactions with me and your fellow students in the classroom, and active participation is essential. After your first two absences, the first unexcused absence will result in a deduction of 1 point from your final grade. All subsequent absences will deduct 3 points; e.g., if your final average is an 89 and your third and fourth absences are unexcused, your final grade will be an 85. Any work due on the day of an unexcused absence must be emailed to me by the time class begins. Additionally, all unexcused absences will result in no credit for participation on the day of each absence.

As per university policy, anticipated excused absences (e.g., university sanctioned absences, religious observances, etc.) must be cleared with me before the absence and a schedule must be approved for making up any missed work. In the event of an emergency absence, I ask that you contact me as soon as you can to set up a plan for making up any missed work. Proper documentation is required within a week of the absence for any absence to be excused. See Attendance Regulation (REG02.20.03) to review university definitions of excused absences: <http://policies.ncsu.edu/regulation/reg-02-20-03>.

Tardiness and Packing Up Early: Coming late and packing up early take time away from our classes, so they hold the same penalty. Often important announcements are made and questions are answered at the beginning and ending of classes. After two warnings, the third time you are tardy or pack up early will result in a 1/3 letter grade drop in your participation grade, as will each incident from then on. I understand that you have other obligations that you balance with this class, and I will not take up more time than is allocated. Respecting class time will benefit us all. If you come more than 10 minutes late, you will be marked as absent.

Electronic Course Components: Students will be expected to check our course Moodle site (<https://wolfware.ncsu.edu/>) on a regular basis in order to access many of our materials, including the most up-to-date list of our reading schedule and directions for all class preparation assignments. Online submission of some materials will also be required.

Students may also 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.

Special Circumstances: 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). Should a special circumstance arise that affects your work this semester, please let me know in writing as soon as possible.

Course Evaluations: Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any particular instructors.

Evaluation website: <https://classeval.ncsu.edu/secure/prod/survey/index.cfm>

Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)

More information about ClassEval: <http://upa.ncsu.edu/eval/clev/students-info>

### Assignments and Grading

The three major assessments in this course are meant to build upon each other and to demonstrate your growing competency with analytical and critical skills central to humanistic inquiry. On our midterm, you will be asked to demonstrate that you understand the key points, themes, and skills discussed throughout the first half of the semester. Your interpretative analysis will ask you to apply these critical and analytical skills to an interpretation of one of our works from the second half of the course, and the literary analysis will ask you to bring everything together in a take-home exam.

#### Midterm (30%)

Tuesday, October 3 (in class)

This written exam will ask you to consider the materials from the first half of our course, both individually and in relation to each other.

#### Interpretative Analysis (15%)

Due Tuesday, November 21

This essay will ask you to critically evaluate and analyze an interpretation of one of our texts from the second half of the class

#### Literary Analysis (take-home exam) (35%)

Due Thursday, December 7

Your final assignment will consist of 2-3 essay questions determining the extent to which you have met the goals of this course through allowing you to demonstrate your ability to think critically and craft well-supported arguments about the readings from the latter half of the course. This assignment will be due on December 7 and students will have the choice of which consecutive 3-hour block they would like to use to complete it.

### Class Engagement: Reading Quizzes, Participation, & Class Preparation Assignments

One of the key characteristics of Honors Seminars is that they are “discussion-focused with high expectations for class participation on the part of students.” The following assignments have been structured to help prepare you to contribute effectively to our class discussions.

#### Class Preparation Assignments (10%)

To guide your preparations for class you will be asked to complete a series of mini-assignments. All class preparation assignments will be announced in class and noted on our course schedule on Moodle.

These assignments will be graded using a  $\sqrt{+}$ ,  $\sqrt{-}$ , NC (no credit) system, wherein  $\sqrt{-}$ s will be awarded for successful completion of the assignment,  $\sqrt{+}$ s for particularly insightful or thorough work, and  $\sqrt{-}$ s for essentially **complete** but less thorough or thoughtful work. Successful completion of all assignments with a  $\sqrt{+}$  will result in a 95% for this portion of your final grade – each  $\sqrt{+}$  will add one percentage point to this grade and each  $\sqrt{-}$  will subtract one percentage point. Each missed assignment will be factored into the grade as a 0. Wise students will quickly realize that this is an easy way to earn an A for one portion of your grade while simultaneously improving your ability to participate and your grades on your analyses and exams.

If you are absent the day a class preparation assignment is due, please make sure to email the completed assignment to me by the time class begins so that you are still eligible for your credit. **No late assignments will be accepted without evidence of an excused absence.**

#### Reading Quizzes and Participation (10%)

Completing and thinking critically about your readings are important prerequisites for effective participation. Quizzes will be structured to ensure that you are doing this (and not simply reading SparkNotes!) and the frequency of them will be determined by necessity (i.e., classes with high participation will have fewer quizzes than classes where fewer people are actively engaged). These will occur during the first 20 minutes of class and latecomers will not be permitted to make them up. If you miss a class, it is your responsibility to contact me at least 24 hours **before** our next class meeting to make up any missed quizzes.

The remainder of this grade will be determined by your **active participation** in this course. To receive an A for participation, you must be an engaged student who completes and thinks critically about all of the readings in preparation for class, contributes regularly to class discussion with insightful comments, relevant questions, and/or by volunteering to read passages, comes to class on time, brings print copies of each reading and does not engage in any inappropriate behavior such as sleeping, texting, reading outside materials, or working on assignments for another class. Cell phones should be put on silent and not be visible during class. Due to their tendency to distract you, those around you, and/or me, laptops are also not appropriate for a seminar setting.

### Grading

Assignments in this course will be evaluated using the scale below. At the end of the semester, any letter grades will be converted to the numbers they represent. Then each grade will be multiplied by [.01 x (% value)]; e.g., the grade you earn on your exam will be multiplied by .35 because it is worth 35% of your final grade. These will then be added together and rounded to the nearest whole number (.5 will round up) to determine your final grade.

A+: 98-100	B+: 87-89	C+: 77-79	D+: 67-69	F: 59 and below
A: 93-97	B: 83-86	C: 73-76	D: 63-66	
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62	

Grading in this course will be consistent with university grading policies wherein A's will be awarded for *excellent* work, B's for *good* work, C's for *adequate or satisfactory* work, D's for *marginal or poor* work, and F's for work that *fails* to meet the minimum requirements. Please be advised that simply doing the minimum amount required to complete the assignment qualifies your work as a C. For further information about university policies see Grades and Grade Point Average: <https://policies.ncsu.edu/regulation/reg-02-50-03>. For information about Credit-Only Courses see: <https://policies.ncsu.edu/regulation/reg-02-20-15>

### Late Assignments

Since your class preparation assignments are a key part of our class discussion on the day they are due, they cannot be accepted after class begins without evidence of an excused absence. Your interpretative and literary analyses will be accepted late, but will be penalized by 10% for each day they are late.

### Incomplete Policy

As stated by the university grading policy, "An IN must not be used . . . as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [email is fine] submitted to the instructor before 5:00 on the last day of classes (Friday, Dec 2); (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. See <http://policies.ncsu.edu/regulation/reg-02-50-03> for the university's policy on incompletes.

### Academic Integrity

Students in this course are responsible for understanding what constitutes a violation of academic integrity and abiding by the Code of Student Conduct. All work submitted must be your own and all ideas from outside sources must be cited. Your submission of all assignments for this course will be assumed to be accompanied by your agreement with the Pack Pledge: "I have neither given nor received unauthorized aid on this assignment." For further details concerning university policies on academic integrity, please refer to the Code of Student Conduct policy (POL 11.35.01): <http://policies.ncsu.edu/policy/pol-11-35-01>

If you commit an act in violation of the Code of Student Conduct, **you will receive an F for the course** and your name will be forwarded to the Office of Student Conduct for further disciplinary action.

## Class Schedule

This schedule is subject to change. For the most up-to-date reading schedule please refer to Moodle ([https:// wolfware.ncsu.edu/](https://wolfware.ncsu.edu/)). Items in [blue](#) can be found in our course packet unless otherwise indicated.

Thurs, Aug 17	Introduction to Course
Contextual Approaches to American Literature – An Introduction	
Tues, Aug 22	FSF: Life & Career & F. Scott Fitzgerald “May Day” ( <i>The Smart Set</i> , July 1920)
Thurs, Aug 24	“How to Live on 36,000 a Year” ( <i>Saturday Evening Post</i> , April 5, 1924) & “The Freshest Boy” ( <i>SEP</i> July 28, 1928)
Sunday, August 27	Fieldtrip to North Carolina Museum of Art, 2-5 pm
Tues, Aug 29	Eudora Welty “A Worn Path” ( <i>Atlantic Monthly</i> , February 1941)
Thurs, Aug 31	FSF Reflects: “Echoes of the Jazz Age” (1931) & “Babylon Revisited” ( <i>SEP</i> February 21, 1931)
Tues, Sept 5	Fitzgerald’s Magazine Career (meet in D.H. Hill)
Complicating the Narrative, 1920s – 1940s	
Thurs, Sept 7	Introduction to the Harlem Renaissance & Richard Wright, Hughes “I, Too” (1925)
Tues, Sept 12	Hurston “The Gilded Six-Bits” (1933) & Wright “Big Boy Leaves Home” (1938) & reviews
Thurs, Sept 14	William Faulkner “Dry September” (1931) & “Two Soldiers” (1942)
Tues, Sept 19	Gwendolyn Brooks “Negro Hero” (1945) & “Beverly Hills, Chicago” (1949) (handout)
Thurs, Sept 21	Ernest Gaines <i>A Lesson Before Dying</i> (1993)
Tues, Sept 26	<i>A Lesson Before Dying</i>
Thurs, Sept 28	<i>A Lesson Before Dying</i> , Discuss Exam
Tues, Oct 3	<b>Midterm Exam</b>
Thurs, Oct 5	FALL BREAK
Policing the Boundaries in Mid-century America	
Tues, Oct 10	Social Critiques: Ralph Ellison “Prologue” and “Chapter 1,” <i>Invisible Man</i> (1955)
Thurs, Oct 12	Ken Kesey <i>One Flew Over the Cuckoo’s Nest</i> (1962)
Tues, Oct 17	Ken Kesey <i>One Flew Over the Cuckoo’s Nest</i> (1962), Part 1
Thurs, Oct 19	<i>One Flew Over the Cuckoo’s Nest</i> , Part 1 Cont.
Tues, Oct 24	<i>One Flew Over the Cuckoo’s Nest</i> , Part 2
Thurs, Oct 26	<i>One Flew Over the Cuckoo’s Nest</i> , Part 3
Tues, Oct 31	<i>One Flew Over the Cuckoo’s Nest</i> , Part 4
Dystopian Visions	
Thurs, Nov 2	Setting the Stage: Charlotte Gilman Perkins “The Yellow Wall Paper” (1892)
Tues, Nov 7	Margaret Atwood <i>The Handmaid’s Tale</i> (1985)
Thurs, Nov 9	Margaret Atwood <i>The Handmaid’s Tale</i>
Tues, Nov 14	Margaret Atwood <i>The Handmaid’s Tale</i>
Thurs, Nov 16	Margaret Atwood <i>The Handmaid’s Tale</i>
Tues, Nov 21	<b>Interpretative Paper Due</b>
Thurs, Nov 23	Thanksgiving Break: No Class
Interpreting Literature in Writing & on Film	
Tues, Nov 28	Discuss <i>One Flew Over the Cuckoo’s Nest</i> (1975) & Kesey “Who Flew Over What?” (1967)
Thurs, Nov 30	Discuss <i>The Handmaid’s Tale</i> (2017)
Thurs, Dec 7	<b>Literary Analysis (Take-Home Exam) Due!</b>

## HON Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

**And at least one of the following:**

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

### HON 293 sec 002

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b> <input checked="" type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	Music and Oppression	<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>
<b>Term to be Offered</b>	Fall 2017	
<b>Instructor Name/Title</b>	Kristen Turner, Ph.D.	

### 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.*

Differentiate between the disciplinary perspectives of musicology, history, political science and sociology on oppression and resistance to oppression.

#### ***Measure(s) for above Outcome:***

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

The reading reflection requires students to distinguish between disciplinary approaches reflected in the reading assignments they choose. The reading assignments come from a variety of disciplines. Class discussion will also frequently revolve around this outcome.

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.**

Compare disciplinary perspectives musicology, history, political science and sociology on oppression and resistance to oppression.

**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.*

Please see syllabus (pg. 3).

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.**

Differentiate between disciplinary perspectives on oppression and resistance to oppression; Compare disciplinary perspectives on oppression and resistance to oppression; Evaluate how music contributes to systems of oppression.

**Measure(s) for above Outcome:**

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

The final project requires students, through a role-playing exercise, to explore and synthesize approaches and views of two or more disciplines such as musicology, history, political science and sociology. They must understand the sociological, cultural, and political mechanisms of oppression and resistance in order to create a podcast and write the accompanying explanatory essay that accurately reflects their character's viewpoint. Class discussion will also frequently revolve around this outcome.

**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?

Please see attachment

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

Please see attachment.

**Global Knowledge**

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

Analyze how music is used to construct cultural, ethnic, national, racial, and/or gender identity

**Measure(s) for above Outcome:**

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

The "two questions" assignment is designed to force students to engage with the reading assignments, many of which address this course outcome. The only way for students to think of meaningful questions or comments is to identify and examine the music, culture, and society of an area outside of the United States including colonial India and Africa, Stalinist Russia, Germany during the Third Reich, and Muslim minorities in contemporary Berlin, Paris, and London.

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

Analyze how music can be used to construct cultural, ethnic, national, racial, and/or gender identity; Analyze how people living in different societies outside of the United States have used music in projects of oppression and resistance to oppression.

**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.*

Several of the short-answer assignments require students to think of a piece of music, which relates to a cultural and/or historical concept under discussion and explain their choice. In order to accomplish this assignment, students must be able to explain the distinguishing characteristics of the cultural and/or historical context.

## 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): Tuesday/Thursday 1:30 – 2:45 PM
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: Honors Village Commons, room 202.
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.  
(EX: BIO 295 with NSGK 295)

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

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

Restricted to University Honors Program students.

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

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

University Honors Program Students; Others by permission of the University Honors Program

*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 HON 293 sec 002**

RECOMMENDED BY:

McCarson 10/4/17  
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:

ffle 10/16/17  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Tom 10/17/17  
COLLEGE DEAN DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_



**Additional Information for Submission to CUE**  
**HON 293-002 Music and Oppression**

Kristen M. Turner, Ph.D., Instructor of Record

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

The reading assignments are written by scholars from a variety of disciplines who utilize multiple disciplinary perspectives in their work. The disciplines that are most commonly represented are: musicology, ethnomusicology, history, political science, and sociology.

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

I anticipate that each class meeting primarily will be taken up with discussion of the topic and music assigned for that day. I plan to start most class sessions, however, with a short introduction which will include explicitly identifying the discipline the scholar they are reading works in, and explaining the disciplinary perspectives and theoretical underpinning of each reading assignment. As I moderate discussions, I will point out to students how the different disciplinary perspectives of the authors of our readings inform their analyses. Finally, I will also highlight how individual students’ own framing of an issue has been influenced by their academic backgrounds. By identifying these issues, I can then help students understand how these perspectives merge into a coherent analysis, and mentor them as they do the same in their own intellectual development.

The two major written assignments and many of the minor assignments are designed to encourage students to integrate what they have researched, read in class assignments, and discussed during class meetings into a coherent understanding of the issues. The reading reflection essay is intended to encourage students to step back from the day-to-day schedule and reflect on how the assignments relate to each other. The final project is, in part, a role-playing exercise. In order to complete the assignment, students must integrate their research and our discussions into a coherent world view that accurately reflects their role.

**SYLLABUS: Music and Oppression**  
**202 Honors Village Commons**

**HON 293-002**  
**Fall 2017**  
**Tuesday/Thursday 1:30–2:45**

**Instructor:** Kristen Turner, Ph.D.  
**Phone Number:** 919-319-6262 (between 8 a.m. and 11 p.m.)  
**E-mail:** kristen\_turner@ncsu.edu  
**Office:** Broughton 2<sup>nd</sup> floor  
**Office Hours:** Fridays, 10:30–11:30 or by appointment

**Course Description**

Music and Oppression examines how music has been (and is still) used both as a tool of oppression and a method of resisting oppression. Course topics will include the use of Western classical music by colonial powers; music and torture; music in concentration camps; music in the Civil Rights Movement; and hip hop as musical communication for oppressed populations. We consider such questions as: How effective is music as a political tool? Why do people turn to music when resisting oppression? How do authoritarian governments create musical propaganda?

**Pre-Requisites and Restrictive Statements**

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

**Course Materials**

The main class resource will be the Moodle site. You will find the following resources on Moodle:

1. All homework assignments – reading, listening, and viewing resources
2. Links through which to turn in most written assignments
3. Any handouts distributed in class

Since this is a discussion-based class, students who do not do the homework will be at a severe disadvantage because you will not have the background to be able to contribute to the discussion. Some of the Moodle links are to Youtube videos. Since Youtube videos can be removed without notice at any time, please let me know if one of the videos has been taken down.

**Grade Determination**

**I WILL NOT BE USING THE MOODLE GRADE BOOK. PLEASE CONTACT ME AT ANY TIME IF YOU WANT TO KNOW YOUR CURRENT GRADE**

**Tests:** There will be no tests.

**Written Assignments**

- **Discussion Starter:** After many reading assignments, you'll be asked to think of a discussion starter which you will turn into me at the beginning of class. For instance, you might ask a question about a particular passage that was confusing or ask a question about a broader issue that you thought about while reading the assignment. You could phrase your idea as a comment or a question that you hope would lead to further discussion such as "I disagree with X because of Y, what do other people think?" or "When I listened to the music, I had a completely different experience than that described in the assignment. I experienced X." Some readings may make you think of an experience you've had that you'd like to contribute to the discussion, and you could write about that. When you get to class, I'll ask you to write your ideas on an index card, or you can bring them with you on paper. I will endeavor to keep your name out of the discussion so that if you are nervous about your question for any reason (maybe you don't want to admit to being confused by something, for instance) then you won't be "outed." Of course, in some cases that may not be possible (for example, if you've contributed a story about your grandmother it would be pretty hard to keep you anonymous). If you

must be absent, you may turn in your questions via email, but don't do that if you are going to be in class, as I want to be able to refer to them during class and that is easier to do if the comments are on paper. Discussion starters are due by 1:30 p.m. You'll be graded for contributing, however, if it is clear that you have not done the reading, then I will not give you credit for the assignment.

- **Short Written Assignments:** Multiple times throughout the semester, I have posted prompts for short essays (generally one to four paragraphs long) which you should turn in via the appropriate Moodle link by 1:30 p.m. the day they are due. For the purposes of this assignment, a paragraph is three to five sentences. These will be graded for participation, but I will take off points if it is obvious you have put no thought into the answers. However, the questions will not have right or wrong answers, so you don't need to worry about "correctness."
- **Reading Reflection:** See the syllabus schedule for October 17 for directions for this longer essay which asks you to discuss two of the readings from the first half of the semester.
- **Final Project:** Your final project will consist of a podcast, script, and accompanying essay. I will distribute a separate handout explaining this project in detail.

**Reading Assignments:** All reading assignments will be posted on Moodle.

**Listening Assignments:** Listening to music is PART OF YOUR HOMEWORK whether or not there is a written component to go along with the listening. Every piece you will be asked to listen to will be posted on Moodle.

### **Class participation**

All students start with a 100 in class participation. The participation grade will be lowered for students who participate in class discussions less than once per week or do not participate in in-class group projects. All students are allowed two unexcused absences, but the participation grade will be lowered by 10 points for each unexcused absence over two.

### **Submitting Assignments**

Written assignments should be submitted through the link on the Moodle site or on paper the day they are due. If something is wrong with Moodle you may always email me an assignment. I always respond with a "thanks" when I receive an emailed assignment, therefore if you don't get a response from me within 24 hours, please resend your file. **ALL work should have the student's name in the document itself.** Files should be in MICROSOFT WORD, and named with the student's last name, and a description of the assignment. EX: Smith\_ essay #1

### **Makeup Work**

Students are expected to make up any work they missed due to an excused or unexcused absence. If at all possible, students should complete and send all assignments to me the day they are due even if they are not in class. Assignments that are directly related to the reading or class discussion are due by 1:30 p.m. If it is an undue burden due to sickness to turn in an assignment on time, contact me as soon as possible, preferably before an assignment is due.

**The course ends at midnight on December 5, 2017. No work of any type will be accepted after that date and time.**

**Grading Scale I WILL NOT BE USING THE MOODLE GRADE BOOK. PLEASE CONTACT ME AT ANY TIME IF YOU WANT TO KNOW YOUR CURRENT GRADE**

Assignments will be weighted as explained below:

35%	Podcast Project
22%	Written Assignments
15%	Reading Reflection Essay
15%	Class participation/attendance
13%	Discussion Starters
100%	

**This Course uses Standard NCSU Letter Grading:**

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

**Learning Outcomes**

Students who complete this course will be able to:

1. Analyze how music is used to construct cultural, ethnic, national, racial, and/or gender identity.
2. Differentiate between disciplinary perspectives on oppression and resistance to oppression.
3. Compare disciplinary perspectives on oppression and resistance to oppression.
4. Analyze how people living in different societies outside of the United States have used music in projects of oppression and resistance to oppression.
5. Evaluate how music contributes to systems of oppression.

**GEP Information**

This course fulfills the GEP Interdisciplinary Perspectives and Global Knowledge categories

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

1. Distinguish between the distinct approaches of two or more disciplines
  - Course Outcome: Differentiate between disciplinary perspectives on oppression and resistance to oppression.
  - Means of Assessment: The reading reflection requires students to distinguish between disciplinary approaches reflected in the reading assignments they choose. The reading assignments come from a variety of disciplines. Class discussion will also frequently revolve around this outcome.
2. Identify and apply authentic connections between two or more discipline
  - Course Outcome: Compare disciplinary perspectives on oppression and resistance to oppression.
  - Means of Assessment: The reading reflection requires students to create connections between disciplinary approaches reflected in the reading assignments they choose. The reading assignments come from a variety of disciplines. Class discussions will frequently address this issue such as class meetings that focus on the difference between approaches to studying music in concentration camps between musicologists and historians or the way that the concept of settler colonialism can further inform the study of pan-Indian identity addressed in an historical account of the phenomenon in a reading rooted primarily in musicological methodologies.
3. Explore and synthesize the approaches or views of two or more disciplines

- Course Outcome: Differentiate between disciplinary perspectives on oppression and resistance to oppression; Compare disciplinary perspectives on oppression and resistance to oppression; Evaluate how music contributes to systems of oppression.
- Means of Assessment: The final project requires students, through a role-playing exercise, to explore and synthesize approaches and views of two or more disciplines. They must understand the sociological, cultural, and political mechanisms of oppression and resistance in order to create a podcast and write the accompanying explanatory essay that accurately reflects their character's viewpoint. Class discussion will also frequently revolve around this outcome.

Global Knowledge: Each course in Global Knowledge category will meet the following outcome:

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.
  - Course Outcome: Analyze how music is used to construct cultural, ethnic, national, racial, and/or gender identity
  - Means of Assessment: The "two questions" assignment is designed to force students to engage with the reading assignments, many of which address this course outcome. The only way for students to think of meaningful questions or comments is to identify and examine the music, culture, and society of an area outside of the United States including colonial India and Africa, Stalinist Russia, Germany during the Third Reich, and Muslim minorities in contemporary Berlin, Paris, and London.
2. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
  - Course Outcome: Analyze how music can be used to construct cultural, ethnic, national, racial, and/or gender identity; Analyze how people living in different societies outside of the United States have used music in projects of oppression and resistance to oppression.
  - Means of Assessment: Several of the short-answer assignments require students to think of a piece of music, which relates to a cultural and/or historical concept under discussion and explain their choice. In order to accomplish this assignment, students must be able to explain the distinguishing characteristics of the cultural and/or historical context.

## **Academic Policies**

### **Late Assignments**

You may turn in the Reading Reflection essay up to 10 days late with a grade deduction of 5 points for each day the assignment is late. The final podcast project is due on the exam day and will not be accepted late, but I will accept the interim assignments up to 10 days late with a grade deduction of 5 points for each day the assignment is late. The discussion starters and short written assignments are keyed to the discussion topic of the day and may not be turned in late. Relevant Moodle links will remain open until the late period is over. Students who feel that an extenuating circumstance has prevented them from completing an assignment on time may consult with me about an extension, but I reserve the right to decline the request. Students who contact me before an assignment is due will have a more sympathetic reception.

### **Incompletes**

As stated by the university grading policy, "An IN must not be used...as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [e- mail is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious

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

### **Academic Integrity Statement**

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

### **Policies On Attendance**

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) *must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence*. Emergency absences (e.g., student illness, injury or death of immediate family member, *must be documented by the Student Organization Resource Center 515-3323*) within one week following the emergency. Please consult the following website for further information on University attendance regulations: <http://policies.ncsu.edu/regulation/reg-02-20-03>

This is a seminar course. For this class to be a success students must attend each class meeting prepared to engage with the course material and their classmates in productive and respectful discussion. Thus, regular class attendance is a key component to the success of this course. All students start with a 100 in class participation. The participation grade will be lowered for students who participate in class discussions less than once per week or do not participate in in-class group projects. All students are allowed **two** unexcused absences, but the participation grade will be lowered by 10 points for each unexcused absence over two.

### **Statement for Students with Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01)

It is my goal to make my classroom and assignments as accessible to all students as possible. Do not hesitate to contact me if you are having problems in the class that could be alleviated with some changes on my part, and we can talk about your concerns.

### **Electronic Course Components**

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

### **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](mailto:classeval@ncsu.edu)
- More information about ClassEval: <https://oirp.ncsu.edu/surveys/classeval/about-classeval/>

### **Anti-Discrimination Statement**

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any

person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at [http://www.ncsu.edu/policies/campus\\_environ](http://www.ncsu.edu/policies/campus_environ) or [http://www.ncsu.edu/equal\\_op](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.

### **Student Resources**

Helpful streaming services: [Naxos music library](#) and [Naxos video library](#) can be accessed through the Database Locator on the NCSU library website. These are good resources to find examples of music from film scores, classical or jazz genres as well as videos of operas, musical performances, ballets, documentaries, etc.

University Career Development Center: <http://bit.ly/Ublsgg>

Adverse Weather: Read the class cancellations policy here: <http://bit.ly/UblzZf> Check email, news, the NCSU home page, or call 919-513-8888 for the latest information.

**Class Schedule**  
**ALL READING, WATCHING, AND LISTENING ASSIGNMENTS**  
**CAN BE FOUND ON THE MOODLE SITE**

**Thursday, August 17**

Introduction

**Tuesday, August 22 Introductory Concepts**

Read: Morton Deutsch, "A Framework for Thinking about Oppression and Its Change," *Social Justice Research* 19/1 (March 2006): 7–41.

Written: Discussion Starter (see the "Written Assignment" section earlier in the syllabus for instructions for this assignment)

**Thursday, August 24**

Written #1: Think of one piece of music which has been (or could be) used either to perpetuate oppression or resist oppression in a specific context (for instance, "We Shall Overcome" during the Civil Rights Movement). Locate a recording of the piece of music that we can access during class (on Youtube, Spotify, bring a recording on a jump drive, etc.). Turn in the name of the piece and (if possible) the link to the music through Moodle by 1:30 p.m. Be prepared to discuss your choice in class.

**Tuesday, August 29**

Read: Martin Stokes, "Introduction: Ethnicity, Identity and Music" in *Ethnicity, Identity and Music: The Musical Construction of Place*, ed. Martin Stokes (Oxford: Berg Publishers, 1994).

Written: Discussion Starter

**Thursday, August 31**

Written #2: Pick a piece of music which you think reflects or defines a particular identity (national, racial, ethnic, cultural, gender, etc). Write a short defense of your choice (1-3 paragraphs). Turn in the through the link provided on Moodle by 1:30 p.m. IF POSSIBLE EMBED A LINK TO YOUR MUSICAL CHOICE IN THE DOCUMENT. Be prepared to discuss your choice in class.

**Tuesday, September 5 Music and Imperialism**

Read: David Smith, "Colonial Encounters through the Prism of Music: A Southern African Perspective," *International Review of the Aesthetics and Sociology of Music* 33/1 (June 2002): 31–55.

Written: Discussion Starter

**Thursday, September 7**

Read:

1. Tim Barringer, "Sonic Spectacles of Empire: The Audio-Visual Nexus, Delhi-London, 1911–12," in *Sensible Objects: Colonialism, Museums and Material Culture*, eds. Edwards, Gosden and Phillips (Oxford: Berg, 2006), 169–196.

2. "India: Pioneering Musical Encounters" by Nalini Ghuman from *Musicology Now* blog

Listen: "March of the Mogul Emperors" from *The Crown of India* by Edward Elgar

Written #3: After reading the assignments, listen to the "March of the Mogul Emperors." Write a short response (1-3 paragraphs) to Barringer's discussion of this piece. Some questions you could consider are: Do you agree with his reading of the piece, why or why not? Did the piece sound as you expected it to based on what Barringer wrote about the music? Submit via Moodle link by 1:30 p.m.



## Tuesday, September 12

Read:

1. John W. Troutman, "Joe Shunatona and the United States Indian Reservation Orchestra" in *Indigenous Pop: Native American Music from Jazz to Hip Hop*, ed. Berglund, Johnson, Lee (Tucson: University of Arizona Press, 2016).
2. Excerpt from *Indian Blues: American Indians and the Politics of Music, 1879–1934* by John W. Troutman

Listen: TBA

## Thursday, September 14

Continue discussion

## Tuesday, September 19 Music and the War Period

Read:

1. Handout on Dmitri Shostakovich
2. Excerpt from Ian MacDonald, *The New Shostakovich* pp. 120-134 Waiting for this book
3. Richard Taruskin, "Shostakovich & Us" in *Shostakovich in Context* ed. Rosamund Bartlett (New York: Oxford University Press, 2000).

Listening: Shostakovich, Symphony No. 7, 4<sup>th</sup> movement (begin the youtube video at 59:32)

Written #4: Listen to the movement from Shostakovich's 7<sup>th</sup> symphony BEFORE you do the reading. Write a short (1-2 paragraphs) about your reaction to the music. Then do the reading. Write another short response (1-2 paragraphs) about how your experience of the music changed (or did not change) once you had more background about the piece. Turn this in via Moodle by 1:30 p.m.

## Thursday, September 21

Continue discussion

## Tuesday, September 26

Read:

1. David B. Dennis, *Beethoven in German Politics, 1870-1989* (New Haven, CT: Yale University Press, 1996), chapter 4
2. "The Jewish Question," in *Cambridge Companion to Wagner*, ed. Thomas S. Grey (Cambridge, UK: Cambridge University Press, 2008).

Listening: Choose **one** of the following:

1. Beethoven, Symphony #5, 1<sup>st</sup> movement
2. Beethoven, Symphony #9, 4<sup>th</sup> movement ("Ode to Joy")
3. Excerpt from Wagner, TBA

Written #5: Choose one of the three listening options. After listening to your choice and reading the assignments, respond to the following prompt in 1-3 paragraphs: Beginning in nineteenth century, German classical music written in the late eighteenth and nineteenth centuries has often been described as "universal" – that is music that somehow transcends cultural, ethnic, and politic differences between people to speak to the fundamental human condition. What do you think about that statement? Is it true? Is music a universal language? Does the piece that you listened to seem universal to you? Turn your assignment in via Moodle by 1:30 p.m.

## Thursday, September 28

Continue discussion

**Tuesday, October 3**

**TOPIC FOR PODCAST PROJECT DUE**

Listening:

1. *The United States of Anxiety*, Episode 4: Music, McCarthy and the Sound of Americana
2. *Fanfare for the Common Man* by Aaron Copland

Written: Discussion Starter

**Thursday, October 5**

**NO CLASS—FALL BREAK**

**Tuesday, October 10**

Read:

1. Shirli Gilbert, *Music in the Holocaust: Confronting Life in the Nazi Ghettos and Camps* (New York: Oxford University Press, 2005), Chapter 4.
2. Excerpt from John Eckhard, "Music and Concentration Camps: An Approximation," *Journal of Musicological Research* 20/4 (2001): 286-294 [I am posting the entire article but you are only required to read pp. 286-294]

Watch: Brundibar & Theresienstadt

Listen:

1. Excerpt from Brundibar
2. TBA

Written: Discussion Starter

**Thursday, October 12**

Continue discussion

**Tuesday, October 17**

**Library day – learn how to make a podcast**

**READING REFLECTION DUE** – pick two of the reading assignments from different units which we read during the first half of the semester and write an essay that addresses the following points:

1. Briefly summarize the main points of each reading assignment you choose (no more than 200 words for each reading assignment)
2. The body of the paper should relate the ideas of each reading assignment to each other or apply one of the concepts defined in one reading to the second reading. For instance: How does cultural imperialism and Hitler's use of Wagner relate to each other? When concentration camp prisoners continued to sing folk songs from their cultural tradition this is an example of X concept.
3. Your paper should have an introduction and conclusion
4. The essay should be no more than 1200 words long.
5. This essay is due by 11:55 p.m. on October 17.

**Thursday, October 19 Music and the American Civil Rights Movement**

Read: TV Reed, *Art of Protest: Culture and Activism from the Civil Rights Movement to the Streets of Seattle* (Minneapolis: University of Minnesota Press, 2005), chapter 1

Listen:

1. "We Shall Overcome"
2. "Been in the Storm so Long"
3. "This Little Light of Mine"

Written: Discussion Starter

## **Tuesday, October 24**

Read: "Remembering Medgar Evers" <http://www.crmvet.org/disc/13medgar.htm>

Listen:

1. "Ballad of Medgar Evers" by Matthew Brown
2. "Only a Pawn in their Game" by Bob Dylan

Written #6: Listen to the two songs assigned for today. In a short response (1-3 paragraphs) explain the difference in the perspective taken by the lyrics of the two songs. What do you think accounts for their different perspectives on the death of Medgar Evers?

## **Thursday, October 26**

Continue discussion

## **Tuesday, October 31**

Read: Ruth Feldstein, "I Don't Trust You Anymore": Nina Simone, Culture, and Black Activism in the 1960s," *Journal of American History* 91/4 (March 2005): 1349-1379.

Listen:

1. "Mississippi Goddam"
2. "Strange Fruit"
3. "To Be Young, Gifted and Black"

## **Thursday, November 2**

Written #7: Music continues to be an important component of the modern-day social justice and civil rights movements. Pick one example of a piece of recent music that references the music of the 1960s in a political context OR choose an example of music's use in a recent demonstration. Turn in via Moodle a short explanation (1-2 paragraph) of your choice including any relevant links to music, youtube videos, or news reports. Be prepared to discuss your choice in class.

## **Tuesday, November 7 Music and Torture**

Read: Suzanne G. Cusick, "You are in a Place that is Out of the World...": Music in the Detention Camps of the 'Global War on Terror,'" *Journal of the Society for American Music* 2/1 (2008): 1-26.

## **Thursday, November 9**

NO CLASS – DR. TURNER AWAY FROM CAMPUS

**PODCAST CHECK IN** due. Turn in the following information via the link on Moodle

1. Annotated Bibliography of 3-5 credible (peer reviewed or recent) sources
2. Three pieces which will be featured in your podcast
3. Optional: Rough draft of your podcast script and/or podcast essay

## **Tuesday, November 14 Hip Hop as Music of Oppressed Communities**

Read: "By the Time I Get to Arizona": Hip Hop Responses to Arizona SB 1070" by Marcos Del Hierro from *Indigenous Pop*  
Excerpts from *Flip the Script: European Hip Hop and the Politics of Postcoloniality* by J. Griffith Rollefson (to be published October 2017)

Listen: Willy Northpole, "Back to Mexico"  
TBA

Written: Discussion Starter

## **Thursday, November 16**

Continue discussion

**Tuesday, November 21**

**Optional:** Rough Draft of Podcast script and/or podcast essay  
Continue discussion

**Thursday, November 23**

**NO CLASS – THANKSGIVING BREAK**

**Tuesday, November 28**

Continue discussion

**Thursday, November 30 Final Discussion & Wrap up**

Be prepared to talk about your podcast project with the class

**Tuesday, December 5**

**PODCAST PROJECT DUE BY 11:55 P.M.**

## GEP Interdisciplinary Perspectives Special Topic Shell Offering (IPGE 295)

*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 001

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

### 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.***

#### ***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"?

## 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):
  
  - 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.**

HEAD, DEPARTMENT/PROGRAM MCarrson DATE 10/11/17

\_\_\_\_\_ 10/16/17  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

APPROVED EFFECTIVE DATE



# HON 296-001 Course Syllabus Fall 2017

## HON 296-001: H&SS Perspective: The Modern American Design Experience

3 Credit Hours

Fall 2017

### Instructor

Russell Alan Flinchum, Ph.D.

Associate Professor, Department of Graphic Design+Industrial Design

College of Design, Brooks Hall, 50 Pullen Road, North Campus

Email: [raflinch@ncsu.edu](mailto:raflinch@ncsu.edu)

Phone: 919 513-3318

Fax: 919 515-7330

Office Location: 310B Brooks Hall

Office Hours: Wednesdays 2:30 to 4:00 pm. and by appointment. NOTE: Due to the large number of students seeking to consult with me, consider emailing me to reserve a slot during office hours. Students are strongly discouraged from “dropping in” outside of office hours; please make an appointment, or we can arrange to correspond via email or speak by telephone.

### Course Description

*The Modern American Design Experience* is a survey focusing on design activity in the United States from 1927 to 1967, from the last years of the Jazz Age to the cusp of Postmodernism. In this period, the United States rapidly transitioned from an environment in which the aesthetics of an undifferentiated mass production ruled, to one in which appearance was often the deciding factor in consumers' choices. In a true case of bootstrapping, a handful of individuals not only quickly assimilated European trends from foreign publications and personal visits. They also learned from those new Modernists who emigrated to the U.S., a first wave escaping the destitution plaguing post-WWI Europe (e.g., Austria) and within twenty years, fleeing Fascist Italy, Nazi Germany, and soon a host of regimes patterned upon these two states. This second wave, which included such luminaries as Walter Gropius, Director of the Bauhaus from 1919 to 1927, Joseph and Anni Albers, Marcel Breuer, and many others, had profound influence on American design. However, by the time they arrived, an American design largely independent of the European experimentation of the 1920s had evolved into a combination of mass production with consumer appeal and mass taste in mind. American designers Donald Deskey, Norman Bel Geddes, Henry Dreyfuss, and Walter Dorwin Teague all travelled to Europe, but more to inform themselves of trends than to sketch the latest products. French-born and educated Raymond Loewy may have never lost his accent but became the best-known industrial designer in the world, and it is the “American flair” of his firm’s products and graphic designs that put him in that position as much as “European sophistication.”

Following World War II, U.S. designers undeniably surpassed most their European contemporaries at realizing the modern—this was just not always the Modernism the progressive European architects and their critic/supporters of the 1920s had espoused. The crucial role of WWII, and how it advanced Post-War II design in both affordability and availability, is relatively new ground for this class to explore. Was “mid-century modern” its own “thing” or a natural progression interrupted, or conspicuously altered, by U.S. involvement in World War II? What was the effect of the reality of American economic and eventual artistic dominance in the West, and how did new leadership seek to avoid the aftermath of the previous conflict, in which the roots of the Second World War lay in the failure of the League of Nations and the “unfinished business” of the Great War? How does design provide “yardstick” for understanding the development of American culture? What is “American” about American design? The methods of design history, art history, material culture, history of technology, American history, culture, and critical analysis will be harnessed to present the history of this era through the lens of design, a.k.a. the Built Doman, that is, everything which is manmade.

## **Learning Outcomes**

Students will:

- demonstrate an appreciation of design as a fundamental cultural attribute of all humans.
- use technical terminology that will allow them to "speak the language" of design.
- differentiate between the perspectives of Industrial Design and Architecture as they explain key developments in 20th century American Modernism.
- make authentic connections between Industrial Design and Architecture.
- identify major contextual factors-social, political, economic, and cultural-that created American Modernism.
- discern major eras, figures and objects associated with 20<sup>th</sup> century American Modernism.

## **Course Structure**

This offering is a mixture of lectures, full- and small-group discussions, on-site visits, and other activities meant to expose students directly to research tools and methods in design leading to projects harnessing the strengths of students from various disciplines. Our focus is on addressing a specific topic to understand more fully the issues impinging upon a design's display and the information made available through such a display to gain insights into the complex issues surrounding everyday objects. "Display" runs the gamut from The Museum of Modern Art to Goodwill (branding and graphics by Alex Isely).

It is designed for students ranging from those with no familiarity with design to design majors. This semester we will be exploring the contents of the Gregg Museum of Art and Design, focusing on the collection of telephones donated by Ralph Meyer, PhD., and numerous American industrial design objects in the process of donation by the Instructor. We will also pay visits to the Hunt Library Furniture Collection with curator Gwen Emery, and with the staff of Special Collections at D.H. Hill Library to examine rare materials documenting this period.

Students will engage intensively with preparing short papers focusing on what constitutes an "American design" and considerations of how to exhibit design objects, drawing upon the histories of technology, fashion, material culture, industrial and graphic design, etc. Presentations of research by the students constitutes one focus of the class; the other is mastering the content of the in-class lectures and readings, including the textbook.

## **Course Policies**

As the class meets once a week, attendance is essential. Students may have their cellphones set to vibrate during lectures if they are expecting important messages but should leave the classroom to conduct any conversations. Due to space limitations, food and drink are discouraged and any rules of the Honors Program concerning use of the facility are to be adhered to.

## **Course Meetings**

Lecture

Days: Wednesdays

Time: 4:30pm - 7:15pm

Campus: Main

Location: 205 Clark Hall

**This meeting is required.**

## **Course Materials**

### Textbooks

*American Design* by Russell Flinchum

Edition: 1st

ISBN: 13-9780870707407

Cost: Out of print; any usable copy acceptable; new copies are currently available from alibris.com for around \$20.

This textbook is required. You should purchase and begin reading it immediately.

*The Industrial Design Reader* by Carma Gorman

Edition: Any

ISBN: 13-9781581153101

Cost: \$25 new; any usable copy acceptable.

This textbook is required.

## **Expenses**

There are no anticipated expenses for this course.

## **Materials**

Sketchbook - At student's discretion (please consider buying something you will enjoy using rather than a spiral notebook). A good pencil is worth the investment as well.

**This material is required.** Sketchbooks will be collected occasionally to monitor student progress.

## **Requisites and Restrictions**

### Prerequisites

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

## **General Education Program (GEP) Information**

### GEP Category

Interdisciplinary Perspectives: This course is based largely on the work undertaken for the book *American Design*, written by the Instructor. As Design History is already composed of methods drawn from art history, the history of technology, historical and cultural studies, and material culture, teasing out these strands are as important in understanding how they come together to form "design history" as well as an appreciation of the contribution of each of these approaches. Readings are drawn from contemporary reviews to major monographs on designers, as well as a broad range of analyses which involved most of these subcomponents, but often in differing proportions as the subject matter calls for.

### **GEP Category Outcomes**

Outcomes will include the ability to:

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

**Outcome:** Students will differentiate between the perspectives of Industrial Design and Architecture as they explain key developments in 20th century American Modernism.

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

**Outcome:** Students will make authentic connections between Industrial Design and Architecture.

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

**Outcome:** Students will identify major contextual factors-social, political, economic, and cultural-that created American Modernism.

### **Transportation**

Transportation will be provided by The Honors Program in the event it is needed.

### **Safety & Risk Assumptions**

None

### **Grading**

#### **Component/Weight/Details**

Midterm and Final Examinations = 25% each, 50% of Final Grade. Examinations consist of ten visual identifications and two essay questions. Students will be expected to master 100 images for the midterm and final examinations and identify the name of the design, its creator, its country of origin, its date, and a statement regarding the design's significance for 50 points (five points per ID). Two essay questions will be required and there will be at least three choices of essay topics.

Papers=30% of Final Grade. 3 brief papers covering a variety of topics will be assigned prior to the Midterm examination at five points each for 15 points. A more comprehensive final paper topic will be discussed between the student and instructor before undertaking research. This five to ten-page paper will account for 15% of the Final Grade.

Class presentations and critiques=20% of Final Grade. Three brief in-class presentations of approximately three to five minutes are required at five points each for 15 points. Participation in the critiques of these presentations is vital and will be noted, and will determine the final five points. Student presentations will be judged by their peers.

#### **Grade Components**

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

### **Requirements for Credit-Only (S/U) Grading**

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**

Late assignments will be penalized 1/2 letter grade for each day overdue.

### **Attendance Policy**

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

Attendance at Wednesday's lectures is mandatory. Two unexcused absences will result in the penalty of 1/2 letter grade subtracted from the Final Grade; four absences will result in the drop of a full letter grade, and more than four unexcused absences will be referred to the Director of the Honors Program for consultation with the Instructor before meeting with the student

### **Absences Policy**

Students with excused absences due to doctor or clinic visits should bring a written excuse documenting their other appointment.

Students are expected to attend class even if it means arriving late.

Students more than fifteen minutes late will need to speak with the Instructor.

Remember, there is no substitute for "being there." While recordings of the lectures will be made, they are not always successful and do not constitute a "back-up" for attendance in class; they are prepared for those students who could not attend the session. Absences are taken VERY seriously in this class!

### **Makeup Work Policy**

Any make-up work is at the discretion of the Instructor and can be undertaken only after discussion with the Instructor.

### **Additional Excuses Policy**

None

### **Academic Integrity**

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

Students are expected to maintain the highest academic integrity in their work and their conduct. Courtesy to one's fellow students is expected.

### **Academic Honesty**

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Cases of dishonesty, plagiarism, and other infractions will be called to the attention of the Director of the Honors Program with no exceptions.

### **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**

This course may involve electronic sharing or posting of personally identifiable student work or other information with persons not taking or administering the course. Students will be asked to sign a consent form allowing disclosure of their personally identifiable work. No student is required to sign the consent form as a condition of taking the course. If a student does not want to sign the consent form, he or she has the right to ask the instructor for an alternative, private means of completing the coursework.

### **Accommodations for Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. 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) at <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/](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: All readings noted below are available through the Moodle site for this class as .pdfs.**

### Week 1: Introduction

August 16, 2017

Introductions of the Instructor and students. Read-through of course objectives. Initial lecture on the contents of the course.

ASSIGNMENT: One .jpg image to be sent to the Instructor in advance of Week Two's lecture at which students will present on the object they have chosen that they feel expresses "Americanness" in design.

READING: **All students should purchase the textbook and begin reading it in its entirety as soon as possible.**

Reyner Banham, "A Throw-Away Aesthetic," (1955; distributed with syllabus).

### Week 2: The 19<sup>th</sup> Century and "the American System of Production"

August 23, 2017

Student presentations on "Americanness in Design"

The 1<sup>st</sup> and 2<sup>nd</sup> Industrial Revolutions: Visualizing impacts

"Armory Practice," standardization, mechanization, and machinists

Oliver Evans and the realization of continuous production & the high-pressure steam engine

The March of Progress: from the sewing machine to the Model T

READING: David Hounshell, "Introduction," From the American System to Mass Production

Putnam, "Machine Design," *Journal of Design History* 1, no. 1 (1988)

### Week 3: Art Nouveau and its aftermath

August 30, 2017

Continued student presentations on "Americanness in Design"

European Art Nouveau and previous connections (Tiffany/Dresser/Japan/1876 Philadelphia Centennial)

American Manifestations of Art Nouveau

Louis Comfort Tiffany/George Ohr and "categories" within design and craft

The Arts & Crafts (Greene & Greene)

The "Terrible Teens" and the evolving Art Deco

READING: Selection on Louis Sullivan from Andrew Saint, Architect and Engineer: A Sibling Rivalry

### Week 4: Modernism and Art Deco in Europe

September 6, 2017

The Bauhaus/Walter Gropius/Johannes Itten/Lazlo Moholy-Nagy

Jacques Doucet/Eileen Gray

Le Corbusier/Charlotte Perriand

Manifestations of Art Deco in the United States

READING: Kenneth Frampton, Modern Architecture (Chapters 1-3)

MoMA, The Bauhaus: A Workshop for Minds (exh. cat)

SEPTEMBER 7: GREGG MUSEUM LECTURE, 6 PM

Students unable to attend should arrange for substitute work with the Instructor via email and meeting. We will tour the design highlights of the opening exhibit afterward.

Week 5: American Art Deco  
September 13, 2017

Art Deco Architecture in the US (Ely Jacques Kahn, Ralph Walker, Raymond Hood)  
Rena Rosenthal/Joseph Urban/Paul Frank/Ilonka & Mariska Karasz  
Donald Deskey as the embodiment of the American Design phenomenon  
The American Department Store/Woolworth's/A&P/Piggly-Wiggly  
READING: Robert A.M. Stern, *et al.*, New York 1930 (chapters to be determined)  
David Hanks, Donald Deskey (main essay)  
Christopher Long, Paul Frankl (selections)  
Jeffrey Meikle, "Introduction," 20<sup>th</sup> Century Limited (2<sup>nd</sup> edition)

Week 6: Tour of Hunt Library Furniture Collection with Curator Gwen Emery  
September 20, 2017

Class will meet at Hunt Library at 4:30 so allow for travel time from North Campus.  
ASSIGNMENT: View at least one of the presentations by Brian Lutz, Tim DeFiebre, or John Berry on Vimeo and prepare a one-page summary on the most salient points of their lectures.

Week 7: MIDTERM EXAMINATION  
September 27, 2017

10 Identification questions and 2 essay questions as per description in "GRADING."

Week 8: Development of a Profession  
October 4, 2017

Donald Dohner and American Design Education  
The "Big Four" and the 1930s  
Walter Dorwin Teague  
Norman Bel Geddes  
Henry Dreyfuss  
Raymond Loewy  
Harold Van Doren  
READING: Teague, Design This Day (1940)  
Bel Geddes, Horizons (1932)  
Flinchum, Henry Dreyfuss, Industrial Designer (1997)  
Stephen Bayley in IDZ, Raymond Loewy: Pioneer of American Design (1990)  
Van Doren, Industrial Design: A Practical Guide (1940)

Week 9: Industrial Design and World War II  
October 11, 2017

Peacetime preparations and the end of the Great Depression  
September 1, 1939 and December 7, 1941: The Axis Gains the Upper Hand  
1942: The Crucible of War and the Impact of Technology  
Austerity, Rationing, and Mobilization for Total War  
1944: How Logistics Won D-Day  
Blue-Sky Design  
Groves, Oppenheimer, the Manhattan Project, and the Atomic Age  
READING: Donald Albrecht, How Wartime Building Changed America  
Jane Conant, Tuxedo Park

Week 10: The Postwar Expansion and the Industrial Design Revolution  
October 18, 2017



Immediate Aftershocks and the Iron Curtain  
Government intervention and the emerging laissez-faire of business  
Detroit, 1946-1948

READING: C. Edson Armi, "Introduction," from The Art of American Car Design  
Society of Industrial Designers, 1948-1949 Annual

Week 11: Special Collections Research Center, D.H. Hill Library  
October 25, 2017

Gwynneth Thayer and Virginia Ferris will host us for a session examining important publications from the Post-War era as well as the design archives of Samuel Scherr, Principal of Scherr & McDermott, a prominent Midwest design firm.

ASSIGNMENT: Each student should select a publication or project for further research stemming from this initial investigation. A paper from three to five pages should be submitted on **November 15**.

Week 12: "Mid-Century Modern" and The Museum of Modern Art (founded 1929)  
November 1, 2017

Dramatis Personae: Alfred Barr/Philip Johnson/Edgar J. Kaufmann, Jr./Arthur Drexler  
Exhibition History: Machine Art (1934)/Organic Design and "Useful Objects" (1937-41)/Austerity and Propaganda (1941-45)/The Automotive Styling Throwdown of 1950/"Good Design" exhibitions (1950-55)  
Designers: Charles & Ray Eames, Eero Saarinen, George Nelson, Alexander Girard  
READING: Jim Lesko, "Donald Dohner," *Journal of Design History*  
MoMA, Machine Art (ex. cat., 1934)  
Russell Lynes, Good Old Modern  
Terence Reilly and Edward Eigen, "Good Design 1950-55," in *Studies in Modern Art*

Week 13: Stylists and Designers  
November 8, 2017

Brooks Stevens vs. Henry Dreyfuss: "Planned Obsolescence" vs. "Generic Design"  
Harley Earl & Bill Mitchell (GM)  
Bob Gregorie & George Walker (Ford)  
The Critic Speaks (and heads a design firm): George Nelson, friend or foe of history?

Week 14: Seeds of the Counterculture vs. Big Business: Aspen & Beyond  
November 15, 2017

James Sloane Allen, The Romance of Commerce and Culture  
Harwood, The Interface  
Alice Twemlow, "I can't talk to you if you say that."

Week 15: NO CLASS: Thanksgiving Holiday  
November 22, 2017

Week 16: SUMMARY SESSION: REVIEW AND DISCUSSION  
November 29, 2017

Week 17: Reading Day  
December 6, 2017

FINAL EXAMINATION  
DECEMBER 8, 2017  
6 PM TO 9 PM

Format for the examination is located under "Grading."

RAF 8/30/17

For objective 1

Students will differentiate between the perspectives of Industrial Design and Architecture as they explain key developments in 20th century American Modernism.

Means of Assessment: Readings, class discussions, group projects and, visual analysis of objects, exam questions.

Sample examination question: William Van Alen's Chrysler Building and Paul Frankl's "Skyscraper bookcase" are both excellent examples of what has been termed "American Art Deco." What are some of the historical problems brought to light by the use of this common label for such different works? How do the terms "Art Deco" and even "American" elucidate (or obscure) what this label, which did not exist prior to 1968, means?

For objective 2

Students will make authentic connections between Industrial Design and Architecture.

Means of Assessment: Readings, class discussions, visual analysis of objects and exam questions.

Sample class discussion: Students will examine the 1939 World's Fair in light of the prominent role played by designers in both fields. (Teague was a member of the Board of Design for the Fair from its founding in 1936 and his firm created nine different buildings for major sponsors and displays for them as well; Dreyfuss was responsible for the "Theme Exhibit" contained inside the Perisphere, which displayed the physical layout of the imaginary city of "Centerton" and its surrounding greenswards and parkways and smaller residential communities; Geddes had the biggest hit of all with his "Futurama" for General Motors in conjunction with Albert Kahn, where visitors were ushered from the "World of Tomorrow" exhibit to a full-scale intersection of the city of 1960, populated by 1940 model Ford automobiles).

For objective 3

Students will identify major contextual factors-social, political, economic, and cultural-that created American Modernism.

Means of Assessment: Exam questions, individual projects.

Sample Project: At the beginning of the semester, students will be asked to pick an object that defines "Americanness" for them. They will be asked to analyze their object, explain why it seems American to them in its appearance will be asked to reflect on the social, political, economic and cultural forces that shaped it. (Note: Some excellent choices this semester were the Slinky, Wonder Bread, the Flatiron Building by D.H. Burnham, and the IBM Selectric typewriter.)

## HON Interdisciplinary Perspectives Special Topic Shell Offering

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

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

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

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

### HON 296 sec 004

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering X</b>
<b>Special Topic Title:</b> (30 character limit)	Culinary Botany: Edible Plants Across Cultures	<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>
<b>Term to be Offered</b>	Fall 2017	
<b>Instructor Name/Title</b>	Dr. Jillian De Gezelle & Dr. Chad Jordan, instructors	

### 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.***

Upon completing this course, students will be able to describe the botany of plants used as food and beverages sources in different world regions as well as the significance of these plants both to cultures in the geographic regions where the plants were domesticated, and to cultures in different geographic regions where the plants have been introduced.

#### ***Measure(s) for above Outcome:***

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

Students will be asked questions on the midterm and final exams that assess their botanical knowledge of selected plant species, and their role as food and beverage sources in different cultures. Example questions:

- Not all plants called "pepper" are the same. Compare and contrast black pepper (*Piper* spp.) with chili pepper (*Capsicum* spp.) with regard to their taxonomy, edible parts, major chemical characteristics, and where each was domesticated.
- Describe the role of cacao in ancient and modern Maya cultures.

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.***

Upon completing this course, students will be able to describe how a plant's characteristics and availability have influenced the cuisines commonly identified with a particular world region.

#### ***Measure(s) for above Outcome:***

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

Students will compose a term paper that either (1) explores the edible plants of an individual genus, or (2) summarizes the flora that have a significant role in the cuisine of a particular modern culture. Students who choose to investigate the plants of a genus will be required to discuss the useful features of those plants, factors that influenced their domestication and trade, and the importance of those plants in the cuisines of the cultures in which they are most commonly used or associated. Students who summarize the edible flora of a modern culture will evaluate why certain species are more prominently used than others, taking into account the biological properties of those plants and the influence of trade (historical and modern) on their availability.

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.***

- Upon completing this course, students will be able to compare and contrast the uses of plant biocultural diversity across different cultures.
- Upon completing this course, students will be able to discuss contemporary issues in food culture that require knowledge about specific plant species and practices associated with their use.

***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.*

- 1) Students will have questions on the midterm and final exams that ask them to directly compare and contrast how individual or related groups of plant species are used in different cuisines.
- 2) Each week, a pair of students will lead discussions on a topic that is relevant to edible flora. Examples in the course schedule include the "super food" phenomenon, kava culture, and genetic monoculture and the "Great Famine". All students will be assigned readings on the topic, and the discussion leaders will be responsible for conducting further independent research. Discussion leaders will be assessed on the technical information they use to introduce the topic, questions developed to lead the class discussion, ability to maintain the discussion for 30-45 minutes, and a written post-discussion summary and reflection on the topic.

**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?

The disciplines connected in this course are botany and anthropology.

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

This course has been developed and is presented as an ethnobotany course, which is the study of the relationships between plants and people. Ethnobotany is inherently interdisciplinary and draws upon research in wide array of natural science, humanities, and social science disciplines. Each course week, we will introduce students to the fundamental botany (taxonomy, structure, notable chemical characteristics) of a set of edible plant species identified with the cuisines of a particular world region. We will then present information on how the plants were domesticated or introduced to the cultures of that region as well as the impacts of these plants on the culinary traditions of the cultures associated with that region. Students will be asked questions on exams and lead discussions that require them to demonstrate their knowledge of both basic botany and culinary traditions. They will also integrate both areas through discussions on modern topics in culinary botany that combine both perspectives.

## 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): Wednesdays 10:15 AM – 1:00 PM
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: 4707 Bostian Hall
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

Restricted to University Honors Program students

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

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

University Honors Program Students; Others by permission of the University Honors Program

**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 HON 296 sec 004**

**RECOMMENDED BY:**

SP Carson 10/4/17  
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:**

J. L. He 10/16/17  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Tom H 10/17/17  
COLLEGE DEAN DATE

**APPROVED BY:**

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_

**HON 296-004**  
**Culinary Botany: Edible Plants Across Cultures**

**Course Meetings:** Wednesdays, 10:15am – 1:00pm, 4707 Bostian Hall  
Class meetings will usually consist of short lectures followed by discussion and an activity. There will be a break built into class time each week. Two Saturday field trips are required.

<b>Course Instructors:</b>	Dr. Jillian De Gezelle	Dr. Chad Jordan
	2111 Gardner Hall	2214-A Gardner Hall (office on the right)
	<a href="mailto:jmdegeze@ncsu.edu">jmdegeze@ncsu.edu</a>	<a href="mailto:chad_jordan@ncsu.edu">chad_jordan@ncsu.edu</a>
	919/513-8043	919/515-2222

**Office Hours:** Flexible. Please contact us or see us during/after class if you would like to meet.

**Course Description:** This course explores the ethnobotany, taxonomic diversity, and unique physical and chemical characteristics of important food and beverage plants used by peoples in different regions of the world. After an introduction to plant domestication and agricultural origins, each course week will be spent examining the culturally significant edible flora of a different geographic region, combining short lectures on the botany of selected species, discussions about the uses of plant biocultural diversity, and, when feasible, hands-on activities where course participants can prepare and/or sample plant-based foods from each region. Fermentation, plant-based aphrodisiacs, foraging, and poisonous/injurious plants will be discussed as well. Two Saturday field trips required.

**Course Learning Outcomes**

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

1. Describe the geographic origins and taxonomy of selected food and beverage plants.
2. Compare and contrast the major anatomical and physiological features of edible plants.
3. Recognize novel chemical compounds found in different species that impart unique flavors and textures.
4. Explain how different cultures have incorporated various flora into their distinct culinary traditions.
5. Evaluate how global trade and transport of plants has influenced the cuisine of different cultures.

**General Education Program**

This course is under review as a GEP Interdisciplinary Perspectives (IP) course. The GEP IP learning objectives and outcomes are as follows:

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

Outcome: Upon completing this course, students will be able to describe the botany of plants used as food and beverages sources in different world regions as well as the significance of these plants both to cultures in the geographic regions where the plants were domesticated, and to cultures in different geographic regions where the plants have been introduced.

Means of Assessment: Students will be asked questions on the midterm and final exams that assess their botanical knowledge of selected plant species, and their role as food and beverage sources in different cultures. Example questions:

- Not all plants called “pepper” are the same. Compare and contrast black pepper (*Piper* spp.) with chili pepper (*Capsicum* spp.) with regard to their taxonomy, edible parts, major chemical characteristics, and where each was domesticated.
- Describe the role of cacao in ancient and modern Maya cultures.



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

Outcome: Upon completing this course, students will be able to describe how a plant's characteristics and availability have influenced the cuisines commonly identified with a particular world region.

Means of Assessment: Students will compose a term paper that either (1) explores the edible plants of an individual genus, or (2) summarizes the flora that have a significant role in the cuisine of a particular modern culture. Students who choose to investigate the plants of a genus will be required to discuss the useful features of those plants, factors that influenced their domestication and trade, and the importance of those plants in the cuisines of the cultures in which they are most commonly used or associated. Students who summarize the edible flora of a modern culture will evaluate why certain species are more prominently used than others, taking into account the biological properties of those plants and the influence of trade (historical and modern) on their availability.

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

Outcome #1: Upon completing this course, students will be able to compare and contrast the uses of plant biocultural diversity across different cultures.

Means of Assessment: Students will have questions on the midterm and final exams that ask them to directly compare and contrast how individual or related groups of plant species are used in different cuisines. Example questions:

- Compare and contrast the culinary uses and preservation techniques for the potato in Western European cuisines as well as the indigenous cuisines of the Andean mountains, where the potato has its native origins.
- Explain the history of mix of spices commonly referred to as "curry powder" and the role that colonialism played in this culinary concept.

Outcome #2: Upon completing this course, students will be able to discuss contemporary issues in food culture that require knowledge about specific plant species and practices associated with their use.

Means of Assessment: Each week, a pair of students will lead discussions on a topic that is relevant to edible flora. Examples in the course schedule include the "super food" phenomenon, kava culture, and genetic monoculture and the "Great Famine". All students will be assigned readings on the topic, and the discussion leaders will be responsible for conducting further independent research. Discussion leaders will be assessed on the technical information they use to introduce the topic, questions developed to lead the class discussion, ability to maintain the discussion for 30-45 minutes, and a written post-discussion summary and reflection on the topic.

### **Supplemental Questions for Inclusion on the Interdisciplinary Perspectives List**

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

The disciplines connected in this course are botany and anthropology.

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

This course has been developed and is presented as an ethnobotany course, which is the study of the relationships between plants and people. Ethnobotany is inherently interdisciplinary and draws upon research in wide array of natural science, humanities, and social science disciplines. Each course week, we will introduce students to the fundamental botany (taxonomy, structure, notable chemical characteristics) of a set of edible plant species identified with the cuisines of a particular world region. We will then present information on how the plants were domesticated or introduced to the cultures of that region as well as the impacts of these plants on the culinary traditions of the cultures associated with that region. Students will be asked questions on exams and lead discussions that require them to demonstrate their knowledge of both basic botany and culinary traditions. They

will also integrate both areas through discussions on modern topics in culinary botany that combine both perspectives.

### Required Course Materials

There are no required texts or other materials required for this course. However, you will need to access and complete readings posted on the course Moodle page.

### Grading

Component	Weight	Details
Midterm Exam	20%	The midterm exam is scheduled for Wednesday, October 4. The exam will consist of a combination of identification, short response, and essay questions. You will have two hours to complete the exam.
Final Exam	20%	The final exam is scheduled for Friday, December 8 at 8am. Like the midterm, the final will consist of a combination of identification, short response, and essay questions. The final is on material since the midterm. You will have three hours to complete the exam.
Leadership of Group Discussion Topic	15%	Most class weeks will be devoted the edible plants of a particular global region. Part of those class meetings will include student-led discussion of how that region's plant biocultural diversity is used and/or the influence that a particular culture's plant-based cuisine has had on modern food consumption. Two students will be assigned to each topic. All class participants will complete pre-assigned readings on each topic. Discussion leaders will be responsible for conducting further independent research on the topic to better inform the discussion. A two-page summary of the group's discussion and reflection should be submitted at the following class meeting. Reflection prompts will be provided. Discussion leadership and the summary account for 10% and 5% of the final grade, respectively.
Research Paper	25%	You are required to compose a paper for which you will either (1) explore the edible plants of a specific genus, or (2) compose a summary of significant food plants used within a modern cultural group. The paper will be 10-12 double-spaced pages in length and must include at least 10 references. There will also be reflection prompts about your work. You will choose your paper topic in conjunction with the course instructors and provide an annotated bibliography of at least 5 references midway through the semester. Additional details about the paper will be provided during the third class meeting.
Field Trips	20%	There are three Saturday field trips planned this semester. You must attend and participate in two of these field trips. Tentative dates for the field trips are located in the course schedule. In addition to attendance and participation, you will be required to complete either a worksheet or compose a summary write-up based on the experience. Self-reflection on each experience is required as well. Each field trip and along with the worksheet/summary and reflection is worth 10% of the final grade. You may participate in more than two field trips based on your interests but doing so will not increase your grade.
Total:	100%	

### **Final Letter Grade Determination**

Letter grades will be assigned based on the following percentage scale:

$98 \leq A+ < 100$	$88 \leq B+ < 90$	$78 \leq C+ < 80$	$68 \leq D+ < 70$	
$92 \leq A < 98$	$82 \leq B < 88$	$72 \leq C < 78$	$62 \leq D < 68$	$F < 60$
$90 \leq A- < 92$	$80 \leq B- < 82$	$70 \leq C- < 72$	$60 \leq D- < 62$	

### **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**

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

### **Policy 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-02-50-03>.

### **Late Assignments**

All write-ups and reports must be submitted by their assigned due dates. The grade for any write-up or report that is submitted late for an unexcused reason will be reduced by 10% per calendar day, inclusive of weekends.

### **Attendance**

You are expected to attend all Wednesday class meetings. Attendance in this class is especially important since it only meets once per week. You are also expected to participate in two of the available four Saturday field trips. Please see the University's policy on attendance at: <http://policies.ncsu.edu/regulation/reg-02-20-03>

### **Transportation**

Van transportation will be provided for Saturday off-campus field trips. You may provide your own transportation if you wish. Meeting locations and times will be designated for students who wish to provide their own transportation.

### **Absence Policy**

Excused absences must be verified in writing from a credible source and presented to Drs. De Gezelle or Jordan as soon as possible after such absences occur. No penalty will be incurred as a result of an excused absence, however you will still be held responsible for the material presented during your absence. Two unexcused absences will automatically result in a failing grade, "F", or incomplete (IN) pending a discussion with Drs. De Gezelle and Jordan.

### **Makeup Work**

Should you miss a class for an excused reason, please contact Drs. De Gezelle and Jordan to obtain the lecture notes and an abbreviated explanation of the course material. Makeup exams are permitted for excused absences for which you can provide documentation from a credible source. Exams that are missed for unexcused reasons cannot be made up and a zero will be recorded for any exams missed. There are no exceptions to this policy.

**Safety Risks and Assumptions**

You will observe, handle, and dissect numerous plant specimens in this course, and even have the opportunity to consume some of them. It is imperative for you to be knowledgeable about and disclose any and all food allergies at the beginning of the semester to avoid potential reactions. Safety training will be provided on the first day of class.

You will learn about multiple edible species that occur in our local landscape. By taking this course however, you are in no way certified to pick and choose consumable plants from the landscape (local or any other), nor are you in a position to advise others on the same. Eating plants from the landscape is potentially very dangerous, and may be fatal if species are incorrectly identified and consumed or improperly prepared.

**Academic Integrity and Honesty**

All students are required to behave in accordance to the NCSU Code of Student Conduct. All exams, problem sets, and any other assignments should be completed individually unless otherwise noted. You will be asked to acknowledge that you have conformed to the academic integrity and honesty policies of the University on each exam and problem/homework set. See the following website for a detailed explanation of the academic integrity and honesty policies: <http://policies.ncsu.edu/policy/pol-11-35-01>.

**Electronically-Hosted Course Components**

This course does have a Moodle page onto which readings and some lecture materials will be posted. However, you will not be required to disclose any personally identifiable information using any of Moodle's features. Moodle will be used for class-wide information dissemination purposes only.

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.

**Equal Opportunity and 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. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Institutional Equity and Diversity (OIED) at: 919-515-3148. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at: <http://policies.ncsu.edu/policy/pol-04-25-05>

**Reasonable Accommodations for Students Needing Assistance**

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 (<http://dso.dasa.ncsu.edu/>) located on the Second Floor of the Student Health Services Building, Suite 2221, Campus Box 7509, Phone: 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at: <http://policies.ncsu.edu/regulation/reg-02-20-01>

**HON 296 - Edible Plants: Culinary Botany Across Cultures**  
**Meeting Schedule – Wednesdays, 10:15am – 1:00pm**

Assignment due dates and tentative field trip dates are italicized.

August 16	Welcome! Botany fundamentals: taxonomic organization, plant structure review and some new parts Introduction to plant domestication and origins of agriculture Safety training
August 23	Fermentation: Beverages and beyond Focal Species: Sugarcane, Wormwood, Juniper, Agave
August 30	Edible flora of Africa Focal Species: Coffee, Kola, Okra, Rice, Sorghum, Yam, Teff Discussion Topic: What is caffeine's role in nature?
September 6	Plants of the Middle East Focal Species: Wheat, Flax, Lettuce, Onion, Lentil, Chickpea, Cucumber Discussion Topic: Current and historical food security issues in one of the origins of agriculture
September 13	Plants of the Mediterranean Focal Species: Fig, Crucifers, Mint family, Pomegranate, Olive, Coriander, Saffron Discussion Topic: What is the "Mediterranean diet" and what are its perceived and real benefits?
<i>September 16</i>	<i>Field Trip: Market Visit</i>
September 20	Plants of Eastern Asia Focal Species: Eggplant, Durian, Lotus, Soybean, Star Anise, Rice Discussion Topic: Tea culture
September 27	Plants of Northern Europe Focal Species: Apple, Hops, Carrot family, Turnip, Asparagus Discussion Topic: Genetic monoculture and the "Great Famine" <i>Research Paper Topic Due to Instructors</i> <i>Market Visit Write-up Due</i>
October 4	Midterm Exam – First Two Hours Discussion on Poisonous Plants
October 11	Plants of the Indian Subcontinent Focal Species: Turmeric, Black Pepper, Bitter Melon, Moringa, Cinnamon, Guar Discussion Topic: What is a curry? The impact of trade routes on global spice use.
<i>October 14</i>	<i>Field Trip: Local Edible Species</i>
October 18	Plants of Southeastern Asia and Pacific Islands Focal Species: Citrus family, Coconut, Kava, Nutmeg, Banana, Taro, Nutmeg/Mace Discussion Topic: Kava culture
October 25	Aphrodisiacs Focal Species: Cacao, Vanilla, Maca <i>Annotated Bibliography of Five Research Paper References Due</i> <i>Edible Species Field Trip Write-up Due</i>

- November 1     Edible Flora of the Caribbean  
                     Focal Species: Allspice/Pimenta, Ackee, Soursop, Callaloo, Roselle, Jambul/Jamoon  
                     Discussion Topic: The impact of colonialism on the increase of Caribbean plant diversity and plants used in Caribbean cuisine
- November 8     Plants of South America  
                     Focal Species: Potato, Cassava, Quinoa, Oca, Peanut, Açai Palm, Cashew, Passion Fruit  
                     Discussion Topic: The “superfood” phenomenon
- November 15    Plants of Mexico and Central America  
                     Focal Species: Amaranth, Avocado, Chiles, Agave revisited, Tomato, Guava, Cactus  
                     Discussion Topic: Discovered health benefits of capsaicin
- November 18    Field Trip: Restaurant Experience*
- November 22    Thanksgiving Break
- November 29    Plants of North America  
                     Focal Species: Three sisters, Maple, Pawpaw, Aster family, Yaupon, Cranberry, Walnut  
                     Discussion: Comparing ancient and modern diets of Southeastern Native American peoples  
                     *Restaurant Experience Write-up Due*  
                     *Final research papers should be uploaded onto Moodle no later than 5pm on Friday, December 1*
- December 8     Final Exam – Exam Begins at 8am

## HON Interdisciplinary Perspectives Special Topic Shell Offering

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

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

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

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

### HON 296 sec 005

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering X</b>
<b>Special Topic Title:</b> (30 character limit)	The Classical Liberal Tradition	<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>
<b>Term to be Offered</b>	Fall 2017	
<b>Instructor Name/Title</b>	Andrew Taylor, Professor	
<b>SECTION 1:</b>		
<b><u>Instructions:</u></b>		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1:</i>  <b><i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></b></p> <ul style="list-style-type: none"> <li>• Students will be able to differentiate classical liberal economics and political values.</li> </ul>		
<p style="text-align: center;"><b><i>Measure(s) for above Outcome:</i></b>  <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>Tests, short papers, and class discussion.</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2:</i>  <b><i>Obj. 2) Identify and apply authentic connections between two or more disciplines.</i></b></p> <p>Students will understand how historical understanding directs political inquiry—for example, they will assess John Stuart Mill's views on free speech and how it relates to our understanding today.</p>		
<p style="text-align: center;"><b><i>Measure(s) for above Outcome:</i></b>  <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>Tests, short papers, and class discussion.</p>		

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

Students will read historical documents in their original form and be asked analyze quantitative social science data.

**Measure(s) for above Outcome:**

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

Tests, short papers, and class discussion.

**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?

Political Science, History, Philosophy, Economics

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"?

Material will be presented in lectures, reading, and through mediums like podcasts. It is inherently political, historical, philosophical, and economic. Each topic will be presented in light of a broader understanding of classical liberalism discussed at the beginning of the course. Proponents and critics of classical liberalism will be analyzed.

## 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): Mondays & Wednesdays 3:00 - 4:15 PM
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: Caldwell 212
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

N/A

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

University Honors Program Students; Others by permission of the University Honors Program



*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 HON 296 sec 005**

RECOMMENDED BY:

SP Carson 10/4/17  
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:

ftb 10/16/17  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Tomch 10/17/17  
COLLEGE DEAN DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_

HON 295-005 (3 hrs)

ANDREW J. TAYLOR

THE CLASSICAL LIBERAL TRADITION

No pre- or co-reqs; meets Interdisciplinary Perspectives GEP

M, W 3.00 - 4.15; Caldwell 212; Fall 2017

OFFICE HOURS: M, W 1.30-2.30 and by appointment

OFFICE: 227B Caldwell

Tel: 515-8618

e-mail: [ataylor@ncsu.edu](mailto:ataylor@ncsu.edu)

web: <http://faculty.chass.ncsu.edu/taylor/index.html>

### **Course Overview**

This is a course on the classical liberal tradition. We will discuss its core values and principles and examine the tradition's historical roots in Western Europe and North America, with particular attention to the philosophers, economists, and political leaders who shaped its course in Britain and the United States. We will discuss the principle challenges to it and what classical liberalism means today.

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

### **Course Materials**

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

### **Prerequisites and Restrictive Statements**

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

### **Schedule of Classes, Required Reading, and Assignments**

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

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

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

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

All readings are either on electronic course reserve or from the Internet, in which case the URL is given. There are no books required for purchase.

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

1. 8/16 – Introduction (course requirements & policies, PPT overview of material)
2. 8/21 – Foundational Documents
  - Readings to be discussed in class
    - Magna Carta: <http://www.constitution.org/eng/magnacar.htm> (pay close attention to clauses 39 & 40)
    - Mayflower Compact: <http://www.ushistory.org/documents/mayflower.htm>
    - Excerpt on class electronic reserve, John Winthrop's "City Upon a Hill" in Richard Beeman, ed., *American Political Speeches*, pp. 1-3
    - Excerpts on class electronic reserve from Nathaniel Philbrick (x2), *Mayflower*, pp. 7-10, pp. 39-42
  - Background material
    - "Magna Carta and Its American Legacy":  
[http://www.archives.gov/exhibits/featured\\_documents/magna\\_carta/legacy.html](http://www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html)
    - BBC Radio 4 "In Our Time" podcast, "Magna Carta":  
<http://www.bbc.co.uk/programmes/b00k4fg7>
    - History Extra Podcast, "Magna Carta and the Holocaust"  
<http://www.historyextra.com/podcast/second-world-war/magna-cart-and-holocaust> (to 22.00)
    - BBC Radio 4 "In Our Time" podcast, "The Pilgrim Fathers":  
<http://www.bbc.co.uk/programmes/b007rlb6>
  - Contextual material presented in class

- Ancient roots in Greece and Rome
- England before 1600
- Early New World settlement
- Protestantism
- Renaissance republicanism
- Emergence of common law

### 3. 8/23 – English Revolutions

- Readings to be discussed in class
  - Excerpt on class electronic reserve from C.B MacPherson’s “Introduction” to Hobbes’s *Leviathan* pp. 25-51.
  - The Petition of Right: <http://www.constitution.org/eng/petright.htm>
  - The Instrument of Government:  
<http://www.constitution.org/eng/conpur097.htm>
  - Excerpt on class electronic reserve from, Ian Gentles, “Instrument of Government” from Oliver Cromwell: God’s Warrior and the English Revolution
  - The English Bill of Rights:  
[http://avalon.law.yale.edu/17th\\_century/england.asp](http://avalon.law.yale.edu/17th_century/england.asp)
  - Excerpt on class electronic reserve from, Steve Pincus, “Conclusion” to *1688: The First Modern Revolution*, pp. 474-86
- Background material
  - “Revolutions” podcast, “#13 The Instrument of Government”:  
[http://hwcdn.libsyn.com/p/2/3/6/2362cbba02d443b0/013-\\_The\\_Instrument\\_of\\_Government.mp3?c\\_id=6543975&expiration=1402001726&hwt=9ba7aff18d88b6ee6e98f3ef03ccc3a1](http://hwcdn.libsyn.com/p/2/3/6/2362cbba02d443b0/013-_The_Instrument_of_Government.mp3?c_id=6543975&expiration=1402001726&hwt=9ba7aff18d88b6ee6e98f3ef03ccc3a1)
  - BBC Radio 4 “In Our Time” podcast, “The Putney Debates”:  
<http://www.bbc.co.uk/programmes/b01rw1k7>
  - BBC Radio 4 “In Our Time” podcast, “The Glorious Revolution”:  
<http://www.bbc.co.uk/programmes/p00547fk>
  - BBC Radio 4 “In Our Time” podcast, “Hobbes”:  
<http://www.bbc.co.uk/programmes/p003k911>
- Contextual material presented in class
  - The thought of Thomas Hobbes

- English Civil War(s) & the Republican Era
- John Milton and James Harrington
- The Glorious Revolution
- The Thirty Years War and Peace of Westphalia

#### 4. 8/28 – John Locke

- Readings to be discussed in class
  - Excerpt on class electronic reserve from Peter Laslett (ed.) *Locke's Two Treatises of Government*, pp. 93-122
  - Excerpt on class electronic reserve from “Of the Beginning of Political Societies” in Locke’s *Second Treatise of Government*, Sections 95-99, pp. 52-53
  - Excerpt on class electronic reserve from “Of Property” in Locke’s *Second Treatise of Government*, Sections 37-51, pp. 23-30
- Background material
  - Open Yale Courses, “Locke: Equality, Freedom, Property, and the Right to Dissent” (Ivan Szelenyi):  
<https://www.youtube.com/watch?v=T7dTgWL3ajM> License: Creative Commons BY-NC-SA
  - Partially Examined Life podcast on Locke:  
<https://www.partiallyexaminedlife.com/2011/05/06/episode-37-locke-on-political-power/>
- Contextual material presented in class
  - Who Locke was and the politics of his time
  - His ideas—particularly on political power and property

8/30 & 9/4 – No class, APSA meeting and Labor Day

#### 5. 9/6 – Enlightenment Thinking in England

- Readings to be discussed in class
  - Excerpt on class electronic reserve from Philip Schofield, *Utility and Democracy: The Political Thought of Jeremy Bentham*, pp. 40-44

- Excerpts on class electronic reserve, Mary Wollstonecraft (x4), *A Vindication of the Rights of Women* (Dover Thrift), pp. 6-10, pp. 52-65, pp. 145-54, pp. 198-201
- Background material
  - Partially Examined Life podcast on Bentham and Utilitarianism (especially to 38:28):  
<http://www.partiallyexaminedlife.com/2009/09/18/episode-9-utilitarian-ethics-what-should-we-do/>
  - BBC Radio 4 “In Our Time” podcast, “Mary Wollstonecraft”:  
<http://www.bbc.co.uk/programmes/b00pg5dr>
- Contextual material presented in class
  - Jeremy Bentham—Who he was and the causes and effects of his ideas
  - Mary Wollstonecraft and women’s rights
  - England in the “long” eighteenth century, 1688-1815

## 6. 9/11 - The Scottish Enlightenment: Hume and Smith

- Readings to be discussed in class
  - Excerpt on class electronic reserve from Knud Haakonsen (ed.), *Hume: Political Essays*, “Introduction”, pp. xi(11)- xxx(30)
  - Excerpt on class electronic reserve from Adam Smith, *The Wealth of Nations* “Introduction” by Alan B. Krueger, pp.xi(11)-xxiii(23)
  - Entry on Adam Smith in the Stanford Encyclopedia of Philosophy:  
<http://plato.stanford.edu/entries/smith-moral-political/>
  - Knud Haakonsen ed., *Adam Smith’s Theory of Moral Sentiments* “Introduction”, ebook NCSU,  
<http://catalog.lib.ncsu.edu/record/NCSU2251326>, pp. vii(7)-xxiv(24)
- Background material
  - BBC Radio 4 “In Our Time” podcast, “The Enlightenment in Scotland”:  
<http://www.bbc.co.uk/programmes/p00548ln>
  - BBC Radio 4 “In Our Time” podcast, “Hume”:  
<http://www.bbc.co.uk/programmes/b015cpfp>
  - Cato Institute Podcast, “Adam Smith: Moral Philosopher”:  
<http://www.cato.org/multimedia/daily-podcast/adam-smith-moral-philosopher>

- Library of Economics and Liberty EconTalk podcast with Daniel Klein, “An Overview of the Theory of Moral Sentiments”:  
[http://www.econtalk.org/archives/2009/04/klein\\_on\\_the\\_th.html](http://www.econtalk.org/archives/2009/04/klein_on_the_th.html)

- Contextual material presented in class
  - A very brief history of Scotland
  - David Hume—Who he was and the causes and effects of his ideas
  - Adam Smith—Who he was and the causes and effects of his ideas

## 7. 9/13 – The Enlightenment in France: Voltaire and Montesquieu

- Readings to be discussed in class
  - “Montesquieu” from Isaiah Berlin, Henry Hardy, and Mark Lilla, *Against the Current: Essays in the History of Ideas* ebook, NCSU:  
<http://site.ebrary.com.prox.lib.ncsu.edu/lib/ncsu/detail.action?docID=10704699>, pp. 164-203.
  - Excerpt on class electronic reserve, Ben Ray Redman, ed., *The Portable Voltaire*, “Introduction”, pp. 37-47.
  - Excerpt on class electronic reserve, Isaac Kramnick ed., *The Portable Enlightenment Reader*, Voltaire, “Reflections on Religions”, pp. 115-31.
- Background material
  - BBC Radio 4 “In Our Time” podcast, “Voltaire’s ‘Candide’”:  
<http://www.bbc.co.uk/programmes/b01gythf>
  - Yale Courses, “Montesquieu: The Division of Power” (Ivan Szelenyi):  
<http://oyc.yale.edu/sociology/socy-151/lecture-4>
  - BBC Radio 4 “In Our Time” podcast, “The Encyclopedie”:  
<http://www.bbc.co.uk/programmes/p0038x93>
- Contextual material presented in class
  - France before the Revolution
  - Voltaire—Who he was and the causes and effects of his ideas
  - Montesquieu—Who he was and the causes and effects of his ideas
  - Other thinkers of the French Enlightenment
  - The *Encyclopedie*



## 8. 9/18 – Radical Enlightenment in France: Rousseau and Revolution

- Readings to be discussed in class
  - Declaration of the Rights of Man:  
[http://avalon.law.yale.edu/18th\\_century/rightsof.asp](http://avalon.law.yale.edu/18th_century/rightsof.asp)
  - Christopher Wraight, *Rousseau's The Social Contract* ebook, NCSU:  
<http://site.ebrary.com/prox.lib.ncsu.edu/lib/ncsu/reader.action?docID=10427281>, pp. 1-18, 120-8
  - Conclusion from Jonathan Israel, *Revolutionary Ideas: An Intellectual History of the French Revolution from the Rights of Man to Robespierre* ebook, NCSU:  
<http://site.ebrary.com/lib/ncsu/docDetail.action?docID=10836477>, Chapter 25, pp. 695-708
- Background material
  - History Channel documentary on the French Revolution:  
[https://www.youtube.com/watch?v=LEq\\_lAx3ssE](https://www.youtube.com/watch?v=LEq_lAx3ssE)
  - Revolutions Podcast on Declaration of the Rights of Man:  
[http://hwcdn.libsyn.com/p/b/b/b/bbbd486f7aea9374/3.13-\\_The\\_Rights\\_of\\_Man.mp3?c\\_id=7759648&expiration=1438179935&hwt=66b0d06754ade04154681485d6ca3b3b](http://hwcdn.libsyn.com/p/b/b/b/bbbd486f7aea9374/3.13-_The_Rights_of_Man.mp3?c_id=7759648&expiration=1438179935&hwt=66b0d06754ade04154681485d6ca3b3b)
  - Counterpart interview with author Christopher Kelly on Rousseau from WKNO (Memphis): <http://wknofm.org/post/interview-christopher-kelly-jean-jacques-rousseau>
  - Steven Smith, “Rousseau”, [thegreatthinkers.org](http://thegreatthinkers.org):  
<http://thegreatthinkers.org/rousseau/>
- Contextual material presented in class
  - Rousseau—Who he was and the causes and effects of his ideas
  - Major events of the French Revolution
  - The reaction to the Revolution

## 9. 9/20 – Exam 1

## 10. 9/25 – The Ideas of the American Revolution

- Readings to be discussed in class

- Excerpt on class electronic reserve, David Armitage, *Boltingbroke: Political Writings* “Introduction”, pp. vii(7)-xxiv(24)
- Excerpt on class electronic reserve, David Beeman, *Thomas Paine: Common Sense* “Introduction”, pp. xxi(21)-xxxiii(33)
- Excerpt on class electronic reserve, Lorraine Smith Pangle, *The Political Philosophy of Benjamin Franklin*, Chapter 1, pp. 15-48
- Excerpt on class electronic reserve, Louis Hartz, *The Liberal Tradition in America*, pp. 35-66
- Excerpt on class electronic reserve, Bernard Bailyn, *The Ideological Origins of the American Revolution*, pp. 22-36
- J.G.A. Pocock, *The Machiavellian Moment* ebook, NCSU:  
<http://site.ebrary.com.prox.lib.ncsu.edu/lib/ncsu/detail.action?docID=10035914>, pp. 513-26.
- Background material
  - “The Junto” podcast, Thomas Paine’s “Common Sense”:  
[http://hwcdn.libsyn.com/p/5/a/8/5a85af365ef715ac/The\\_JuntoCast\\_Episode\\_8\\_Thomas\\_Paine\\_and\\_Common\\_Sense.mp3?c\\_id=6737524&expiration=1403109145&hwt=accdef6337e469c47b23d560265cdebb](http://hwcdn.libsyn.com/p/5/a/8/5a85af365ef715ac/The_JuntoCast_Episode_8_Thomas_Paine_and_Common_Sense.mp3?c_id=6737524&expiration=1403109145&hwt=accdef6337e469c47b23d560265cdebb)
  - BBC Radio 4 “In Our Time” podcast, “Benjamin Franklin”:  
<http://www.bbc.co.uk/programmes/b01ckmg8>
- Contextual material presented in class
  - America prior to Revolution
  - Major events of the American Revolution

## 11. 9/27 – The Declaration of Independence and Constitution

- Readings to be discussed in class
  - The Declaration of Independence:  
[http://www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html)
  - The Constitution:  
[http://www.archives.gov/exhibits/charters/constitution\\_transcript.html](http://www.archives.gov/exhibits/charters/constitution_transcript.html)
- Background material
  - “Revolutions” podcast, “The Critical Period”:  
[http://hwcdn.libsyn.com/p/b/f/5/bf5b7582f6382b36/030-The\\_Critical\\_Period.mp3?c\\_id=7191936&expiration=1403108668&hwt=727cce71bb8cccd3d083521e66eccfcf](http://hwcdn.libsyn.com/p/b/f/5/bf5b7582f6382b36/030-The_Critical_Period.mp3?c_id=7191936&expiration=1403108668&hwt=727cce71bb8cccd3d083521e66eccfcf)

- “Revolutions” podcast, “The Rising Son”:  
[http://hwcdn.libsyn.com/p/3/0/b/30b355b512afa021/31-\\_The\\_Rising\\_Sun.mp3?c\\_id=7214691&expiration=1403109064&hwt=82c427450d98d372595cc1442c4988b6](http://hwcdn.libsyn.com/p/3/0/b/30b355b512afa021/31-_The_Rising_Sun.mp3?c_id=7214691&expiration=1403109064&hwt=82c427450d98d372595cc1442c4988b6)

- Contextual material presented in class
  - Events surrounding the Declaration of Independence
  - The end of the Revolutionary War
  - The Articles of Confederation
  - The Constitutional Convention
  - Ratification of the Constitution

## 12. 10/2 – The Rationale of the Constitution: The Federalist Papers

- Readings to be discussed in class
  - Federalist Papers, 6, 10, 39, 47, 48, 51, 78:  
<http://thomas.loc.gov/home/histdox/fedpapers.html>
- Background material
  - Cato Daily podcast with Timothy Sandefur, The Conscience of the Constitution: <http://www.cato.org/multimedia/daily-podcast/affirming-conscience-constitution>
  - “Partially Examined Life” podcast, “The Federalist Papers”:  
<http://www.partiallyexaminedlife.com/2012/10/27/ep65-federalist-papers/>
- Contextual material presented in class
  - The reason for the Federalist Papers
  - Alexander Hamilton, James Madison and John Jay

## 13. 10/4 – Principles of Enlightenment

- Readings to be discussed in class
  - Part of Samuel Fleischaker’s essay about Immanuel Kant’s “What is Enlightenment”, ebook: <http://catalog.lib.ncsu.edu/record/NCSU2766225> (read pp. 11-16, of “The Official Story”)
  - Excerpt on class electronic reserve from Roy Porter, The Enlightenment, pp. 1-10.

- Excerpt on class electronic reserve, Isaac Kramnick ed., *The Portable Enlightenment Reader*, “Introduction”, pp. ix(9)-xxiii(23)
- Excerpt class electronic reserve, Isaac Kramnick ed., *The Portable Enlightenment Reader*, d’Holbach, “No Need of Theology”, pp. 140-50.
- Background material
  - BBC Radio 4 “In Our Time” podcast, “The Social Contract”:  
<http://www.bbc.co.uk/programmes/b008w3xm>
- Contextual material presented in class
  - Reason, empiricism, and science
  - Individualism, self-interest and the state of nature
  - Liberty, equality, and the social contract
  - Progress
  - Criticism of the Enlightenment

#### 14. 10/9 – John Stuart Mill

- Readings to be discussed in class
  - Excerpts on class electronic reserve (x3), John Stuart Mill, *On Liberty* (Oxford World Classics), pp. 14-19, pp. 59-61, pp. 83-103
  - Excerpts on class electronic reserve, Edmund Fawcett, *Liberalism*, pp. 85-97 (on Mill)
  - Excerpt on class electronic reserve Geoffrey Scarre, *Mill’s ‘On Liberty’*, pp. 10-16
  - Excerpt on class reserve, John Micklethwaite and Adrian Wooldridge, *The Fourth Revolution*, pp. 47-59
  - Peter Berkowitz, “University’s Free Speech Policy is the Exception, Sadly”, Real Clear Politics,  
[http://www.realclearpolitics.com/articles/2015/01/24/universitys\\_free\\_speech\\_policy\\_is\\_the\\_exception\\_sadly.html](http://www.realclearpolitics.com/articles/2015/01/24/universitys_free_speech_policy_is_the_exception_sadly.html)
- Background material
  - BBC Radio 4 “In Our Time” podcast, “Mill”:  
<http://www.bbc.co.uk/programmes/p003c1cx>
- Contextual material presented in class

- John Stuart Mill—Who he was and the causes and the times he lived in
- Mill's *On Liberty* and views about free speech and politics
- Mill on women
- Mill's changing views on economic liberty

15. 10/11 – Exam 2

16. 10/16 –Nineteenth Century England: Liberals and Reform

- Readings to be discussed in class
  - Excerpts on class electronic reserve, Edmund Fawcett, *Liberalism*, pp. 70-73 (on Cobden), pp. 112-116 (on Gladstone).
  - Excerpt on class electronic reserve, H.C.G. Matthew, *Gladstone*, pp. 639-45.
  - The Anti-Corn Law League:  
<http://www.historyhome.co.uk/peel/cornlaws/ac11.htm>
  - Douglas A. Irwin, "Political Economy and Peel's Repeal of the Corn Laws", *Economics and Politics* (1989):  
<http://www.dartmouth.edu/~dirwin/docs/Peel.pdf>
  - Thomas Ertman, "The Great Reform Act of 1832 and British Democratization", *Comparative Political Studies* (2010):  
<http://cps.sagepub.com/content/43/8-9/1000> (requires NC State identification for full access)
- Background material
  - BBC Radio 4 "In Our Time" podcast, "The Great Reform Act":  
<http://www.bbc.co.uk/programmes/b00flwh9>
  - BBC Radio 4 "In Our Time" podcast, "The Corn Laws":  
<http://www.bbc.co.uk/programmes/b03dvbyk>
  - BBC Radio 4 Podcast on the Prime Ministers, "Gladstone":  
<http://www.bbc.co.uk/programmes/b010m7ks>
  - BBC Radio 4 "In Our Time" podcast, "The Peterloo Massacre":  
<http://www.bbc.co.uk/programmes/p003k917>
- Contextual material presented in class
  - Political reform: Peterloo, the Chartists, and the acts of 1832, 1867, and 1884

- Economic liberalization and the battle for free trade
- The British Liberal Party

## 17. 10/18 – Nineteenth Century America: Politics and Ideas

- Readings to be discussed in class
  - Excerpt on class electronic reserve, Isaac Kramnick, “Introduction to Tocqueville’s ‘Democracy in America’” (Penguin Classics), pp. ix(9)-xlviii(48)
  - Henry David Thoreau’s “Civil Disobedience”:  
<http://www.constitution.org/civ/civildis.htm>
  - Thomas Jefferson’s first inaugural address, 1801:  
<http://millercenter.org/president/speeches/detail/3469>
  - Andrew Jackson’s first inaugural address, 1829:  
<http://millercenter.org/president/speeches/detail/3485>
  - Excerpt on electronic class reserve, Diana Schaub, “Lincoln at Gettysburg”, from *National Affairs*, Spring 2014, pp. 114-32
  - Excerpt on electronic class reserve, Ari Helo, “Jefferson’s Conception of Republican Government”, from Frank Shuffelton ed., *The Cambridge Companion to Thomas Jefferson*, pp. 35-46
  - Excerpt on electronic class reserve, Arthur M. Schlesinger, Jr., “The Age of Jackson”, from Edwin C. Rozwen, ed., *The Meaning of Jacksonian Democracy*, pp. 67-81
  - Excerpt on electronic class reserve, Abraham Lincoln, “Speech at Chicago, 1858”, from Peter Parish, ed., *Abraham Lincoln: Speeches and Letters*, pp. 88-95
- Background material
  - BBC Radio 4 “In Our Time” podcast, “Thoreau and the American Idyll”:  
<http://www.bbc.co.uk/programmes/b00glr78>
  - Library of Law and Liberty podcast, “Daniel Mahoney on ‘Understanding the Best Book Ever Written About American Democracy’”:  
<http://www.libertylawsite.org/2012/08/27/understanding-the-best-book-ever-written-about-american-democracy/>

- Intellectual Take-Out podcast, “Frank Turner ‘Alexis de Tocqueville and the Challenge of Democracy’”:  
<http://www.intellecualtakeout.org/library/video-podcast-media/podcast-alexis-de-tocqueville-and-challenge-democracy>
- Explore and read the pages on the Jefferson, Jackson, and Lincoln presidencies at the University of Virginia’s Miller Center site:  
<http://millercenter.org/president>
- Cato Daily podcast, Rob MacDonald, “Thomas Jefferson in His Own Time”: <http://www.cato.org/multimedia/daily-podcast/thomas-jefferson-own-time>
- Miller Center podcast, H.W. Brands, “Andrew Jackson: His Life and Times”: <http://millercenter.org/events/2005/andrew-jackson-his-life-and-times>
- History Channel biography of Abraham Lincoln:  
<https://www.youtube.com/watch?v=Y7pI9fqWyxg>
- Contextual material presented in class
  - Alexis de Tocqueville—Who he was and how he recognized, and often critiqued, classical liberalism
  - Henry David Thoreau—Who he was and what he thought
  - Thomas Jefferson’s Presidency
  - Andrew Jackson’s Presidency
  - Abraham Lincoln, the Civil War, and the liberal tradition

## 18. 10/23 – Liberal Economics in the Nineteenth Century

- Readings to be discussed in class
  - Excerpt on class electronic reserve, Isaac Kramnick ed., *The Portable Enlightenment Reader*, Turgot, “Economic Liberty”, pp. 502-5.
  - Brian Baugus, “Frederic Bastiat: Libertarian Challenger or Political Bargainer?” (in the Independent Review):  
[http://www.independent.org/pdf/tir/tir\\_12\\_04\\_5\\_baugus.pdf](http://www.independent.org/pdf/tir/tir_12_04_5_baugus.pdf)
  - Robert Formaini, “Jean-Baptiste Say: Foundations of France’s Free Trade Tradition” (in the Federal Reserve Bank of Dallas’s “Economic Insights”:  
<http://www.dallasfed.org/assets/documents/research/ei/ei0601.pdf>
  - Robert Formaini, “David Ricardo: Theory of Free International Trade” (in the Federal Reserve Bank of Dallas’s “Economic Insights”:  
<https://www.dallasfed.org/assets/documents/research/ei/ei0402.pdf>

- Robert Malthus:, “An Essay on the Principle of Population” (read chapter 2 and chapter 5):  
<http://www.esp.org/books/malthus/population/malthus.pdf>
- Excerpts on class electronic reserve, Edmund Fawcett, *Liberalism*, pp. 79-85 (on Spencer).
- Background material
  - Library of Economics and Liberty podcast, Russ Roberts, “On Smith, Ricardo, and Trade”,,:  
[http://www.econtalk.org/archives/2010/02/roberts\\_on\\_smit.html](http://www.econtalk.org/archives/2010/02/roberts_on_smit.html)
  - BBC Radio 4 “In Our Time” podcast, “Malthusianism”:  
<http://www.bbc.co.uk/programmes/b011zzh6>
  - Cato podcast, David Hart Frédéric Bastiat: “Campaigner for Free Trade, Political Economist, and Politician in a Time of Revolution”  
[“http://www.cato.org/multimedia/events/frederic-bastiat-campaigner-free-trade-political-economist-politician-time-revolution](http://www.cato.org/multimedia/events/frederic-bastiat-campaigner-free-trade-political-economist-politician-time-revolution)
  - Frederic Bastiat, “The Law”:  
[http://www.constitution.org/cmt/bastiat/the\\_law.html](http://www.constitution.org/cmt/bastiat/the_law.html)
  - BBC Radio 4 “In Our Time” podcast, “Social Darwinism”:  
<http://www.bbc.co.uk/programmes/b03vgqlq>
  - History Extra podcast, “Thomas Malthus”:  
<http://www.historyextra.com/podcast/people-history/thomas-malthus-and-wilkie-collins> (to 25.00)
- Contextual material presented in class
  - The Physiocrats
  - Frederic Bastiat—“The Law” and the ideas of the French school of classical economics
  - Jean-Baptiste Say, David Ricardo—the men and their ideas
  - Robert Malthus, Herbert Spencer, and Social Darwinism

## 19. 10/25 – Conflicting Ideas I (From the Left): Revolution, Anarchism, Socialism, and Communism

- Readings to be discussed in class
  - Excerpt on class electronic reserve, Mike Rapport *1848: Year of Revolution*, pp. 399-415



- Peter Lamb, Marx and Engels' Communist Manifesto: A Reader's Guide, ebook NCSU, <http://catalog.lib.ncsu.edu/record/NCSU3347049>, pp. 13-22
- Greg Oxley, "The Paris Commune of 1871":  
<http://www.marxist.com/paris-commune-of-1871.htm>
- On electronic class reserve, George F. Kennan, "The Russian Revolution Fifty Years Later: Its Nature and Consequences" from *Foreign Affairs*, October 1967, pp. 1-21
- Excerpt on electronic class reserve, Barbara Tuchman, *The Proud Tower*, pp. 635-9 (on anarchism)
- Excerpt on electronic class reserve, Martin Malia, "The Soviet Tragedy", pp. 34-47
- Background material
  - BBC Radio 4 "In Our Time" podcast, "1848: Year of Revolution":  
<http://www.bbc.co.uk/programmes/b019gy9p>
  - BBC Radio 4 "In Our Time" podcast, "Anarchism":  
<http://www.bbc.co.uk/programmes/p0038x9t>
  - BBC Radio 4 "In Our Time" podcast, "Marx":  
<http://www.bbc.co.uk/programmes/p003k9jg>
  - Open Yale Courses, "The Paris Commune" (John Merriman):  
<http://oyc.yale.edu/history/hist-276/lecture-2>
  - You can read the Communist Manifesto as well. It is quite short and widely available online
- Contextual material presented in class
  - The Revolutions of 1848
  - Marx, the Paris Commune, the Internationals, socialism, and organized labor
  - Anarchism and terrorism in the 1880s and 1890s
  - The Russian Revolution

## 20. 10/30 – Conflicting Ideas II (From the Right): Nationalism, Imperialism, and Fascism

- Readings to be discussed in class

- Excerpt on class electronic reserve, H.R. Trevor-Roper, “The Phenomenon of Fascism”, pp. 18-38.
- Excerpts on class electronic reserve (x2), Norman Rich, The Age of Nationalism and Reform, 1850-1890, “Nationalism”, pp. 43-47 and “Imperialism”, pp. 70-76.
- Background material
  - Open Yale Courses, “Nationalism” (John Merriman): <http://oyc.yale.edu/history/hist-202/lecture-13>
  - Open Yale Courses, “Fascists” (John Merriman): <http://oyc.yale.edu/history/hist-202/lecture-22>
  - BBC Radio 4 “In Our Time” podcast, “The Berlin Conference”: <http://www.bbc.co.uk/programmes/b03ffkfd>
- Contextual material presented in class
  - European nationalism—German and Italian unification
  - Imperialism—Asia and the scramble for Africa
  - The roots of European fascism and national socialism
  - Hitler, Mussolini, and Franco

## 21. 11/1 – Exam 3

## 22. 11/6 – The Conditions for the Revival of Anglophone Classical Liberalism: Depression, War, and the Explosive Growth of the State

- Readings to be discussed in class
  - Excerpt on electronic class reserve, Richard Hofstadter, “The Age of Reform”, pp. 3-12
  - Stephen Moore, “The Growth of Government in America”, The Freeman: [http://www.fee.org/the\\_freeman/detail/the-growth-of-government-in-america](http://www.fee.org/the_freeman/detail/the-growth-of-government-in-america)
  - Michael Schuyler, “A Short History of Government Taxing and Spending in the United States, Tax Foundation: <http://taxfoundation.org/sites/taxfoundation.org/files/docs/FF415.pdf>
  - Robert Higgs, excerpt from “Crisis and Leviathan”, read Chapters 1 and 2 (pp. 3-34): <http://www.libertarianismo.org/livros/rhcal.pdf>

- Excerpt on class electronic reserve, David Childs, “Britain Since 1945: A Political History, pp. 10-19.
- Excerpt on class electronic reserve, Amity Shlaes, “The Forgotten Man”, pp. 1-14.
- Background material
  - Library of Economics and Liberty podcast, Eric Rauchway, “The Great Depression and the New Deal”:  
[http://www.econtalk.org/archives/2008/12/rauchway\\_on\\_the.html](http://www.econtalk.org/archives/2008/12/rauchway_on_the.html)
  - Library of Law and Liberty, Jean Yarbrough, “Theodore Roosevelt and the American Political Tradition”:  
<http://www.libertylawsite.org/2013/06/16/theodore-roosevelt-and-the-american-political-tradition/>
  - History Channel documentary, “The Progressive Era Presidents:  
[https://www.youtube.com/watch?v=J8VE9aObwfU\](https://www.youtube.com/watch?v=J8VE9aObwfU)
- Contextual material presented in class
  - The People’s Party (American populists)
  - The Progressive Era in America
  - The Great Depression and the New Deal
  - Britain around WWII

## 23. 11/8 – The New Classical Liberalism

- Readings to be discussed in class
  - Excerpt on class electronic reserve, Daniel Stedman Jones, *Masters of the Universe*, pp. 30-37
  - Walter Lippman, *The Good Society*, pp. 378-389 (or “The Degradation of Man” – “Watchman, What of the Night?”):  
<https://ia700308.us.archive.org/26/items/goodsociety035221mbp/goodsociety035221mbp.pdf>
  - Karl Popper, “The Open Society”, pp. 174-179 (i.e. Section I of Chapter 10): <http://www.inf.fu-berlin.de/lehre/WS06/pmo/eng/Popper-OpenSociety.pdf>
  - Excerpts on class electronic reserve, Friedrich Hayek, *The Road to Serfdom* (x2), pp. 57-63, pp. 124-33

- Henry Hazlitt, “Economics in One Lesson”, pp. 3-7 (Chapter 1), pp. 175-83 (Chapter 24):  
[https://mises.org/books/economics\\_in\\_one\\_lesson\\_hazlitt.pdf](https://mises.org/books/economics_in_one_lesson_hazlitt.pdf)
- Excerpts on class electronic reserve, Milton Friedman, “Capitalism and Freedom” (x2), pp. 1-4, pp. 196-202.
- Background material
  - London School of Economics podcast, Daniel Stedman Jones, “Masters of the Universe”:  
[http://richmedia.lse.ac.uk/publiclecturesandevents/20130116\\_1830\\_mastersOfTheUniverse.mp3](http://richmedia.lse.ac.uk/publiclecturesandevents/20130116_1830_mastersOfTheUniverse.mp3)
  - Library of Economics and Liberty EconTalk podcast with Nicholas Wapshott, “Keynes and Hayek: The Clash that Defined Modern Economics”:  
[http://www.econtalk.org/archives/2011/10/wapshott\\_on\\_key.html](http://www.econtalk.org/archives/2011/10/wapshott_on_key.html)
  - Library of Economics and Liberty EconTalk podcast with Milton Friedman, [http://www.econtalk.org/archives/\\_featuring/milton\\_friedman/](http://www.econtalk.org/archives/_featuring/milton_friedman/)
- Contextual material to be presented in class
  - Colloque Walter Lippman and the Mont Pelerin Society
  - Lippman, Popper, and the political elements of new liberalism
  - von Mises, Hayek, and the Austrian School of Economics
  - Friedman and the Chicago School of Economics
  - Ayn Rand

#### 24. 11/13 – Political Power: Reagan and Thatcher

- Readings to be discussed in class
  - Excerpt on class electronic reserve, Andrew E. Busch, “Conclusion” to *Ronald Reagan and the Politics of Freedom*, pp. 251-69.
  - William Niskanen, “Reaganomics”:  
<http://www.econlib.org/library/Enc1/Reaganomics.html>
  - Arthur B. Laffer, “Reaganomics: What We Learned”, Wall Street Journal:  
<http://online.wsj.com/news/articles/SB10001424052748704364004576132473777840938>

- Dylan Matthews, “A Look Back at Margaret Thatcher’s Record”, *Washington Post*:  
<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/04/08/a-look-back-at-margaret-thatchers-economic-record/>
- The Economist, “Margaret Thatcher: A Cut Above the Rest”:  
<http://www.economist.com/blogs/blighty/2013/04/margaret-thatcher-0>
- Excerpt on class electronic reserve: Claire Berlinski, *There is No Alternative: Why Margaret Thatcher Matters*, pp 113-29.
- Background material
  - PBS, “The American Experience: The Presidents”, “Reagan”:  
<http://www.pbs.org/wgbh/americanexperience/films/reagan/player/>
  - University of Oxford, Gillian Peele, “The Legacy of Margaret Thatcher”  
<http://podcasts.ox.ac.uk/legacy-margaret-thatcher>
- Contextual material to be presented in class
  - The politics of the 1970s
  - Ronald Reagan—his political philosophy
  - The Reagan Presidency—its accomplishments and failures
  - Margaret Thatcher and her revolution

## 25. 11/15 – Classical Liberalism Today – Economic and Political Liberty

- Readings to be discussed in class
  - Excerpt on class electronic reserve, Milton Friedman, *Capitalism and Freedom* (#3), pp. 7-21
  - Excerpt on class electronic reserve, Thomas Nagel, “Foreword to Robert Nozick’s ‘Anarchy, State, and Utopia’”, pp. xi(11)-xviii(18)
  - Murray Rothbard, “For a New Liberty” (read pp. 45-53):  
<http://library.mises.org/books/Murray%20N%20Rothbard/For%20a%20New%20Liberty%20The%20Libertarian%20Manifesto.pdf>
  - Excerpt on class electronic reserve, Isaiah Berlin, “Two Concepts of Liberty”, pp. 166-81
  - Excerpt on class electronic reserve, Milan Rai, “Chomsky’s Politics”, pp. 93-104
- Background material

- Libertarianism.org, podcast on Nozick’s “Anarchy, State, and Utopia”:  
<http://www.libertarianism.org/media/free-thoughts-podcast/episode-3-robert-nozicks-anarchy-state-utopia>
- Von Mises Institute podcast, Jeff Riggenbach, “Murray Rothbard, Mr. Libertarian”:  
<http://library.mises.org/media/The%20Libertarian%20Tradition/Mr%20Libertarian,%20Murray%20N%20Rothbard%20Jeff%20Riggenbach.mp3>
- Partially Examined Life podcast, “Rawls on Social Justice”:  
<http://www.partiallyexaminedlife.com/2013/11/10/precognition85-rawls/>
- Contextual material presented in class
  - Friedman, Rothbard and the links between political and economic freedom
  - Berlin’s “Two Concepts of Liberty”
  - Nozick—response to Rawls’ liberalism and the broadening of libertarianism
  - Left-libertarianism

## 26. 11/20 – Classical Liberalism Today – It’s Not Conservative

- Readings to be discussed in class
  - Excerpt on class electronic reserve, Milton Friedman, *Capitalism and Freedom* (#4), pp. 5-6
  - Excerpt on class electronic reserve, F.A. Hayek, “Why I am Not a Conservative”, from *The Constitution of Liberty*, pp. 397-411.
  - Nathan Schleuter, The Witherspoon Institute, “Why I am Not a Libertarian”, <http://www.thepublicdiscourse.com/2012/03/5002/>
  - The Libertarian Party platform, 2016: <https://www.lp.org/platform>
- Background material
  - Cato Institute, Debate: Libertarianism versus Conservatism:  
<https://www.cato.org/events/debate-libertarianism-vs-conservatism-2015>
- Contextual material presented in class
  - The emergence of two ideologies: Conservative and liberal
  - What do we mean by liberalism and conservatism today?
  - Libertarianism
  - Competing wings of the modern Republican Party

## 27. 11/27 – Classical Liberalism Today – Present and Future Challenges

- Readings to be discussed in class
  - The Economist, “Leviathan Stirs Again”, January 21, 2010:  
<http://www.economist.com/node/15328727>
  - Excerpt on class electronic reserve, John Micklethwait and Adrian Wooldridge, *The Fourth Revolution*, pp. 221-48
  - Heritage Foundation, The Budget Book, “Eight Charts that Show the Growth of Government”, <http://budgetbook.heritage.org/eight-charts-show-growth-government/>
  - Eduardo Porter, “Racial Identity, and its Hostilities, Are on the Rise in American Politics”, New York Times, January 5, 2016,  
<https://www.nytimes.com/2016/01/06/business/economy/racial-identity-and-its-hostilities-return-to-american-politics.html>
  - Ronald Inglehart and Pippa Norris, Harvard Kennedy School, “Trump, Brexit, and the Rise of Populism”,  
<https://research.hks.harvard.edu/publications/getFile.aspx?Id=1401>
- Background material
  - BBC Radio 4 “In Our Time” podcast, “Freedom”:  
<http://www.bbc.co.uk/programmes/p00548hh>
- Contextual material presented in class
  - The challenges to classical liberalism
  - The future of classical liberalism

## 28. 11/29 – Catch-Up, Wrap-Up, and Reflection

- No readings or background material

Exam 4 will be on December 11, 1 p.m.

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

## **Assignments and Grades**

4 tests (short answer, noncumulative; on 9/20, 10/11, 11/1, 12/11)	12.5% each
2 short papers (see handout; due 10/2, 11/20)	15% each
Class participation (graded holistically, for the entire semester)	20%

### **Policy on Late Assignments:**

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

### **Incomplete Grades:**

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

### **Grading Scale:**

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

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

and where:

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

## **Website**

Please check the course website (<http://faculty.chass.ncsu.edu/taylor/498classlib.htm>) (reachable from my website, URL for which is at the top of the syllabus) for assignment materials should you lose the copies I gave you. The first lecture Power Point is there, too. I often communicate with students by e-mail, be sure to check the address you have on file with the university regularly so that it is correct. There is no Moodle site for this “face-to-face” class.



## **Student Learning Outcomes**

At the conclusion of this course:

1. students will be able to recognize the various component ideas of the classical liberal tradition;
2. students will be able to explain the key events (e.g. the American Revolution), individuals (e.g. John Locke), and documents (e.g. the Magna Carta) of the classical liberal tradition;
3. students will be able to describe classical liberalism's role in modern debates on political, social, and economic issues;
4. students will be able to assess the importance of classical liberal values today and their place in the contemporary world.

## **GEP Information**

GEP Category: Interdisciplinary Perspectives

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

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

Course outcome: Students will be able to differentiate classical liberal economics and political values.

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

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

Course Outcome: Students will understand how historical understanding directs political inquiry—for example, they will assess John Stuart Mill's views on free speech and how it relates to our understanding today.

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

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

Course Outcome: Students will read historical documents in their original form and be asked analyze quantitative social science data.

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

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

Political Science, History, Philosophy, Economics

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

Material will be presented in lectures, reading, and through mediums like podcasts. It is inherently political, historical, philosophical, and economic. Each topic will be presented in light of a broader understanding of classical liberalism discussed at the beginning of the course. Proponents and critics of classical liberalism will be analyzed.

### **Academic Integrity Statement**

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

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

### **Policy on Attendance and Absences**

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

### **Electronic Course Components**

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

### **Statement for Students With Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State’s policy on working with students with disabilities, please see the

Academic Accommodations for Students with Disabilities Regulation (REG02.20.1)  
<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](mailto:classeval@ncsu.edu) • More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

### **N.C. State Policies, Regulations, and Rules (PRR)**

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

## HON Interdisciplinary Perspectives Special Topic Shell Offering

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

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

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

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

### HON 296 sec 006

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b> X
<b>Special Topic Title:</b> (30 character limit)	Common Decency: Promoting Engagement Across Partisan Divides	<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>
<b>Term to be Offered</b>	Fall 2017	
<b>Instructor Name/Title</b>	Jean Goodwin, professor	

### 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 distinguish the ideal of viewpoint diversity articulated by humanistic approaches from the practical challenges of creating effective opportunities for communication between people of diverse viewpoints revealed through social scientific approaches.

#### ***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 take-home final exam distinguishing the ideals articulated by Mill from the practical limitations of human psychology discussed by Haidt and of communication institutions discussed by Iyengar and others, articulating trade-offs between values and effective practices.

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 assess their own engagement with people of diverse viewpoints.

#### ***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 keep a media diary establishing an empirical record of their contacts with diverse viewpoints, and analyze it from the perspective of their value(s) of viewpoint diversity.

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 articulate and justify their choices of values and approaches in designing empirically effective and ethically appropriate communication between people of diverse viewpoints.

**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 articulate and justify the choices of value and method they make in (a) proposing a class constitution, (b) running two deliberative events, one in-class, one out-of-class.

**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?

The social science disciplines of psychology and communication studies and the humanistic disciplines of philosophy and rhetoric.

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 final project in the class will be to organize, justify, and analyze a deliberative event on a controversial issue for an audience with diverse viewpoints. This will require students to integrate value-oriented thinking (what they want to achieve) and thinking about empirical communicative effectiveness (how they can achieve it).

## 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): Tuesday & Thursday 11:45 AM – 1:00 PM
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: 223A Winston
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

- a. If seats are restricted, describe the restriction being applied.  
University Honors Program students.
- b. Is this restriction listed in the course catalog description for the course?  
None

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

University Honors Program Students; Others by permission of the University Honors Program

*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 IPGE 295**

RECOMMENDED BY:

SP Carson 10/4/17  
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:

[Signature] 10/16/17  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 10/17/17  
COLLEGE DEAN DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE \_\_\_\_\_

HON 296-006

Common Decency: Promoting  
Engagement Across Partisan Divides  
Fall 2017

3 credits, T/Th 11:45-1:00

Professor Jean Goodwin  
jean\_goodwin@ncsu.edu

Office: in transition; currently 223A Winston  
Office hours: Wed 2 pm, Thurs 1:30 pm  
& freely by appointment

---

This course will help us all (including the instructor) explore the following pressing questions:

1. *Why?* Do we value engaging with viewpoints different from our own, and if so, why?  
This is a question explored through *humanistic inquiry* into our experiences and perspectives.
2. *What?* What are the challenges of engaging with viewpoints different from our own?  
This is a question explored through *social scientific inquiry* into the barriers that human mental and organizational/institutional processes create.
3. *How?* How can we promote engagement among people of different viewpoints?  
This is a question that will require us to synthesize humanistic and social scientific perspectives and apply what we've learned in real world settings.

**Three principles of this course**

1. *Accommodation.* Everyone learns differently. Therefore everything in this course can be changed—if you ask, in advance, and give me a good reason. Hint: Tell me how the change will help you learn.
2. *Responsibility.* I am committed to doing everything I can to help you learn. But fundamentally, your achievement is in your hands. It's up to you to take advantage of the opportunities and freedoms this class will offer.
3. *Academic Integrity.* I expect the highest level of honesty from us all.

**Ground-rules for class discussion (first draft)**

An early task this semester will be to establish ground-rules for our class discussions. I'm going to start by proposing we follow the following principles (Articles of Confederation?) until the class constitution is formed:

1. Avoid ad hominem attacks: address your criticisms to what a person said, not to the person him/herself. You knew this already.
2. Presume (unless there is clear and significant evidence otherwise, and maybe even then) that what others say is sincere, thought out, and not intended to harm—i.e., that it is not an ad hominem attack.
3. Address other members of the class (including the instructor) as Ms/Mr (or other respectful and egalitarian title) plus their last name.
4. Do not mention Donald Trump, or indeed any other national or state political figure. This course is about how we ordinary citizens ought to be talking with each other. Blaming elites is too easy.
5. Do not reveal your own political, religious (etc.) positions—*for now*. We are not here primarily to explore partisan issues, but to figure out how we can communicate about them. Although we may find out that we're wrong, let's start by presuming that partisan and other identities are irrelevant to these communication topics. Obviously, in the long run as we get to know each other we'll probably figure out each other's viewpoints



## SCHEDULE OF REQUIRED READING & ASSIGNMENTS

Wk	Date	Before class... (all readings except Haidt and Schuck are on the Moodle)	In class....
1	17 Aug	---	Introductions all around
2	22 Aug	By Sunday, midnight: 2 course surveys Pew Research Center, "Political Polarization in the American Public" Iyenegar & Westwood, "Fear & Loathing Across Party Lines" "Is NC the Future of American Politics?"	Understanding our current situation Meet your group
	24 Aug	Individual forum post: Your assessment of our current situation Mill, "Of the Liberty of Thought & Discussion"	<b>Why?</b> Reading a dense argument takes time & attention. We start Mill by <i>reacting</i> and <i>understanding</i> .
3	29 Aug	Reread Mill Individual forum post: Argue against Mill	We continue reading Mill by <i>critically testing</i> .
	31 Aug	The Declaration of Independence & the Constitution How to argue about freedom of speech	<b>How?</b> What principles and institutions allow us to realize viewpoint diversity? We start in an obvious place: our campus.
4	5 Sep	Group assignment: Forum post with proposed class constitution Readings on the Middlebury College events	Achieving viewpoint diversity on college campuses.
	7 Sep	Read all course constitution proposals Overview of the Issue Events Gastil & Keith, "A nation that (sometimes) likes to talk" As a group: prioritize your top 3 issues in Schuck, <i>One Nation Undecided</i>	Deliberations on class constitution Planning for the rest of the semester, culminating in the Issue Events you will run with outside audiences.
5	12 Sep	Group assignment: Forum post & class presentation on another campus conflict.	We continue our discussion of challenges on campus.
	14 Sep	Group forum post: Your tentative plan for organizing an "outside audience"	A guest speaker (hopefully)
6	19 Sep	Individual forum post: Your viewpoint on campus conflict. Take a test of your problem-solving ability "You're not going to believe what I'm about to tell you" Kahan, "On the Sources of ...Extraordinary Science Ignorance"	<b>What?</b> What gets in the way of productive communication among people of diverse viewpoints? One psychological theory I draw from in my own research on science skepticism.
	21 Sep	Barberá et al, "Tweeting from Left to Right" "Do you live in a bubble?" "Is your news feed a bubble?" Media diary assignment	Another barrier: media bubbles.
7	26	Haidt, <i>Righteous Mind</i> , Part 1	Another approach to human

	Sep		“irrationality” Group 1 leads discussion
	28 Sep	Haidt, <i>Righteous Mind</i> , Part 2	Group 2 leads discussion
8	3 Oct	Haidt, <i>Righteous Mind</i> , chap. 9-11 Hand in media diary and analysis (Moodle)	Group 3 leads discussion
	5 Oct	Holiday! No class.	
9	10 Oct	Haidt, <i>Righteous Mind</i> , chap 12	Group 4 leads discussion, and helps us synthesize the whole book
	12 Oct	Individual forum post: Your critical evaluation of Haidt’s work	Day for planning
10	17 Oct	In-class Issue Event 1	<b>How?</b> Your group will lead the class in engaging one of the issues in <i>One Nation Undecided</i> using one of three formats: Asteroids; National Issue Forum; Debate.
	19 Oct	In-class Issue Event 2	
11	24 Oct	In-class Issue Event 3	
	26 Oct	No class—group work day. Group forum post: Your justification for the type of event you will run, your selection of issue to focus on, and your preliminary plan.	
12	31 Oct	Gutmann & Thompson, “Why deliberative democracy is different”	<b>Why?</b> We consider an argument that communication among people of diverse viewpoints is in fact the essence of democracy. We set the topics for the three open weeks.
	2 Nov	No class—group meetings with instructor	
13	7 Nov	TBA	Topics to be decided by the class. Possibilities: the special problems of religious diversity; the Google memo; the rhetorical importance of <i>incivility</i> ; fake news.
	9 Nov		
14	14 Nov		
	16 Nov	No class—group work day	
15	21 Nov	---	Check-up and preliminary reports
	23 Nov	Thanksgiving! No class.	
16	28 Nov	Group forum post: Report on your event. Button & Ryfe, “What can we learn from the practice of deliberative democracy?”	
	30 Nov	“The stories we tell ourselves” “‘Virtue signaling’ isn’t the problem. Not believing one another is.” “The principle of charity”	Final synthesis
Fin	Tuesday, 12 Dec, 8-11 am Take-home final due		

## Summary of assignments

Assignment	Roughly what to expect	Due	Contribution to your grade
Individual reflections	Approximately 6-8 short papers exploring your perspective on course topics. Most will be handed in on the Moodle (see the Schedule); some may be “pop quizzes” in class.	Various times in the semester	30%
Group assignment: propose class constitution	Your group will propose rules governing our in-class discussions.	4 <sup>th</sup> week	5%
Group assignment: report on a campus conflict	Your group will report on and analyze a recent campus controversy.	5 <sup>th</sup> week	5%
Group assignment: lead class discussion	Your group will lead discussion of one chunk of Haidt, <i>Righteous Mind</i>	7-8 <sup>th</sup> week	10%
Group assignment: run an in-class Issue Event	Using the class as your guinea pigs, test an assigned method for engaging diverse viewpoints on a topic you will choose from Schuck, <i>One Nation Undecided</i> .	10-11 <sup>th</sup> week	5%
Group assignment: run a public Issue Event	You will organize a group of people not in this class—and ideally, not on campus—and engage them on an issue you select using an approach you design. You’ll hand in plans early and meet with me to discuss them.	5 <sup>th</sup> -15 <sup>th</sup> week	20% NOTE: grading is primarily based on ambition and thoughtfulness, not “success.” Be bold!
Final take-home exam	Essay questions will invite you to synthesize your learning.	Finals week	25%

## Course description

Common decency: Promoting engagement across partisan divides

Democracy is not just a set of established institutions and legal rules; it depends on citizens' commitment to unstated norms of behavior. In my view, Americans are losing our hold on important norms for public speech: we are losing our hold on common decency. When confronted with fellow citizens whose viewpoints are quite different from our own, we have a tendency now to respond by suppressing or deriding them. We need instead to re-learn how to engage respectfully. There should be no better place to do this than at a university. So in this course, we will:

- \* remind ourselves of the value of viewpoint diversity and mutual respect for our civic and university communities;
- \* examine the social science research about the causes of the bitter partisanship we are experiencing;
- \* using humanistic methods of close textual analysis, examine the kinds of talk that can harden polarization, or bridge across it;
- \* apply the knowledge we've gained to create community conversations on contentious issues--not to promote agreement, but to increase mutual understanding and respect.

## Course materials

All available on the course moodle, except as indicated.

Barberá, P., Jost, J. T., Nagler, J., Tucker, J. A., & Bonneau, R. (2015). Tweeting from left to right: Is online political communication more than an echo chamber? *Psychological science*, 26(10), 1531-1542.

Button, M., & Ryfe, D. M. (2005). What can we learn from the practice of deliberative democracy. *The deliberative democracy handbook: Strategies for effective civic engagement in the 21st century*, 20-34. San Francisco, CA: Jossey-Bass.

The Constitution of the United States. (Handed out in class)

The Declaration of Independence. (Handed out in class)

Gastil, J., & Keith, W. M. (2005). A nation that (sometimes) likes to talk. *The deliberative democracy handbook-strategies for effective civic engagement in the 21st century*, 3-19. San Francisco, CA: Jossey-Bass.

Gutmann, A., & Thompson, D. (2000). Why deliberative democracy is different. *Social Philosophy and Policy*, 17(1), 161-180.

Haidt, J. (2012). *The righteous mind: Why good people are divided by science and religion*. New York, NY: Pantheon Books. (\$9.32 on Amazon)

Iyengar, S., & Westwood, S. J. (2014). Fear and loathing across party lines: New evidence on group polarization. *American Journal of Political Science*, 59(3), 690-707. <http://doi.org/10.1111/ajps.12152>

Mill, J. S. (1859). *On Liberty*, chap. 2.

Pew Research Center. (2014). Political polarization in the American public. Retrieved from <http://www.people-press.org/2014/06/12/political-polarization-in-the-american-public/>

Schuck, P. H. (2017). *One nation undecided: Clear thinking about five hard issues that divide us*. Princeton: Princeton University Press. (On electronic reserve)

In addition: reporting from a variety of news outlets on contemporary issues, and scholarly readings on three topics to be determined by the students.

## Grade determination

### 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

Final averages will not be rounded.

### Learning outcomes

1. Students will be able to state prominent arguments for and against (a) the value(s) of viewpoint diversity and (b) moral foundations theory.
2. Students will be able to distinguish the ideal of viewpoint diversity articulated by humanistic approaches from the practical challenges of creating effective opportunities for communication between people of diverse viewpoints revealed through social scientific approaches.
3. Students will be able to state and defend their own views of: (a) the value(s) of viewpoint diversity, (b) the current degree of engagement among people of diverse viewpoints, (c) the barriers to creating opportunities for such engagement, and (d) some effective communication mechanisms for creating such engagement.
4. Students will be able to assess their own engagement with others of diverse viewpoints.
5. Students will be able to articulate and justify their choices of values and approaches in designing communication events.

### GEP information

GEP Category: Interdisciplinary perspectives

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

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

- Course outcome: Students will be able to distinguish the ideal of viewpoint diversity articulated by humanistic approaches from the practical challenges of creating effective opportunities for communication between people of diverse viewpoints revealed through social scientific approaches.
- Means of assessment: Students will write a take-home final exam distinguishing the ideals articulated by Mill from the practical limitations of human psychology discussed by Haidt and of communication institutions discussed by Iyengar and others, articulating trade-offs between values and effective practices.

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

- Course outcome: Students will be able to assess their own engagement with people of diverse viewpoints.
- Means of assessment: Students will keep a media diary establishing an empirical record of their contacts with diverse viewpoints, and analyze it from the perspective of their value(s) of viewpoint diversity.

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

- Course outcome: Students will be able to articulate and justify their choices of values and approaches in designing empirically effective and ethically appropriate communication between people of diverse viewpoints.

- Means of assessment: Students will articulate and justify the choices of value and method they make in (a) proposing a class constitution, (b) running two deliberative events, one in-class, one out-of-class.

Which disciplines will be synthesized, connected, and/or considered in this course? The social science disciplines of psychology and communication studies and the humanistic disciplines of philosophy and rhetoric.

How will the instructor present the material so that these disciplines are addressed in a way that allows the students “to integrate the multiple points of view into a cohesive understanding”? The final project in the class will be to organize, justify, and analyze a deliberative event on a controversial issue for an audience with diverse viewpoints. This will require students to integrate value-oriented thinking (what they want to achieve) and thinking about empirical communicative effectiveness (how they can achieve it).

### **Prerequisites & Restrictive statements**

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

### **Late assignment policies**

No late work will be accepted.

### **Policy on incompletes**

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

### **Academic integrity statement**

All work that you (or your group) turn in should be your own. Plagiarism will result in a zero on the assignment. It is my understanding and expectation that the your signature on any test or assignment means that you neither gave nor received unauthorized aid. Please see Code of Student Conduct Policy (POL11.35.1), <http://policies.ncsu.edu/policy/pol-11-35-01>

### **Policies on attendance**

This is a seminar course, which means that a large part of its value derives from the interactions and discussions during the class meetings. Missing even a single class meeting will adversely impact your ability to meet the learning outcomes for this course. Hence, attendance at all class meetings is required and is one of your fundamental responsibilities as a student. Even your physical attendance alone is not sufficient: you must come to class prepared, and you must be an engaged and fully participating member of the group. Please arrive on time. Three unexcused absence will result in failure of the course. The definition of excused and unexcused absences can be found in the university's attendance regulation (REG02.20.3), <http://policies.ncsu.edu/regulation/reg-02-20-03>. Of course, even an excused absence will adversely affect your ability to achieve the learning outcomes of this course. Therefore, if you anticipate requiring more than one excused absence during the course of the semester, you should talk with me prior to the tenth day of classes. In the event of an excused absence, note the requirement in the university policy for prior notification or, in the event of an absence because of one of the defined emergency situations, notification and documentation within a week after your return to campus. I will endeavor to enable you to make-up for any assignment missed because of an excused absence. Given the diversity of activities in the course, the make-up will have to be individually negotiated.

### **Statement for students with disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

### **Class evaluations**

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

- Evaluation website: <https://classeval.ncsu.edu>
- Student help desk: [classeval@ncsu.edu](mailto: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 or . 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.

### **Electronic Course Components**

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