

Council on Undergraduate Education 2018-2019

January 4th 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
- OUCCAS Presents Fall 2018 Review
- Approval of CUE November 16, 2018 Minutes

New Business

Consent Agenda

GEP Category	GEP Action	Notes
NS	CS 312 Grassland Management for Natural Resources Conservation	*Up for review. Dropping NS
HUM, GK	ENG/FL 275 Literature and War	Revising requisites
HUM, IP, USD	ENG 342 Literature of Space and Place	Revising description

GER> GEP Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Knowles	Beckstead, Annett-Hitchcock, Inogue	HUM, GK	AFS 343 African Religions	*Up for Review HUM, review both categories
Knowles	Bush, Ozturk, Allen	SS, USD	ANT 254 Language and Culture	*Up for Review SS, review both categories.
Pickworth	Knowles, Belk, Liu	NS	CS 210 Lawns and Sports Turf	*Up for Review
Knowles	Allen, Orcutt, Lee	HUM	ENG 208 Studies in Fiction	*Up for Review
Knowles	Bush, Lee, Rabah	SS	ENG 210 Introduction to Language and Linguistics	*Up for Review
Knowles	Pickworth, Minogue, Rabah	HUM, GK	ENG/FL 220 Studies in Great Works of Western Literature	*Up for Review HUM, review both categories
Knowles	Annett-Hitchcock, Beckstead, Liu	HUM, GK	ENG/FL 221 Literature of the Western World I	*Up for Review HUM, review both categories
Knowles	Pickworth, Ozturk, Minogue	HUM, GK	ENG/FL 222 Literature of the Western World II	*Up for review HUM, review both categories.
Knowles	Beckstead, Lee, Lam	HUM, IP	ENG 232 Literature and Medicine	*Up for Review
Knowles	Kershner, Bush, Belk	HUM	ENG 251 Major British Writers	*Up for Review
Knowles	Liu, Podurgal, Allen	HUM	ENG 261 English Literature I	*Up for Review
Knowles	Minogue, Beckstead, Liu	HUM	ENG 262 English Literature II	*Up for Review
Knowles	Pickworth, Rabah, Lam	VPA, GK	ENG 282 Intro to Film	*Up for Review both categories
Knowles	Lam, Kershner, Bush	VPA	ENG 292 Writing About Film	*Up for Review
Knowles	Annett-Hitchcock, Orcutt, Bush	IP, GK	FLG 440 Green Germany: Nature and Environment in German Speaking Cultures	*Up for review in both categories
Knowles	Lee, Rabah, Kershner	HUM, GK	FLN 301 Advanced Hindi: Readings in Literature I	*Up for review HUM, review both categories.
Knowles	Pickworth, Liu, Belk	HUM, GK	FLN 302 Advanced Hindi: Readings in Literature II	*Up for review HUM, review both categories.
Knowles	Lee, Rabah, Orcutt	HUM	HI 251 American History I	*Up for Review
Knowles	Lam, Podurgal, Allen	HUM, GK	HI 263 Asian Civilization to 1800	*Up for review HUM, review both categories
Knowles	Beckstead, Bush, Orcutt	HUM	HI 351 U.S. Naval History	*Up for review
Knowles	Liu, Minogue, Beckstead	HUM	HI 364 History of North Carolina	*Up for review
Knowles	Pickworth, Lee, Belk	HUM	HI 365 The American West	*Up for review
Knowles	Podurgal, Annett-Hitchcock, Beckstead	HUM	HI 380 History of Nonprofits, Philanthropy, and Social Change	*Up for review

Bush	Annett-Hitchcock, Knowles, Beckstead	SS	PRT 200 Health, Wellness and the Pursuit of Happiness	*Up for Review
Knowles	Orcutt, Liu, Belk	SS	SOC 206 Social Deviance	*Up for Review
Knowles	Belk, Annett-Hitchcock, Lee	SS	SOC 306 Criminology	*Up for Review
Beckstead	Lam, Minogue, Podurgal	NS	SSC 200 Soil Science	*Up for Review

Courses for GEP Category - Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Kershner	Annett-Hitchcock, Podurgal, Gilmartin	IP	EI 331 Interdisciplinary Entrepreneurial Thinking I: Skills and Planning Basics	Revisions

Special Topics Courses /New to GEP

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Rabah, Belk, Minogue	IP, GK	HON 293 (002) Technologists of Color/STEM Applications and Innovations in Emerging Societies	HON SpTp 1 st offering (Spring 2019)
Belk	Podurgal, Beckstead, Liu	IP	HON 296 (001) Critical & Creative Decision Making Models	HON SpTp 1 st offering (Spring 2019)
Belk	Ozturk, Knowles, Minogue	IP	HON 296 (002) Cancer Through the Ages	HON SpTp 1 st offering (Spring 2019)
Knowles	Pickworth, Kershner, Lee	HUM, USD	HUMU 295 American Sport: A Historical Examination	SpTp 1 st offering (Summer II 2019)
Kershner	Knowles, Beckstead, Rabah	IP, GK	IPGK 295 Music of Africa and the Americas	SpTp 1 st offering (Spring 2019)

SpTp=Special Topic

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 2018-2019November 16, 2018
Talley Student Union 5101
Call to Order: 1:30 PM

Members Present: Chair Daniel Monek, Hatice Ozturk, James Knowles, David Gilmartin, Carrie Pickworth, Richard Podurgal, Kimberly Bush, Alice Lee, Tiffany Kershner, Autumn Belk, Andy Lam, Tania Allen, Jeremy Feducia (Proxy for Ghada Rabah)

Members Absent: Past Chair Ghada Rabah, Katherine Annett-Hitchcock, James Minogue, Darby Orcutt, Min Liu, Robert Beckstead,

Ex-Officio Members Present: Lexi Hergeth, Bret Smith, Melissa Williford, Stephany Dunstan, Samantha Rich, Kyle Pysner, Alison Krowiak

Guests: Carolyn Veale, Scott O'Leary, Casie Fedukovich, Justin Post

WELCOME AND INTRODUCTIONS

- *Remarks from Chair Daniel Monek* – Had the guest introduce themselves and welcomed the committee. Chair also let the committee know an update to the proxy and attendance process will be sent via email after this meeting by Li.
- *Remarks and Updates from OUCCAS/DASA* – Thanked the committee for their work this term. Updated the committee on the 220 courses left in the GER>GEP review and reminded the committee that this is the last CUE meeting for the Fall and the first Spring CUE meeting will be on January 4, 2018.
Presentation from the Office of Assessment: Stephany Dunstan explained the office of assessment's use of the general education competency areas (5) and the desire to share this data as widely as possible. Stephany asked the members to consider how the competencies can improve student learning. Stephany defined Quantitative Literacy. Stephany introduced the two guests that are recognized as "General Education Competency Champion" faculty members Justin Post and Casie Fedukovich, who provided a presentation regarding the results of the Quantitative Literacy Assessment and the Written Communication Assessment
- Approval of the Minutes from November 2nd 2018 – Approved Unanimously
 - Discussion: Motion to approve the past minutes by member Tania Allen. Member requested the spelling of their name be corrected in the past minutes, confirmed.

NEW BUSINESS

Consent Agenda: (ET410,FLI318,HI207,HI215,HI221,HESD233,HON296(002),HON299(001),HON296(005),HON297(001),PS345) -Approved Unanimously

Discussion: The approval of the consent agenda was moved by member James Knowles.

Li Marcus shared that the GER>GEP review Google sheet has been updated per CUE's recent discussions to include all GEP categories with 'X' indicating the category is up for review and 'O' indicates the category that should have information but is not technically scheduled for review.

GER>GEP Review

- **CS 224 Seeds, Biotechnology & Societies:** (NS,IP, GK) – Approved IP and GK and to Remove NS
Discussion: Motion to remove the NS category and approve the IP and GK GEP categories by member Carrie Pickworth.
- **FLF 425 Literature, Cinema and Culture of the Francophone World:** (HUM, GK) – Approved with Friendly Suggestions
Discussion: Motion to table by member James Knowles. Member indicated the dual level is not indicated in the syllabus when it should be, friendly suggestion to correct this before going to UCCC. Reviewer indicated the GEP outcomes are well written. Member mentioned this course has an example of some of the conversations the committee has had about confusing objectives with outcomes.

Special Topic and Honors GEP

- **HON 293 (001) The Experience of Food:** (IP,GK) – *Approved Unanimously*
Discussion: Motion to approve by member Autumn Belk. Guest Scott O’Leary explained the nature of the course does vary by topic but covers a variety of topics relating to global culture. Reviewer indicated the outcomes and measures were well written.

- **HON 295 (001) Conservative Tradition in the West:** (SS) – *Approved with Friendly Suggestions*
Discussion: Motion to approve by member David Gilmartin. Chair shared the reviewers from an absent member indicating the first objective and that the measure examples should be more robust. The members voted to approve the course with friendly suggestions to improve the measures and first GEP outcome.

Discussion: Chair expressed his best wishes to the committee over the break and thanked the committee as well as Li and Lexi for everyone’s continued efforts.

Meeting adjourned at: 2:16 PM

Respectfully submitted by Lexi Hergeth

HON Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293 sec 002		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Technologists of Color/STEM Applications and Innovations in Emerging Societies	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2019	
Instructor Name/Title	Kanton T. Reynolds, Ph.D.	
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] 		
<i>Interdisciplinary Studies</i>		
<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>Students will be able to describe in detail the specific contributions of individual STEM technologists of color as well as the underlying scientific and engineering principles behind their work.</p>		
<i>Measure(s) for above Outcome:</i>		
<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>Students will develop "patent trees" using an Annotated Bibliography or reporting format that traces the usage and evolution of scientific discoveries credited to underrepresented minorities to practical applications in today's technological framework. Students will assess the efficacy of projects/programs which have been associated with these diverse scholars by examining their respective work and reviewing articles associated with the implementation of their innovations.</p>		

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

Students will connect the impact of African/African-American and Hispanic/Latinx scientists with the socio-cultural, economic and political implications of their work.

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 evaluate the impact of development projects in emerging countries and their effect on the socio-cultural, economic and political environment in their respective regions of the world through the delivery of a Group Project and/or formal Paper.

Students will also be able to identify and articulate some of the key contributions of scientists and engineers of color to the global innovation community through the use of Essays and/or Reflections.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3:*

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

Students will assess how technology and innovation in emerging countries can cause detrimental effects to societal ecosystems that are unprepared to adapt to change.

Students will be able to identify and describe the effect of underrepresented minorities on STEM fields from a historical perspective through identification and examination of key areas of influence.

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 use a Essay or formal Paper format to examine issues including the "resource curse" of oil (Nigeria, Venezuela, Angola), the globalization of brands (WalMart in developing countries like Mexico), the market for textiles in emerging countries that depresses local production (second hand clothes in Uganda).

In addition, students will examine the effect of treaties and agreements such as African Growth and Opportunity Act (AGOA) on agricultural goods which are economic drivers for most third-world countries through the submission of a Report or Annotated Bibliography.

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?

Basic engineering principles/socio-cultural effects of tech development in emerging countries.

- 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"?

Application of engineering principles to nascent political/econ environments in developing w

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.*

Students will examine economic/political systems of developing countries as well as the influence of regional politics in development and innovation decision-making processes.

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 describe the basic political, technological and economic structures of various regions. For example, in a formal Paper, they would be required to analyze the development of the Nile River Dam from the varying perspectives of Ethiopia, Sudan and Egypt.

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

Students will be able to articulate how countries without significant natural resources, access to transportation infrastructure such as ports and/or industrial capacity rely on symbiotic trade relationships and regional partnerships such as EAC (East African Community) or SADC (Southern Africa Development Community) to grow their economies through the uses of technology and innovation.

Students will also examine the varied interests of global powers such as China and the US in emerging countries and the impact they have on the development and use of technology such as mobile payment systems.

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 able to articulate in a report or paper the need for natural resources in emerging countries to be extracted and refined to create technological innovation in global economic powerhouses. They will be able to define the environmental and societal impacts that perpetuate the cycle of poverty and stagnate growth in countries that would otherwise have the ability to join the global marketplace through engineering and scientific innovation.

For example, students would be asked to enumerate the differences between the diversified emerging economies (South Africa, Morocco, Egypt, Tunisia) and the transition emerging economies (Uganda, Kenya, Ghana, Senegal) as well as the economic and industrial innovations that power each group in a report or formal paper.

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): Mondays/Wednesdays 4:30PM - 5:45PM
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type:
Honors Village Multipurpose Room
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

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

- a. If seats are restricted, describe the restriction being applied.
15 Seats to any Honors/Scholars student, 5 seats to Honors/Scholars Freshman
- b. Is this restriction listed in the course catalog description for the course?
No

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 but ability to understand basic science and engineering principles.

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.

Kamkwamba, W. (2010). *The Boy Who Harnessed the Wind*. William Morrow Publishing. 978-0061730337. \$8.99

Shetterly, Margo Lee (2016). *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*. William Morrow Publishing. 978-0062363596. \$10.99

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

Alternative energy sources, socio-cultural issues associated with scientists and engineers of color, political/economic issues related to STEM in emerging countries.

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

Hidden Figures (2016) - Twentieth Century Fox

**SIGNATURE PAGE FOR HON 293 sec 002
Technologists of Color/STEM Applications and
Innovations in Emerging Societies**

RECOMMENDED BY:

Anne C. Guter 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:

[Signature] 11/5/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 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 293 – Technologists of Color/STEM Applications and Innovations in Emerging Societies

Spring 2019

Section 002

3 Credit Hours

Course Description

In this course, we will examine the historical, cultural and political dynamics that surround scientists and technologists of color as well as their effect on the emerging countries of the world. The focus will be on the structure of leadership in the context of race, ethnicity, gender, and prevailing ideology. Through these lenses we will undertake an interdisciplinary examination of the impact of STEM leaders of color on society. This is a discovery course where we will engage in a variety of methods including writing-intensive research, reflections and critical analysis. You will be asked to extensively articulate and defend your positions with facts and/or data. You will be required to analyze articles and both historical and contemporary situations while presenting your findings to the class. The expectation is that you actively participate in class discussions and inform classmates and peers based on your understanding of the readings and assignments. Our primary method of inquiry will be examining contributions of specific STEM innovators and projects within a geographical context using a critical lens toward their overarching goals while examining their extrinsic motivation.

We will use scientific, ethnographic and biographic methods of inquiry. In some cases, a “flipped” classroom methodology will be employed so as to engage students in educating their peers while engaging in thoughtful, meaningful discussions. Examples of topics could include Domestic: the rich history of African-American innovation using historical figures like George Washington Carver or Garrett Morgan or contemporary examples including Mark Dean (IBM Fellow) or Dr. Shirley Jackson. An additional focus will be STEM projects and figures internationally including: Nile River Dam between Sudan, Egypt and Ethiopia, the aircraft industry in Brazil (Embraer), hydroelectric power in Zambia, solar power in Namibia or the evolution of the Panama Canal. The overall goal of this course is to encourage students to understand the impact people of color have had on technology, innovation and the development of STEM methodologies and systems. This course touches on a variety of content areas including history, social science, political economy and education.

Learning Outcomes

- Students will be able to describe in detail the specific contributions of individual STEM technologists of color as well as the underlying scientific and engineering principles behind their work.
- Students will connect the impact African/African-American and Hispanic/Latinx scientists with the socio-cultural, economic and political implications of their work.
- Students will assess how technology and innovation in emerging countries can cause detrimental effects to societal ecosystems that are unprepared to adapt to change.
- Students will be able to identify and describe the effect of underrepresented minorities on STEM fields from a historical perspective through identification and examination of key areas of influence.
- Students will examine economic/political systems of developing countries as well as the influence of regional politics in development and innovation decision-making processes.
- Students will be able to articulate how countries without significant natural resources, access to transportation infrastructure such as ports and/or industrial capacity rely on symbiotic trade relationships and regional partnerships such as EAC (East African Community) or SADC (Southern Africa Development Community) to grow their economies through the uses of technology and innovation.

Course Policies

- You will be required to create an account on *TopHat* to use in the course (see above)..
- Attendance is taken when class starts. If you are not in class when the TopHat code is displayed on the screen you are “absent” (see Attendance Policy below)
- The syllabus is the guiding document for the course. Please refer to it and Moodle **BEFORE** sending email. I will not answer questions that can be ascertained from either resource.
- Assignments are due **PRIOR** to class starting regardless if you attend or not.
- APA Sixth Edition should be used for citations used in any work. Please use this link as a guide: (<https://owl.english.purdue.edu/owl/>).

Instructor

Kanton T. Reynolds, Ph.D.

Teaching Associate Professor

Ktreyno2@ncsu.edu

(919) 515-0605

Daniels Hall #441B

Office Hours: Tuesday/Thursday 2:00PM – 4:00PM

Required Course Materials

Kamkwamba, W. (2010). *The Boy Who Harnessed the Wind*. William Morrow Publishing. 978-0061730337. \$8.99

Shetterly, Margo Lee (2016). *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*. William Morrow Publishing. 978-0062363596. \$10.99

Field Trips/Out of Class Activities

Students will be responsible for attending a limited number of activities outside of scheduled class time. These will be announced well in advance (at least 2 weeks’ notice). Any costs associated with out of class activities including transportation are the responsibility of the student. In addition, students assume all risk associated with each trip or activity. Students are responsible for arranging their own transportation to and from events. At the time of this syllabus the plan is to show the movie “*Hidden Figures*” in the Witherspoon Student Center on campus however this is subject to change based on availability of the facility and the film.

Supplemental Course Materials

Bisgaard, Soren. *Quality Engineering*. “Quality Management and Juran’s Legacy”. October 2008, Vol. 20 Issue 4, p390-401. DOI: 10.1080/08982110802317398.

Christensen, C., Ojomo, E., Van Bever, D. “*Africa’s New Generation of Innovators*” Harvard Business Review. January – February 2017.

Bengtsson, L. and Berggren, C. (2016). *Rapid Innovators in Emerging Economies: Challenges and Opportunities for Swedish firms*. Arne Backman information AB, Gavle.

Bughin, J., Manyika, J. and Woetzel, J. (2016). *Lions on the Move II: Realizing the potential of Africa’s Economies*. McKinsey Global Institute.

Chironga, M. Leke, A., Van Wamelen, A., Lund, S. “*The Globe: Cracking the Next Growth Market: Africa*.” Harvard Business Review. May 2011. Ghemawat, P. & Siegel, J. (2011). *Cases about redefining global strategy*. Harvard Business Publications. 978-1422127223.

Ghemawat, P., & Altman, S. (2016). Economic Distance and the Big Shift to Emerging Economies. In P. Ghemawat (Author), *The Laws of Globalization and Business Applications* (pp. 358-392). Cambridge: Cambridge University Press. doi:10.1017/9781316678503.012

Goldberg, M., Kim, K.W., Ariano, M. (2014). How Firms Cope with Crime and Violence: Experiences from around the World (Directions in Development). World Bank Publications. 978-1464801013.

O'Brien, R. & Williams, M. (2016). *Global Political Economy: Evolution & Dynamics*. Palgrave. Fifth Edition. 978-1137523112.

Course Meetings

201 Quad Commons
Mondays/Wednesdays
4:30PM – 5:45PM

Prerequisites and Restrictive Statements

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

GEP Category

Interdisciplinary Perspectives

Global Knowledge

Assessments

Class & Activity Participation/In-class assignments (reflections, quizzes, etc.) - 10%
Group Assignments/Case Studies - 20%
Reports / Papers - 20%
Annotated Bibliographies/Article Reviews/Essays - 10%
Midterm - 20%
Final - 20%

Letter Grades

This course uses the Standard NCSU +/- Letter Grading Scale as listed below and the Requirements for Credit-Only Grading as well as Incomplete Grades. Standard rounding practices apply.

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

Incompletes

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

Late Assignments

Are not allowed without prior permission of the instructor (excused absences only). If excused, makeup work must be submitted within 24 hours after the return to class.

Attendance Policy

This is a seminar course, which means that a large part of its value derives from the interactions and discussions during the class meetings. Thus attendance is required for this course and will be taken every class period using TopHat. You must come to class prepared, you must be an engaged and fully participating member of the group, you must exercise the utmost respect for your classmates and adhere to general classroom expectations on professionalism and decorum (For example: no cell phones – not including TopHat, no interrupting or disrespecting others, no sleeping in class, no leaving early) you must be an active collaborator by contributing to the quality of the class discussions.

After the third unexcused absence your overall grade will be reduced by 3% for each additional absence. If you arrive to class later than 10 minutes then you are counted as absent. For more information on the Attendance Regulation: <http://policies.ncsu.edu/regulation/reg-02-20-03>.

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-012>. The policy contains a detailed explanation of academic honesty. Students are expected to neither give nor receive unauthorized aid on any assignment.

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, 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.

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/using information outside the course.

Class Evaluations

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity

ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

• Evaluation website: <https://classeval.ncsu.edu> • Student help desk: classeval@ncsu.edu • More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

NCSU Policies, Rules, Regulations – Course Rights & Responsibilities:

- Equal Opportunity and Non-Discrimination Policy Statement

<https://policies.ncsu.edu/policy/pol-04-25-05>

This link will open in a new window 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>
- Audits
<https://policies.ncsu.edu/regulation/reg-02-20-04/>
- Credit-Only
<https://policies.ncsu.edu/regulation/reg-02-20-15/>

Course Schedule

Topic	Dates
<i>Course Introduction and Overview</i>	7-January
The African-American Story: Madame CJ Walker, George Washington Carver, Granville T. Woods, Benjamin Banneker	9-January
The African-American Story II: Daniel Hale Williams, Charles Drew, Garrett Morgan, Ernest Just	14-January
Ronald McNair, Mae Jemison, Charles Bolden, Leland Melvin, Cheick Modibo Diarra, Ellen Ochoa and the NASA Story – <i>Hidden Figures Discussion</i>	16-January
Martin Luther King, Jr. Holiday	21-January
Latino/Hispanic/Native American Scholars & Inventors: Fernando Torres, Luis Von Ahn, Alejandro Zaffaroni, Alberto Santos-Dumont, Mary Ross	23-January
Latino/Hispanic Native American Scholars & Inventors II: Luis Miramontes, Olga D. Gonzalez-Sanabria, Guillermo Gonzalez Camarena	28-January
Hidden Figures Movie Screening (6:30PM – 8:30PM)	29-January (Witherspoon Student Center)
Connecting the Waters: Innovation and the Making of the Panama Canal	30-January
Global Political Economy & Developing Nations	4-February
Global Political Economy & Developing Nations continued	6-February
Case Study Analysis: Embraer & Brazil	11-February
Embraer & Brazil (continued)	13-February

Wind Power Dynamics – Lake Turkana (Kenya), Tarfaya (Morocco), Ashegoda (Ethiopia) / The Boy Who Harnessed the Wind	18-February
The Boy Who Harnessed the Wind (Malawi) – William Kamkwamba	20-February
The Boy Who Harnessed the Wind (Malawi) – William Kamkwamba	25-February
Hydroelectric Power Dynamics - Kariba Dam (Zambia & Zimbabwe)	27-February
Solar Power Dynamics – Burkina Faso and Namibia	4-March
Mid-Term Exam	6-March
Spring Break	11-March to 15-March
China in Africa Part I – The Power of Foreign Direct Investment	18-March
China in Africa Part II - (East African Community Railway System) LAPPSET Rail Project	20-March
Microfinance and Tech Development in Africa	25-March
Access to ICT and STEM Education in Africa	27-March
Emerging Countries and Global Value Chains	1-April
Emerging Countries and Global Value Chains (continued)	3-April
Geopolitics and The Grand Renaissance Dam (Sudan, Ethiopia, Egypt)	8-April
Geopolitics and The Grand Renaissance Dam (Sudan, Ethiopia, Egypt) cont.	10-April
AfroFuturism – Black Panther, My Soul to Keep (T. Due), Dawn (O. Butler)	15-April
Modern Technology Trailblazers of Color – Mark Dean (IBM Fellow), Jose Luis Hernandez-Rebollar	17-April
Silicon Valley and the Diversity Imperative (VC's, Angel Investors, Diversity in Tech, Patent/IP Law)	22-April
<i>Course Wrap-Up and Review</i>	24-April
<i>Final Exam 1:00 - 4:00PM</i>	3 - May

Supplemental Web Resources

- Lemelson Center for the Study of Invention and Innovation at the Smithsonian (<http://invention.si.edu>).
- US Patent and Trademark Office (<https://www.uspto.gov/>)
- US Postal Service (<http://www.usps.com>)
- African Development Bank (<https://www.afdb.org/en/>)
- USAID (<https://www.usaid.gov/what-we-do/economic-growth-and-trade/microenterprise-development>)

- TedTalks: Pankaj Ghemawat – Actually, the World Isn't Flat (<https://ed.ted.com/lessons/actually-the-world-isn-t-flat-pankaj-ghemawat#review>)

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.

HON296 sec 001	
Department(s)/Program	University Honors Program
Special Topic Title: <small>(30 character limit)</small>	Critical & Creative Decision Making Models
Term to be Offered	Spring 2019
Instructor Name/Title	Deborah Acker, Associate Director for Operations & Academic Programs
SECTION 1: GEP CRITERIA	
Instructions:	
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 	
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <ol style="list-style-type: none"> 1. Students will describe (explain, identify) the distinct approaches to decision making for each of the four disciplines (Textiles, Organizational Behavior (Management), Design, Entrepreneurship, Military Science). 2. Students will be able to choose the most appropriate disciplinary decision making model in different situations. 	
<p>Measure(s) for above Outcome:</p> <p><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>	
<p>Individually, students are to summarize the premise of the article from his/her perspective (DESCRIBE). Then, based on the two current decision making models (Textiles and Design) that have been discussed in class, the student is to critically consider how the steps within each of the decision making models may have been used or not used within the articles situation (considering all steps, strategies, and techniques associated with each step/model) (EXAMINE).</p> <p>Next, based on the student's analyzing of the models in regards to the problem presented in the article, students are to recommend how he/she perceive the problem could be addressed more effectively and efficiently based on the knowledge and understanding of the two models that maybe you did not observe in the original information. Please include a final recommendation using steps/models you have learned about the two models.</p> <p>Finally, share at least one thing you have learned specifically about the two models. Based on what you have learned about the two models through this case study exercise, HOW can you apply this learning into a different situation in the future (whether it be within a different class, general decision, organization, etc.) Be specific (explain step-by-step how you would incorporate the steps, process, strategies, etc. to help the decision making process be effective and beneficial for the desired outcome (ARTICULATE LEARNING).</p>	

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.

3. Students will compare and contrast how at least four disciplines' model addresses a problem.
4. Students will analyze the relationship between at least four disciplines' model as they are applied to a current case study.

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.

Through a team project, students will compare and contrast four models through reflective thinking based on the DEAL (describe, examine, and articulate learning) reflective process. Students will articulate how the team integrated (or did not integrate) the four models within the delivery of a commercial video to assist prospective students to effectively make the decision to come to NC State University. Each student will articulate through writing a paper reflecting on the process for how the team made decisions around creating the commercial and how the four models discussed through the course were incorporated or not incorporated within the development of the project.

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.

5. Students will creatively bring together new ideas from the four disciplines' models and present new possibilities for how to address a problem that has already occurred.

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.

Through a team project, students will compare and contrast the four models through reflective thinking based on the DEAL (describe, examine, and articulate learning) reflective process. Students will articulate how the team integrated (or did not integrate) the four models within the delivery of a commercial video to assist prospective students to effectively make the decision to come to NC State University. Each student will articulate through writing a paper reflecting on the process for how the team made decisions around creating the commercial and how the four models discussed through the course were incorporated or not incorporated within the development of the project.

The final exam will require that students describe the four models, describe the process for how they decided to come to NC State, what they would now do differently in making their decision to come to NC State and what they would recommend for future students to consider when making the decision to come to NC State University.

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?** Textiles, Organizational Behavior (Management), Design, Entrepreneurship, Military Science

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):** Tuesdays and Thursdays, 10:15 – 11:30 am
 - **Seat count:** 21

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

a. If seats are restricted, describe the restriction being applied. Freshmen in the University Scholars 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)

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

SIGNATURE PAGE FOR HON 296 sec 001
Critical & Creative Decision Making Models

RECOMMENDED BY:

Anne C. Guter 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:

[Signature] 11/5/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 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 Critical & Creative Decision-Making Models

Faculty: Dr. Debbie Acker

Class Location: 201 Quad Commons

Office Hours: Available by appointment. Please contact me via email at least 48 hours before your desired meeting time to schedule an appointment.

Email: dlreno@ncsu.edu

Pre-Requisites: None

Course Book (NOT required): \$9.42. Ruggiero, V. (2012). [The Art of Thinking: A Guide to Critical and Creative Thought, Tenth Edition](#). Pearson Education. ISBN-13: 978-0-205-11938-7.

Course Readings: All course readings will be uploaded within the [wolfware moodle site](#) for the course. Students are expected to check each week/day folder for readings that will be discussed during class.

Course Description:

This course is designed for the student who wants to learn to think critically and creatively when making decisions by taking into consideration a variety of decision making models across disciplines. Throughout the course, students will be presented a variety of decision making processes, as well as five models on decision-making across disciplines to consider when addressing different problems. Questions will be asked of students in a way that will foster critical and creative thinking in order to analyze, process, and identify effective ways for approaching a problem or situation. Students will be asked to reflect on how the way the decisions were made may, or may, not apply to the student's major. Primary focus will be on developing the student's mindset to select the most appropriate decision making model to effectively address a situation and be able to articulate why this learning matters and how to apply it in future situations.

Students will explore a decision making model used within each of the following disciplines: professions and applied sciences (sub-disciplines – Textiles, Design, PCOM (organizational behavior), Military Science and Entrepreneurship).

Course Learning Outcomes: Students successfully completing this course will be able to:

1. Formulate informative decisions examining the relationship between four decision-making models;
2. Differentiate between interdisciplinary decision-making models;
3. Demonstrate creatively bringing together new ideas and presenting new possibilities for how to address a problem that has already occurred;
4. Examine how to access a situation through the lens of multiple decision-making models.
5. Evaluate personal work and the work of peers through reflective thinking and writing.

IPGE Category Objectives: Students successfully completing this course will be able 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.

IPGE Learning Outcomes: Students will be able to:

1. Describe the distinct approaches to decision making for at least four disciplines.
2. Choose the most appropriate disciplinary decision making model in different situations.(I don't know if you need this one based on the objectives above)
3. Compare and contrast how each disciplines' model addresses a problem.
4. Analyze the relationship between each disciplines' model as they are applied to a current case study.
5. Creatively bring together new ideas from four disciplines' models and present new possibilities for how to address a problem that has already occurred.

Purpose and Expectations:

This course is designed for the student who wants to learn to think critically and creatively when making decisions taking into consideration a variety of decision making models across disciplines. Throughout the course, students will be presented a variety of decision making processes, as well as five models on decision-making across disciplines to consider when addressing different problems. Questions will be asked of students in a way that will foster critical and creative thinking in order to analyze, process, and identify effective ways for approaching a problem/situation (taking into consideration the models/theories that have been presented to the students). Students will be asked to reflect on how the way the decisions were made may/not apply to the student major. Students are encouraged to pay especially close attention to the discussion that will occur on our first day of class that will cover tips on how to be successful in this class. I also recommend reviewing the notes (which will be available through the course website) throughout the semester for a refresher.

Familiarity with NC State University's THINK Higher-order Skills in Critical and Creative Thinking Components will Assist Students in Understanding Components of Critical and Creative Thinking Related to Decision Making:

- Clarity
- Accuracy
- Precision
- Relevance
- Depth
- Breadth
- Logic
- Significance
- Fairness
- Originality
- Flexibility/
Adaptability
- Appropriateness
- Contribution to the
Domain

Communication:

Course announcements will be distributed using the student email address listed with the University. It is the responsibility of the student to ensure that this mailbox is checked on a regular basis or through Forum within Moodle.

Academic Integrity: <https://studentconduct.dasa.ncsu.edu/academic-integrity-overview/> For all written assignments, students will be expected to adhere to the Pack Pledge: "I have neither given nor received unauthorized aid on this test or assignment." It is the understanding and expectation of the instructor that the student's submission to the Moodle (Wolfware) site on any assignment means that the student neither gave nor received unauthorized aid. If the student violates the policy, a zero will be provided for the assignment and a violation will be submitted through the Office of Student Conduct per the NCSU Code of Student Conduct policy NCSU POL11.35.1.

Course Documents and Information

Please refer to the course [Moodle \(Wolfware\) site](#) for all documents and information that you will need for this class. Documents that can be found on the site include copies of: Syllabus, Syllabus Summary and FAQs, blank Request for Excused Absence forms, blank Team Feedback Forms, blank Grade Calculation forms, a projected course schedule, and **all materials** that are needed to prepare for class each day.

Course Schedule

- Follow [link](#) for each week on the course website Moodle for schedules, topics, readings, class materials and announcements. The course schedule is also handed out first day of class hard copy.

Day	Content/Assignments Due	Speakers/Facilitators	Readings
Day 1	Intro 1 Syllabus Review Introduction to Moodle Reading	Debbie Acker, Course Faculty Lead	
Day 2 Thursday Jan 10	Self-Awareness: What is Critical Effective Decision Making? Reading	Debbie Acker, Course Faculty Lead	Article: Flores, Matkin, Burbach, Quinn, & Harding. (2012). <i>Deficient Critical Thinking Skills among College Graduates: Implications for leadership.</i> Educational Philosophy and Theory, Vol. 44.
Day 3 Tuesday Jan 15	Self-Awareness: What is Creative Effective Decision Making? Reading NOTE: Assignment 1 due by beginning of class.	Debbie Acker, Course Faculty Lead	Article: Today's Generation of College Students Will Face Many Challenges: College Can Teach Them How. The New York Times Company (September 24, 2007)
Day 4 Thursday Jan 17	Self-Awareness: Six Hats of Thinking Reading	Debbie Acker, Course Faculty Lead	Guide: Six Hats Thinking® (This guide has been developed using materials provided by the Overseas Development Institute's Research and Policy in Development (RAPID) Programme)
Day 5 Tuesday Jan 22	Self-Awareness: Understanding Your Values Reading NOTE: Everyone should select their teams by beginning of class.	Debbie Acker, Course Faculty Lead	Ethical Model Article
Day 6 Thursday Jan 24	Self-Awareness: Reflective Thinking (DEAL)	Debbie Acker, Course Faculty Lead	Article: Densten & Gray. (2001). Leadership development and reflection: what is the connection? The International Journal of Educational Management. Guide: DEAL Reflection Model
Day 7 Tuesday Jan 29	Model 1: Strategic Planning and Decision Making in Textiles Reading	Guest Speaker: Dr. Hergeth, College of Textiles	Textile PPT
Day 8 Thursday Jan 31	Review of Rational Model Reading	Debbie Acker, Course Faculty Lead	• Case Study: Papakostas, Mourtzis, Michalos, Makris, & Chryssolouris (2012). An agent- based methodology for manufacturing decision Making: a textile case study.
Day 9 Tuesday Feb 5	Case Study Exercise in Project Teams Reading	Debbie Acker, Course Faculty Lead	• Case Study: Game On! Backed with Aggressive Project Management Standards, Chile's Government Rises to the Challenge of Building Four New Soccer Stadiums in Less Than

			a Year. Project Management Institute.
Day 10 Thursday Feb 7	Model 2: Entrepreneurial Thinking Reading	Jennifer Capps, NC State Entrepreneurship	PPT slides on entrepreneurial thinking (EI, NC State).
Day 11 Tuesday Feb 12	Case Study Exercise in Project Teams Reading	Debbie Acker, Course Faculty Lead	Case Study: Ashkenas (2012). The Chicken-Egg Problem with Organizational Change. HBR Blog Network.
Day 12 Thursday Feb 14	Case Study Exercise in Project Teams Reading	Debbie Acker, Course Faculty Lead	Case Study: Buchanan. (2010). The Heart of a Company, Balancing Work and Personal Life, Inc.com.
Day 13 Tuesday Feb 19	Model 3: DASA – Military Decision Model Reading NOTE: Assignment 2 due by beginning of class.	Faculty – MAJ Andrew Sinden, NC State ROTC Commander	Chapter: Retrieved on September 9, 2014. The Military Decision-Making Process. United States Department of Air Force. Article: ADP 5-0: The operations Process. (May 2012). Headquarters, Department of Army. PPT slides: Military process.
Day 14 Thursday Feb 21	Review Military Decision Making Process	Debbie Acker, Course Faculty Lead	Retrieved on September 11, 2014. Committee report on the military: Panel finds Clinton, Bush had plenty of options.
Day 15 Tuesday Feb 26	Model 4: Design Thinking Reading	Allen or Liu, College of Design	Design PPT Slides
Day 16 Thursday Feb 28	Review and Application of Design Thinking Process	Debbie Acker, Course Faculty Lead	Case Study: TBD
Day 17 Tuesday Mar 5	Planning for Product Proposal in Teams	Debbie Acker, Course Faculty Lead	
Day 18 Thursday Mar 7	Planning for Product Proposal in Teams	Debbie Acker, Course Faculty Lead	
Day 19 Tuesday Mar 12	SPRING BREAK		
Day 20 Thursday Mar 14	SPRING BREAK		

Day 21 Tuesday Mar 19	Planning for Product Proposal in Teams	Debbie Acker, Course Faculty Lead	
Day 22 Thursday Mar 21	Model 5: Pitfalls in Team Decision Making (Business Perspective) Reading	Dr. Brad Kirkman, Distinguished Chair Shelton Faculty, PCOM (organizational behavior)	<ul style="list-style-type: none"> Article: Bazerman & Chugh (2006). Decisions Without Blinders. Harvard Business Review. PPT slides: Team Decision Making Pitfalls.
Day 23 Tuesday Mar 26	Review of Pitfalls in Team Decision Making NOTE: Assignment 3 due by beginning of class.	Debbie Acker, Course Faculty Lead	
Day 24 Thursday Mar 28	Review Video Assignment Expectations and Start Planning for Project in Team	Debbie Acker, Course Faculty Lead	
Day 25 Tuesday Apr 2	Start Planning for Project in Team	Debbie Acker, Course Faculty Lead	
Day 26 Thursday Apr 4	Project Team Planning in Project Teams	Debbie Acker, Course Faculty Lead	
Day 27 Tuesday Apr 9	Project Team Planning in Project Teams	Debbie Acker, Course Faculty Lead	
Day 28 Thursday Apr 11	Project Team Planning in Project Teams	Debbie Acker, Course Faculty Lead	
Day 29 Tuesday Apr 16	Team Project Presentations NOTE: Assignment 4 due by beginning of class.	Debbie Acker, Course Faculty Lead	
Day 30 Thursday Apr 18	Team Project Presentations	Debbie Acker, Course Faculty Lead	
Day 31 Tuesday Apr 23	Guest Leader Panel	Debbie Acker, Course Faculty Lead	
Day 32 Thursday Apr 25	Last Day of Class: Review for Final		
EXAM	TBA		

ASSIGNMENTS

- Please note that I will give general length requirements to some assignments, but what you do with that space is up to you and is a direct reflection of your commitment, style of work, and work ethic. If you choose to cut and use excessive margin sizes or take up 7 lines with your name and other non-assignment related details, that is fine, but you will be graded accordingly. Treat your assignments (and all work that you do) as a chance to demonstrate the very best that you are capable of.
- For assignments with no length requirements, you should present all necessary information in a manner that is as clear and succinct as possible, but also that is inclusive of all necessary elements.
- **ALL ASSIGNMENTS MUST BE SUBMITTED AS EITHER A .MP4, .DOC, .DOCX, .PPT, or .PPTX FORMAT.** If I cannot open your assignment, I cannot grade your assignment.
- All assignments are due on the specified due date by the start time for your class section.
- All assignments are the property of the university that may be used for longitudinal impact and enhancements for the course and minor.

Class Participation: Worth 100 points

There will be multiple opportunities to participate in class discussions and activities throughout the semester. You are expected to not only be prepared for class but also participate. We all bring unique backgrounds, personalities, learning styles, thoughts and ideas to the classroom. Completion of this requirement will be provided during class through group (small/large) discussions focusing on societal problems and case studies looking through the lenses of multiple decision making models comparing and contrasting the models with how the problem was solved and/or could be solved using the models. Learnings that generate through discussion will be shared with the class, at large, and how it can be applied in other settings.

Personal Introduction and Decision Making worth 100 points

1. Update your profile in Moodle so that it includes a photo of you.
 - a. Create a PowerPoint presentation that contains exactly 3 slides that tell the story of who you are. Be creative! These will be shown to the entire class. The requirements are as follows:
 - i. Slide 1 must contain: Your name; 1 picture of you alone – no group shots; Your major; 2 personal strengths and 2 personal areas of improvement.
 - ii. Slide 2 must contain: Your name; At least 5 things that you are interested in or want to learn more about. This can include hobbies, interests, etc.
 - iii. Slide 3 must contain: Your name; Anything else that you would like to share about yourself; Any photos that you want to share with the class
2. Write a one-page essay describing, examining (explaining) and identifying what you learned from the experience regarding the following question: "What was the process for making the decision to come to NC State University and then applying to participate in the Honors or University Scholars programs?"

Grading will be based on the quality (grammar, spelling, sentence structure, etc.) and completeness (details related to decision process) of the essay assignment. Late assignments will receive no points.

DUE: By the start of your class time on Tuesday, January 15, 2019.

Case Study Article Assignment worth 100 points

Each group will be provided a case study/article about an organization, societal or personal problem that has either already established decisions made related to the problem or presents evidence that can assist in making decisions to resolve the problem.

This is an individual assignment. Everyone is to write a paper concerning the article comparing and contrasting how the case did or did not follow both models. Explain the processes for each model based on information provided in the article.

Students are to summarize the premise of the article from his/her perspective (DESCRIBE). Then, based on the two current decision making models (Textiles and Entrepreneurship) that have been discussed in class, the student is to critically consider how the steps within each of the decision making models may have been used or not used within the articles situation (considering all steps, strategies, and techniques associated with each step/model) (EXAMINE).

Next, based on the student's analyzing of the models in regards to the problem presented in the article, students are to recommend how he/she perceive the problem could be addressed more effectively and efficiently based on the knowledge and understanding of the two models that maybe you did not observe in the original information. Please include a final recommendation using steps/models you have learned about the two models.

Finally, share at least one thing you have learned specifically about the two models. Based on what you have learned about the two models through this case study exercise, HOW can you apply this learning into a different situation in the future (whether it be within a different class, general decision, organization, etc.) Be specific (explain

step-by-step how you would incorporate the steps, process, strategies, etc. to help the decision making process be effective and beneficial for the desired outcome (ARTICULATE LEARNING).

The case study article is worth 100 points. The case study article assignment is due at the beginning of class on the assigned due date. This assignment is a personal document and students should feel free to write it in any way that they choose. The papers are tend to be 3-4 pages and contain elements of what has been accomplished in this class as related to the topics assigned below and how the information and/or experiences pertain to the individual student.

Grading is based on the quality and completeness of the assignment. Late assignments will receive no points. All assignments must be submitted through the appropriate assignments tab in the course website.

1. Case Study Article: Models – Textiles (Rational) Thinking and Entrepreneurial Thinking.

DUE: By the start of your class time on Tuesday, February 19, 2019.

Team Product Proposal worth 100 points

The intent of this assignment is to allow your group to work together to solve a problem using both the military decision making process and design thinking process models. Taking into consideration both decision-making models, the group is to develop a proposal to address the problem chosen by the team

The Honors and Scholars administration has presented to students an opportunity to develop an App to address what they believe is a critical problem for their students in either / both programs. Your group is required to identify the problem and how the App will address this problem.

Each member of the group is to actively participate in developing the proposal, both through the planning and final report (proposal), for a final grade. Following the proposal, individually, each person will be expected to provide a written articulation of what he/she contributed to the proposal, what he/she personally learned about the two decision models, **specific** example for how this learning can be applied in another real-life situation, and how this learning can assist to help his/her decision making in the future be more effective/efficient.

The assignment is worth 100 pts. Please refer to the grading rubric for how students will be evaluated on the assignment. All names need to be noted on the paper. Only one person from each group is to submit the proposal for a final grade. Please refer to moodle assignment for more details concerning deliverables related to the proposal report.

DUE DATE (Product Proposal): By the start of class time on Tuesday, March 26, 2019.

Team Project: Decision Making Models for NC State Prospects worth 100 points

Integrating at least 4 models/theories of decision making, each team will create a commercial to assist prospective students to think about how to make an educated decision to attend NC State as their college choice and then to apply to the Honors or Scholars Program.

- Your team project is to focus on helping prospective students think about how to make an education decision to select NC State as their choice of college for the next four years. The team is to at least four of the models (completely) within the delivery of a video to assist prospective students to effectively make the decision to come to NC State University and then commit to the Honors or Scholars Program.
- The team video is worth 100 points. Team members will receive the same grade. Teams will be expected to present and share their commercial videos to the class. Each team member will receive the same grade on the video. All assignments must be submitted through the appropriate assignments tab on moodle. Assignments will be due at the beginning of class on the assigned due date. Assignments submitted late will be penalized one letter grade per day.
- Following the clip, team members need to be prepared to answer questions related to how their team worked together while making the video and how they believe their team incorporated some of the decision making models they have been discussed in class during the semester while working on the project together.
- Grade will be based on HOW your video has demonstrated steps from at least four models discussed during the semester.

DUE DATE (Commercial Video): By the start of class time on Tuesday, April 16, 2019.

Reflection Paper: Team Project worth 100 points

Following the completion of the Team Project, each student will be required to write a paper reflecting on the process for how the team made decisions around creating the commercial and how at least four models discussed through the course were incorporated or not incorporated within the development of the project.

- The paper should reflect on your observations, feelings, perspectives in how the team did or did not utilize the variety of decision making models discussed during the semester, as well as how the team could have worked differently together in order to produce a better product. And, what did you personally learn through the experience working on the project with this team that you can apply in future situations?
- Reflection paper will be worth 100 points

- Individual grades will be assigned on the reflective paper. All assignments must be submitted through the appropriate assignments tab in the course website. Assignments will be due at the beginning of class on the assigned due date. Assignments submitted late will be penalized one letter grade per day.

DUE (Reflection Paper): By the start of your class time on Tuesday, April 23, 2019.

Final Examination: Worth 200 points

Part One: (100pts)

Describe, examine and articulate (DEAL) how you have learned and applied the learning outcomes established for the course through the decision models and self-awareness topics during the semester. The articulation of your learning (AL) needs to explain an example for how you can apply the decision models into a future situation (explaining step by step the use of the model and how this will assist in a more educated decision and final outcome).

Part Two: (100pts)

To answer this question, please refer to your first assignment this semester about your decision to come to NC State and then choose to commit to the Honors or Scholars Program. "Based on the course topics related to self-discovery and decision models discussed during the semester,

- How do you believe you did use at least four models in your decision to come to NC State? Explain the use step by step.
- If you did not use models in your original decision to come to NC State and then choose to commit to the Honors or Scholars Program, how could you have incorporated the models and self-awareness into making your decision to come to NC State University and then choose to commit to the Honors or Scholars Program?" Explain the use step by step.
- How and why could the incorporation of the models have helped you to make a more educated decision? Explain.
- Based on what you have learned about two models this semester, what would you recommend for future students to consider when making the decision to come to NC State University and then choose to commit to the Honors or Scholars Program (specifically about the models)?

Your exam will be due before the end of the regularly scheduled exam time and must be submitted through the appropriate assignments tab in the course website. Exams submitted late will receive no credit and will receive a grade of 0 points. Please submit both parts as one paper.

Submit through Moodle Wolfware by: TBA

Grading Policy

Course Assignments	Points
Class Participation	100
Personal Introduction and Decision Making	100
Case Study	100
Product Proposal	100
Team Video Commercial	100
Team Video Reflection Paper	100
Final	200
Total	800

This Course uses Standard NCSU Letter Grading:

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

Attendance Policy:

Attendance is mandatory and expected. Class sessions are interactive and cannot be “made up” on your own time. If you have not signed the roll when class starts for any reason, you will be considered absent during the entire class period. Students entering the classroom after class has started WILL NOT be counted as present, and therefore will be counted absent for the entire class period. I understand that emergencies and unexpected events happen – if a situation causes you to be late, please be quiet and as discreet as possible when you enter the classroom. If this happens after your first 3 absences, you can submit a Request for Excused Absence for consideration.

Your first 3 absences will not count against you for any reason including athletic events, university field trips, work, sickness and family emergencies. **For every absence over 3, your class grade will be deducted by 3.3-3.5 points.** Any absence beyond the first 3 absences that you would like to have considered as excused will be handled in the following way:

1. Provide letter and/or documentation to support request of excused absence.
2. Save it as an acceptable file format
3. Any absence that has not been addressed in this manner as outlined above within one week of the absence will automatically count as an unexcused absence.

During class time, I will call on students for discussions. **If you have signed the role for the day and you are not present for the majority of class activities/discussion, your class grade will be deducted by 3 points. Signing the role and then leaving class is a violation of academic integrity and will have a negative impact on your class participation grade for the day.**

Some Final Information

- Students are expected to follow the official NC State University Code of Student Conduct which can be found at <https://studentconduct.dasa.ncsu.edu/code/>
- All assignments must be submitted through the appropriate assignments tab in the course website on the respective due date. E-mailed assignments will not be accepted. Any assignment not submitted by the deadline on the given due date will be considered late and will be penalized according to the syllabus.
- All grades of an “F” will receive a numerical grade of “zero”.
- Due dates are considered to be the date given in the syllabus at the beginning of class. Any assignments turned in after the beginning of class will be considered past the due date and will be penalized according to the syllabus.
- Excused absences are defined by university policy. <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/>

Incomplete Grades:

Incomplete grades will be assigned only if unavoidable and unforeseen events occur, such as a medical emergency, preventing the student from completing a course requirement before the final grades are submitted. Incompletes must be made up before the end of the next regular semester in which the student is enrolled and in no case may be made up more than 12 months after the end of the semester in which the IN is awarded, unless the teacher or department offering the course is not able to provide the student with an opportunity to make up incomplete work, in which case the period can be extended. Make up work is to be limited to accomplishing the work not completed.

Credit Only Grading:

<http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/creditonlyandaudit/> In order to receive a grade of S, students are required to complete all exams and 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.
<http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/grading/>

Audit Grading: <http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/creditonlyandaudit/>

In order to receive a grade of AU, students must attend all classes and complete and turn in all homework assignments. These homework assignments must be completed in a manner that would result in a grade of C or better if the assignment were graded.

Late Assignments

The penalties for late assignments may vary for each individual assignment. Please read the assignment descriptions for details about late penalties for each assignment.

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 Holmes Hall, Suite 304, 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/>

NC State University PRR:

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities <https://policies.ncsu.edu/regulation/reg-02-20-07/>:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05>[This link will open in a new window](#) with additional references at <https://oied.ncsu.edu/equity/policies/>[This link will open in a new window](#)
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>[This link will open in a new window](#)
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>[This link will open in a new window](#)
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>[This link will open in a new window](#)
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>[This link will open in a new window](#)

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, sex, creed, 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 color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also 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 <https://policies.ncsu.edu/category/campus-environment/non-discrimination/> or <https://oied.ncsu.edu/divweb/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Electronic Hosting statement:

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.

GEP Requirements:

This course fulfills Interdisciplinary GEP requirements.

SLC 250 - Grading Rubric for Assignments

When completing written assignments for the course, please make sure you are addressing the following components that will guide you to meet the expectations set by the measurements and receive full credit in each of the four areas being evaluated. Each measurement area is worth a total of 25 points.

Measurement 1: Ability to demonstrate critical and creative thinking strategies discussed in course.

Intellectual Standards of Critical & Creative Thinking		THINK Common Rubric
<ul style="list-style-type: none"> • Clarity • Precision • Depth • Logic • Fairness 	<ul style="list-style-type: none"> • Accuracy • Relevance • Breadth • Significance 	<ul style="list-style-type: none"> • Flexibility & Adaptability • Originality • Appropriateness • Contribution to the Domain
		<ul style="list-style-type: none"> • Articulating the issue and its scope • Influence of context and assumptions

Measurement 2: Ability to compare, contrast, analyze, evaluate different decision making processing models presented in the class depending on what is asked to provide within the assignment.

Intellectual Standards of Critical & Creative Thinking		THINK Common Rubric
<ul style="list-style-type: none"> • Clarity • Accuracy • Precision • Logic • Fairness 	<ul style="list-style-type: none"> • Fairness • Relevance • Depth 	<ul style="list-style-type: none"> • Depth • Breadth • Significance
		<ul style="list-style-type: none"> • Selecting and analyzing information • Influence of context and assumptions • Combining elements or ideas in ways that are coherent and logical
		<ul style="list-style-type: none"> • Embracing contradictions • Originality of Thought • Generating and judging alternatives • Judging Appropriateness • Taking Risks

Measurement 3: Ability to demonstrate how the decision could have been made differently to help the final outcome potentially be more effective with the present problem/issue presented.

Intellectual Standards of Critical & Creative Thinking		THINK Common Rubric	
<ul style="list-style-type: none"> • Clarity • Precision • Logic • Significance 	<ul style="list-style-type: none"> • Fairness • Originality • Flexibility & Adaptability 	<ul style="list-style-type: none"> • Appropriateness • Contribution to the Domain 	<ul style="list-style-type: none"> • Embracing contradictions • Originality of thought • Adaptability and flexibility of thought • Taking risks

Measurement 4: Ability to demonstrate critical reflective thinking based on the DEAL reflective process.

Intellectual Standards of Critical & Creative Thinking		THINK Common Rubric	
<ul style="list-style-type: none"> • Clarity • Precision • Depth • Logic • Fairness 	<ul style="list-style-type: none"> • Accuracy • Relevance • Breadth • Significance 	<ul style="list-style-type: none"> • Flexibility & Adaptability • Originality • Appropriateness • Contribution to the Domain 	<ul style="list-style-type: none"> • Articulating the issue and its scope • Selecting and analyzing information • Influence of context and assumptions • Combining elements or ideas in ways that are coherent and logical • Embracing contradictions • Generating and judging alternatives • Originality of thought • Adaptability and flexibility of thought • Judging appropriateness • Taking risks

Class Participation Grading Rubric

Grade	Points	Description
A	89.5-100	Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. Maximum of 3 un-excused absences.
B	79.5-89	Reactive participation with supportive, follow-up contributions that are relevant and of value, but relies on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Maximum of 6 un-excused absences.
C	69.5-79	Passive participation including being present, awake, alert, attentive, but not actively involved. Maximum of 9 un-excused absences.
D or F	0-69	Uninvolved, late, present but not attentive, sleeping, making irrelevant contributions that inhibit the progress of discussion. More than 9 un-excused absences.

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 002		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Cancer Through the Ages	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2019	
Instructor Name/Title	Lisa Parks/Teaching Professor	
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> Analyze a variety of texts and videos discussing the discovery of cancer biology through the lens of history.</p>		
<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>		
<p>Students will be reading texts and literature (including magazine articles) and watching short informational videos from several time periods and be required to turn in weekly assignments asking how the discovery of cancer biology knowledge is influenced by the historical context. Sample reading assignments include discussing the significance of the following two quotes: 1. "By the early winter of 1938, just months after the inauguration of the NCI campus in Bethesda, the battle against cancer was overshadowed by the tremors of a different kind of war." Or 2. "When she asked about placing her announcement, a long pause followed. "I'm sorry, Ms. Rosenow, but the <i>New York Times</i> cannot publish the word <i>breast</i> or the word <i>cancer</i> in its pages."</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> Explore connections between cultural pressures (political, sociological) of a particular time in history and how that influences the treatment of cancer and cancer patients</p>		
<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>		
<p>Students will evaluate both written works and video clips and write short answer essays and reflections. Sample essay question: "The quote from page 45 states "The <i>Fortune</i> article was titled "Cancer: The Great Darkness," and the "darkness," the authors suggested, was as much political as medical." Write a brief (1 page) essay on what this meant. Cite specific examples."</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.

Demonstrate the ability to synthesize our knowledge of cancer biology through the lens of history, politics, and sociological 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.

Students are asked to develop a time line of cancer biology in video, powerpoint, or poster form. They will work together to include major events in cancer biology research, cause, and treatment. Major events that influenced this development of knowledge including economic, political, or social pressures will be included in the timeline to give a broader understanding of context.

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?

Biology, History, 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"?

Instructor will use text, video, advertisements, and articles from scientific journals, popular culture magazines (ex: Life) and historical accounts to weave through discussion, reflections, and presentation assignments.

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): Tuesdays and Thursdays 10:15 AM - 11:30 AM
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: 139 David Clark Labs
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? ____0____ %

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

Required: The Emperor of All Maladies: The Biography of Cancer, Author: Siddhartha Mukherjee
Other readings and videos made available on Moodle

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.

N/A

**SIGNATURE PAGE FOR hon 296 sec 002
Cancer Through the Ages**

RECOMMENDED BY:

Anne C. Guter 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:

[Signature] 11/5/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 11/13/18
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

HON 296-002 Seminar: *Cancer Through the Ages*

SPRING 2019; 3 Credit Hours

Time H: Tues/Thurs 10:15-11:30

Location: 139 David Clark Labs

Course Description

We will explore the research, diagnosis, and treatment of cancer from ancient Egypt to present day. Students will be required to participate in class discussions including the influences of economics, available technology, and societal perceptions of cancer. Focus will be on critical thinking skills as we integrate information from our texts, discussion, media sites, case studies, and other sources. Emphasis will be placed on higher order cognitive skills; applying the intellectual standards of critical thinking; active, collaborative learning; and effective communication skills.

Learning Outcomes

After completing this course, students will be able to:

- Analyze a variety of texts and videos discussing the discovery of cancer biology through the lens of history.
- explore connections between cultural pressures (political, sociological) of a particular time in history and how that influences the treatment of cancer and cancer patients
- demonstrate the ability to synthesize our knowledge of cancer biology through the lens of history, politics, and sociological influences.
- engage productively in collaborative projects through group discussion and poster development and presentation.
- communicate the results of their work in an effective and appropriate manner with written reflections and group presentations.

Course Structure

This course will involve discussion and group activities. Students will be expected to keep up with the readings and make presentations or lead discussions, write reflections, and develop a timeline of cancer discovery from ancient Greece to present day.

Required Textbook

The Emperor of All Maladies: The Biography of Cancer

Author: Siddhartha Mukherjee

ISBN: 13: 978-1439170915

Instructor

Lisa Parks

Email: ldparks@ncsu.edu

Phone: 919-515-3494

Office Location: 152 DCL

Office Hours: Tues and Thurs 1:30-2:30 PM

Course Meetings

Tues and Thurs, 10:15-11:30AM

Requisites and Restrictions

Prerequisites

None.

Restrictions

University Honors and Scholars students. If seats are available after enrollment, they will be opened to other students.

General Education Program (GEP) Information

Interdisciplinary Perspectives

Grading

Weekly Reading/Video Assessments	100	Students will have in class or moodle quizzes based on readings or videos ahead of class meeting.
Discussion and Reflection Papers	100	Students will sign up to lead class discussions each week and write brief reflection papers after each unit.
Timeline Poster	100	Due at the end of semester – students will work in small groups to develop timeline poster of major events in discovery, research, treatment, and influential events within an assigned period of time.
Final Exam	100	Multiple choice and short answer essay questions

This Course uses Standard NCSU Letter Grading:

386 ≤ **A+** ≤ 400

370 ≤ **A** ≤ 385

358 ≤ **A-** ≤ 369

346 ≤ **B+** ≤ 357

330 ≤ **B** ≤ 345

318 ≤ **B-** ≤ 329

306 ≤ **C+** ≤ 317

290 ≤ **C** ≤ 306

278 ≤ **C-** ≤ 289

266 ≤ **D+** ≤ 277

250 ≤ **D** ≤ 265

238 ≤ **D-** ≤ 249

0 ≤ **F** ≤ 237

Requirements for Credit-Only (S/U) Grading

This course cannot be taken for credit only.

Requirements for Auditors (AU)

This course cannot be audited.

Policies on Incomplete Grades

A grade of Incomplete (IN) may be assigned at the discretion of your instructor. This will be considered only under exceptional circumstances that seriously interrupt your work and that are not caused by your own negligence. An IN grade is appropriate only if your record in this course is such that the successful completion of missed assignments or exams would enable you to pass the course. If an IN is granted, it is the student's responsibility to understand and comply with the terms under which the instructor will change the grade upon completion of required work.

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://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php.

Late Assignments

Assignments will NOT be accepted after they are due, unless you provide documentation of a university-sanctioned excuse within two days of missing the assignment. See the "Makeup Work" section for details. Information on university-sanctioned excuses can be found here:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

If you feel an error has been made in grading one of your exams, return the exam to the instructor with a written explanation of the error; the entire exam may be re-graded. You must submit your request for a re-grade within one week after the exam is returned to you.

Attendance Policy

Attendance and Late Arrivals

Attendance at all class sessions is mandatory. This class can only work when everyone attends and participates. Only one unexcused absence will be accepted without penalty. After that, each absence will result in a drop of one letter grade unless a documented excuse is provided (preferably in advance). Please be on time – being more than 5 minutes late to class can be counted as an absence. It is impossible to do well in a discussion-based course such as this one if you are frequently late, absent, or unprepared.

Absences

An absence may be excused if appropriate documentation is provided. The university attendance regulation, including the university definition of excused absences, can be found here:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

Makeup Work

Allowed only if you provide documentation of a university sanctioned excuse. It is the student's responsibility to understand the expectations of the instructor for makeup work.

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://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Academic Honesty

See http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php for a detailed explanation of academic honesty.

Honor Pledge

It is the instructor's understanding and expectation that the submission of any assignment, including exams, means that the student neither gave nor receive unauthorized aid on that exam or assignment. Giving or receiving unauthorized aid may result in an F for this course as well as more severe disciplinary penalties.

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.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located 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 at

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

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

Course Schedule

See Moodle for additional readings or videos on assigned week

Week 1(Jan 7-11): Introduction: Biology of Cancer	pdf on Moodle
Week 2(Jan 14-18): The Early Years: Imhotep, Herodotus, Hippocrates	pg 1-50
Week 3(Jan 21-25): Morbid Anatomy and Black Bile, Dyeing and Dying	pg 51-104
Week 4(Jan 28-Feb 1): An Impatient War, Surgery is the answer?!	pg 143-190
Week 5(Feb 4-8): Industrial Revolution: Pollution, Percival Potts, Radium Girls	pg 191-234 and Radium Girls excerpt
Week 6(Feb 11-15): Stanley Farber and Childhood Leukemia	pg 235-285 and videos
Week 7(Feb 18-22): Prevention is the Cure (Tobacco, Radium, BPA...)	pg 286-333 and Life Magazine article
Week 8(Feb 25-Mar 1): Early Pleas for Money, Tests and Drugs	pg 335-369
Week 9(Mar 4-8): A Distorted Version of Normal: Cancer Cell Discovery	pg 370-392
Week 10(Mar 11-15): No Class – Spring Break	
Week 11(Mar 18-22): Oncoviruses and the Hallmarks of Cancer	pg 393-422 and pdf
Week 12(Mar 25-29): The National Cancer Institute and The Jimmy Fund	pg 423-459 and videos
Week 13(April 1-5): The Rise of Drug Cocktails	pdf and videos
Week 14(April 8-12): Atossa's War and work on time line	pg 461-471
Week 15(April 15-19): What now? Nanotechnology? Health Budget Crisis?	pdf on Moodle
Week 16(April 22-26): Time Line Poster Wrap up	
Thurs, May 2: Final exam	

GEP Humanities and U.S. Diversity Special Topic Shell Offering (HUMU 295)

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.

HUMU 295		
Department(s)/Program	History	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	American Sport: A Historical Examination	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Summer II 2019	
Instructor Name/Title	Steven Lechner / Lecturer in History	
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] 		
<i>Humanities</i>		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Humanities Objective 1</i>: Obj. 1) Engage the human experience through the interpretation of human culture.</p> <p>Identify major events, actors, movements, themes, and ideas relating to the history of American sport.</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>Quiz question, such as "Drawing on the journal articles and primary documents you read, discuss how the issue of amateurism and professionalism rose in the 1920s-30s."</p>		

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

Analyze primary document evidence and apply it to an historical interpretation of the relationship of sport to other aspects of American culture.

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.

Primary sources analysis, such as "Using the documents provided, analyze the statements and memories of 'Black Boxers' with their representation in memory."

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 3*:

Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Produce evidence-based historical arguments about the American experience with sport.

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.

Extended primary source analysis paper, requiring the student to describe the primary source(s), contextualize the source(s), situate the subject matter within the wider social, political, and/or cultural climate of the period in question, and analyze the documents' main ideas and explain how they inform an interpretation of the history of period in which it was created.

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*:

Categorize and compare historical, social, political, and/or economic developments in American sport that produced diversity, equality, and structured inequalities in the U.S.;

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.

Quiz question, such as "Drawing on the journal articles and primary documents you read, compare the politics and social context of the entry of Black athletes into boxing and baseball."

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 analyze interactions between people from different gender, ethnic, racial, and class groups in the U.S. in the context of sport.

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.

Quiz question, such as "Drawing on the journal articles and primary documents you read, describe the shifting gender and class relations in American professional tennis in the 1970s-80s, and how they relate to the wider social context of the period."

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): 9:50-11:20 MTWHF
 - Seat count: 35
 - Room assigned or room preference including needed classroom technology/seat type:
TBA
- 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)

HI 298

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

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

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

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

SIGNATURE PAGE FOR HUMU 295

RECOMMENDED BY:




HEAD, DEPARTMENT/PROGRAM DATE 11/14/18

**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 11/28/2018

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HUMU 295/HI 298 Special Topics: American Sport: A Historical Examination Semester: Summer II 2019

Instructor: Steven Lechner
Office: Withers 462
Phone: 336-880-9952
Email: selechne@ncsu.edu
Office Hours: Fridays, 8-11:00 or by appointment

Class Time: M-F 9:50-11:20 AM

3 credit hours
GEP Humanities & U.S. Diversity
No prerequisite

Course Description and Themes

This course uses the history of American sport, as viewed through multiple perspectives, to examine political, economic, social, and cultural questions relating to the history of ideas and contexts concerning equality, citizenship, ethics, culture, identity, and commercialization.

Themes include the tensions between amateurism and professionalism, the relationship between American sport and notions of nationalism and foreign policy, the intersection of sport and race, class, gender, and sexuality, and debates concerning the parameters of fair play and competition. Students will hone critical thinking and communication skills by examining an aspect of American life too often omitted from academic discourse.

Sources

There is no assigned textbook for this course. Instead, students will read scholarly articles or portions of ebooks available through the NC State Library. The assigned readings for each day are set forth in the Course Schedule below. Students will also read, analyze, and discuss primary source materials made available through course Moodle page.

Course Learning Outcomes

Through active participation in this course, each student will be able to

1. Identify major events, actors, movements, themes, and ideas relating to the history of American sport,
2. Analyze the historical context of political, economic, social, and cultural issues in the history of American sport
3. Produce an historical argument on a theme in American sport history, such as the tensions between amateurism and professionalism, the relationship between American sport and notions of nationalism and foreign policy, the intersection of sport and race, class, gender, and sexuality, and debates concerning the parameters of fair play and competition.

Humanities GEP Learning Outcomes

By the end of this course, students will be able to:

1. Identify major events, actors, movements, themes, and ideas relating to the history of American sport,
2. Analyze primary document evidence and apply it to an historical interpretation of the relationship of sport to other aspects of American culture,
3. Produce evidence-based historical arguments about the American experience with sport.

U.S. Diversity GEP Learning Outcomes:

By the end of this course, students will be able to:

2. Categorize and compare historical, social, political, and/or economic developments in American sport that produced producing diversity, equality, and structured inequalities in the U.S.;
4. Identify and analyze interactions between people from different gender, ethnic, racial, and class groups in the U.S. in the context of sport.

Grading

Participation:	10%
Team Micro-lesson:	15%
5 Primary Source Analyses:	10%
Course Notebook:	25%
4 Quizzes:	10%
Final Project:	30%

The grading scale is as follows:

A+ = 98-100	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	F = Below 60
A = 93-97.9	B = 83-86.9	C = 73-76.9	D = 63-66.9	
A- = 90-92.9	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	

Participation

This class relies on students who are engaged and willing to participate. Accordingly, the instructor has high expectations for student participation. It should come as no surprise, therefore, that the instructor strictly evaluates this category. Participation is worth ten percent (10%) of the overall course grade. See the Participation Rubric on Moodle for more information.

Team Micro-lesson Project

The instructor will randomly assign each student to a team consisting of between 5-6 students. Among other things, each team will develop a micro-lesson on a sports-related event or topic or article not otherwise covered in the course. Each team will share their findings with the class through a presentation. The presentation, which is to last between 15-20 minutes, may be in the form of power point slides, a poster, or other approved format. The Team Micro-lesson is worth fifteen percent (15%) of the overall course grade. See the Micro-lesson Rubric on Moodle for more information

Primary Source Analyses

Each student shall complete five (5) primary source analyses during the course of the semester (out of the twelve (12) primary source options available through Moodle). The student may choose any five primary sources they wish but must be cognizant that each carries its own due date. In other words, each of the five must be completed prior to and in anticipation of a particular class period. Students who complete a primary source analysis connected to a particular class period should be prepared to engage in that day's discussion concerning the source. Together, the five primary source analyses are worth ten percent (10%) of the overall course grade. See the Primary Source Analysis rubric on Moodle for more information.

Course Notebook and Reading Notes and Analysis

Each student must keep a well-organized course notebook. The student may choose whatever organizational structure best suits their needs, BUT the notebook must be well organized (in other words, another person can easily find the required materials). Students may use a spiral notebook or a binder to keep and collect course notes and other materials (not a folder where materials are loose). The necessary components of the Course Notebook are as follows: (1) reading notes and analyses; (2) lecture notes; (3) evidence of participation in team micro-lesson planning; and (4) final project notes and preparation. See the Course Notebook rubric on Moodle for more information.

NOTE: Students must have readings notes and analyses for each assigned reading. At a minimum, these notes and analyses should include the historical question the author seeks to answer, the author's argument, other significant themes or sub-themes, and at least one question you have about the subject matter in the reading.

Quizzes

Each student will take four unannounced quizzes during the course. These quizzes seek to assess the degree to which the student read and understood the basics of the assigned readings for that class session. Students may use only their Course Notebooks to complete the quiz within the allotted time. Any student missing a quiz must contact the instructor via email to arrange a make-up.

Final Project

Each student must complete a final project in the form of a paper, which is worth thirty percent (30%) of the final grade in this course. The form the final project takes is an **Extended Primary Source Analysis** centered on a primary source related to American sport. The primary source may be a speech, newspaper article, pamphlet, oral history, cartoon, photograph, or artifact (digital representation of an artifact). Whatever primary source the student chooses to work with must pre-date the year 2000. Under this option, the student will engage in a contextualized, analytical evaluation of the primary source.

The final product must do the following:

- ✓ Consist of a paper of no less than 4 pages and no more than 6 pages (typed, double-spaced, Times New Roman, 12-point font, 1-inch margins);
- ✓ The paper will describe the primary source using the tools we have learned in our other primary source analyses;

- ✓ It is important that the student contextualize the source by describing “who, what, where, and when” relative to the source;
- ✓ The context must also attempt to situate the subject matter within the wider social, political, and/or cultural climate of the period in question; and
- ✓ Finally, the student must provide an analysis of the document’s main ideas and explain what the document has to say about the period in which it was created as well as current issues in American sport.

General Requirements for Final Project

1. Proper Heading with name and date (upper right-hand corner of page 1)
 2. Typed
 3. 12 pt. font, Times New Roman, 1-inch margins, double-spaced
 4. Include page numbers (bottom, center)
 5. 4-6 pages
 6. Include a separate Title Page (See example on Moodle)
 7. Footnotes and Bibliography (Chicago style)
- (See Final Project rubrics for each option, available on Moodle, for more information)

Submitting Assignments

Students will submit their four primary source analyses on Moodle, as explained above. Students will submit all other assignments in class.

Class Sessions

The general format for our class sessions is as follows:

1. 3-minute announcement period;
 2. 12-minute Team discussion about assigned readings;
 3. 25-minute lecture by instructor (intended to supplement the assigned readings);
 4. 48-minute whole class discussion about the assigned readings and primary source analyses;
- and
5. 2-minute final thoughts and reminders.

Attendance

Your attendance at each class session is critical. The subject matter covered in each session builds on prior learning. Each session missed disrupts the flow of the sequential learning process. Also, participation is part of the student assessment in this course. You cannot participate if you are not present.

The attendance policy for this class is as follows:

1. The student may have no more than one (1) unexcused absence and no more than three (3) excused absences over the course of the semester without penalty,
2. There is a cost for each absence beyond these limitations. For each such absence, the students will: (1) lose two points from their overall grade; and (2) receive no credit for the Focus Questions for that class period.

3. The student must submit written evidence relating to any absence he or she believes constitutes an excused absence. The student must submit his or her written evidence no later than one (1) week after the absence.
4. Each student must sign the attendance sheet at the beginning of every class session. Signing the attendance sheet is prima facie evidence of attendance.
5. Three tardies equal one unexcused absence under this policy.

Late Assignments

Late assignments will be penalized a full letter grade (10 points) per day. The student will receive no credit for any assignment more than four (4) days late (including weekends).

Incomplete Grades and Extra-Credit

Barring extraordinary circumstances (as determined by the instructor), no incomplete grades will be given in this course. There will be no extra-credit opportunities in this class. Please plan accordingly.

Technology Policy

Students shall only use electronic devices in class at designated times and for designated purposes (e.g. – to access the assigned readings). Unauthorized uses of technology will negatively affect the student's participation grade.

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.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. To take advantage of available accommodations students must register with the Disability Resource Office at 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> .

Academic Integrity

Each student is bound by the policy on academic integrity as stated in NC State's Code of Student Conduct. <http://policies.ncsu.edu/policy/pol-11-35-01>. Each student is required to uphold the Honor Pledge (“I have neither given nor received unauthorized aid on this test or assignment”), and your adherence to academic honesty is certified by your name on the test or assignment. It is your responsibility to know what constitutes plagiarism and avoid it. If you have any questions about what is appropriate scholarly use of sources and citation, see the History Department's guide Plagiarism and the Honor Code.

Student Rights and Responsibilities

NC State University Policies, Regulations and Rules

Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include:

<http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-discrimination Policy Statement),

<http://oied.ncsu.edu/home/> (Office for Institutional Equity and Diversity),

<http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct),

<http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point

Average), <https://policies.ncsu.edu/regulation/reg-02-20-15> (Credit-Only Courses),

<https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and

<https://policies.ncsu.edu/regulation/reg-02-50-03> (Incompletes).

Course Schedule

(NOTE: this course schedule is subject to change with appropriate notification)

UNIT 1: FOUNDATIONAL IDEAS OF AMERICAN SPORT

Monday, June 24, 2019 – Course Intro, Skill Building, Team Assignments

Tuesday, June 25, 2019 – Visions of Amateur Athletics

1. Collins, Tony. “Unexceptional Exceptionalism” *The Origins of American Football in a Transnational Context.* *Journal of Global History* 8 (2013): 209-230.
2. Carvalho, John. “The Banning of Bill Tilden” *Amateur Tennis and Professional Journalism in Jazz-Age America.* *Journalism & Mass Communication Quarterly* 84, no. 1 (Spring 2007): 122-36.
3. Marvin, Carolyn. “Avery Brundage and American Participation in the 1936 Olympic Games.” *Journal of American Studies* 16, no. 1 (Apr. 1982): 81-105.

Wednesday, June 26, 2019 – Sport and American Civic Life

4. Stacy, Michelle. “Civic Sport: Using High School Athletics to Teach Civic Values in the Progressive Era.” *American Educational History Journal* 42, no. 2 (2015): 151-66.
5. Mullan, Michael L. “Sport, Culture, and Nation Among the Hibernians of Philadelphia: Irish American Civic Engagement and Cultural Nationalism, 1880-1920.” *Journal of Urban History* 39, no. 4 (2012): 579-600.

Thursday June 27, 2019 – Sport and Identity

6. Tate, Marsha A. “The Urban Brethren of the Broom: Curling in Nineteenth-Century America.” *Journal of Sport History* 38, no. 1 (Spring 2011): 53-73.
7. Bunk, Brian D. “Boxer in New York: Spaniards, Puerto Ricans, and Attempts to Construct a Hispano Race.” *Journal of American Ethnic History* 35, no. 4 (Summer 2016): 32-58.

Friday, June 28, 2019 – The Power of Celebrity in Sport

8. *Sport Stars: The Cultural Politics of Sporting Celebrity.* Edited by David L. Andrews and Steven J. Jackson. New York: Routledge, 2001. (Introduction)
9. Swanson, Ryan A. “I Never Was a Champion at Anything”: Theodore Roosevelt’s Complex

and Contradictory Record as America's 'Sports President.'" *Journal of Sport History* 38, no. 3 (Fall 2011): 425-46.

UNIT 2: NATIONALISM, FOREIGN POLICY, AND SPORT

Monday, July 1, 2019 – Sport, Nationalism, Claims of American Exceptionalism

10. Rider, Toby C. *Cold War Games: Propaganda, the Olympics, and U.S. Foreign Policy*. Urbana, IL: University of Illinois Press, 2016. (ebook)

11. Bachin, Robin F. "At the Nexus of Labor and Leisure: Baseball, Nativism, and the 1919 Black Sox Scandal." *Journal of Social History* 36, no. 4 (Summer 2003): 941-56.

12. Buffington, Daniel T. "Us and Them: U.S. Ambivalence Toward the World Cup and American Nationalism." *Journal of Sport and Social Issues* 36, no. 2 (2012): 135-54.

Tuesday, July 2, 2019 – Militarized Sport

13. Timms, Aaron. "How Football Coaches Became the Vanguard of American Conservatism." *The Guardian* (July 25, 2018).

14. Jenkins, Tricia. "The Militarization of American Professional Sports: How the Sports-War Intertext Influences Athletic Ritual and Sports Media." *Journal of Sport and Social Issues* 37, no. 3 (2013): 245-60.

Wednesday, July 3, 2019 – The Olympics and American Foreign Policy

15. Sarantakes, Nicholas E. *Dropping the Torch: Jimmy Carter, the Olympic Boycott, and the Cold War*. London: Cambridge University press, 2010. (Introduction)

16. Charitas, Pascal and David-Claude Keno-Keimbou. "The United States of America and the Francophone African Countries at the International Olympic Committee: Sports Aid, a Barometer of American Imperialism? (1952-1963)." *Journal of Sport History* 40, no. 1 (Spring 2013): 69-91.

Thursday, July 4, 2019 – NO CLASS

Friday, July 5, 2019 – SPORTS HISTORT LAB DAY # 1
(Work in Teams on Micro-lessons)

UNIT 3: RACE, CLASS, GENDER, AND SEXUALITY IN SPORT

Monday, July 8, 2019 – Black Athletes, Part I

17. Smith, Johnny. "Remembering Muhammad Ali: Myths, Memory, and History." *Reviews in American History* 45, no. 1 (March 2017) 177-188.

18. Wiggins, David K. "With All Deliberate Speed": High School Sport, Race, and Brown v. Board of Education." *Journal of Sport History* 37, no. 3 (Fall 2010): 329-46.

19. Bunk, Brian D. "Harry Wills and the Image of the Black Boxer from Jack Johnson to Joe Louis." *Journal of Sport History* 39, no. 1 (Spring 2012): 63-80.

Tuesday, July 9, 2019 – Black Athletes, Part II

20. Goudsouvian, Aram. "From Lew Alcindor to Kareem Abdul-Jabbar: Race, Religion, and

Representation in Basketball. 1968-1975.” *Journal of American Studies* 51, no. 2 (2017): 437-70.
21. Bass, Amy. *Not the Triumph but the Struggle: The 1968 Olympics and the Making of the Black Athlete*. Minneapolis: University of Minnesota Press, c2002. (Introduction)

Wednesday, July 10, 2019 – Gender and Sexuality in Sport, Part I

22. Iqbal Khan, Abraham. “Michael Sam, Jackie Robinson, and the Politics of Respectability.” *Communication & Sport* 5, no. 3 (2017): 331-51.

23. Spencer, Nancy E. “America’s Sweetheart” and “Czech-Mate”: A Discursive Analysis of the Evert-Navratilova Rivalry.” *Journal of Sport & Social Issues* 27, no. 1 (Feb. 2003): 18-37.

24. Lake, Robert J. “The ‘Bad Boys’ of Tennis: Shifting Gender and Social Class Relations in the Era of Nastase, Connors, and McEnroe.” *Journal of Sport History* 42, no. 2 (Summer 2015): 179-99.

Thursday, July 11, 2019 – Gender and Sexuality in Sport, Part II

25. Messner, Michael A., Michelle Dunbar, and Darnell Hunt. “The Televised Sports Manhood Formula.” *Journal of Sports & Social Issues* 24, no. 4 (Nov. 2000): 380-94.

26. Messner, Michael A., Margaret Carlisle Duncan, and Kerry Jensen. “Separating the Men from the Girls: The Gendered Language of Televised Sports.” *Gender & Society* 7, no. 1 (March 1993): 121-37.

Friday, July 12, 2019 – A Brief Examination of Title IX

27. Poertner Buchanan, Maggie Jo. “Title IX Turns 40: A Brief History and Look Forward.” *Texas Review of Entertainment & Sports Law*. 14, no. 1 (Fall 2012): 91-93.

28. Antunovic, Dunja. “Just Another Story”: Sports Journalists’ Memories of Title IX and Women’s Sport.” *Communication & Sport* 5, no. 2 (2007): 205-25.

& SPORTS HISTORT LAB DAY # 2 (Work in Teams in Micro-lessons)

Unit 4: SPORT AS AN ECONOMIC ENTERPRISE

Monday July 15, 2019 – Sport and Economic Justice

29. Vignola, Patricia. “The Enemies at the Gate: An Economic Debate about the Denouement of Negro League Baseball.” *Nine: A Journal of Baseball History and Culture* 13, no. 2 (Spring 2005): 71-81.

30. Lomax, Michael E. “Curt Flood Stood Up for Us”: The Quest to Break Down Racial Barriers and Structural Inequality in Major League Baseball.” *Culture, Sport, Society* 6, no. 2 (June 2003): 44-70.

31. Hines, Thomas S. “Housing, Baseball, and Creeping Socialism: The Battle for Chavez Ravine, Los Angeles, 1949-1959.” *Journal of Urban History* 8, no. 2 (Feb. 1982): 123-43.

Tuesday, July 16, 2019 – The Power of Television

32. Whannel, Garry. “Television and the Transformation of Sport.” *Annals* 625 (Sept. 2009): 205-18.

33. Vogan, Travis. *ESPN: The Making of a Sports Media Empire*. Urbana, IL: University of Illinois Press, 2015. (Introduction)

Wednesday, July 17, 2019 – Commercializing and Commodifying Sport

34. O'Toole, Kathleen M. "John L. Griffith and the Commercialization of College Sports on the Radio in the 1930s." *Journal of Sports History* 40, no. 2 (Summer 2013): 241-57.
35. Besser, Dillon J. "The Forgotten Party in O'Bannon v. National Collegiate Athletic Association: How Non-Revenue Sports Operate in a Changing Intercollegiate Marketplace." *Iowa Law Review* 101 (2016): 2105-2140.
36. Evans, Jeremy M. "We Have Come Full Circle: Where Sports Franchises Derive Their Revenue." *The Entertainment and Sports Lawyer* 33, no. 4 (Summer 2017): 12-21.

Thursday, July 18, 2019 – Mascots . . . Why Not?

37. Bever, Megan L. "Fuzzy Memories: College Mascots and the Struggle to Find Appropriate Legacies of the Civil War." *Journal of Sport History* 38, no. 3 (Fall 2011): 447-63.
& SPORTS HISTORT LAB DAY # 3 (Work in Teams in Micro-lessons)

Friday, July 19, 2019 – Presentations – Groups 1 and 2 AND
SPORTS HISTORT LAB DAY # 4 (Work in Teams in Micro-lessons)

Unit 5: THE SALIENT QUESTIONS OF OUR TIME

Monday, July 22, 2019 – PEDs and Fair Play

38. Denham, Bryan E. Building the Agenda and Adjusting the Frame: How the Dramatic Revelations of Lyle Alzado Impacted Mainstream Press Coverage of Anabolic Steroid Use. *Sociology of Sport Journal* 16, no. 1, (1999): 1-15.
39. Justin Peters. "The Man Behind the Juice." *Slate*, February 18, 2001.
http://www.slate.com/articles/sports/sports_nut/2005/02/the_man_behind_the_juice.html

Tuesday, July 23, 2019 – Scandals in Collegiate Athletics

40. Ott, Brian L. "Unnecessary Roughness: ESPN's Construction of Hypermasculine Citizenship in the Penn State Sex Abuse Scandal." *Cultural Studies ↔ Critical Methodologies* 12, no. 4 (2012): 330-32.
41. Grube, Angela J; Shea R. Browning; Danny P. Grube. The NCAA Death Penalty: A Review of Legal and Business Implications. *Journal of Legal, Ethical and Regulatory Issues* 18, no. 1 (2015): 81-90.

Wednesday, July 23, 2019 – Gambling

42. Ottley, Jonah. "Fantasy Sports and Gambling: Drawing a Line in the Sand between Pete Rose's Gambling and Daily Play Fantasy Sports." *Northern Kentucky Law Review* 42, no. 3 (June 2015).
43. Fielkow, Justin, Daniel Werly, and Andrew Sensi. "Tackling PASPA: The Past, Present, and Future of Sports Gambling in America." *DePaul Law Review* 66 (Fall 2016): 23-39.

Thursday, July 24, 2019 – Presentations – Groups 3, 4, and 5

Friday, July 25, 2019 – Presentations – Groups 6 and 7

*** FINAL PROJECT due Tuesday July 29, 2019 by 11:55 p.m.

GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering (IPGK 295)

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.

IPGK 295		
Department(s)/Program	MUSIC	New GEP Special Topics Offering
Special Topic Title: (30 character limit)	MUSIC OF AFRICA AND THE AMERICAS	X Review for 2 nd Offering
Term to be Offered	SPRING '18	
Instructor Name/Title	Jonathan C. Kramer, Teaching Professor	

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Studies

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

Students will identify the different approaches to the study of music outside their cultural frame by engaging with music of Africa and the African diaspora in America both analytically, using the disciplinary tools of Musicology, and contextually using the analytical tools of

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.

Through journal entries, students examine seven music cultures: Uganda, Zimbabwe, South Africa, Senegal/ Mali, Trinidad, Suriname, and Brazil. With each culture, they will engage with music selections through both audio and video recordings, and descriptive/analytical texts, and write a journal entry for each, explaining the music selections both as sonic experience and as social expression.

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

Students will explain the multiple social, political, aesthetic, and religious dimensions that music serves, as music in the societies and contexts that we will be studying rarely exists as an independent art form.

Measure(s) for above Outcome:

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

On the midterm, students document the impact of Vatican II and the simultaneous end of British colonial rule in Uganda, using a study by Nicholas Ssempijja of the partial de-colonization of (European) Catholic music for worship. Also, students will account for historical, religious, and national identities expressed in Ugandan liturgical 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.**

Students will investigate the layered nature of musical knowledge and musical experience by engaging with the interdisciplinary studies they will read and write about.

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 term paper requires students to apply Paul Berliner's multilayered discussion of music to selected topics. In his classic study "Soul of Mbira," Berliner provides a model of interdisciplinary engagement with a musical culture (the Shona of Zimbabwe) involving a personal memoir of anthropological fieldwork, close engagement with theoretical analysis of musical phenomena, and the presentation of a complex and coherent religious system involving trance mediumship and ancestor worship; all of this is accompanied by recorded and videotaped experience of the music itself.

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, Anthropology (along with History, Religious Studies, Dance Studies, 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”?

Ethnomusicology is an inherently a multi-disciplinary discipline. The music of another culture cannot be accounted for without studying the sound phenomena itself using the analytical tools of musicology and the descriptive and interpretive tools of Anthropology. The writings that students will engage with are similarly multidisciplinary, written by both musicologists (e.g. Shannon Dudley) and Anthropologists (e.g. Louise Meintjes).

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.

The material of this course is entirely derived from societies outside the U.S.: for instance Uganda (Buganda and Busoka), Zimbabwe (Shona), South Africa (Zulu, Xhosa, African), Mali/Senegal (Wolof), Trinidad, Suriname (Saramaccan), and Brazil. Students will map the location of these ethnic groups and political entities of the African continent, along with pre-historical migration routes and the impact of European colonization.

Measure(s) for above Outcome:

The semester will begin with the study of African political and topographical maps that students will themselves create. Students will engage in an overview of African history, including prehistorical migration patterns and the more recent history of colonialism and the formation of the modern nation states. On the mid-term, students will be quizzed on this information.

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

Students will examine the impacts of the Atlantic slave trade on the hybridization and creolization of African languages, religious and musical practices, beginning with the Middle Passage and continuing in the New World.

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.

End of semester term papers will measure students’ ability to synthesize information in 6-8 page term papers on topics such as popular music and political struggle, and creolization of expressive culture.

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): T/H 8:30
 - Seat count: 30
 - Room assigned or room preference including needed classroom technology/seat type: Broughton 2405
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. 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.

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 IPGK 295

RECOMMENDED BY:



11/28/2018

HEAD, DEPARTMENT/PROGRAM

DATE

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

ENDORSED BY:



12/3/2018

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



12/8/2018

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

MUS/IPGK 295:001 Course Syllabus

MUS/IPGK 295:001 – Music of Africa and the Americas

Section 001

Spring 2019

3 Credit Hours

Course Description

The focus of this new course is on musical styles and contexts from Uganda, Zimbabwe, South Africa, Senegal/Mali, Trinidad, Suriname, and Brazil. The emphasis will be on the commonalities and differences between regional and national styles, and the roles African musics have played in developing the unique musical forms of the New World. Students will engage with the music through audio and video recordings, theoretical studies, and live performances. Students may be required to attend and provide transportation to one or more concerts in the area or on campus, depending upon whether relevant events become available. Maximum expenditure total is \$20.00.

Learning Outcomes

By the end of the semester, students will be able to:

1. Identify the main topographical and political features of the African continent, both pre- and post-colonization.
2. Correlate musical instruments and genres with regions/peoples of Africa and America.
3. Analyze musical examples from a variety of social contexts in terms of the elements of music--melody, harmony, rhythm, etc.
4. Identify the different approaches to the study of music outside their cultural frame by engaging with music of Africa and the African diaspora in America both analytically, using the disciplinary tools of Musicology, and contextually using the analytical tools of Anthropology.
5. Explain the multiple social, political, aesthetic, and religious dimensions that music serves, as music in the societies and contexts that we will be studying rarely exists as an independent art form.
6. Investigate the layered nature of musical knowledge and musical experience by engaging with the interdisciplinary studies they will read and write about.
7. The material of this course is entirely derived from societies outside the U.S.: for instance Uganda (Buganda and Busoka), Zimbabwe (Shona), South Africa (Zulu, Xhosa, African), Mali/Senegal (Wolof), Trinidad, Suriname (Saramaccan), and Brazil. Students will map the location of these ethnic groups and political entities of the African continent, along with pre-historical migration routes and the impact of European colonization.
8. Examine the impacts of the Atlantic slave trade on the hybridization and creolization of African languages, religious and musical practices, beginning with the Middle Passage and continuing in the New World.

Course Structure

Course is centered around readings, and media (re)presentations of the music cultures under investigation. Students prepare topical journal entries based on readings, lectures, and class discussions. There will be a major map project at the beginning of the semester, a mid-term, final exam, and 6-8 page term paper.

Instructors

JONATHAN C KRAMER (jckramer) - *Instructor*

Email: jckramer@ncsu.edu

Web Page: <https://music.arts.ncsu.edu/facultystaff/dr-jonathan-kramer/>

Phone: 9193459389

Office Location: Rm. 209 Price Music Center

Office Hours: TTh 10:15-10:45, MWF by Appt.

Course Meetings

Lecture

Days: TH

Time: 8:30am - 9:45am

Campus: Main

Location: 2405 Broughton Hall

This meeting is required.

Course Materials

Textbooks

What in the World is Music? - *Arnold and Kramer*

Edition: First

ISBN: 978-1-138-79025-4

Cost: \$80.00

This textbook is required.

African History: A Very Short Introduction - *Parker and Rathbone*

Edition: First

ISBN: ISBN-10: 0192802488

Cost: \$16.000

This textbook is required.

Music of Trinidad - *Shannon Dudley* (with accompanying CD)

Edition: first

ISBN: ISBN-10: 9780195138337

Cost: \$32.00

This textbook is required.

Other readings available on Moodle site.

Expenses

Students may be required to attend and provide transportation to one or more concerts in the area or on campus, depending upon whether relevant events become available.

Maximum expenditure total is \$20.00.

This expense is required.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

1. Students will identify the different approaches to the study of music outside their cultural frame by engaging with music of Africa and the African diaspora in America both analytically, using the disciplinary tools of Musicology, and contextually using the analytical tools of Anthropology.
2. Students will explain the multiple social, political, aesthetic, and religious dimensions that music serves, as music in the societies and contexts that we will be studying rarely exists as an independent art form.
3. Students will investigate the layered nature of musical knowledge and musical experience by engaging with the interdisciplinary studies they will read and write about.

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

Musicology and Anthropology (along with some history, religious studies, dance studies, 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"?

Ethnomusicology is an inherently a multi-disciplinary discipline. The music of another culture cannot be accounted for without studying the sound phenomena itself using the analytical tools of musicology and the descriptive and interpretive tools of Anthropology. The writings that students will engage with are similarly multidisciplinary, written by both musicologists (e.g. Shannon Dudley) and Anthropologists (e.g. Louise Meintjes).

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

1. The material of this course is entirely derived from societies outside the U.S.: for instance Uganda (Buganda and Busoka), Zimbabwe (Shona), South Africa (Zulu, Xhosa, African), Mali/Senegal (Wolof), Trinidad, Suriname (Saramaccan), and Brazil. Students will map the location of these ethnic groups and political entities of

the African continent, along with pre-historical migration routes and the impact of European colonization.

2. Students will examine the impacts of the Atlantic slave trade on the hybridization and creolization of African languages, religious and musical practices, beginning with the Middle Passage and continuing in the New World.

Transportation

Students may be required to attend and provide transportation to one or more concerts in the area or on campus, depending upon whether relevant events become available. Maximum expenditure total is \$20.00. Students who cannot attend due to a conflict should discuss that situation with me.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Map project	5%	Mapping the main topographical and political features of the African continent
Weekly Journal	40%	There are 8 journal entries, each worth 5 percentage points.
Mid-term	15%	Matching, mapping, vocabulary, recording and photo identification, short answer, multiple choice, short essay.
Term paper	20%	6-8 pages, Topics TBA
Final exam	20%	Comprehensive exam. Identification, matching, short answer, take-home essay.

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 be accepted without grade deduction provided the students has requested an extension prior to due date. Otherwise, student will receive reduction of one grade, regardless of how many days late. That said, all assignments must be turned in by the end of the semester to receive course credit.

Attendance Policy

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

Attendance Policy

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

STUDENTS ARE EXPECTED TO ATTEND EVERY CLASS. After two unexcused absences, a five-point reduction of the final grade will be received for each subsequent unexcused absence.

Absences Policy

Excused absences need documentation unless cleared before class by instructor. Unexcused absences after the first two will be handled as above.

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 journal entries.

Additional Excuses Policy

No additional excuse policies.

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

This course will be hosted on a Moodle site that will contain syllabus and course of study, as well as required readings. Journal writings will be submitted through Moodle drop boxes. No individual's submitted information 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 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.

Course Schedule

NOTE: The course schedule is subject to change.

Lecture TH 8:30am - 9:45am — Week 1 — 01/08/2019 - 01/10/2019

Introductions, checking links in e-textbook, introduction of map assignment

Lecture TH 8:30am - 9:45am — Week 2 — 01/15/2019 - 01/17/2019

Overview of African history including linguistic map, history of religions in Africa, overview of colonialism, the slave trade in Africa.

Reading: Africa: Short Introduction, pps. 1-40.

Lecture TH 8:30am - 9:45am — Week 3 — 01/22/2019 - 01/24/2019

Uganda: Readings in *What in the World Is Music?* (WWM): pps. 23, 32, 134, 140, 153, 159-160; Short Intro. pps. 41-80.

Lecture TH 8:30am - 9:45am — Week 4 — 01/29/2019 - 01/31/2019

Zimbabwe: from Berliner, *Soul of Mbira*, Chapters 1 and 4 from Moodle. WWM: pps. 31, 33, 44, 166-168. Short Intro. pps. 80-120.

Lecture TH 8:30am - 9:45am — Week 5 — 02/05/2019 - 02/07/2019

South Africa I: WWM: pps. 45, 57, 115, 132-134, 136-140, 227.

Video: Rhythms of Resistance.

Lecture TH 8:30am - 9:45am — Week 6 — 02/12/2019 - 02/14/2019

South Africa II: Popular genres; Meintjes "Paul Simon's Graceland, South Africa, and the Mediation of Musical Meaning," from Moodle.

Lecture TH 8:30am - 9:45am — Week 7 — 02/19/2019 - 02/21/2019

Mali/Senegal: WWM pps. 18, 19, 73, 80, 81, 89, 90, 197-199. Foday Suso, "Jali Kunda" from Moodle.

Lecture TH 8:30am - 9:45am — Week 8 — 02/26/2019 - 02/28/2019

2/26/19 Mali/Senegal Cont. Kaira Ba Class visit

2/28/19 Mid Term Exam

SPRING BREAK

Lecture TH 8:30am - 9:45am — Week 9 – 03/12/2019 - 03/14/2019

Introduction to Caribbean Region

Shannon Dudley, "Carnival Music of Trinidad" . pps. 1-40

Lecture TH 8:30am - 9:45am — Week 10 — 03/19/2019 - 03/21/2019

Readings: Dudley (cont.) pps. 40-100

Caribbean Popular Music: Son, Reggae, Calypso, Merengue, Zouk, etc.

Slave and post-slavery life

Lecture TH 8:30am - 9:45am — Week 11 — 03/26/2019 - 03/28/2019

Suriname:WWM: 112-129 .

Kenneth Bilby "Roots Explosion": Indigenization and Cosmopolitanism in Contemporary Surinamese Popular Music

Maroon culture and Creole culture

Lecture TH 8:30am - 9:45am — Week 12 — 04/02/2019 - 04/04/2019

Suriname, cont. Intro. to Brazil. WWM. 235-239

Lecture TH 8:30am - 9:45am — Week 13 — 04/09/2019 - 04/11/2019

Brazil Popular genres, Samba, Condomble (ritual), Bossa Nova, carnival

Lecture TH 8:30am - 9:45am — Week 14 — 04/16/2019 - 04/18/2019

PROJECT REPORTS

Lecture TH 8:30am - 9:45am — Week 15 — 04/23/2019 - 04/25/2019

PROJECT REPORTS (cont.)

Lecture TH 8:30am - 9:45am — Final exam — 04/30/2019 - TBD

FINAL EXAM