NC STATE UNIVERSITY

Division of Academic and Student Affairs
Office of Undergraduate Courses & Curricula
and Academic Standards
oucc.dasa.ncsu.edu
courses-curricula@ncsu.edu

Campus Box 7105
211A Park Shops
Raleigh, NC 27695-7105
P: 919.515.9769

Council on Undergraduate Education 2018-2019

January 18th 2019
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
- Remarks by Vice Chancellor and Dean Dr. Mike Mullen
- Approval of CUE January 4, 2019 Minutes

New Business

GER> GEP Review				
Presenter	**Reviewers**	**GEP Category Under review**	**GEP Action**	**Notes**
Allen	Rabah, Pickworth, Bush	VPA	ARC 140 Experiencing Architecture	*Up for review
Allen	Annett-Hitchcock, Lee, Belk	VPA	D 231 Design History for Engineers and Scientists	*Up for review

Courses New to GEP				
Presenter	**Reviewers**	**GEP Category Under review**	**GEP Action**	**Notes**
Gilmartin	Minogue, Beckstead, Lam	GK	HI 472 Fashion, Food, and Fun: Material Culture in Chinese History	New Course
Bush	Gilmartin, Ozturk, Orcutt	SS	NR 219 Natural Resource Business and Investment	New Course
Belk	Podurgal, Liu, Allen	GK	USC 250 Global Health In Context	New Course

Special Topics Courses /New to GEP				
Presenter	**Reviewers**	**GEP Category Under review**	**GEP Action**	**Notes**
Belk	Beckstead, Minogue, Knowles	IP	HON 296 (004) Interactions of Science, Engineering, and Public Policy	HON SpTp 1st offering (Spring 2019)
Belk	Lee, Allen, Beckstead	VPA	HON 299 (002) Exploring the Discipline of Architecture	HON SpTp 1st offering (Spring 2019)

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.

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Council on Undergraduate Education 2018-2019

January 4, 2019
Talley Student Union 5101
Call to Order: 1:30 PM

Members Present: Chair Daniel Monek, Past Chair Ghada Rabah, Hatice Ozturk, James Knowles, Carrie Pickworth, Richard Podurgal, Kimberly Bush, Alice Lee, Autumn Belk, Andy Lam, Tania Allen, Nolan Fehrer (Proxy for James Minogue), Min Liu

Members Absent: Katherine Annett-Hitchcock, James Minogue, David Gilmartin,

Ex-Officio Members Present: Lexi Hergeth, Li Marcus, Melissa Williford, Bret Smith, Samantha Rich, Kyle Pysher

Guests: Jennifer Capps, Debbie Acker, Michael Kanters (CNR), Kanton Reynolds, Johnathan Kramer

WELCOME AND INTRODUCTIONS

- *Remarks from Chair Daniel Monek* – Had the guest introduce themselves and welcomed the committee.
- Presentation from the OUCCAS: Lexi Hergeth presented a review of the Fall 2018 CUE actions to the committee.
- Approval of the Minutes from November 16th 2018 – *Approved Unanimously*
  - Discussion: Motion to approve the past minutes by member Tania Allen.

NEW BUSINESS

Consent Agenda: (CS312, ENG/FL275, ENG342) -*Approved Unanimously*
Discussion: The approval of the consent agenda was moved by member Darby Orcutt .

GER>GEP Review

- **AFS 343 African Religions**: (HUM, GK) – *Approved with Friendly Suggestions*
  ANT 254 Language and Culture: (SS, USD) – *Approved Unanimously*
  Discussion: Motions to approve by member James Knowles. AFS 343 member sent note that the humanities objective 1 could use refinement. Members suggested revising "demonstrate knowledge" from objective one in the Humanities objective.

- **CS 210 Lawns and Sports Turf**: (NS) – *Approved Unanimously*
  Discussion: Motion to approve by member Carrie Pickworth. Member complimented the alignment with the outcomes and objectives and the details provided.

- **ENG 208 Studies in Fiction**: (HUM) – *Approved with Friendly Suggestions*
  ENG 210 Introduction to Language and Linguistics: (SS) – *Approved Unanimously*
  ENG/FL 220 Studies in Great Works of Western Literature: (HUM, GK) – *Approved Unanimously*
  Discussion: Motion to approve by member James Knowles.
  ENG/FL 221 Literature of the Western World I: (HUM, GK) – *Approved with Friendly Suggestions*
  Discussion: Motion to approve by member James Knowles.
  ENG/FL 222 Literature of the Western World II: (HUM, GK) – *Approved with Friendly Suggestions*
  Discussion: Motion to approve by member James Knowles. Member complimented the well written syllabi for ENG 210 and 220. Member indicated the syllabus for ENG 208 could use refinement of the extra credit wording, such as "grade grubbing". Member also indicated the measures are not varied (the HUM measure for objective 1 and the GK objective 2 are similar) members discussed and concluded this seems to be fine as there are other details provided.
  Member indicated ENG 222 and 221 the catalog descriptions seem to be older based on the syllabus and member indicated the course is more appealing with the updated information.
  Member suggested for ENG 208, in the second measure to change the word meaning to "interpretation".

- **ENG 232 Literature and Medicine**: (HUM, IP) – *Approved with Friendly Suggestions*
  ENG 251 Major British Writers: (HUM) – *Approved Unanimously*
  ENG 261 English Literature I: (HUM) – *Approved Unanimously*
  ENG 262 English Literature II: (HUM) – *Approved Unanimously*
  ENG 282 Intro to Film: (VPA, GK) – *Approved with Friendly Suggestions*
  ENG 292 Writing About Film: (VPA) – *Approved with Friendly Suggestion*
  Discussion: Motion to approve by member James Knowles. Member suggested ENG 282,'s VPA objective 3 could be shortened for the measure.

Member suggested providing more detail in ENG 232's IP first 2 outcomes and measures, specifically, readings or terms being addressed.
Member suggested for ENG 292's objective one providing clarification on how students would "demonstrate awareness", suggesting changing the word "awareness" or another verb.

- **FLG 440 Green Germany: Nature and Environment in German Speaking Cultures**: (IP, GK) – *Approved Unanimously*
  FLN 301 Advanced Hindi: Readings in Literature I: (HUM, GK) – *Approved Unanimously*
  FLN 302 Advanced Hindi: Readings in Literature II: (HUM, GK) – *Approved Unanimously*
  Discussion: Motion to approve by member James Knowles.
  Members indicated the outcomes, measures, and readings for FLN 301 and FLN 302 aligned well.

- **HI 251 American History I**: (HUM) – *Approved Unanimously*
  HI 263 Asian Civilization to 1800: (HUM, GK) – *Approved with Friendly Suggestions*
  HI 351 U.S. Naval History: (HUM) – *Approved Unanimously*
  HI 364 History of North Carolina: (HUM) – *Approved with Friendly Suggestions*
  HI 365 The American West: (HUM, USD) – *Approved Unanimously*
  HI 380 History of Nonprofits, Philanthropy, and Social Change: (HUM) – *Approved Unanimously*
  Discussion: Motion to approve by member James Knowles.
  Member brought attention to HI 263's HUM objective 2 and asked for clarification of how the students would become aware of their own interpretation. Members also suggested providing more detail in the third outcome.
  Member suggested providing more detail for HI 364's 2nd outcome is vague and suggestion to provide an example of what the instructor is looking for.
  Member asked if HI 251 and HI 351 are nearly identical courses based on the reading lists and objectives. XONV members explained that one is not scheduled for students to take and is just used for transfer credit.

- **PRT 200 Health, Wellness and the Pursuit of Happiness**: (SS) – *Approved Pending with Friendly Suggestions*
  Discussion: Motion to approve by member Kimberly Bush.
  Member made the comment that objective 2 has the learning objectives for the course and doesn't address the GEP objective. Motion to amend the motion from approved to approve, pending changing the second objective's outcomes.
  Member brought attention to the first objective having 2 outcomes and only 1 measure and members made the friendly suggestion to remove the second outcome from objective 2.

- **SOC 206 Social Deviance**: (SS) – *Approved Unanimously*
  SOC 306 Criminology: (SS) – *Approved with Friendly Suggestions*
  Discussion: Motion to approve by member James Knowles. Member complimented the measure for SOC 306 as a creative. Member suggested providing more actionable terms in SOC 306 second outcome from "demonstrate" to "apply".

- **SSC 200 Soil Science**: (NS) – *Approved with Friendly Suggestion*
  Discussion: Motion to approve by member Carrie Pickworth.
  Member brought attention to objective 1 to mainline the outcome and simplify with guidance from the office of assessment.

GEP Review

- **EI 331 Interdisciplinary Entrepreneurial Thinking I: Skills and Planning Basics**: (IP) – *Approved with Friendly Suggestions*
  Discussion: Motion to approve by member Autumn Belk.
  Member brought attention to the objective 1 "expanded and enhanced awareness" and suggested providing more measurable, detailed terms. Member suggested providing the certificate for which the course is an elective. Member suggested including the disciplines indicated in objective 1 in place of "a variety of disciplines".

Special Topic and Honors GEP

- **HON 293 (002) Technologists of Color/STEM Applications and Innovations in Emerging Societies**: (IP,GK) – *Approved with Friendly Suggestion*
  Discussion: Motion to approve by member Autumn Belk. Guest Kanton Reynolds spoke on the course and provided examples of how the disciplines will be covered. Member brought attention to first IP outcome and suggested rewording to provide clarity on the disciplines.

- **HON 296 (001) Critical & Creative Decision Making Models**: (IP) – *Approved Unanimously*
  Discussion: Motion to approve by member Autumn Belk.

- **HON 296 (002) Cancer Through the Ages**: (IP) – *Approved Unanimously*
  Discussion: Motion to approve by member Autumn Belk.

- **HUMU 295 American Sport: A Historical Examination**: (HUM, USD) – *Approved Unanimously*
  Discussion: Motion to approve by member James Knowles. Member indicated this course has a unique perspective on humanities with sports and complimented the course.

- **IPGK 295 Music of Africa and the Americas**: (IP,GK) – *Approved Unanimously*
  Discussion: Motion to approve by member Autumn Belk.

Meeting adjourned at: 2:49 PM

Respectfully submitted by Lexi Hergeth

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 004			
Department(s)/Program	University Honors Program	**New GEP Special Topics Offering**	X
Special Topic Title: (30 character limit)	Interactions of Science, Engineering and Public Policy	**Review for 2nd Offering**	☐
Term to be Offered	Spring 2019		
Instructor Name/Title	Clifford Griffin, Asso. Prof. / Lianne Cartee, Teaching Asso. Prof.		

SECTION 1: GEP CRITERIA

Instructions:

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

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

Distinguish the approaches used by engineering and public policy to produce public policy outcomes.

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.

Homework Assignment: Students will be 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.

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 dynamic, complex and interactive processes of engineering and public policy through which public problems are identified.

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.

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.

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"?

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: 202 Quad Commons
- 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.

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.

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.

None

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 HON 296 sec 004
Interactions of Science, Engineering and Public Policy

RECOMMENDED BY:

Anne C. Anten 11/5/18

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:

11/5/18

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

11/13/18

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296 Course Syllabus

HON 296 – Interactions of Science, Engineering and Public Policy

Section 004

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 at no additional cost. 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
Midterm Exam	15%	
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%	
Final Exam	15%	

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 all practicums and all guest speakers is required. Students may have one unexcused absence for a practicum or guest speaker without penalty. Further unexcused absences for a practicum or guest speaker will result in a deduction of 2 points from the final average for each unexcused absence. Guest speakers will be scheduled at least one week in advance.

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 Holmes Hall (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*

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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 22: (no class) **Final project report due** – online submission

Apr 23: Engineering and the Public Policy Process

Group Presentation on Committee (bill) process

Apr 25: Reprise Engineering and Policy Process

HON GEP Visual and Performing Arts Special Topic Shell Offering

This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts GEP category to the Council on Undergraduate Education (CUE)

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

The ***GEP Visual and Performing Arts objectives*** will provide instruction and guidance that help students to:

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

HON 299 sec 002			
Department(s)/Program	HON course, Architecture Faculty Teaching Course	**New GEP Special Topics Offering**	X
Special Topic Title: (30 character limit)	Exploring Architecture (short name) Exploring the Discipline of Architecture (long name)	**Review for 2nd Offering**	
Term to be Offered	Spring 2019		
Instructor Name/Title	Dr. Kristen Schaffer, Assoc. Prof. of Architecture, Bryan Bell, Assoc. Prof. of Architecture Jessica Knesnik, Prof. of Practice of Architecture		

SECTION 1: GEP CRITERIA

Instructions:

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

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1*:

Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

After successfully completing this course, students will be able to:

- Discuss examples of architecture in terms of cultural and religious contexts and heritages
- Students will use contemporary and historic examples of architectural diagrams to construct coherent explanations of the various roles diagramming plays in the analysis, design, and presentation of architectural solutions.

Measure(s) for above Outcome:

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

Students will be required to turn in 1-3 page weekly response papers with specific prompts related to that coming week's seminar topic and preparatory readings where students will use examples from the readings to discuss and describe the following:

- In Module 1 readings, papers, and in-class discussions will mainly focus on architecture in terms of its cultural and religious context and its form and compositional principles. An example prompt might include:
  - "Discuss how the form of Batammaliban and Pueblo architecture is related to the social, cultural and spiritual needs of their respective civilizations."

- In Module 2 readings, papers, and in-class discussions will mainly focus on the history of different types/uses of diagrams in practice and academia. Example prompts might include:
    - - "How does the author view the diagram as a tool?"
    - - "What social/geographical conditions do you believe may have influenced his/her approach to design?"
    - - "How does the author define a diagram? How do you believe that definition influences the manifestation of his/her architecture?"
- In Module 3 readings, papers, and in-class discussions will mainly focus on the public, social and ethical dimensions of architectural practice. Example prompts might include:
    - DHARAVI SLUM FOR SALE, by Lutz Konerman and Rob Appleby, 2010
    - Question to consider and discuss:
      Who are the stakeholders? What are their stakes? Who held power and how? What role does the architect play? What roles could he play? What are the community's challenges? (Don't generalize such as "poverty" or "quality of life." Be very specific.) What assets does the community have? What do you admire or find aspirational or poetic about the people or place?

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 2*:
Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

After successfully completing this course, students will be able to:

- "Read" or de-code concepts of form and composition from existing architectural diagrams through knowledge of visual literacy principles;
- Describe verbally and visually through diagrams examples of architecture in terms of architectural forms and design principles;
- Accurately collect and analyze complex systems of information relating to a building and it physical site and its social community; and
- Utilize diagrams to document their experience of an architectural work synthesize their own critical interpretation of concepts.

Measure(s) for above Outcome:

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

Students will be required to pin-up and present diagrams weekly and discuss their continued analysis and interpretations of their assigned built works. Students will be required to visit a local work of architecture and from their experience develop a clear, concise viewpoint/interpretation of the essential components of that architectural work. Across weekly drafts students will iterative develop visual language to clarify their analysis and interpretation, and ultimately communicate it to others.

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

After successfully completing this course, students will be able to:

- Construct diagrams that synthesize contextual analysis.
- Effectively convey complex networks of information both visually and verbally.
- Select appropriate graphic techniques to present different types of analysis.

Measure(s) for above Outcome:

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

Students will present a final presentation of diagrams and analysis. They will be required to effectively address this series of questions:

- Does the student clearly communicate a hierarchy of information from analyses?
- Does the student exercise insight in diagramming spatial qualities?
- Does the student elaborate on ideas of deduction of the role of the diagram in the design process of the built work?
- Does the student effectively abstract the built work into essential components?
- Has the student skillfully and intentionally composed a series of diagrams that display skill in graphic techniques?

* these questions will also be asked weekly during class pin-ups to track students progress.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
  - Meeting time and day(s): M 1:30-4:15
  - Seat count: 21
  - Room assigned or room preference including needed classroom technology/seat type: Leazar 310
- 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 HON 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.***
Pre-requites: HON 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 Attached Draft of Syllabus

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

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

SIGNATURE PAGE FOR HON 299 sec 002
Exploring the Discipline of Architecture

RECOMMENDED BY:

Anne C. Autem 12/3/18

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:

12/3/2018

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

12/5/18

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 299 Section 002 Exploring the Discipline of Architecture

Spring 2019, 3 Credit Hours

Monday 1:30pm - 4:15pm *This meeting is required.*
310 Leazar Hall

Instructors

Dr Kristen J Schaffer
Email: kjschaff@ncsu.edu
Office Location: 301A Brooks Hall
Office Hours: Thursdays 1:00-3:00 and by appointment

Jessica Lynn Knesnik
Email: jlklink@ncsu.edu
Office Hours: By appointment

Bryan Bell
Email: bbell@ncsu.edu
Office Location: 305C Brooks Hall
Office Hours: Wednesday's 10:30-12:00

Course Description

This seminar will be team taught by three distinguished faculty members at the College of Design's School of Architecture and will explore the diverse discipline of Architecture through three distinct lenses. Each professor will lead a five week module based on their expertise and research. Dr. Kristen Schaffer will begin the course with a focus on global architectural history exposing relationships between architecture and its socio-cultural and religious contexts and heritages. Professor of Practice Jessica Knesnik will focus on how architects use drawing and diagramming to analyze concepts introduced in Dr. Schaffer's module. Students will synthesis architectural principles of form, space, and site/context through constructing their own analytical diagrams of important architectural precedents. Professor Bryan Bell's module will focus on public interest architecture and the social and public dimensions of contemporary practice to serve diverse communities traditionally underserved by design, including introducing students to SEED certification and highlighting innovative practice case studies.

This seminar is part of the University Honors Program. It is repeatable if content varies.

Learning Outcomes

After successfully completing this course, students will be able to:

- Discuss examples of architecture in terms of cultural and religious contexts;
- Describe examples of architecture in terms of architectural forms and principles verbally and through visual diagrams;
- Coherently relate historical concepts and definitions of diagrams as they relate to the field of architecture, critically analyzing the role of diagrams in practice and academia;
- Create diagrams to isolate, analyze, and interpret fundamental architectural forms and principles.
- Analyze and evaluate diagrams (their own work and the work of others) based on their clarity and effectiveness. [Clarity, Craft, Content]
- Describe principles of Public Interest Architecture through case studies.

Course Structure

The course will be divided into 3, 5-week modules. Each module will meet for a weekly, 3-hour seminar containing lectures, case studies, and reading discussions along with a module long assignment.

Course Materials

Text

All required readings will be uploaded to the course Moodle page, the library's digital reserves, or be found as physical copies on the reserve shelf in the Harrye B. Lyons Design Library in Brooks Hall.

Materials

Roll or pad of trace paper - $10
Graphite Pencil Set - $10
Thick and Thin Markers - $2
Drafting Triangle - $10

Requisites and Restrictions

Prerequisites

HON student

Co-requisites and Restrictions

None.

General Education Program (GEP) Information

GEP Category

Visual and Performing Arts

GEP Category Objectives

Each course in the Visual and Performing Arts category will provide instruction and guidance that helps students to:

1. deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and

   After successfully completing this course, students will be able to:
   - *Discuss examples of architecture in terms of cultural and religious contexts and heritages; and*
   - *Students will use contemporary and historic examples of architectural diagrams to construct coherent explanations of the various roles diagramming plays in the analysis, design, and presentation of architectural solutions.*

2. strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works;

   After successfully completing this course, students will be able to:
   - *"Read" or de-code concepts of form and composition from existing architectural diagrams through knowledge of visual literacy principles;*
   - *Describe verbally and visually examples of architecture in terms of architectural forms and design principles;*
   - *Accurately collect and analyze complex systems of information relating to a building, its physical site, and its social community; and*
   - *Utilize diagrams to document their experience of an architectural work and to synthesize their own critical interpretation of concepts.*

3. strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

   After successfully completing this course, students will be able to:
   - *Construct diagrams that synthesize contextual analysis;*
   - *Effectively convey complex networks of information both visually and verbally; and*
   - *Select appropriate graphic techniques to present different types of analysis.*

How This Course Will Fulfill GEP Category Objectives

For GEP Objective 1:

Students will be required to turn in 1-3 page weekly response papers with specific prompts related to that coming week's seminar topic and preparatory readings where students will use examples from the readings to discuss and describe the following:

- In Module 1 readings and papers will mainly focus on architecture in terms of its cultural and religious context and its form and compositional principles.
- In Module 2 readings and papers will mainly focus on the history of different types/uses of diagrams in practice and academia.
- In Module 3 readings and papers will mainly focus on the social and public dimensions of architectural practice.

For GEP Objective 2:

Students will be required to pin-up and present diagrams weekly and discuss their continued analysis and interpretations of their assigned built works. Students will be required to visit a local work of architecture and from their experience develop a clear, concise viewpoint/interpretation of the essential components of that architectural work. Across weekly drafts students will iterative develop visual language to clarify their analysis and interpretation, and ultimately communicate it to others.

For GEP Object 3:
Students will present a final presentation of diagrams and analysis. They will be required to effectively address this series of questions:

- Does the student clearly communicate a hierarchy of information from analyses?
- Does the student exercise insight in diagramming spatial qualities?
- Does the student elaborate on ideas of deduction of the role of the diagram in the design process of the built work?
- Does the student effectively abstract the built work into essential components?
- Has the student skillfully and intentionally composed a series of diagrams that display skill in graphic techniques?

* These questions will also be asked weekly during class pin-ups to track student's progress.

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. Students will be asked to visit a local architectural site during Module 2 outside of class.

Safety & Risk Assumptions

None.

Grade Components

Each Module is 1/3 of a student's grade. Class participation is essential to your grade: you must be an active member during class time, contributing to class discussion and raising pertinent questions related to the readings, see Participation Rubric below.

Module 1:

- Response Papers (4 @20% each) 80%
- Participation: 20%

Module 2:

- Response Papers: 30%
- Weekly Diagrams and Case Studies: 30%
- Final Presentation : 15%
- Participation: 25%

Module 3:

- Response Papers: 30%
- Case Study Presentation: 20%
- Final Reflection Paper: 25%
- Class Participation: 25%

-

Participation Rubric

Participation counts for a large portion of your grade. Participation will be evaluated with the following rubric:

Criteria	Missing	Below Expectations	Meets Expectations	Leadership Behavior
Active Participation	Absent or does not contribute	Few contributions, seldom volunteers but does respond to direct questions	Voluntarily contributes to discussion without prompting	Actively contributes to discussion, initiates discussion on issues related to class topics
Relevance to topic under discussion	Contributions are off topic and distract class	Contributions are sometimes off topic or distracting	Contributions are always relevant	Contributions are always relevant and promote in-depth analysis of material
Evidence of Preparation	Not prepared, does not appear to have read materials before class	Appears to have read, but not closely or did not read all of materials	Clearly read and considered the assigned materials in advance of class	Consistently well prepared and investigates and shares relevant materials not explicitly assigned
Listening	Inattentive or disruptive	Participates occasionally, but does not respond to contributions of others	Participates regularly without monopolizing discussion, and listens and responds to contributions of others	Listens without interrupting, responds to contribution of others when appropriate, and promotes active participation by others

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

Students will be given detailed assignment descriptions in class. Assignments will be due on the dates listed in the handouts or described in assignment presentations. Assignments must be posted or turned in according to the stated requirements for the assignment. Failure to turn in your work on time will result in a grade of zero. This includes printed materials for pinups. Late work will not be given partial credit unless it is due to an excused absence.

Attendance Policy

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

Full class attendance is a course requirement. It is each student's responsibility to inform faculty of circumstances or emergencies that will prevent him or her from attending class. Students shall receive excused absences for a reasonable number of anticipated absences as well as for emergencies as specified in the University Attendance Regulation policy (REG02.20.3). For regulations regarding Drop For Non Attendance, see RUL 02.20.01. Guidelines can be found online at http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php. All excused absences must be documented in writing (email or hard copy) and be submitted no later than the first day the student returns to class. Any anticipated absences must be documented before missing class to receive an excused absence.

Unexcused absences will result in a zero for your weekly participation grade. Additionally, 2 unexcused absences will reduce your final grade by 5%, 3 unexcused absences will reduce your final grade by 10%, and 5 (excused or unexcused) absences will result in a failing grade for the course. For example, if your grade averages to 92% before considering attendance, and you've had 3 unexcused absences your grade for the semester will be an 82%.

Makeup Work Policy

Students with an excused absence must make up work within one week of returning to class. Students are responsible for collecting all necessary assignments, presentation notes, and readings/discussion notes. Students with unexcused absences are expected to turn work in on time.

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.

Statement for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Suite 304, Holmes Hall, 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. Each professor will hand out a more complete assignment sheet and module specific syllabus which will outline specific topics and required readings.

Global Architectural History — 01/07/2019 - 02/11/2019

Dr. Kristen Schaffer will begin the course with a focus on global architectural history exposing relationships between architecture and its socio-cultural and religious contexts.

Class 1: Architecture and Dwelling in the world

Class 2: Indigenous Traditions of Place-making

Class 3: Sacred Sites and Buildings

Class 4: New Building Types

Analyzing Architecture Using Diagrams — 02/18/2019 - 03/18/2019

Professor of Practice Jessica Klink will focus on how architects use drawing and diagramming to analyze concepts introduced in Dr. Schaffer's module. Students will synthesis architectural principles of form, space, and site/context through constructing their own analytical diagrams of important architectural precedents.

Class 1: INTRODUCTION Lecture: Diagram and Drawing Types

Class 2: DESCRIPTIVE DIAGRAMS

Class 3: SCALE + PROCESS

Class 4: CONTEXT + REPRESENTATION

Class 5: THE MODE OF THE DIAGRAM

Public Interest Architecture — 03/25/2019 - 04/22/2019

Professor Bryan Bell's module will focus on public interest architecture and the ethical dimensions of contemporary practice to serve diverse communities, including introducing students to SEED certification and highlighting innovative practice case studies.

Class 1: Serving the Public -- What Is a Public Profession?

Class 2: Professional Ethics and Responsibility – Why Bother?

Class 3: Global and Local Issues -- Does Design Have a Role?

Class 4: The SEED Evaluation Method – Case Studies

Class 5: Propose Your Own Public Interest Design Project – Workshop

Course Bibliography

Primary Text:

Pae, Hyŏng-min. The portfolio and the diagram: architecture, discourse, and modernity in America. Cambridge, MA: MIT Press, 2002.

Clark, Roger H., and Michael Pause. Precedents in architecture. New York: Van Nostrand Reinhold, 1985.

Williamson, Rebecca, and Joan Ockman. Architecture school: three centuries of educating architects in North America. Washington: Association of Collegiate Schools of Architecture.

Crowe, Norman A., and Steven W. Hurrt. Visual Notes and the Acquisition of Architect. No. 3 ed. Vol. Vol. 39. Journal of Architectural Education. Taylor & Francis, Ltd.rowe and Steven W. Hurtt

Stan Allen. "Diagrams Matter." ANY: Architecture New York, Diagram Work: ATA MECHANICS FOR A TOPOLOGICAL AGE, No.23 (1998): 16-19. Accessed January 11, 2017. http://www.jstor.org/stable/ 41856094.er, Stan Allen

Alexander, Christopher. Notes on the synthesis of form. Cambridge, Mass.: Harvard Univ. Press, 2002.

Garcia, Mark. The diagrams of architecture. Chichester: Wiley, 2010.

- Garcia, Mark: Histories + Theories of the Diagram of Architecture (18-44 pg)
- Vidler, Anthony: Diagrams of Diagrams | Architectural Abstractions + Modern Representation (54-64 pg)
- Eisenman, Peter : Diagram | An Original Scene of Writing (92-103 pg)
- Pai, Hyungmin: Scientific Management and the Birth of the Functional Diagram (64-79pg)
- Taylor,Mark:DiagrammingtheInterior(134-141pg)
- McGrath, Brian : Inhabiting the Forest of Symbols: From diagramming the City to the City as the Diagram (152-161 pg)
- Hall, Peter: Diagrams and their Future in Urban Design (162-169 pg)
- Shane, David : Urban Diagrams and Urban Modelling (80-87 pg)
- Spiller, Neil: Spatial Notations and the Magical Operations of the Collage in the Post-Digital Age (178-185 pg)
- Maas, Winy: Metacity/Datatown (244-249 pg)
- Schumacher, Patrick: Parametric Diagrams (260-269pg)
- Reiser + Umemoto: Atlas of Novel Tectonics (250-259 pg)
- Wouter Deen + Udo Garritzmann: Diagramming the Contemporary (228-235 pg)
- Will Alsop interviewed by Mark Garcia: Expressive Abstractions (214-222 pg)
- Alsop, Will: Diagrams in Multisensory + PhenomenologicalArchitecture (112-121 pg)
- Tschumi interviewed by Mark Garcia: The Diagrams of Bernard Tschumi (194-203 pg)
- Eisenman interviewed by Mark Garcia: The Diagrams and the Becoming of the Unmotivated Sign (203-213 pg)

Secondary Text :

Allen, Stan. Points lines: diagrams and projects for the city. New York: Princeton Architectural Press1999.

Unwin, Simon. Analysing architecture: Third edition, revised and enlarged. London: Routledge, 2009.

Pyo, Mi Young. Architectural diagrams. Berlin: DOM Publishers, 2015.