

Council on Undergraduate Education 2018-2019

September 7th 2018
Talley Student Union 5101
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Daniel Monek
- Remarks and Updates from OUCCAS/DASA
- Office of Assessment Presentation
- Establish Quorum
- Approval of CUE May 4, 2018 Minutes

New Business

Consent Agenda

GEP Category	GEP Action	Notes
HUM, USD	HON 290 (001) Literary Critiques and Contexts in 20 th C America	Honors SpTp 2 nd offering
IP	HON 296 (003) Emotion and Reason	Honors SpTp 3 rd offering
HUM, GK	ENG/FL 275 Literature and War	Minor updates at UCCC no GEP update

GER> GEP Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Allen	Annett-Hitchcock, Gilmartin, Knowles	VPA	DS 101 History of Design I. From Before the Apple to Xia Gui	*Up for review
Pickworth	Gilmartin, Knowles, Lee	NS	PB 277 Space Biology	*Up for review
Gilmartin	Liu, Beckstead, Rabah	HUM	PHI 205 Introduction to Philosophy	*Up for review
Gilmartin	Ozturk, Minogue, Allen	HUM	PHI 214 Issues in Business Ethics	*Up for review
Gilmartin	Podurgal, Pickworth, Liu	HUM	PHI 221 Contemporary Moral Issues	*Up for review
Gilmartin	Annett-Hitchcock, Orcutt, Rabah	HUM	PHI 300 Ancient Philosophy	*Up for review
Gilmartin	Rabah, Bush, Lee	HUM	PHI 301 Early Modern Philosophy	*Up for review
Gilmartin	Belk, Liu, Bush	HUM	PHI 302 19th Century Philosophy	*Up for review
Gilmartin	Allen, Ozturk, Beckstead	HUM	PHI 305 Philosophy of Religion	*Up for review
Gilmartin	Pickworth, Minogue, Podurgal	HUM	PHI 310 Existentialism	*Up for review
Gilmartin	Annett-Hitchcock, Bush, Minogue	SS	PS 320 U.S. Environmental Law and Politics	*Up for review

Courses for GEP Category - Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Knowles	Beckstead, Allen, Podurgal	SS	ANT 251 Physical Anthropology	Changes from UCCC
Knowles	Pickworth, Kershner, Liu	SS	COM 112 Interpersonal Communication	Changes from UCCC
Knowles	Allen, Kershner, Pickworth	GK, VPA	ENG 378 Women & Film	Changes from UCCC
Knowles	Podurgal, Lee, Annett-Hitchcock	GK, HUM	FLF 302 Survey of French Literature from Romanticism to the Contemporary Period	*Up for review HUM Changes to UCCC
Knowles	Belk, Orcutt, Kershner	GK, HUM	FLF 315 French Civilization and Culture	*Up for review HUM Changes to UCCC

Courses New to GEP

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Minogue	Knowles, Ozturk, Kershner	USD	ECD 310 Caldwell Fellows Honors Seminar: Foundations in Self-Development	New Course
Knowles	Minogue, Lee, Kershner	GK, HUM	ENG 326 History of the English Language	New to HUM
Knowles	Liu, Belk, Annett-Hitchcock	IP, HUM, GK	ENG 329 Language in Globalization	New Course
Allen	Ozturk, Knowles, Kershner	IP, HUM	ID 244 History of Industrial Design	New to GEP

Special Topics GEP Courses				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Rabah, Podurgal, Liu	IP, GK	HON 293 (004) Music and Asia	Honors SpTp 1 st offering
Belk	Bush, Rabah, Gilmartin	IP, USD	HON 297 (001) Rockin' America: Popular Music as Social Protest	Honors SpTp 1 st offering
Knowles	Ozturk, Orcutt, Minogue	IP	IPGE 295 Interactions of Science, Engineering and Public Policy	SpTp 1 st offering
Knowles	Rabah, Bush, Belk	SS, USD	SSUS 295 Race in America	SpTp 1 st offering

*SpTp= Special Topic

Discussion: Nominations for Chair Elect. GER>GEP submission and review process discussion.

Notes:

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

Council on Undergraduate Education 2018-2019

May 4, 2018
Electronic Vote
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, Bret Smith, Ghada Rabah

Guests:

WELCOME AND INTRODUCTIONS

- *Remarks from Chair Ghada Rabah -*
- *Introductions-*
- *Remarks and Updates from OUCCAS/DASA –*
- *Approval of the Minutes from April 20th 2018 – Approved*

NEW BUSINESS

Consent Agenda

- **IPGE 295 Wildlife Monitoring Technology:** (IP, GK) – Approved Unanimously
Discussion: No discussion.

Meeting adjourned Monday, May 7.

Respectfully submitted by Lexi Hergeth

HON GEP 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			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	
Special Topic Title: <small>(30 character limit)</small>	20 th C US Lit Critiques & Contexts	Review for 2 nd Offering YES (3rd)	
Term to be Offered	Fall 2018		
Instructor Name/Title	Dr. Jennifer Nolan, Assistant Professor, English		
SECTION 1: GEP CRITERIA			
Instructions:			
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 			
Humanities			
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Humanities Objective 1</i>:</p> <p style="text-align: center;"><i>Engage the human experience through the interpretation of human culture.</i></p> <p>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</p>			
Measure(s) for above Outcome:			
<p style="text-align: center;"><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>			
<p>Assessment: Midterm Exam Questions</p> <p>Sample Question: Both Gwendolyn Brooks and Ernest Gaines wrote about social injustice in the late 1940s. Using details and specific examples from <i>A Lesson Before Dying</i> 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.</p>			

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

Outcome: 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.*

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?

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Humanities Objective 3:
Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

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 media 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.*

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.

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:
 Objective 4: 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

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.*

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. 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 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:

Objective 7: 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 media 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.*

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.

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): T/Th 1:30 - 2:45
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: 205 Clark 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) N/A

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 students in the University Honors Program
- b. Is this restriction listed in the course catalog description for the course?
Yes

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

None

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

None

SECTION 3: ADDITIONAL INFORMATION

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

1. Title and author of any required text or publications.
See Attached Syllabus

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

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

SIGNATURE PAGE FOR HON 290 sec 001
Literary Critiques and Contexts in 20th Century

RECOMMENDED BY:

Anne C. Auten 8/21/18
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] 8/21/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Lidia P. Zapata 8-28-18
COLLEGE DEAN, Acting 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 20th C America
Fall 2018, T/Th 1:30 – 2:45 pm
205 Clark Hall

Instructor: Jennifer Nolan
(Please call me Dr. or Professor Nolan)
Office: 202 Tompkins

Email: janolans@ncsu.edu
Office Hours: Thursdays 3-4
& by appointment

Course Description

This course will focus on the intersections between several key works of twentieth century 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, Gwendolyn Brooks, and Ernest Gaines), to the conformity of post-war America (in works by Shirley Jackson 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 Fitzgerald and Hemingway, 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 twentieth century 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.

In an effort to affirm and respect everyone's identities, please contact me if you wish to be referred to using a name and/or pronouns other than that which is listed in the student directory.

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 Readings

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, \$17

• **Print Copies of Course Readings**

I am sympathetic to the economic pressures facing students and for this reason have decided to post PDFs of our shorter readings rather than require you to purchase a course packet. However, as a scholar of contemporary reading practices, I am also aware of the research that suggests that you will do much better in this course if you print copies of these readings rather than trying to read them on a screen. Thus, your first class preparation assignment will ask you to print all of the readings for the semester (see Moodle for details)

Field Trip: There will be one required field trip in this course to the Reynolda House Museum of American Art (<http://reynoldahouse.org/>) in Winston-Salem, which will take place on Saturday, September 22 from 9-5 pm. Transportation will be provided by the Honors Program from the HVC.

GEP Categories

This course fulfills the Humanities GEP category and the U.S. Diversity co-requisite

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

This course meets the following two objectives of the U.S. Diversity co-requisite:

- Objective 1: Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences
- Objective 4: Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

GEP and Course Learning Outcomes

Each of the following learning outcomes corresponds to one or more of our GEP or co-requisite objectives and will be accomplished through our class readings, discussions, and assignments. Students who have successfully completed this course will be able to do the following:

1. Analyze how historical, cultural, and social contexts influence how literature is produced, interpreted, read, and understood
2. 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 media adaptations
3. Examine, interpret, and analyze how twentieth-century U.S. literature and media reflect, critique, and encourage readers to think critically about (1) the social, historical, and cultural contexts in which they were written and the human experience more broadly and (2) 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

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, gender, 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, gender, 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 Equal Opportunity and Equity at 515-0574.

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

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 2 (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 (20%) Due Tuesday, November 20
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) (30%) Due Wednesday, December 12
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 12 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 $\checkmark+$, \checkmark , $\checkmark-$, NC (no credit) system, wherein \checkmark s will be awarded for successful completion of the assignment, $\checkmark+$ s for particularly insightful or thorough work, and $\checkmark-$ s for essentially complete but less thorough or thoughtful work. Successful completion of all assignments with a \checkmark will result in a 95% for this portion of your final grade – each $\checkmark+$ will add one percentage point to this grade and each $\checkmark-$ 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 and exercises 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 midterm will be multiplied by .3 because it is worth 30% 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 7); (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.

Additional Course 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 an important component of this course. After your first two absences, the first unexcused absence will result in a deduction of 1 point from your final grade and 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 Resource Office at Suite 304, University College Commons, 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://oirp.ncsu.edu/classeval/> Student help desk: classeval@ncsu.edu

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

Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25>
- with additional references at <https://oied.ncsu.edu/equity/policies/>
Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>
Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>
Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>
Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>

Class Schedule

This schedule is subject to change. For the most up-to-date reading schedule please refer to Moodle (<https://wolfware.ncsu.edu/>). Items in blue can be found on Moodle and should be printed unless otherwise indicated.

Thurs, Aug 23	Introduction to Course
Contextual Approaches to American Literature – the Popular Magazine Market	
Tues, Aug 28	FSF: Life & Career & F. Scott Fitzgerald “May Day” (<i>The Smart Set</i> , July 1920)
Thurs, Aug 30	“How to Live on 36,000 a Year” (<i>Saturday Evening Post</i> , April 5, 1924) & “The Rich Boy” (<i>Red Book Magazine</i> , Jan and Feb 1926)
Tues, Sept 4	Fitzgerald Reflects: “Echoes of the Jazz Age” (1931) & “Babylon Revisited” (<i>Saturday Evening Post</i> , February 21, 1931)
Thurs, Sept 6	Ernest Hemingway, “The Short Happy Life of Francis Macomber” (<i>Cosmopolitan</i> , Sept 1936)
Tues, Sept 11	Literature & Mass-Market Magazines (meet in D. H. Hill Library)
Complicating the Narrative, 1920s – 1940s	
Thurs, Sept 13	Introduction to the Harlem Renaissance & Richard Wright, Langston Hughes “I, Too” (1925)
Tues, Sept 18	Zora Neale Hurston “The Gilded Six-Bits” (1933), Wright <i>Uncle Tom’s Children</i> selection, & reviews
Thurs, Sept 20	William Faulkner “Dry September” (1931)
Saturday, Sept 22	Field Trip to Reynolda House and Museum, Winston-Salem, NC
Tues, Sept 25	Eudora Welty “The Whistle” (1938) & Dorothea Lange Photography
Thurs, Sept 27	Gwendolyn Brooks “Negro Hero” (1945) & “Beverly Hills, Chicago” (1949), Discuss Exam
Tues, Oct 2	Midterm Exam
Thurs, Oct 4	FALL BREAK
Policing the Boundaries in Mid-century America	
Tues, Oct 9	Ernest Gaines <i>A Lesson Before Dying</i> (1993)
Thurs, Oct 11	<i>A Lesson Before Dying</i>
Tues, Oct 16	<i>A Lesson Before Dying</i>
Thurs, Oct 18	Shirley Jackson “The Lottery” (1948)
Tues, Oct 23	Ken Kesey <i>One Flew Over the Cuckoo’s Nest</i> (1962), Part 1
Thurs, Oct 25	<i>One Flew Over the Cuckoo’s Nest</i> , Part 1 Cont.
Tues, Oct 30	<i>One Flew Over the Cuckoo’s Nest</i> , Part 2
Thurs, Nov 1	<i>One Flew Over the Cuckoo’s Nest</i> , Part 3
Tues, Nov 6	<i>One Flew Over the Cuckoo’s Nest</i> , Part 4
Thurs, Nov 8	Critical Interpretations & Thesis Development: Discuss Interpretative Analysis
Tues, Nov 13	Milos Forman <i>One Flew Over the Cuckoo’s Nest</i> (1975) & Kesey “Who Flew Over What?” (1967)
Dystopian Visions	
Thurs, Nov 15	Margaret Atwood <i>The Handmaid’s Tale</i> (1985)
Tues, Nov 20	Interpretative Analysis due!
Thurs, Nov 22	Thanksgiving Break: No Class
Tues, Nov 28	Margaret Atwood <i>The Handmaid’s Tale</i>
Thurs, Nov 30	Margaret Atwood <i>The Handmaid’s Tale</i>
Tues, Dec 4	Margaret Atwood <i>The Handmaid’s Tale</i>
Thurs, Dec 6	Margaret Atwood <i>The Handmaid’s Tale</i>
Wednesday, Dec 12	Literary Analysis (Take-Home Exam) Duel

HON GEP Interdisciplinary Perspectives Special Topic Shell Offering

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

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

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

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

HON 296 sec 003			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	
Special Topic Title: <small>(30 character limit)</small>	Hon296.003: Emotion and Reason	Review for 2nd Offering	<input checked="" type="checkbox"/>
Term to be Offered	Fall 2018		
Instructor Name/Title	Sanem Soyarslan/ Assistant Professor of Philosophy		
SECTION 1: GEP CRITERIA			
<u>Instructions:</u>			
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [ClickHere] 			
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1</i>:</p> <p style="text-align: center;"><i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p>By the end of the course, students will be able to distinguish between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.</p>			
<i>Measure(s) for above Outcome:</i>			
<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>In-class discussion questions, paper, exams. (Sample in-class discussion question: "What differences do you observe between how Antonio Damasio supports his somatic marker hypothesis and how Plato grounds his tripartite division of the soul?")</p>			
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2</i>:</p> <p style="text-align: center;"><i>Obj. 2) Identify and apply authentic connections between two or more disciplines.</i></p> <p>By the end of the course, students will be able to draw connections between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.</p>			
<i>Measure(s) for above Outcome:</i>			
<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>In-class discussion questions, paper, exams. (Sample in-class discussion question: "How does philosopher Jesse Prinz make use of the connection between the findings of cognitive neuroscience and moral philosophy of David Hume?")</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.

By the end of the course, students will be able to appreciate in what ways the findings of cognitive neuroscience bear on one particular area of philosophy, namely, moral philosophy.

Measure(s) for above Outcome:

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

In-class discussion questions, paper, exams. (Sample exam question: "What are the moral implications of neuroscientific moral psychology?")

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? Philosophy, psychology, and cognitive neuroscience.
- 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"? In cross examining narrower questions from the perspective of different disciplines, we will see why the big question pertaining to the relation between emotion

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): Mon, Wed 1:30pm-2:45pm
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: 03214 Gardner 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.
- b. Is this restriction listed in the course catalog description for the course?

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

None

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

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 the attached syllabus.**

**2. Major topics to be covered and required readings including laboratory and studio topics.
Please see the attached syllabus.**

**3. List any required field trips, out of class activities, and/or guest speakers.
Please see the attached syllabus.**

HON 296-003: Emotion and Reason-Fall 2018
Mon, Wed 1:30pm-2:45pm in 03214 Gardner Hall

Course Syllabus

Professor: Sanem Soyarslan

E-mail: ssoyars@ncsu.edu (best way to contact me)

Office Hours: Mon, Wed 12:15pm-1:15pm and by appointment

Office Location: Withers Hall, 427

Phone: 919-515-6460

Honors Fellow: Allison Garrett (agarret@ncsu.edu)

COURSE DESCRIPTION

Consider the range of emotions that one experiences in a lifetime, from the joy of being with your loved ones to the fear of losing them, from the thrill of success to the sadness of defeat. Pleasant or aversive, emotions play a central role in our lives, and are an integral part of what makes life worth living. Despite their obvious importance, emotions have been considered by many philosophers to be inferior to another distinctive faculty in human beings, namely reason. The idea that emotions are primitive, irrational and dangerous and thus to be controlled and constrained by reason has been embraced by eminent thinkers from Plato and the Stoics to Kant. In this course, we will focus on the relationship between reason and emotion in moral cognition and cognition more generally, and we will investigate how/to what extent reason can be said to be distinct from and superior to emotion. Are emotions really irrational or non-rational feelings that should not be allowed to intrude into the mechanisms of reason? How does the nature of the distinction and/or relationship between reason and emotion bear on moral theory? What is the primary basis of our moral judgments: reason, emotions, or both? We will explore these questions as they are asked and answered by philosophers such as Plato, Aristotle, Hume, Kant, and Spinoza, and more contemporary authors such as Martha Nussbaum and Jesse Prinz. In addition, we will look at recent work in psychology and cognitive neuroscience on the impact of emotion on reason, including that of Jonathan Haidt and Antonio Damasio.

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

STUDENT LEARNING OUTCOMES

Successful completion of this course (HON 296) counts for three credit hours, and fulfills GEP requirement in Interdisciplinary Perspectives.

In accordance with GEP Interdisciplinary Perspectives Requirements, this course has the following student learning outcomes:

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

Student Learning Outcome: By the end of the course, students will be able to distinguish between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.

Outcome Measure: In-class discussion questions, paper, exams. (Sample in-class discussion question: “What differences do you observe between how Antonio Damasio supports his somatic marker hypothesis and how Plato grounds his tripartite division of the soul?”)

GEP Objective #2: Identify and apply authentic connections between two or more disciplines.^[1]_[SEP]

Student Learning Outcome: By the end of the course, students will be able to draw connections between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.

Outcome Measure: In-class discussion questions, paper, exams. (Sample in-class discussion question: “How does philosopher Jesse Prinz make use of the connection between the findings of cognitive neuroscience and moral philosophy of David Hume?”)

GEP Objective #3: Explore and synthesize the approaches or views of the two or more disciplines.^[1]_[SEP]

Student Learning Outcome: By the end of the course, students will be able to appreciate in what ways the findings of cognitive neuroscience bear on one particular area of philosophy, namely, moral philosophy.

Outcome Measure: In-class discussion questions, paper, exams. (Sample exam question: “What are the moral implications of neuroscientific moral psychology?”)

COURSE MATERIALS

All required course readings are either accessible online or available in PDF format as specified below in Schedule of Readings section.

COURSE STRUCTURE, REQUIREMENTS AND GRADING

This course is in lecture/discussion/class work format only.

Handouts: I will email you a handout the night before or the day of almost all of our class meetings in the first half of the semester. These handouts are supposed to provide you with the important quotations and points from the readings as well as critical questions that we will be addressing during our class meetings. Please make sure to bring them to class.

Course grade: Course grade will be based on **(1) Class participation: 5%, (2) 16 short written assignments: 15% (1 point each), (3) In-Class Group Presentation: 5%, (4) One short paper (about 1,500 words in length) due in class on **October 22: 25%, (5) One in-class midterm examination including essay, T/F, multiple-choice, and fill in the blanks type questions on **October 3: 20%, (6) Cumulative in-class final examination (including 2 long essay questions in addition to some possible T/F, multiple-choice, and fill in the blanks type of questions) on **December 12 between 1pm-4pm: 30%.********

Field trip: In addition to the above stated course requirements that will contribute towards course grade, students are also required to attend a field trip that will be organized by our honors fellow, Allison Garrett, to the Virtual Reality studio in DH Hill Library. The date and time of this trip will be determined within the first week of our class.

Full Credit for Participation: Throughout the semester you will be given ample opportunity to participate in class and via email exchanges with me. In order to earn full credit for the participation component of your grade, you need to show (either in class or via email) that you are consistently well prepared for this class. A consistently well-prepared student is one who volunteers often with pertinent

answers or questions and whose participation reflects that she does the assigned readings, and that she follows the lectures and in-class discussions well.

Participation-via-email Option: Even though participation in class discussions is highly desirable and necessary for a full participation credit, I understand that some of you might not prefer to participate in class. If you have such a preference then you are encouraged to participate by emailing me with any thoughts, questions and comments you have regarding assigned readings and/or in-class discussion. As long as you do so, you will not lose any participation points.

Short Written Assignments: The prompts regarding short assignments will be posted on the Moodle site in advance. No late assignments will be accepted. However, there will be a bonus assignment, which will give you a chance to make-up for credit due to a missed assignment.

In-class Group Presentations: There will be eight group presentations starting from October 24. Group size (as seen below in the course schedule) will vary depending on the length of the reading to be presented. Each group should present and highlight the main ideas in the reading that they are responsible for, come up with questions to direct the discussion, and be prepared to answer the questions that their classmates might have regarding the topic.

Short paper: As specified above, your paper should be around **1,500 words in length (NO LONGER THAN 6 DOUBLE-SPACED WORD DOCUMENT PAGES and NO SHORTER THAN 4 DOUBLE-SPACED WORD DOCUMENT PAGES)**.

I will announce the paper topic on **September 12**. You are required to submit a detailed one-two page outline of your paper on **October 1**.

A **hard-copy** of your final paper is due in class on **October 22**. **Late submissions or electronic submissions will not be accepted!!!**

Letter Grades: Letter grades are valued as follows: A+=97%; A=93%; A-=90%; B+=87%; B=83%; B-=80%; C+=77%; C=73%; C-=70%; D+=67%; D=63%; D-=60%; F=59-0%.

*Note that the scores will be rounded up (for instance, 96.5% will be valued as A+).

COURSE RIGHTS AND RESPONSIBILITIES

According to the 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.”

COURSE EVALUATION

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

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

Student help desk: classeval@ncsu.edu

More information about ClassEval: <http://www.ncsu.edu/UPA/classeval/>

MAKE-UP EXAMS, MISSED WORK, INCOMPLETES

Exam dates are clearly stated above and are not subject to change. Students who cannot take an exam on the scheduled day for good reason must contact me as soon as possible. If a reasonable excuse can be offered (such as illness attested by a medical record, or family or personal emergency), I will arrange a schedule with each individual student for completing missed work. All such work must be completed by the end of term, or else the student must arrange with me to have an incomplete.

An incomplete grade (IN) may be given to students whose work suffers a serious interruption not caused by their own negligence (e.g., a serious medical condition). Such grades apply only 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. An IN grade must be made up by the end of the next regular semester in which the student is enrolled or by the end of twelve months, whichever is shorter, or by the extended deadline authorized by the instructor or department offering the course and recorded by the Department of Registration and Records; otherwise it will automatically become an F grade and will count as a course attempted. For more information see the [official university policy](#).

AUDITING STUDENTS

Registered students may audit this course with the approval of their advisor, the Department of Philosophy and Religious Studies, and the instructor. They will be expected to do the assigned reading and to attend class regularly, but not to complete any of the other assignments. For more information see the [official university policy](#).

ATTENDANCE

Please make sure you read the university attendance policy online:

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php. Since this is a 200-level class, I take attendance. However attendance does not form a component of your grade.

ACADEMIC INTEGRITY STATEMENT

It is your responsibility to understand the provisions of the university policy on academic integrity found in the student code of conduct at

http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php. For all work in this course, every student must abide by this policy. Putting your name on a test means that you have abided by the University's Honor Pledge, i.e., that you have neither given nor received any unauthorized aid. Cases of suspected academic misconduct will be referred to the Student Judiciary Board for investigation.

DISABILITY ACCOMMODATION

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Resources Office (<http://www.ncsu.edu/dso/>) located at 304 University College Commons, Campus Box 7509, 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://www.ncsu.edu/policies/academic_affairs/courses_undergrad?REG02.20.1.php.

POLICY ON DISCRIMINATION

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she had been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 513-314

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.

UNIVERSITY POLICY, REGULATIONS & RULES

Students are responsible for reviewing the NC State University PRR's which pertain to their course rights and responsibilities:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/equity/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>

IMPORTANT NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE COURSE SCHEDULE AND SYLLABUS CONTENT WITH APPROPRIATE NOTIFICATION TO STUDENTS.

SCHEDULE OF READINGS

August 22: Introductions, Overview of the Syllabus, What is this course about? Why does the relation between emotion and reason matter for philosophers, psychologists, and cognitive neuroscientists? (No assigned reading)

August 27: What is philosophy? Philosophical argumentation and its rules, Validity, Soundness (No assigned readings)

August 29: Movie Screening

September 3: Labor Day, No Class.

Part I: Emotion and Reason in the History of Philosophy

September 5: Discussion of the movie; Contextual Introduction to the Birth of Philosophy in Ancient Greece (No assigned reading)

September 10: Plato, *Republic*, Book IV, which is accessible online at <http://classics.mit.edu/Plato/republic.5.iv.html>

September 12: Aristotle, selections from *Nicomachean Ethics*, which is accessible online at <http://classics.mit.edu/Aristotle/nicomachaen.html>, Book I, Book II 1-7.

Short-paper topic to be announced in class.

September 17: Aristotle, selections from *Nicomachean Ethics*, which is accessible online at <http://classics.mit.edu/Aristotle/nicomachaen.html>, Book III.1-6, Book VI.1-5.

September 19: Aristotle, selections from *Nicomachean Ethics*, which is accessible online at <http://classics.mit.edu/Aristotle/nicomachaen.html>, Book VII, 1-10.

September 24: Stoics, selections from A. Long and D. N. Sedley, 1987, *The Hellenistic Philosophers*, reading to be provided in PDF format.

September 26: Epictetus, *Encheiridion* (selections), <http://classics.mit.edu/Epictetus/epicench.html>.

October 1: An Overview of Emotion and Reason in Ancient Philosophy

One-two page outline for the short-paper due in class.

October 3: In-class Midterm Examination

October 8: Hume, *A Treatise of Human Nature*, Book 3, Part I, Sections I and II, which is accessible online at http://www.gutenberg.org/files/4705/4705-h/4705-h.htm#link2H_4_0083

Feedback on Paper Outlines will be returned.

October 10: Kant, "Morality and Rationality," pp.385-405, reading to be provided in PDF format.

October 15: Kant, continued.

October 17: Spinoza, *Ethics*, <http://frank.mtsu.edu/~rbombard/RB/Spinoza/ethica-front.html>, Part III and selections from Part IV

October 22: Overview of Emotion and Reason in the History of Philosophy

PAPER DUE DATE!!! HARD-COPY TO BE SUBMITTED IN-CLASS!!!

Part II: Emotion and Reason in Cognitive Neuroscience

October 24: PRESENTATION 1 [group of 2]

William James (1884) "What is an Emotion?" *Mind*, 9: 188-205, which is accessible online at <http://psychclassics.yorku.ca/James/emotion.htm>

October 29: PRESENTATION 2 [group of 2]

Antonio Damasio, selections from *Descartes' Error: Emotion, Reason, and the Human Brain*, pp. 3-20, and pp.245-252, reading to be provided in PDF format.

October 31: PRESENTATION 3 [group of 2]

J.D. Greene and J.Haidt, "How (and where) does moral judgment work?" pp. 517-523, which is accessible online at <http://www.protevi.com/john/Morality/Greene-Haidt-TiCS-02.pdf>.

November 5: PRESENTATION 4 [group of 2]

J.D. Greene "From neural "is" to moral "ought": what are the moral implications of neuroscientific moral psychology?" 847-850., which is accessible online at <https://static.squarespace.com/static/54763f79e4b0c4e55ffb000c/t/5477cd28e4b07cb49aa8fff8/1417137448835/from-neural-is-to-moral-ought-what-are-the-moral-implications-of-neuroscientific-moral-psychology.pdf>

November 7: Please read the piece by Joachim Krueger posted at <https://www.psychologytoday.com/us/blog/one-among-many/201006/reason-and-emotion-note-plato-darwin-and-damasio>, Review of Part II

Part III: Emotion and Reason in Moral Judgment

November 12: PRESENTATION 5 [group of 2 people]

Jesse Prinz, "Emotional Basis of Moral Judgment," pp. 30-42, in *Philosophical Explorations*, reading to be provided in PDF format.

November 14: PRESENTATION 6 [group of 3 people]

Jonathan Haidt, "The emotional dog and its rational tail: A social intuitionist approach to moral judgment," pp. 814-834, which is accessible online at http://www.rudygarns.com/class/neuroethics/lib/exe/fetch.php/a/haidt.2001.emotional_dog_rational_tail.pdf

November 19: Further discussion of Prinz and Haidt papers.

November 21: No class (Thanksgiving break)

November 26: PRESENTATION 7 [group of 4 people]

Martha Nussbaum, *Upheavals of Thought: The Intelligence of Emotions*, Chapter I "Emotions as Judgments of Value," pp. 19-88, reading to be provided in PDF format.

November 28: Presentation 7 continued

December 3: **PRESENTATION 8 [group of 2 people]**

Robert Solomon “Emotions and Choice,” pp. 251–81, reading to be provided in PDF format.

December 5: Review of the semester.

HON GEP 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 004			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	<input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Music and Asia	Review for 2 nd Offering	<input type="checkbox"/>
Term to be Offered	Fall 2018		
Instructor Name/Title	Alison Arnold, Teaching Assistant Professor		
SECTION 1: GEP CRITERIA			
Instructions:			
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 			
Interdisciplinary Studies			
List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1</i> : Obj. 1) Distinguish between the distinct approaches of two or more disciplines.			
Distinguish between disciplinary methodologies by which various aspects of musical experience are understood, i.e. Musicology, Ethnomusicology, and Anthropology.			
Measure(s) for above Outcome:			
Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.			
In our unit on music and dance in South Asia, you have read two studies on Indian dance, one by anthropologist Pallabi Chakravorty and the other by ethnomusicologists T. Viswanathan and Matthew Allen. While the first concerns the globalization of Indian dance and the second focuses on dance in South India, both present a brief history of Indian dance including the <i>devadasi</i> tradition and major socio-political changes in the 20 th century that affected Indian dance (and music). Discuss each of these two approaches in turn, explaining what aspects of Indian dance you learn about from each perspective and how each author presents his or her research and experience. Then, in a final paragraph, summarize and contrast the anthropological and ethnomusicological approaches presented in these two writings.			

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.*
Explain the differences between various aspects of a society, such as the relationship between music and social life (Anthropology).

Measure(s) for above Outcome:

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

In the late 1980s, Cui Jian introduced rock music into China. This coincided with the 1989 protest movement launched in Beijing by students expressing their dissatisfaction and disillusionment with the Chinese government and calling for democracy, for greater freedoms of speech and of the press. Cui Jian's song "Having Nothing," sung during the Tiananmen Square protests, became an anthem of the student movement and "came to symbolize China's new revolution of the reform era" (Baranovitch, 32). By the mid 1990s the Chinese "rock spirit" and ideology lost momentum and rock music went into decline. Drawing on your reading of Baranovitch and videos of Cui Jian's concerts and interviews, discuss the relationship between rock music and the socio-political climate in China in the late 1980s/early 90s. In what ways did Cui Jian's songs and performances embody the "rock spirit" and simultaneously express themes common to the political movement? Cite specific songs in your response. Then, what were some of the major political, social, and musical causes of the decline in rock music?

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3: Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.*
Synthesize from these multiple perspectives a comprehensive sense of music in human culture and music as human culture in Asia.

Measure(s) for above Outcome:

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

In our class unit on Chinese music and dance, you have explored through readings, video clips, and audio recordings, various musical styles of the peoples and cultures of China: traditional instrumental music (*koto*, *shakuhachi*, *shamisen*), Beijing opera, popular musics, ritual music, and regional ethnic traditions. Describe how musicians in each of these categories express their identity through music, theater, and/or dance.

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?

Musicology, Ethnomusicology, 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 points of view into a cohesive understanding"?

Musical examples will be presented both in terms of musicological analysis and in terms that anthropologists use to describe components of human culture. Course readings, written by ethnomusicologists and anthropologists, will also present the two differing approaches. Through these two disciplinary lenses, students will be able to synthesize a comprehensive view of music in human life.

Global Knowledge

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

Measure(s) for above Outcome:

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

Based on your reading of Deschenes and Eguchi's article, "Embodied Orality: Transmission in Traditional Japanese Music," explain in your own words the meanings of "orality" and "embodiment," and how they relate to Japanese expressive culture. Then choose one of the authors' three examples—*nihon buyo* (traditional dance), *kouta* (short lyrical song), or *shakuhachi* (bamboo flute) music—and discuss how the transmission of knowledge in the art form takes place through "embodied orality." Draw on both the reading and video recordings of your chosen dance, song, or music tradition.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 5, 6, or 7: Interpret and analyze music on the basis of its structural, stylistic, and aesthetic elements and its social and historical 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.

You have attended a workshop to learn to play instruments in the Javanese Gamelan (percussion orchestra) and have read about the ensemble in Capwell's "Music of Indonesia" (2017). Drawing on these experiences, first describe the various instrument groupings in a Javanese gamelan and explain their function in the ensemble. Also explain the spiritual aspects of gamelan music and the "power of the gong." Then consider the cultural and historical significance of the Javanese gamelan and its music. What roles have gamelans and gamelan music played in Javanese culture and society, and what roles do they play today both in Indonesia and elsewhere?

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): Tues./Thurs. 11:45am-1:00pm
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Honors Village Commons 210
- 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 students in the University Honors Program. Other students upon approval.
- b. Is this restriction listed in the course catalog description for the course? Yes

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

None

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

No required texts. All readings are on e-reserve.

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

Major topics are the music and culture of four major regions of Asia: South Asia/India, East Asia/China, Southeast Asia/Indonesia, and East Asia/Japan.

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

Guest speakers/artists:

Tu. Sept. 4 – Viswas Chitnis (sitar) and Ajay Dholakia (tabla), North Indian Classical Music

Th. Oct. 25 – Professor Anne K. Rasmussen (College of William and Mary), Islamic Music in Indonesia.

Th. Nov. 15 – Japanese drumming workshop with Triangle Taiko.

Out of class activities:

Th. Sept. 13, 7-9pm – Price Music Center Lecture/Concert: Vrinda Acharya, Karnatak Vocalist, Broughton Hall. Free

Wed. Oct. 25 – Price Music Center Lecture: Professor Anne K. Rasmussen, Women and Islamic music in Indonesia. Free

Field trip:

Wed. Oct. 17, 7-8:30pm (plus travel time) – Javanese Gamelan workshop playing Nyai Saraswati Gamelan at UNC-Chapel Hill.

SIGNATURE PAGE FOR HON 293 sec 004
Music and Asia

RECOMMENDED BY:

Anne C. Huter 8/21/18
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] 8/21/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 8-28-18
COLLEGE DEAN - Acting DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 293 Course Syllabus

HON 293 – Music and Asia

Section 004

Fall 2018

3 Credit Hours

Course Description

This course examines music and music making within cultural, social, historical, political, and religious contexts in three major regions of the world's largest continent: South Asia (India and Pakistan), East Asia (China and Japan), and Southeast Asia (Indonesia and Vietnam). We will explore diverse musical and dramatic genres ranging from historical to contemporary and sacred to secular, to develop an understanding of the components of Asian music cultures and the ways that tradition and change, social structures, belief systems, and ideologies are encoded and made manifest in Asian musical practices. We will consider the relationship between music and social life, and the musical expression of identity in modern Asian societies and cultures. Students completing this course will gain first-hand experience of ethnomusicological and anthropological research methods through carrying out interviews with local artists and musicians of Asian heritage.

Learning Outcomes

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

1. Interpret and analyze music on the basis of its structural, stylistic, and aesthetic elements and its social and historical contexts.
 2. Identify and apply basic concepts and terms used in musical investigation to specific performances of music in India, China, Japan, and Indonesia.
 3. Distinguish and examine the roles of music in expressing social identity.
 4. Identify and critically evaluate ideas and conclusions in writings on musical practices based on the evidence provided by authors.
 5. Analyze the roles music and dance play in enhancing human social life.
 6. Distinguish between disciplinary methodologies by which various aspects of musical experience are understood, i.e. Musicology, Ethnomusicology, and Anthropology.
 7. Explain the differences between various aspects of a society, such as the relationship between music and social life (Anthropology).
 8. Synthesize from these multiple perspectives a comprehensive sense of music in human culture and music as human culture in Asia.
-

Course Structure

Class meetings will include class discussions based on readings and videos, interactive lectures, and class participation in two workshops, one during class meeting time and one on a field trip. Students are also required to attend two concert/lectures outside of class.

Course Policies

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

Instructors

Dr Alison E Arnold (aearnold) - *Instructor*

Email: aearnold@ncsu.edu

Phone: 919-605-0761

Fax: 919-515-4204

Office Location: Price Music Center, Rm. 209

Office Hours: By appointment

Course Meetings

Seminar

Days: TH

Time: 11:45am - 1:00pm

Campus: Main

3. In Writing Assignment #2:

In our class unit on Chinese music and dance, you have explored through readings, video clips, and audio recordings, various musical styles of the peoples and cultures of China: traditional instrumental music (*koto*, *shakuhachi*, *shamisen*), Beijing opera, popular musics, ritual music, and regional ethnic traditions. Describe how musicians in each of these categories express their identity through music, theater, and/or dance.

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

Musicology, Ethnomusicology, and Anthropology

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"?

Musical examples will be presented both in terms of musicological analysis and in terms that anthropologists use to describe components of human culture. Course readings, written by ethnomusicologists and anthropologists, will also present the two differing approaches. Through these two disciplinary lenses, students will be able to synthesize a comprehensive view of music in human life.

GEP Co-requisites**Global Knowledge****GEP Co-requisite Outcomes**

Global Knowledge objective 1.

Learning Outcome: Identify and critically evaluate ideas and conclusions in writings on musical practices based on the evidence provided by authors.

Global Knowledge objective 3.

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

How This Course Will Fulfill GEP Co-requisite Outcomes

1. In Writing Assignment #4:

Based on your reading of Deschenes and Eguchi's article, "Embodied Orality: Transmission in Traditional Japanese Music," explain in your own words the meanings of "orality" and "embodiment." and how they relate to Japanese express culture. Then choose one of the authors' three examples--nihon buyo (traditional dance), kouta (short lyrical song), or shakuhachi (bamboo flute) music--and discuss how the transmission of knowledge in the art form takes place through "embodied orality." Draw on both the reading and video recordings of your chosen dance, song, or music tradition.

2. In Writing Assignment #3:

You have attended a workshop to learn to play instruments in the Javanese Gamelan (percussion orchestra) and have read about the ensemble in Capwell's "Music of Indonesia" (2017). Drawing on these experiences, first describe the various instrument groupings in a Javanese gamelan and explain their function in the ensemble. Also explain the spiritual aspects of gamelan music and the "power of the gong." Then consider the cultural and historical significance of the Javanese gamelan and its music. What roles have gamelans and gamelan music played in Javanese culture and society, and what roles do they play today both in Indonesia and elsewhere?

Transportation

Students will be required to provide their own transportation for this class. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Location: Honors Village Commons, Rm. 202

This meeting is required.

Course Materials

Textbooks

None.

Expenses

Possible expense related to student's chosen final project - 0 *This expense is optional.*

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

HON 293 is restricted to University Honors Program students. Open to other students by permission of the UHP.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

1. Distinguish between disciplinary methodologies by which various aspects of musical experience are understood, i.e. Musicology, Ethnomusicology, and Anthropology.
2. Explain the differences between various aspects of a society, such as the relationship between music and social life (Anthropology).
3. Synthesize from these multiple perspectives a comprehensive view of music in human culture and human culture in Asia.

How This Course Will Fulfill GEP Category Outcomes

1. In Writing Assignment #1:

In our unit on music and dance in South Asia, you have read two studies on Indian dance, one by anthropologist Pallabi Chakravorty and the other by ethnomusicologists T. Viswanathan and Matthew Allen. While the first concerns the globalization of Indian dance and the second focuses on dance in South India, both present a brief history of Indian dance including the *devadasi* tradition and major socio-political changes in the 20th century that affected Indian dance (and music). Discuss each of these two approaches in turn, explaining what aspects of Indian dance you learn about from each perspective and how each author presents his or her research and experience. Then, in a final paragraph, summarize and contrast the anthropological and ethnomusicological approaches presented in these two writings.

2. In Writing Assignment #2:

In the late 1980s, Cui Jian introduced rock music into China. This coincided with the 1989 protest movement launched in Beijing by students expressing their dissatisfaction and disillusionment with the Chinese government and calling for democracy, for greater freedoms of speech and of the press. Cui Jian's song "Having Nothing," sung during the Tiananmen Square protests, became an anthem of the student movement and "came to symbolize China's new revolution of the reform era" (Baranovitch, 32). By the mid 1990s the Chinese "rock spirit" and ideology lost momentum and rock music went into decline. Drawing on your reading of Baranovitch and videos of Cui Jian's concerts and interviews, discuss the relationship between rock music and the socio-political climate in China in the late 1980s/early 90s. In what ways did Cui Jian's songs and performances embody the "rock spirit" and simultaneously express themes common to the political movement? Cite specific songs in your response. Then, what were some of the major political, social, and musical causes of the decline in rock music?

Honor Pledge

Your name on your written assignments indicates your compliance with the University Honor Pledge:

"I have neither given nor received unauthorized aid on this test or assignment." Students who violate University rules on academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on academic integrity will be strictly enforced.

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: The course Moodle site provides the syllabus, class schedule, course readings, and drop boxes where students submit written assignments. Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Suite 304, University College Commons, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

Non-Discrimination Policy

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

University Policy, Regulations & Rules

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/equity/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>

Course Schedule

NOTE: The course schedule is subject to change.

Seminar TH 11:45am - 1:00pm — Week 1 — 08/23/2018 - 08/23/2018

Course introduction and overview

Seminar TH 11:45am - 1:00pm — Week 2 — 08/28/2018 - 08/30/2018

SOUTH ASIA

Tu. Aug. 28: Introduction to India and Pakistan - Hindustani music

Reading: Jim Sykes. 2017. "Music of South Asia." In *Excursions in World Music*, 7th ed. New York, NY: Routledge, pp. 18-61.

Th. Aug. 30: Religious and Devotional Music Readings:

George Ruckert. 2004. "Affect." In *Music in North India*. New York: Oxford University Press, pp. 18-32.

Regula Qureshi. 1995. "The Qawwali Experience and Ethnomusical Questions

(Introduction)," and "The Background." In *Sufi Music of India and Pakistan: Sound, Context and Meaning in Qawwali*. Chicago: University of Chicago Press, pp. 1-5, 79-98.

Seminar TH 11:45am - 1:00pm — Week 3 — 09/04/2018 - 09/06/2018

SOUTH ASIA

Tu. Sept. 4: Guest Artists: Viswas Chitnis, sitarist, and Ajay Dholakia, tabla player. Hindustani (North Indian classical) music

Th. Sept. 6: Bollywood music and dance Reading:

Ken Hunt. 2009. "India-Film Music: Soundtrack to a Billion Lives." In *Rough Guide to World Music: Europe, Asia & Pacific*, ed. Simon Broughton et al. New York: Rough Guides Ltd., pp. 578-585.

Seminar TH 11:45am - 1:00pm — Week 4 — 09/11/2018 - 09/13/2018

SOUTH ASIA

Tu. Sept. 11: Indian Dance: Classical and "Global"

Reading: Pallabi Chakravorty. 2011. "Global Dancing in Kolkata." In *A Companion to the Anthropology of India*, ed. Isabelle Clark-Deces. Malden, MA: Wiley-Blackwell, pp. 137-133.

Th. Sept. 13: Karnatak (South Indian classical) music

Reading: T. Viswanathan and Matthew Allen. 2004. "Contextualizing South Indian Performance, Socially and Historically," *Music in South India*. New York: Oxford University Press, pp. 70-102.

FINAL PROJECT PROMPT (semester-long project)

Th. Sept. 13, 7-9pm: PMC Concert, Vrinda Acharya, Karnatak vocalist. Broughton Hall. Free.

Seminar TH 11:45am - 1:00pm — Week 5 — 09/18/2018 - 09/20/2018

SOUTH ASIA

Tu. Sept. 18: Music in Pakistan, Aghanistan, Sri Lanka

Reading: Regula Qureshi. 2000. "Music, the State, and Islam." In *Garland Encyclopedia of World Music, Vol. 5: South Asia*, ed. Alison Arnold. New York: Routledge, pp. 744- 750. WRITING ASSIGNMENT 1 PROMPT

EAST ASIA

Th. Sept. 20: Introduction to China - Chinese Traditional Instrumental Music

Reading: Isabel Wong. 2012. "Music of China." In *Excursions in World Music*, 6th ed. Upper Saddle River, NY: Prentice-Hall, pp. 88-133.

Seminar TH 11:45am - 1:00pm — Week 6 — 09/25/2018 - 09/27/2018

EAST ASIA

Tu. Sept. 25: Chinese Music and Ideology: Confucianism and Communism

Reading: Frederick Lau. 2008. "Music and Ideology." In *Music in China*. New York: Oxford University Press, pp. 117-140. WRITING ASSIGNMENT 1 DUE

Th. Sept. 27: Beijing Opera

Reading: Wong, *op. 105-111*.

Seminar TH 11:45am - 1:00pm — Week 7 — 10/02/2018 - 10/04/2018

EAST ASIA

Tu. Oct. 2: Rock Music in China

Reading: Nimrod Baranovich. 2003. "The Rise of Chinese Rock and Roll (*Yaogun*)," and "Resistance to the State in Rock Music." In *China's New Voices*. Berkeley: University of California Press, pp. 31-53, 237-240.

FINAL PROJECT PROPOSAL DUE

Th. Oct. 4: FALL BREAK - No Class

Seminar TH 11:45am - 1:00pm — Week 8 — 10/09/2018 - 10/11/2018

EAST ASIA

Tu. Oct. 9: Popular Music in China Readings:

Joeren de Kloet and Anthony Fung. 2017. "Dressing Up the Future: Chinese Youth Today." In *Youth Cultures in China*. Malden, MA: Polity Press, pp. 48-69.

Joanna Lee. 2009. "China/Hong Kong: Pop and Rock." In *The Rough Guide to World Music: Europe, Asia & Pacific*, ed. Simon Broughton et al. New York: Rough Guides Ltd., pp. 513-519.

Th. Oct. 11: Ritual and Regional Music: Shanxi, Xinjiang, Tibet

Reading: Stephen Jones. 2007. "Lives of Shawm Band Musicians." In *Ritual and Music of North China: Shawm Bands of Shanxi*. Farnham, UK: Ashgate, pp. 1-10.

Seminar TH 11:45am - 1:00pm — Week 9 — 10/16/2018 - 10/18/2018

EAST ASIA

Tu. Oct. 16: Tan Dun, "The Map" [Concerto for Cello, Video, and Orchestra] (2002) Readings:

Ken Smith. 2004. "Synopsis"

(<http://tandun.com/composition/the-map-concerto-for-cello-video-and-orchestra/>)

Mary Joe Hughes. 2005. "Voices of the Soul in Tan Dun's *The Map*." *The New Arcadia Review*, vol. 3 [web]

WRITING ASSIGNMENT 2 PROMPT

SOUTHEAST ASIA

Wed. Oct. 17, 7-8:30pm: Field Trip to UNC-Chapel Hill. Javanese Gamelan Nyai Saraswati workshop, with gamelan director, John Caldwell.

Th. Oct. 18: Introduction to Indonesia - Javanese Gamelan music

Reading: Charles Capwell. 2017. "Music of Indonesia." In *Excursions in World Music*, 7th ed. New York: Routledge, pp. 226-259.

Seminar TH 11:45am - 1:00pm — Week 10 — 10/23/2018 - 10/25/2018

SOUTHEAST ASIA

Tu. Oct. 23: Javanese Puppet Theatre: Wayang Kulit

Reading: Benjamin Brinner. 2008. "Shadows and Tales." In *Music in Central Java*. New York: Oxford University Press, pp. 97-116.

WRITING ASSIGNMENT 2 DUE

Wed. Oct. 24, 7-9pm: PMC Lecture, Professor Anne Rasmussen (College of William and Mary), Women and Islamic Music in Indonesia.

Th. Oct. 25: Guest lecturer, Professor Anne Rasmussen. Islam in Indonesia.

Reading: Anne Rasmussen, "Hearing Islam in the Atmosphere." In *Women, the Recited Qur'an, and Islamic Music in Indonesia*. Berkeley: University of California Press, pp. 49-77.

Seminar TH 11:45am - 1:00pm — Week 11 — 10/30/2018 - 11/01/2018

SOUTHEAST ASIA

Tu. Oct. 30: Balinese Dance Drama: Calonarang, Kecak

Reading: Lisa Gold. 2005. "The World of Stories: Integration of Music, Dance, and Drama in Traditional Balinese Theater." In *Music in Bali*. New York: Oxford University Press, pp. 71-91.

Th. Nov. 1: Indonesian Popular Music

Reading: Charles Capwell, pp. 251-256.

WRITING ASSIGNMENT 3 PROMPT

Seminar TH 11:45am - 1:00pm — Week 12 — 11/06/2018 - 11/08/2018

EAST ASIA

Tu. Nov. 6: Introduction to Japan - Japanese Traditional Instrumental Music

Reading: Linda Fujie. 1992. "East Asia/Japan." In *Worlds of Music*, ed. Jeff Todd Titon. New York: Schirmer, pp. 318-375.

Th. Nov. 8: Music Drama and Theater: Noh, Kabuki, Bunraku.

Readings:

Fujie, pp. 341-346.

"Introducing the World of Noh" (web) WRITING

ASSIGNMENT 3 DUE

Seminar TH 11:45am - 1:00pm — Week 13 — 11/13/2018 - 11/15/2018

EAST ASIA

Tu. Nov. 13: Geisha Music and Dance

Reading: Bruno Desroches and Yuko Eguchi. 2018. "Embodied Orality: Transmission in Traditional Japanese Music," *Asian Music*, 49/1: 58-79.

Th. Nov. 15: Workshop with Triangle Taiko.

WRITING ASSIGNMENT 4 PROMPT

Seminar TH 11:45am - 1:00pm — Week 14 — 11/20/2018 - 11/22/2018

EAST ASIA

Tu. Nov. 20: Japanese Festival and Ritual Music. Reading: Fujie, pp. 350-360.

Th. Nov. 22: THANKSGIVING - No Class

Seminar TH 11:45am - 1:00pm — Week 15 — 11/27/2018 - 11/29/2018

EAST ASIA

Tu. Nov. 27: Japanese Popular Music and Karaoke

Reading: Shuhei Hosokawa. 2005. "Popular Entertainment and the Music Industry." In *A Companion to the Anthropology of Japan*, ed. Jennifer Robertson. Malden, MA: Blackwell, pp. 297-313. WRITING ASSIGNMENT 4 DUE

Th. Nov. 29: Japanese Popular Music: Enka

Reading: Christine Yano. 2002. "Producing Enka: Lessons in Perseverance." In *Tears of Longing: Nostalgia and the Nation in Japanese Popular Song*. Cambridge: Harvard University Asian Center, pp. 45-76.

Seminar TH 11:45am - 1:00pm — Week 16 — 12/04/2018 - 12/06/2018

Tu. Dec. 4: Final Presentations

Th. Dec. 6: Final Presentations

FINAL PAPERS DUE

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

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

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

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

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

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

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

HON 297 sec 001		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Rockin' America: Popular Music as Social Protest	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Fall 2018	
Instructor Name/Title	Tom Koch, Teaching Associate Professor	
SECTION 1: GEP CRITERIA		
<p>Instructions:</p> <ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
Interdisciplinary Perspectives		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p>Differentiate between disciplinary approaches (music and sociology) in the acquisition of musical meaning, specifically in the ways musical messages are sent and meaning constructed.</p>		
<p>Measure(s) for above Outcome:</p> <p><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>		

The reading assignments come from the disciplines of music and sociology. Group Discussion and Critical Responses require students to differentiate musical and sociological perspectives on the acquisition of musical meanings. Group Discussion and the Song Profile Paper require students to construct a variety of musical meanings of specific songs based on (1) an analysis of the musical content and lyrics of those songs, and (2) the social framework in which those songs are transmitted, received, and contextualized.

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 the ways that music and musical participation serve a function for social movements.

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.

Group Discussion and Critical Responses require students to apply case studies, analyses of lyrics and musical content, and their own social experiences to the variety of ways that music and musical participation may serve to educate, recruit, mobilize, and convert audiences toward social movements.

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.

Articulate the impact of protest music on society in general and social movements in particular.

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 consists of a term paper and individual class presentation requiring students to apply what they have learned about the impact of protest music on society and social movements that we have not studied or have only broached in class. Students are measured in part by their ability to recognize and integrate diverse approaches in the arguments they make about the impact of music on social movements.

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

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

Music and Sociology

- 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"?

Beginning with an investigation of the musical and sociological perspectives on the acquisition of musical meaning, this course applies those meanings to the role of music in serving and impacting social movements. Students not only investigate specific songs associated with specific movements but also learn that the content of a song as well as the artist's intended message may not equate to an audience's received message. Among the questions we grapple with are what makes a song a protest song and how are such songs received and used by members of social groups. By examining the functions that music serves for social movements, students more clearly recognize what power music has in effecting change for social movements and social life generally.

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:

4. Analyze the ways that protest music in the US addresses issues of cultural identity, including race, gender, and sexual orientation.

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.

4. The Group Presentation and Final Project require students to engage with readings and new research that investigate the transmission, reception, and contextualization of songs associated with social movements, including anti-war, civil rights, feminism, LGBT, global justice, and the environment.

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:

5. Categorize and compare the historical links between social protest and popular music in the US and the methods these links share in seeking equality for members of social movements.

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.

5. The Group Discussion and Critical Responses require students to engage with readings, including those that show how popular music may be received by unrelated groups expressing similar grievances toward a movement's goal of equality, such as Labor movements in the 1930s-40s, African-American communities in the rural south in the early 1960s, or Feminist groups in the Pacific Northwest in the 1990s.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail: Meeting time and day(s): T/H 10:15-11:30
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: Honors Village Commons 201. Needed: moveable seats, audiovisual set-up
- 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? Yes

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

This course is restricted to University Honors Program students.

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

See Syllabus

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

See Syllabus

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

See Syllabus

SIGNATURE PAGE FOR HON 297 sec 001
Rockin' America: Popular Music as Social Protest

RECOMMENDED BY:

Anne C. Altier 8/21/18
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] 8/21/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 8-28-18
COLLEGE DEAN - Acting DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 297 Course Syllabus

HON 297 – Rockin’ America: Popular Music as Social Protest

Section 001

Fall 2018

3 Credit Hours

Course Description

This course examines popular music as a tool of social protest in the United States from the 1950s to the present. It specifically explores the complex relationships between music and social movements and the extent to which music can both reflect and affect social change. By comparing specific songs associated with specific social movements to social theories about the acquisition of musical meaning, students assess whether and how protest music actually serves to advance the cause of social movements. Students are required to attend and provide their own transportation to one on-campus music concert at \$8. This course is restricted to University Honors Program students.

Learning Outcomes

1. Differentiate between disciplinary approaches (music and sociology) in the acquisition of musical meaning, specifically in the ways musical messages are sent and meaning constructed.
 2. Compare the ways that music and musical participation serve a function for social movements.
 3. Articulate the impact of protest music on society in general and social movements in particular.
 4. Analyze the ways that protest music in the US addresses issues of cultural identity, including race, gender, and sexual orientation.
 5. Categorize and compare the historical links between social protest and popular music in the US and the methods these links shared in seeking equality for members of social movements.
-

Course Structure

This is not a lecture-based course. The in-class learning experience derives from students' engagement in group discussion and class presentation, in which issues encountered in reading and listening assignments are raised and challenged in small settings before being presented cogently by the group to the class. As an extension of the group discussion, the final project enables students to apply reasoning and persuasion to individual research on a chosen topic of the music-movement link and then to present their arguments to the class. Students are required to attend the following on-campus music concert (choose one date). Students who cannot attend due to a previous conflict should discuss that situation with me.

DEEP CUTS: The Spirit of FM Radio
Thursday and Saturday, September 6 and 8, 2018
8:00 p.m.
Stewart Theatre
\$8 student w/ID

Course Policies

Students are expected to demonstrate adult behavior. Closed-container drinking is permitted as long as the container is removed from the room afterward. Laptops may be used for word processing and reference, but are not permitted for anything unrelated to the course. Any use of laptops unrelated to the course will result in one absence.

Instructors

Thomas Koch (tdkoch) - *Instructor*

Email: tdkoch@ncsu.edu

Phone: 919-515-0149

Office Location: Broughton Hall 2412

Office Hours: T/H 12:30-1:30

Course Meetings

Lecture

Days: TH

Time: 10:15am - 11:30am

Campus: Main

Location: Honors Village Commons (HVC) 201

This meeting is required.

Course Materials

Textbooks

Playing for Change: Music and Musicians in the Service of Social Movements - Rob Rosenthal and Richard Flacks

Edition: 1

ISBN: 978-1594517884

Cost: Rental cost of \$18.48 from publisher: <https://www.routledge.com/Playing-for-Change-Music-and-Musicians-in-the-Service-of-Social-Movements/Rosenthal-Flacks/p/book/9781594517891>

This textbook is required.

Additional readings will be taken from the following sources and assigned on a weekly basis. These will be available either on Moodle or on Library Reserve:

- Brown, Courtney. *Politics in Music: Music and Political Transformation from Beethoven to Hip-Hop*.
- Chang, Jeff. *Can't Stop Won't Stop: A History of the Hip-Hop Generation*.
- Comtois, Kevin, and Jennifer Shaw. *Troubadours & Troublemakers: The Evolution of American Protest Music*.
- Denisoff, R. Serge, and Richard Peterson. *The Sounds of Social Change: studies in popular culture*.
- Eyerman, Ron, and Andrew Jamison. *Music and Social Movements: Mobilizing Traditions in the Twentieth Century*.
- Friedman, Jonathan. *The Routledge History of Social Protest in Popular Music*.
- Lynskey, Dorian. *33 Revolutions per Minute: A History of Protest Songs, from Billie Holiday to Green Day*.
- McAdam, Doug. "Culture and social movements" in *New Social Movements* (1994), 36-57.
- Peddie, Ian. *The Resisting Muse: Popular Music and Social Protest*.

- Roy, William. *Reds, Whites, and Blues: Social Movements, Folk Music, and Race in the United States*.
- Ward, Brian. *Just My Soul Responding: Rhythm And Blues, Black Consciousness And Race Relations: Rhythm and Blues, Black Consciousness and Race Relations Since 1945*.
- Weissman, Dick. *Talkin' 'Bout a Revolution: Music and Social Change in America*.

Expenses

On-campus concert attendance - \$8.00

This expense is required.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

Restricted to University Honors Program students.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

1. Differentiate between disciplinary approaches (music and sociology) in the acquisition of musical meaning, specifically in the ways musical messages are sent and meaning constructed.
2. Compare the ways that music and musical participation serve a function for social movements.
3. Articulate the impact of protest music on society in general and social movements in particular.

How This Course Will Fulfill GEP Category Outcomes

1. The reading assignments come from the disciplines of music and sociology. Group Presentation and Critical Responses require students to differentiate musical and sociological perspectives on the acquisition of musical meanings. Group Presentation and the Song Profile Paper require students to construct a variety of musical meanings of specific songs based on (1) an analysis of the musical content and lyrics of those songs, and (2) the social framework in which those songs are transmitted, received, and contextualized.
2. Group Presentation and Critical Responses require students to apply case studies, analyses of lyrics and musical content, and their own social experiences to the variety of ways that music and musical participation may serve to educate, recruit, mobilize, and convert audiences toward social movements.
3. The Final Project consists of a term paper and individual class presentation requiring students to apply what they have learned about the impact of protest music on society and

social movements that we have not studied or have only broached in class. Students will be measured in part by their ability to recognize and integrate diverse approaches in the arguments they make about the impact of music on social movements.

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

Music and Sociology

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"?

Beginning with an investigation of the musical and sociological perspectives on the acquisition of musical meaning, this course applies those meanings to the role of music in serving and impacting social movements. Students not only investigate specific songs associated with specific movements but also learn that the content of a song as well as the artist's intended message may not equate to an audience's received message. Among the questions we grapple with are what makes a song a protest song and how are such songs received and used by members of social groups. By examining the functions that music serves for social movements, students more clearly recognize what power music has in effecting change for social movements and social life generally.

GEP Co-requisites

U.S. Diversity

GEP Co-requisite Outcomes

1. Analyze the ways that protest music in the US addresses issues of cultural identity, including race, gender, and sexual orientation
2. Categorize and compare the historical links between social protest and popular music in the US and the methods these links share in seeking equality for members of social movements.

How This Course Will Fulfill GEP Co-requisite Outcomes

1. The Group Presentation and Final Project require students to engage with readings and new research that investigate the transmission, reception, and contextualization of songs associated with social movements, including anti-war, civil rights, feminism, LGBT, global justice, and the environment.
2. The Group Discussion and Critical Responses require students to engage with readings, specifically those that show how popular music is received by unrelated groups expressing similar grievances toward a movement's goal of equality, such as Labor movements in the 1930s-40s, African-American communities in the rural south in the early 1960s, or Feminist groups in the Pacific Northwest in the 1990s.

Transportation

Students are required to attend and provide their own transportation to one on-campus music concert at \$8. Students who cannot attend due to a previous conflict should discuss that situation with me.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details			
Group Discussion and Presentation	25	<p>Students will come to class with a contextualized question (a question that is set up and framed by the reading) based on an issue raised in the reading or on the musical content/lyrics of an assigned song. Students must submit their questions to Moodle by 10:00 on the due date. Due dates will be announced in class and emailed in advance.</p> <p>At the start of class, students will divide into groups of four. Each student will present their question to their group and lead a discussion. The group will discuss and draw conclusions about the issues raised by each question based on their own assessment of the reading—citing or pointing to passages from the reading as evidence of having done the reading.</p> <p>With input from the instructor, each group will select 1 issue from the 3 discussed to present to the class for further discussion and response.</p> <p>Group Discussion and Presentation grading rubric:</p> <table border="1" data-bbox="557 1003 1273 1864"> <tbody> <tr> <td data-bbox="557 1003 1273 1413"> <p>90-100</p> <ul style="list-style-type: none"> · Composes a thought-provoking contextualized question relevant to the assigned reading or listening · Demonstrates exceptional consideration of and engagement with all course materials and class exercises · Offers specific description and analysis of the materials and class exercises · Body language is actively engaged and encourages others to respond with greater commitment and awareness · Consistently and thoroughly engages in discussion through active questioning, thoughtful and supported answers, and active consideration of diverse or different opinions </td> </tr> <tr> <td data-bbox="557 1413 1273 1780"> <p>80-89</p> <ul style="list-style-type: none"> · Composes an acceptable contextualized question relevant to the assigned reading or listening · Demonstrates knowledge of reading, materials or activity assigned and engages in class exercises with commitment and awareness · Engages in discussion through probing questions or supported examples · Body language is open to engaging in discussion · Responds constructively to diverse or different opinions, openly offers considers ideas that may run counter to your own </td> </tr> <tr> <td data-bbox="557 1780 1273 1864"> <p>70-79</p> <ul style="list-style-type: none"> · Composes a question that is either without context or </td> </tr> </tbody> </table>	<p>90-100</p> <ul style="list-style-type: none"> · Composes a thought-provoking contextualized question relevant to the assigned reading or listening · Demonstrates exceptional consideration of and engagement with all course materials and class exercises · Offers specific description and analysis of the materials and class exercises · Body language is actively engaged and encourages others to respond with greater commitment and awareness · Consistently and thoroughly engages in discussion through active questioning, thoughtful and supported answers, and active consideration of diverse or different opinions 	<p>80-89</p> <ul style="list-style-type: none"> · Composes an acceptable contextualized question relevant to the assigned reading or listening · Demonstrates knowledge of reading, materials or activity assigned and engages in class exercises with commitment and awareness · Engages in discussion through probing questions or supported examples · Body language is open to engaging in discussion · Responds constructively to diverse or different opinions, openly offers considers ideas that may run counter to your own 	<p>70-79</p> <ul style="list-style-type: none"> · Composes a question that is either without context or
<p>90-100</p> <ul style="list-style-type: none"> · Composes a thought-provoking contextualized question relevant to the assigned reading or listening · Demonstrates exceptional consideration of and engagement with all course materials and class exercises · Offers specific description and analysis of the materials and class exercises · Body language is actively engaged and encourages others to respond with greater commitment and awareness · Consistently and thoroughly engages in discussion through active questioning, thoughtful and supported answers, and active consideration of diverse or different opinions 					
<p>80-89</p> <ul style="list-style-type: none"> · Composes an acceptable contextualized question relevant to the assigned reading or listening · Demonstrates knowledge of reading, materials or activity assigned and engages in class exercises with commitment and awareness · Engages in discussion through probing questions or supported examples · Body language is open to engaging in discussion · Responds constructively to diverse or different opinions, openly offers considers ideas that may run counter to your own 					
<p>70-79</p> <ul style="list-style-type: none"> · Composes a question that is either without context or 					

		<p>irrelevant to the assigned reading or listening</p> <ul style="list-style-type: none"> · Demonstrates basic preparation for class (brings materials or assignments assigned for the session) and attempts class exercises but lacks commitment or awareness · Does not volunteer to contribute but will offer basic information-based contributions (either questions or answers) when called upon or will attempt an exercise when requested · Body language is neutral neither inviting nor discouraging others from engaging in conversation, "in your own world" most of the class · Disengaged from diverse or different opinions, ignoring others' views in discussion <p>60-69</p> <ul style="list-style-type: none"> · Composes a question that is neither contextualized nor relevant to the assigned reading or listening; clearly shows no thought to the assignment · Present but not disruptive · Attempts class exercise but lacks both commitment and awareness · Infrequently involved in discussion · Body language discourages others from engaging in discussion · Disregards diverse or different opinions, responding negatively to others <p>0-59</p> <ul style="list-style-type: none"> · Has not composed a question · Present but participation is intentionally disruptive & impedes others' participation or sense of the classroom as a safe environment
Critical Responses	20	Throughout the semester, I will post on Moodle questions based on the reading and listening assignments that require students to provide a brief critical response of 2 paragraphs (a paragraph is 4-5 sentences). Students will submit their responses to Moodle.
Song Profile paper	20	Students will write a 4-5 page paper (double-space, 12-pitch font, 1" margins) on a protest song of their choice, describing its history and social function within a particular protest movement or across several movements.
Final Project	35	The final project will consist of a final paper of 10 pages (double-space, 12-pitch font, 1" margins) and a visual component (such as a poster or short video) that students will share with the class during the final exam time. In addition to individual research, you must refer to readings and discussions presented during the

	<p>semester. Suggested topics:</p> <ul style="list-style-type: none"> -- How the work of an artist or group has been affected by a social movement -- How a particular social movement has used or been affected by music -- How your association with a social movement or that of people you know has been affected by music -- Another topic you consider relevant to the course, with my approval.
--	--

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

1. Group Discussion questions will not be accepted late (i.e., after 10:00 on the due date) and students will be deducted 50% for that day's group discussion grade.

2. Critical Responses, the Song Profile paper, and the Final Project will receive 10% deduction for each day they are submitted after the due date.

Attendance Policy

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

Attendance Policy

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

- The first two (2) absences are permitted for ANY reason (whether excused or unexcused) without penalty in the cumulative course grade.
- Upon your 3rd and each subsequent absence, you must provide official documentation to me by the subsequent class in order to avoid the course penalties outlined below (see "Class Attendance"). **NOTE:** EACH absence beyond the second must be accompanied by its own documentation; for instance, if you are absent on Tuesday and again two days later on Thursday, I will require one document with Tuesday's date and another document with Thursday's date. Only emergency or pre-approved absences will be acceptable forms of absence (emergency absences constitute death or serious injury in the family, serious illness or injury of the student, and court appearances, as allowed by university policy).
- If you realize within the first week of class that (1) the anticipated number of absences will exceed the number of excused absences permitted in the course, or (2) your schedule necessitates regular tardiness or early dismissals, you should discuss the situation with me right away.
- Two (2) tardies of 5 or more minutes will result in one (1) absence.
- Each instance of behavioral disturbance, sleeping in class, working on outside homework, cell phone usage, texting, eating, or other extracurricular activity will result in one absence.

Absences Policy

Class Attendance: Two (2) absences are allowed without documentation and penalty. The following scale will be used to reduce your cumulative course grade due to excess absences:

1-2 absences = no reduction in the cumulative course grade

3-4 absences = reduction of 5 percentage points in the cumulative course grade (e.g., 95% becomes 90%)

5-6 absences = reduction of 20 percentage points in the cumulative course grade

7+ absences = reduction of 40 percentage points in the cumulative course grade

NOTE: This course requires individual and group discussion and presentation. Students who are absent for 7+ classes regardless of reason are recommended to speak with their advisor about withdrawing from the course.

Makeup Work Policy

Unless the instructor states otherwise, all assignments are due on Moodle the day specified, even if you are absent on that day. This includes the Group Discussion questions, Critical Responses, Song Profile, and Final Project.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

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: This course requires students to submit assignments to Moodle, although no individual's submitted information—other than Group Discussion questions—will be shared with other students.

Accommodations for Disabilities

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

Non-Discrimination Policy

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

Course Schedule

NOTE: The course schedule is subject to change.

Lecture TH 10:15am - 11:30am — Week 1 — 08/23/2018 - 08/28/2018

What is a protest song? Introduction to social movement theory.

Reading: Rosenthal & Flacks (R&F) chapter 1

Lecture TH 10:15am - 11:30am — Week 2 — 08/30/2018 - 09/04/2018

On the acquisition of musical meaning. Folk vs. popular music.

Reading: R&F chapter 2

Lecture TH 10:15am - 11:30am — Week 3 — 09/06/2018 - 09/11/2018

The social functions of protest music.

Reading: R&F chapter 3

Lecture TH 10:15am - 11:30am — Week 4 — 09/13/2018 - 09/18/2018

Artists' relations with social movements. The music industry.

Reading: R&F chapter 4

Critical response #1 due 9/18

Lecture TH 10:15am - 11:30am — Week 5-6 — 09/20/2018 - 10/02/2018

Music and government.

Reading: R&F chapter 5-6

Lecture TH 10:15am - 11:30am — Week 7-8 — 10/04/2018 - 10/16/2018

Music and race.

Reading: R&F chapter 7

NOTE: There will be no class on 10/4 due to Fall Break

Lecture TH 10:15am - 11:30am — Week 9-10 — 10/18/2018 - 10/30/2018

Music and gender

Reading: R&F chapter 8-9

Critical response #2 due 10/18

Lecture TH 10:15am - 11:30am — Week 11 — 11/01/2018 - 11/06/2018

Music and orientation

Reading: R&F chapter 10

Lecture TH 10:15am - 11:30am — Week 12 — 11/08/2018 - 11/13/2018

Music and class

Reading: R&F chapter 11

Song Profile paper due 11/8

Lecture TH 10:15am - 11:30am — Week 13 — 11/15/2018 - 11/20/2018

Music and global justice

Reading: R&F chapter 12

Critical response #3 due 11/20

Lecture TH 10:15am - 11:30am — Week 14 — 11/22/2018 - 11/29/2018

Music and environment

NOTE: There will be no class on November 22 due to Thanksgiving.

Lecture TH 10:15am - 11:30am — Week 15 — 12/04/2018 - 12/06/2018

Presentation and submission of Final Projects. If necessary, these presentations will continue into the exam period on **Tuesday, December 11, 9:00.**

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.

IPGE 295		
Department(s)/Program	STS	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Interactions of Science, Engineering and Public Policy	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2019	
Instructor Name/Title	Clifford Griffin, Asso. Prof. / Lianne Cartee, Teaching Asso. Prof.	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1:</i> <i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i> Distinguish the approaches used by engineering and public policy to produce public policy outcomes.</p>		
<p style="text-align: center;"><i>Measure(s) for above Outcome:</i> <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>Homework Assignment: Students will be given a case study where a policy was written around a technological issue. Students will be asked to outline both the public policy and engineering approaches to solving the problem addressed by the policy.</p>		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2:</i> <i>Obj. 2) Identify and apply authentic connections between two or more disciplines.</i> Compare the dynamic, complex and interactive processes of engineering and public policy through which public problems are identified.</p>		
<p style="text-align: center;"><i>Measure(s) for above Outcome:</i> <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>Homework Assignment: Students will be asked to explain how both policy makers and engineers build upon existing knowledge and precedent and work within reasonable constraints.</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.*

Generate a unique solution to a current problem using both the political science and the engineering approach to problem solving.

Measure(s) for above Outcome:

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

In a final written report, each student will produce their own solution to a problem from a current policy being drafted in committee using both the political science and the engineering approach to problem solving.

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 / Public Policy and 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"?

See attachment (this form only shows one line rather than the whole paragraph)

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): T/H 50 minute lecture; H 165 minute practicum
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: see IDS 295 offering
- 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? 30 %

- a. If seats are restricted, describe the restriction being applied. 35% Engineering; 35% STS
- b. Is this restriction listed in the course catalog description for the course?
No -- special topics course

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

None

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

State Politics, Parties and Policy, Sarah McCally Morehouse and Malcolm E. Jewell, Rowman & Littlefield, 2003. To Engineer is Human, Henry Petroski, Random House, 1992.

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

See syllabus

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

Students will observe NC state legislature committee meetings during the 165 minute practicum time.

SIGNATURE PAGE FOR IPGE 295

RECOMMENDED BY:

B. Kelly 8.24.18
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 8/24/2018
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

IPGE 295 Course Syllabus

IPGE 295 – Interactions of Science, Engineering and Public Policy

Section TBD

Spring 2019

3 Credit Hours

Course Description

Critical examination of the public policy development process in the North Carolina Legislative Committees and State agencies, including the different approaches/methodologies brought to policy making and implementation by engineers, scientists, and policy makers. Students will meet with legislators and heads of state government agencies, for example, transportation, environment and water at the State Legislative Building and government offices in surrounding areas. Transportation needs can be met with public transportation.

Learning Outcomes

1. Distinguish the approaches used by engineering and public policy to produce public policy outcomes;
2. Compare the dynamic, complex and interactive processes of engineering and public policy through which public problems are identified;
3. Examine case studies of public policy in response to engineering solutions to identify strengths and weaknesses;
4. Work in interdisciplinary teams to develop and articulate possible strategies for obtaining public policy outcomes.
5. Generate a unique solution to a current problem using both the political science and the engineering approach to problem solving.

Course Structure

Two 50-minute lectures and one 165-minute practicum.

Instructors

Dr. Clifford E Griffin (ceg) - *Instructor*

Email: ceg@ncsu.edu

Phone: 919-515-5048

Fax: 919-515-7333

Office Location: 006 Winston

Office Hours: TBD

Dr. Lianne A Cartee (lacartee) - *Instructor*

Email: lacartee@ncsu.edu

Phone: 919-515-6726

Office Location: 4016 Engineering Building III (EB3)

Office Hours: TBD

Course Meetings

Lecture

Days: TH
Time: 11:45am - 12:35pm
Campus: Main
Location: TBD
This meeting is required.

Practicum

Days: H
Time: 1:30pm - 4:15pm
Campus: Main
Location: TBD
This meeting is required.

Course Materials

Textbooks

State Politics, Parties and Policy, Sarah McCally Morehouse and Malcolm E. Jewell, Rowman & Littlefield, 2003. \$20
To Engineer is Human, Henry Petroski, Random House, 1992. \$10

Expenses

None.

Materials

Handouts:

- a) *The New Politics of North Carolina*, (free electronic resource), Christopher A. Cooper and H. Gibbs Knotts, University of North Carolina at Chapel Hill, 2008; Articles (readings) on the policy process
- b) *The Paradox of Tar Heel Politics* (free electronic resource): *The Personalities, Elections, and Events that Shaped Modern North Carolina*, University of North Carolina at Chapel Hill Press, 2010, Rob Christensen.

Online resource:

Stanford Biodesign Case Studies (free electronic resource) <http://biodesign.stanford.edu/resources/learning/biodesign-case-studies.html>

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

1. Distinguish the approaches used by engineering and public policy to produce public policy outcomes;
2. Compare the dynamic, complex and interactive processes of engineering and public policy through which public problems are identified;
3. Generate a unique solution to a current problem using both the political science and the engineering approach to problem solving.

How This Course Will Fulfill GEP Category Outcomes

Course outcomes meet each of the GEP category outcomes. Students will examine case studies of policy development around issues involving science, technology and engineering. Students will observe meetings of NC legislature committees creating policy regarding science technology and engineering.

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

Engineering and Political Science / Public Policy

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"?

See attached description of pedagogy.

GEP Co-requisites

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

Transportation

Students will be required to provide their own transportation for this class. Transportation needs can be met using public transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Exam	20%	
Homework Assignments and Journal Notes	10%	
Group Presentation on Case Study	15%	
Group Presentation on Committee Bill Process	15%	
Final Group Oral Presentation	10%	
Final Individual Written Report	20%	

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

Late assignments will not be accepted without an approved excuse.

Attendance Policy

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

Attendance Policy

Regular attendance is expected. Attendance for practicums and guest speakers is required. Students may have one unexcused absence. All other unexcused absences for a practicum or guest speaker will result in a deduction of 2 points from the final average.

Absences Policy

Excused absences must be pre-approved unless there is a documented emergency.

Makeup Work Policy

Makeup work will be arranged by the instructor for excused absences

Additional Excuses Policy

None

Academic Integrity

Academic Integrity

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

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: The course will use a Moodle website.

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 Resource Office on the third floor of [University College Commons](#) (Suite 304). 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)"

The DRO statement can usually be found in Section 2.15 here (but has not yet been updated):

<https://policies.ncsu.edu/regulation/reg-02-20-07>

Non-Discrimination Policy

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

Course Schedule

NOTE: The course schedule is subject to change.

Jan 8: Introduction to the Course

Syllabus Overview

Jan 10: Introduction to State Government

Getting to Know Our Local Officials

Reading: *The Paradox of Tar Heel Politics: The Personalities, Elections, and Events That Shaped Modern North Carolina*, Rob Christensen--Introduction and Prologue.

The New Politics of North Carolina, Christopher A. Cooper and H. Gibbs Knotts, "Introduction."

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Jan 15: Introduction to State Government

Reading: *State, Politics, Parties and Policy*, Chapter 1, State Politics Today.

Jan 17: State Legislatures

Reading: *State, Politics, Parties and Policy*, Chapter 6, State Legislatures.

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Jan 22: State Legislatures

Reading: *State, Politics, Parties and Policy*, Chapter 6, State Legislatures.
Guest Speaker (TBD)

Jan 24: The Governorship

Reading: *State, Politics, Parties and Policy*, Chapter 5, The Governor as Party Leader and Policy Maker.

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Jan 29: The Governorship

Reading: *State, Politics, Parties and Policy*, Chapter 5, The Governor as Party Leader and Policy Maker.

Guest Speaker (TBD)

Jan 31: Interest Groups and Lobbying

Reading: *State, Politics, Parties and Policy*, Chapter 3, Interest Groups and Political Power.

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Feb 5: Interest Groups and Lobbying

Reading: *State, Politics, Parties and Policy*, Chapter 3, Interest Groups and Political Power.

Guest Speaker (TBD)

Feb 7: Review of the Legislative, Executive and Interest Group Processes

Feb 12: Mid-Term Exam

Feb 14: Competing Perspectives: The Engineering/Scientific Approach vs. The Policy Approach/Process

Reading: *To Engineer is Human*, students will be assigned a chapter to read and discuss.

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Feb 19: Competing Perspectives: The Engineering/Scientific Approach vs. The Policy Approach/Process

Reading: *To Engineer is Human*, students will be assigned a chapter to read and discuss.

Feb 21: Engineering Problem Solving and Design Process

Reading: *Stanford Biodesign Case Studies*

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Feb 26: Engineering Problem Solving and Design Process

Reading: *Stanford Biodesign Case Studies*

Feb 28: Ethics, Engineering and the Public Policy Process

Reading: *Ethics and Politics: Cases and Comments*, Amy Gutmann and Dennis Thompson: "Introduction."

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Mar 5: Ethics, Engineering and the Public Policy Process

Reading: *Ethics and Politics: Cases and Comments*, Amy Gutmann and Dennis Thompson: "Introduction."

Mar 7: Ethics, Engineering and the Public Policy Process—Case Study #1

Reading: "Final Voyage of the Challenger," Oscar Hauptman and George Iwaki, *Harvard Business Review*.

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Mar 12: Ethics, Engineering and the Public Policy Process—Case Study #2

Reading: "The Crash of Healthcare.gov," Leonard A. Schlesinger and Paras D. Bhayani, *Harvard Business Review*.

Mar 11-15: Spring Break—No Classes

Mar 19: Ethics, Engineering and the Public Policy Process—Case Study #3

Reading: "Free Internet Initiative in LaGrange, Georgia," F. Warren McFarlan, Garret W. Meader and Mark Keil, *Harvard Business Review*.

Mar 21: Ethics, Engineering and the Public Policy Process—Case Study #4

Reading: “Bitfury: Blockchain for Government,” Mitchell B. Weiss and Elena Corsi, *Harvard Business Review*.

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Mar 26: Ethics, Engineering and the Public Policy Process—Case Study #5

CLASS PRESENTATION: *Ethics and Politics: Cases and Comments*, Amy Gutmann and Dennis Thompson: “Lying in Office, Graham T. Allison and Lance M. Liebman.

Mar 28: Ethics, Engineering and the Public Policy Process—Case Study #6

CLASS PRESENTATION: *Ethics and Politics: Cases and Comments*, Amy Gutmann and Dennis Thompson: “The Nuclear Reactor Safety Study, Norman C. Rasmussen, et al.

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Apr 2: Ethics, Engineering and the Public Policy Process—Case Study #7

CLASS PRESENTATION: *Ethics and Politics: Cases and Comments*, Amy Gutmann and Dennis Thompson: “The Decision to Use the Atomic Bomb”

Apr 4: Ethic, Engineering and the Public Policy Process—Case Study #8

Reading: “Federalism and the Commerce Clause,” SCOTUS, *Gibbons v. Ogden and United States v. Lop*

The Committee/Policy Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Apr 9: Ethics, Engineering and the Public Policy Process—Case Study #9

Reading: *Ethics and Politics: Cases and Comments*, Amy Gutmann and Dennis Thompson: Listening to the City: What Should Be Built at Ground Zero?

Apr 11: Ethics, Engineering and the Public Policy Process—Case Study #10

Reading: *Ethics and Politics: Cases and Comments*, Amy Gutmann and Dennis Thompson: Federal Funding for Stem Cell Research

The Committee Process

Practicum: Attend, observe and note (**in your journal**) the Committee process to create policy regarding an engineering/policy issue.

Apr 16: Engineering and the Public Policy Process

Group Presentation on Committee (bill) process

Apr 18: Engineering and the Public Policy Process

Group Presentation on Committee (bill) process

Apr 23: Engineering and the Public Policy Process

Group Presentation on Committee (bill) process

Apr 25: Reprise Engineering and Policy Process

GEP Social Sciences and U.S. Diversity Special Topic Shell Offering (SSUS 295)

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

1. Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.
2. Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.
3. Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.

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.

SSUS 295		
Department(s)/Program	Sociology	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Race in America	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Fall 2018	
Instructor Name/Title	Kim Ebert, Associate Professor	
SECTION 1: GEP CRITERIA		
Instructions:		
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
Social Sciences		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Social Sciences Objective 1</i>:</p> <p>Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.</p> <p>Describe the ways in which historical patterns of racism influence current patterns of racism in multiple spheres and at different levels of social life.</p>		
<p style="text-align: center;">Measure(s) for above Outcome:</p> <p style="text-align: center;"><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>Essay question; example prompt: Explain how Russian Jewish immigrants become "deracialized" in the New York City context. How does this illustrate that race is socially constructed?</p>		

List the Instructor's student learning outcomes for the course that are relevant to GEP Social Sciences Objective 2:
Obj. 2) Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.

Apply sociological methods to critically analyze existing knowledge and assumptions about race and racism and collect original data to develop and defend an argument.

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.

Research assignment: Analyze the demographic makeup of television shows' writers, creators, and producers; the types of roles in which racial and ethnic groups are portrayed. Based on what students have learned in the class, provide an interpretation of how television shows would likely be received by different racial groups of the potential influence of its presentation on racial inequality and discrimination.

List the Instructor's student learning outcomes for the course that are relevant to GEP Social Sciences Objective 3:
Obj. 3 Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.

Identify and apply sociological theories of race and racism to defend arguments and to critically evaluate alternative assumptions and arguments.

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.

Essay question; example prompt: Some argue that we should abandon the use of racial categories in the census altogether—that if we eliminated racial labels, racial discrimination itself would be eradicated. What do you think? (Students would be expected to draw upon theoretical frameworks such as colorblind racism.)

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.

Describe the ways in which historical patterns of racism influence current patterns of racism in multiple spheres and at different levels of social life.

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.

Essay question; example prompt: Explain how Russian Jewish immigrants become "deracialized" in the New York City context. How does this illustrate that race is socially constructed?

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.

Identify and evaluate the possibilities for racial change, including public policy, collective action and social movements, political participation and descriptive representation, community-level acts of resistance, and demographic changes.

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.

Essay question; example prompt: What were the tactics used by activists in the Civil Rights Movement? Why were they effective? Would they be effective today?

SECTION 2: REQUISITES AND SCHEDULING

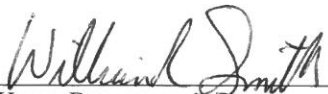
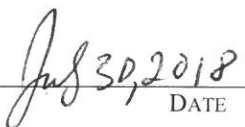
General guidelines:

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

<p><i>Special Topics Term Scheduling:</i></p> <ul style="list-style-type: none"> • List below the course scheduling detail: <ul style="list-style-type: none"> ○ Meeting time and day(s): 1:30-2:45 Mondays and Wednesdays ○ Seat count: 40 ○ Room assigned or room preference including needed classroom technology/seat type: Winston 129 • 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) SOC 295
<p>What percentage of the seats offered will be open to all students? <u>100</u> %</p> <p>a. If seats are restricted, describe the restriction being applied.</p> <p>b. Is this restriction listed in the course catalog description for the course?</p>
<p>List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.</p> <p>none</p>
<p>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)</p> <p>none</p>
<p>SECTION 3: ADDITIONAL INFORMATION</p>
<p>Complete the following 3 questions or <u>attach a syllabus</u> that includes this information.</p>
<p>1. Title and author of any required text or publications.</p> <p>Desmond, Matthew and Mustafa Emirbayer. 2015. Race in America. W. W. Norton & Company; 1 edition. ISBN-10: 0393937658</p>
<p>2. Major topics to be covered and required readings including laboratory and studio topics.</p> <p>see syllabus</p>
<p>3. List any required field trips, out of class activities, and/or guest speakers.</p> <p>none</p>

SIGNATURE PAGE FOR SSUS 295

RECOMMENDED BY:


HEAD, DEPARTMENT/PROGRAM _____
 DATE _____

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

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE


COLLEGE DEAN _____
DATE 8/1/2018

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

SOC 295: Race in America

Fall 2018, Monday/Wednesday 1:30-2:45 pm, Winston Room 129

Professor and office hours: Dr. Kim Ebert, klebert@ncsu.edu, Mondays 3-4pm and by appointment in 1911 Building Room 319

Teaching Assistant and office hours: TBD

This syllabus includes a tentative schedule that is subject to change. Changes to the schedule will be announced in class and/or posted on the course website. I will notify you by e-mail at least 30 minutes in advance if class is cancelled due to weather or another emergency. Otherwise, class will occur as scheduled.

DESCRIPTION AND OBJECTIVES

The goal of this course is to provide students with an understanding of the key roles that race has played in U.S. history. We will focus on the ways in which race has shaped the opportunities and outcomes of Americans. We will examine the uniquely important role that black-white relations have played in influencing our understandings of race and the practice of racism in the U.S. context. We will examine how current immigration patterns are producing an increasingly racially and ethnically diverse society, and challenging our understandings of race.

Some of the questions we will explore include: What is race, and what does it mean when we say that race is socially constructed? Where, how, and why does racial inequality persist? How does the public explain its persistence? How do policy makers and educational leaders address racial inequality/discrimination? How have individuals and groups challenged the racial status quo? What could the future of racial relations look like?

This course fulfills three credit hours, a General Education Program (GEP) Social Sciences course, and a U.S. Diversity GEP co-requisite. By the end of the course, I hope students will be able to:

1. describe the ways in which historical patterns of racism influence current patterns of racism in multiple spheres (such as demography, education, politics, work, housing) and at different levels of social life (such as individual, structural, and interactional). Students will be able to apply this knowledge to demonstrate that race and racism are socially constructed and historically contingent;
2. apply sociological methods to critically analyze existing knowledge and assumptions about race and racism, and to collect original data to develop and defend an argument;
3. identify and apply sociological theories of race and racism to defend arguments and to critically evaluate alternative assumptions and arguments;
4. identify and evaluate the possibilities for racial change, including public policy, collective action and social movements, political participation and descriptive representation, community-level acts of resistance, and demographic changes.

Additional course learning outcomes:

1. explain their place in the historical context of racism, through the use of self-reflection and critical analysis. Through investigating the relationship between knowledge and power, students will be able to articulate assumptions and evaluate connections to alternative interpretations and perspectives on history and culture other than their own;
2. critically evaluate course materials in writing and public speaking, further developing skills gained in other courses;
3. practice seminar behavior (including class discussion, active listening, participation) to communicate ideas appropriately for a given audience and setting, and to integrate skills in an ongoing process of using sociological methods and theories to generate knowledge to address social problems.

MATERIALS

The following book is available at the bookstore. Be sure to get the correct edition if you order it elsewhere. Additional materials are available at the course moodle site.

Desmond, Matthew and Mustafa Emirbayer. 2015. *Race in America*. W. W. Norton & Company; 1 edition. ISBN-10: 0393937658

EXPECTATIONS AND REQUIREMENTS

Participation. Your participation grade will contribute positively to your overall grade if you *excel* in the main components of participation:

1. participating in class activities, debates, assignments, and online discussions
2. posing thought-provoking questions or intriguing clips that illustrate the course materials
3. making quality comments in the classroom
4. being prepared to participate by bringing assigned readings to class (having already read and taken notes on the assigned readings in advance of class time) and taking detailed notes during class time; and
5. practicing appropriate classroom etiquette.

'A' Range Contributor: Contributions in class and online reflect good/exceptional preparation. Ideas offered are usually/always substantive (directly related to assigned reading, other ideas from the class, and other students' comments). Contributions provide one or more major insights as well as direction for the class. Challenges are usually/always well substantiated and persuasively presented. If this person was not a member of this class, the quality of discussion would be substantially diminished.

Unsatisfactory Contributor: Contributions in class and online reflect inadequate preparation. Ideas offered are seldom substantive and provide few insights or an unconstructive direction for the class. If this person was not in class, valuable class time would be saved.

Non-Participant: This person says little or nothing in class and does not engage online. As a result, there is not an adequate basis for evaluation. If this person was not in class, the quality of discussion would not be changed. For those of you who are not comfortable discussing in class, there are other options to improve your participation grade: come to office hours and talk with me about your ideas in relation to lecture or the readings; email me your ideas after class; and regularly post to the course Moodle site. Effective participation in class discussion in addition to these options will result in an optimal participation grade.

All students are expected to complete all required readings the day they are due, bring these assigned readings to class, and to come to each class meeting prepared to discuss these readings. Students can learn best by actively engaging with the course material rather than simply memorizing names and concepts.

To help with this process, students are required to prepare and post one discussion question, links to video clips, tweets, or media articles most weeks of the semester by 10am Mondays (or 10am Wednesdays if we're not meeting Monday) on our course moodle site under, "Discussion Questions." Come to class prepared to answer the question that you posted (and/or to explain the relevance of the link that you posted). I expect you to post at least 6 out of the 12 available weeks out of the semester. Points will be deducted if you do not meet this expectation, with a one-percentage-point drop in your final grade (up to 10%) for each week that you miss of the 6-post expectation.

Some weeks, you will have the opportunity to answer a discussion question that I post on Moodle (some online discussions are scheduled in advance and are listed in your schedule; others will be posted throughout the semester). I also encourage you to respond to other students' comments. If the question asks about a reading, the assigned readings should be read in their entirety before posting a comment or question. A high-quality

posting reflects your engagement with the ideas presented in the course materials through educated thoughts, insights, and reflections.

Professionalism and classroom etiquette are essential to a productive classroom environment, which includes not talking to allow quieter classmates the time to speak, putting away your laptops and cell phones when entering the class, arriving to class on time, and staying in class after arriving (that is, not leaving early or exiting and re-entering class). Classroom etiquette also means engaging with ideas that are different from your own in a respectful manner, even when you may have serious disagreements with other classmates and your instructor. Constructive criticism is certainly encouraged. Personal attack, on the other hand, will not be tolerated. If you engage in disruptive or disrespectful behavior, your participation grade will contribute negatively to your overall grade. Furthermore, you might be asked to leave the classroom if you engage in disruptive or disrespectful behavior, which might prevent you from taking a quiz or completing an assignment.

Attendance is essential to learning the material. You are allowed three unexcused absences, with each additional unexcused absence resulting in a one-percentage-point drop in your final grade (up to 10%). Three instances of tardiness, leaving class early, and/or exiting and re-entering class will be counted as an unexcused absence.

Excused absences may only be approved in a limited number of situations, and documentation is required.

Documentation must be provided to the TA within one week of the absence in question, and it must specify the exact dates to be excused. See NCSU's Attendance Regulations (<http://policies.ncsu.edu/regulation/reg-02-20-03>) for information about which kinds of absences are excused and how to document them. The last day of class is the deadline to check your record of attendance with the TA.

Quizzes and Assignments. There will be approximately 5-10 assignments and quizzes over the course of the semester. Some will cover the weekly readings assigned during that current week; they may also cover material assigned in the previous weeks. Unless they consist of multiple choice questions, they will be graded on a 3-point scale (1=minimal performance; 2=acceptable; 3=excellent). *No makeup assignments/quizzes will be offered.* However, your lowest assignment/quiz grade will be dropped.

Exams. There will be three exams over the course of the semester. They will be based on course materials, and will consist of short answer questions. I will provide study guides prior to exams 1 and 2 (not exam 3). Exam 3 is cumulative (exams 1 and 2 are not cumulative). *No makeup exams will be offered.* However, only your best two exam scores will count toward your final grade (that is, your lowest exam score will be dropped).

Paper assignment. You will have one paper assignment due at the conclusion of the semester. See "Paper Guidelines" posted on Moodle. Submit work on time. Late papers will be docked 10 points for each day they are late, starting the time that they are due. No papers will be accepted more than five days (weekends included) past the due date.

Academic Integrity. Be sure you know the difference between citing a text, quoting a text, and stealing from a text (whether published, on the internet, or from another student). Any act of cheating or plagiarism will not be tolerated and will result in penalties ranging from a failing grade to expulsion from the university. For more information, see the Office of Student Conduct (<http://studentconduct.ncsu.edu/>) and NCSU's Code of Student Conduct (<http://policies.ncsu.edu/policy/pol-11-35-01>).

Appeal of a grade. You are allowed to have any exam or assignment re-graded. Unless the re-grade is a matter of a technical mistake (e.g., incorrect addition), you must do the following: 1) prepare a written statement explaining why particular sections warrant re-examination; 2) submit the statement and the original graded material to the TA within one week of receiving the original. Be aware that your original grade could increase, decrease, or remain the same.

If you need help, just ask. The TA and I are available to answer your questions. In addition, there are external

sources available for help. NCSU's Writing and Speaking Tutorial Services (<http://tutorial.ncsu.edu/>) is a great resource for students who wish to become better writers – a goal for all of us. Contact them early for help with your assignments.

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 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 (<http://policies.ncsu.edu/regulation/reg-02-20-01>).

Contact the Counseling Center (<https://counseling.dasa.ncsu.edu/>) if personal, academic or vocational problems are interfering with your coursework. Resources are also available at the Women's Center (http://www.ncsu.edu/womens_center/), the Student Health Center (<https://healthypack.dasa.ncsu.edu/>), and the Career Development Center (<http://careers.ncsu.edu/>).

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

Email. The TA and I will do our best to respond to student emails within two business days of receiving them. We will respond outside of regular business hours only as our schedules allow, so please be sure to plan ahead and leave yourself enough time to receive a reply.

Technology in the Classroom. I like technology in general and I like it for its value in facilitating the learning process in particular. But technology in the classroom can be a distraction. My advice is this: come to class only with the week's reading materials, a pen or pencil, and a bunch of paper. Focus your attention on our classroom discussion, making notes in the margins of your assigned readings and using the paper for more extensive elaborations on the points that we cover during the course of those discussions. Put away your laptop, cell phone, tablets, and other electronic devices when you come into the classroom.

No begging. Every student can expect the policies outlined here to be applied *consistently*. Because it would be unfair to give any student an opportunity that is not available to all, I will not provide extra work at the end of the semester for students who are failing the course. If problems arise during the semester, make arrangements complying with the course expectations and requirements noted above. Drop this course and take it another time if you are unable to meet the expectations and requirements listed here. If you have serious problems warranting withdrawal after the drop deadline, you can learn more about your options by clicking the appropriate link on the Counseling Center's main page. *By remaining in this class, you are acknowledging that you understand and will adhere to the requirements and policies noted on the syllabus.*

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.

GRADES

Your grade consists of the following: participation (10%) + quizzes and assignments (30%) + exam (25%) + exam (25%) + paper (10%) = 100%. Missing assignments receive zero points. Excessive absences will result in deductions from your final grade (up to 10%). Participation grades will be posted on Moodle a week prior to the final exam.

A Range: A- (90.00-92.99%) A (93.00-96.99%) A+ (97.00% and above)

B Range:	B- (80.00-82.99%)	B (83.00-86.99%)	B+ (87.00-89.99%)
C Range:	C- (70.00-72.99%)	C (73.00-76.99%)	C+ (77.00-79.99%)
D Range:	D- (60.00-62.99%)	D (63.00-66.99%)	D+ (67.00-69.99%)
Failing:	F (59.99% and below)		

COURSE SCHEDULE

Again, **this is a tentative schedule subject to change.** Changes to the schedule will be announced in class and/or posted on the course website. I will notify you by e-mail at least 30 minutes in advance if class is cancelled due to weather or another emergency. Otherwise, class will occur as scheduled.

Wednesday, August 22: Introduction to Course

Trosset, "Obstacles to open discussion and critical thinking"

Monday & Wednesday, August 27 & 29: Basic Concepts: Racism and the Social Construction of Race and Ethnicity

Race in America, Chapter 1 (pp. 2-45)

We will watch RPI: Episode 1

Suggested Readings: Arthur, "Just the Numbers"; Suggested Readings: Morning, "Race;" Omi and Winant, "Racial Formations;" Cornell and Hartmann, "Mapping the Terrain"

Monday, September 3: No Class (Labor Day)

Wednesday, September 5: Basic Concepts: White Privilege

Schwalbe, "Differences and Inequalities"

Suggested Readings: Frye, "Oppression"; McIntosh, "White Privilege: Unpacking the Invisible Backpack"; Merton, "Discrimination and the American Creed"

Monday & Wednesday, September 10 & 12: Initial Incorporation & Stratification

Race in America, Chapter 2 (pp. 46-75)

Suggested Readings: Douglas, "What to the Slave is the Fourth of July?"; Blauner, "Colonized and Immigrant Minorities"; Telles, "Mexican Americans and immigrant incorporation"; Noel, "A theory of the origin of ethnic stratification"

Monday, September 17: Immigration

Race in America, Chapter 2 (pp. 75-87)

Suggested Readings: Lee and Bean, "Beyond black and white"; Waters, Tran, Kasinitz, and Mollenkopf, "Segmented assimilation revisited"; Zhou, "Are Asian Americans Becoming White?"

Wednesday & Monday, September 19 & 24: Politics

Race in America, Chapter 3

Suggested Readings: Morris, "A Retrospective on the Civil Rights Movement"; Bonilla-Silva, Eduardo. 2013. Racism Without Racists; McArdle, "Sociologists and the Colorblind Question"

Wednesday, September 26: Wealth and Inequality

Race in America, Chapter 4

Suggested Readings: Wilson, "The Declining Significance of Race" and Pager and Western, "Race at Work"

Monday, October 1: Job Market and Affirmative Action

Suggested Readings: Conley, "40 Acres and a Mule"; Conley, "Getting into the black: Race, wealth, and public policy"

Wednesday, October 3: Exam 1

Monday, October 8: No class (online discussion)

Listen to “This American Life - House Rules” and answer questions online (to be posted by October 7)
(<http://www.thisamericanlife.org/radio-archives/episode/512/house-rules>)

Wednesday, October 10: Housing

Race in America, Chapter 5 (pp. 169-192)

We will watch parts of RPI: Episode 3

Suggested Readings: Massey and Denton, “American Apartheid”; Farley and Squires, “Fences and neighbors”

Monday, October 15: Housing

Race in America, Chapter 5 (pp. 192-201)

Wednesday, October 17: Crime and Punishment

Race in America, Chapter 6 (pp. 203-223)

Monday & Wednesday, October 22 & 24: Crime and Punishment

Race in America, Chapter 6 (pp. 223-243)

Will watch portions of *13th*, available via Netflix

Suggested Readings: Alexander, Michelle. 2012. The New Jim Crow; Stevenson, Bryan. 2015. Just Mercy

Monday & Wednesday, October 29 & 31: Education

Race in America, Chapter 7

Suggested Readings: Lee, “Stereotype Promise”; Steele, “Stereotype Threat and African-American Student Achievement”; Yates, “Even positive stereotypes can hinder performance, researchers report”; Ainsworth-Darnell and Downey, “Assessing the Oppositional Culture Explanation for Racial/Ethnic Differences in School Performance”

Monday & Wednesday, November 5 & 7: Associations

Race in America, Chapter 9 (pp. 317-340)

Monday & Wednesday, November 12 & 14: Intimate Life

Race in America, Chapter 10

Monday, November 19: Racial Democracy

Race in America, Chapter 11

Suggested Readings: O’Brien, “From Antiracism to Antiracisms”; McCardle 2008; Gallagher, “Ten Simple Things You Can Do to Improve Race Relations”

Wednesday, November 21: No class (Thanksgiving holiday)

Monday, November 26: Exam 2

November 28, December 3 & 5: Presentations (see presentation guidelines, to be posted late October)

Friday, December 7: Paper due (see paper assignment guidelines, to be posted late October)

Friday, December 14: Exam 3 (1:00pm - 2:30pm)