

Council on Undergraduate Education 2018-2019

November 16th 2018
Talley Student Union 5101
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Daniel Monek
- Remarks from Dr. Michael Mullen
- Remarks and Updates from OUCCAS/DASA
- Presentation from the Office of Assessment: Quantitative Literacy and Written Communication
- Approval of CUE November 2, 2018 Minutes

New Business

Consent Agenda

GEP Category	GEP Action	Notes
IP	ET 410 Toxic Substances and Society	Course being Dropped
HUM, GK	FLI 318 Italian Society Through Cinema	Returning with GK outcomes & measures in CIM record
HUM, GK	HI 207 Ancient Mediterranean World	Returning with GK outcomes & measures in CIM record
HUM, GK	HI 215 Latin America to 1826	Returning with GK outcomes & measures in CIM record
HUM, GK	HI 221 British History to 1688	Returning with GK outcomes & measures in CIM record
HES	HESD 233 Clogging	Course Being Dropped
IP	HON 296 (002) Philosophy of Research	Honors Special Topic, 3 rd and final offering (Fall '18)
VPA	HON 299 (001) The Limits of Interpretation	Honors Special Topic, 2 nd offering (Fall '18)
IP	HON 296 (005) Big History: Cosmos, Earth, Life, Humanity	Honors Special Topic, 3 rd and final offering (Spring '19)
IP, USD	HON 297 (001) Performing the Lost Cause	Honors Special Topic, 2 nd offering (Spring '19)
SS, GK	PS 345 Governments and Politics in the Middle East	Returning with GK outcomes & measures in CIM record

GER> GEP Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Pickworth	Knowles, Podurgal, Lam	NS, IP	CS 224 Seeds, Biotechnology & Societies	*Up for review in both NS and IP
Knowles	Ozturk, Belk, Liu	HUM	FLF 425 Literature, Cinema and Culture of the Francophone World	*Up for review HUM

Honors/Special Topic Courses

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Orcutt, Annett-Hitchcock, Bush	IP, GK	HON 293 (001) The Experience of Food	Honors SpTp 1 st offering (Spring '19)
Gilmartin	Rabah, Kershner, Minogue	SS	HON 295 (001) Conservative Tradition in the West	Honors SpTp 1 st offering (Fall '18)

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 2, 2018
Talley Student Union 5101
Call to Order: 1:36 PM

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

Members Absent: Past Chair Ghada Rabah, Andy Lam, Min Liu, Katherine Annett-Hitchcock, Tania Allen, Darby Orcutt,

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

Guests: Jason DeRousie

WELCOME AND INTRODUCTIONS

- *Remarks from Chair Daniel Monek* – Welcomed the committee members and guests and thanked Tania Allen for stepping for serving as chair in the last meeting and congratulated Kimberly Bush on
- *Remarks and Updates from OUCCAS/DASA* – Lexi Hergeth reminded the committee that Mike Mullen will attend the next CUE meeting, November 16, 2018, and that this will be the last Fall 2018 CUE meeting. The first Spring 2019 CUE meeting will be on January 4, 2018.
- Approval of the Minutes from October 19th 2018 – *Approved Unanimously*
 - Discussion: Motion to approve the past minutes by member Autumn Belk.

NEW BUSINESS

Consent Agenda: (HI 411(511), SSUS 295 Race in America) - *Approved Unanimously*
Discussion: The approval of the consent agenda was moved by member Autumn Belk.

GER>GEP Review

- **ADN 311 Basic Visual Laboratories:** (VPA) – *Approved Unanimously to Remove*
Discussion: Motion to remove by member David Gilmartin.
- **CS 210 Lawns and Sports Turf:** (NS) – *Approved Unanimously to Table*
Discussion: Motion to table by member Carrie Pickworth.
- **PCC 401 Impact of Industry on the Environment and Society:** (IP) – *Approved Unanimously to Table*
Discussion: Motion to table by member Robert Beckstead.
- **PS 342 Politics of China and Japan:** (SS, GK) – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin. Member asked if an outcome is repeated but still aligns with the objective, is it alright. The Chair and office of assessment indicated this is fine as long as the
- **Motion to combine the following 4 REL courses- Approved Unanimously**
- **REL 331 The Hindu Tradition:** (HUM, GK) – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin.
- **REL 332 The Buddhist Traditions:** (HUM, GK) – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin.
- **REL 333 Chinese Religions:** (HUM, GK) – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin.
- **REL 334 Japanese Religions:** (HUM, GK) – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin. Reviewers from each course commented that the outcomes and measures align well.
- **Motion to combine the following 3 REL Courses- Approved Unanimously**
- **REL 350 Introduction to Judaism:** (HUM, GK) – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin.
- **REL 383 Religion, Globalism, and Justice:** (HUM, GK) – *Approved Unanimously*

Discussion: Motion to approve by member David Gilmartin.

REL 482 Religion and Conflict: (HUM, GK) – *Approved Unanimously*

Discussion: Motion to approve by member David Gilmartin. Reviewers for REL 350 and 383 commented that the outcomes and measures aligned well and reviewers from REL 350 complimented the assignments being used to measure the GEP outcomes.

GEP Review

- **FLF 301 Survey of French Literature from the Middle Ages through the Enlightenment:** (HUM, GK) – *Approved Unanimously with Friendly Suggestion*
Discussion: Motion to approve by member David Gilmartin. Member commented that the committee should determine if the pre-requisite to speak conversational French is a course that can be considered a general education course. Members discussed making a determination that the committee should not hold a course back based on pre-requisites. Members discussed that GEP courses in a foreign language are different from other courses. Stephany Dustan referenced a discussion from 2011 or 2012 in which the foreign language 201 courses were the standard requirement by some colleges. Member said that foreign language courses should be considered in their own category. Members made the friendly suggestion to make the pre-requisites able to code into SIS. Members discussed if there is a need to review each upper level GEP course and the requisites as these courses reach a broader range of students. Member said that by teaching this course in French it limits the amount of students that can take the course. Members discussed that there are courses, such as ROTC courses, that are limited to a certain subset of individuals. Member encouraged the committee to consider this for all courses. Members and XONV members indicated the friendly suggestion should confirm that the listed pre-requisites are all of the available requisites and to confirm the commas indicate "or" and not "and".
- **FLI 318 Italian Society Through Cinema:** (HUM, GK) – *Approved Pending Friendly Suggestions*
Discussion: Motion to approve by member James Knowles. Member asked about courses coming forward for GER>GEP review without filling out the GEP category not up for review. Bret Smith responded that it is in the purview of the committee to review all of the GEP categories. Bret indicated what makes this an unusual situation because many courses were approved for GEP based on course titles and indicated the committee should make a decision on how these are reviewed. The Chair shared some history of how some of these categories have been reviewed in the past and how this affects the courses currently up for GER>GEP Review. Member indicated the committee has the purview to review any GEP category when it comes to CUE. Lexi Hergeth reminded the committee that as this course has made major changes to the course content which generally has meant that all categories are up for review. Bret Smith indicated that some courses don't have information detailed in record and that the goal is that this committee certifies that the GEP attributes for courses coming through CUE are up to standard. Bret reminded the committee that this is up to the committee to determine if incomplete GEP information is in the CIM record. The chair indicated that the committee split the vote last time, and that may be the best way. Bret indicated that the course records are incomplete in certain aspects and this is why there isn't information for these at the time. Members discussed approving these courses pending they entrust the college representatives, OUCAS, and the chair to review the information for the incomplete GEP category. Members requested the categories not up for GER>GEP Review be indicated so instructors can provide this information. Member suggested putting these courses on the consent agenda for the next meeting so the members can review the additional measures and outcomes for the GEP categories that are not scheduled for the GER>GEP Review.
- **Motion to make FLI 318, HI 207, HI 215 and HI 221 approved pending the completion of the GEP categories not on the GER>GEP Review to be put on the next meeting consent agenda.** – *Approved Unanimously*
- **HI 207 Ancient Mediterranean World:** (HUM, GK) – *Approved Pending*
Discussion: Motion to approve by member James Knowles.
- **HI 215 Latin America to 1826:** (HUM, GK) – *Approved Pending*
Discussion: Motion to approve by member James Knowles.
- **HI 221 British History to 1688:** (HUM, GK) – *Approved Pending*
Discussion: Motion to approve by member James Knowles.
- **HI 208 The Middle Ages:** (HUM, GK) – *Approved Unanimously*
Discussion: Motion to approve by member James Knowles. Reviewer indicated this course is fine
- **HI 216 Latin America Since 1826:** (HUM, GK) – *Approved Unanimously*
Discussion: Motion to approve by member James Knowles.

- **M 100 Personal and Professional Identity Development:** (USD) – *Approved Unanimously*
Discussion: Motion to approve by member Richard Podurgal. Reviewer complimented the outcomes and measures as well as the creativity of the course. Member asked why this is limited to PCOM students only, guest Jason DeRousie explained this is the introductory course for students in Management.

New to GEP/ Special Topic and Honors GEP

- **HUMU 295 Confederate Monuments in North Carolina History:** (HUM, USD) – *Approved Unanimously*
Discussion: Motion to approve by member James Knowles. Reviewers complimented the thoughtful measures and indicated this is a timely course that there could be a lot of student interest.
- **SSUS 295 Community and Health:** (SS, USD) – *Approved Unanimously*
Discussion: Motion to approve by member James Knowles. Reviewer indicated the course is fine.

Discussion: The committee discussed making a process motion to approve pending a standard for courses coming to CUE for GER>GEP Review with incomplete GEP category information for the category not under review. Members discussed matching the motion from last meeting for PS 345 moving from tabled to pending the completion of the GK category. Members confirmed the pending actions would return on the consent agenda for the next meeting. Members unanimously voted to move PS 345 from tabled to approve pending to match the actions passed today. Members will discuss a procedural change for this situation with their colleges to determine a process.

Meeting adjourned at: 2:52 PM

Respectfully submitted by Lexi Hergeth

HON GEP Interdisciplinary Perspectives Special Topic Shell Offering

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

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

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

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

HON 296 sec 002

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	
Special Topic Title: <small>(30 character limit)</small>	Philosophy of Research	Review for 3rd Offering X	
Term to be Offered	Fall 2018		
Instructor Name/Title	Lucy B. Laffitte Adjunct Instructor in History Department		

SECTION 1: GEP CRITERIA

Instructions:

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

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

Compare and contrast the different modes of knowledge acquisition.

Measure(s) for above Outcome:

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

Students will submit reflections on the difference between philosophy of the axial age, the modern era, and the postmodern era.

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

Identify the common building blocks in different modes of knowledge acquisition.

Measure(s) for above Outcome:

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

Students will go through the stages of a mock research process, understanding the difference between and the importance of sampling, measurement, design, and analysis.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Interdisciplinary Perspectives **Objective 3** 2014

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

Consider how different research approaches are utilized in interdisciplinary research

Measure(s) for above Outcome:

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

Students will conduct a thought experiment on undertaking interdisciplinary research, and evaluate and defend the challenges and rewards of doing so.

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

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

Science, Social Science, and Applied Sciences

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

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

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): MW 11:45-1:00
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: tables and chairs
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

Syllabus attached

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

Syllabus attached

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

Syllabus attached

SIGNATURE PAGE FOR HON 296 sec 002
Philosophy of Research

RECOMMENDED BY:

Anne C. Auten 8/21/18
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 10/22/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 10/24/18
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 - 0032 Philosophy of Research
Course Syllabus
Fall 2018, 3 Credit Hours

MW 11:45 am - 1:00 pm

Honors Village Commons Multipurpose Room

Instructor
Lucy B. Laffitte, M.Ed, Ph.D. **Email:** lucy_laffitte@ncsu.edu **Phone:** 919-745-7570

Office Location: Honors Village Commons **Office Hours:** M, W \ 10:45 to 11:45 am

Course Description

This course is designed to develop an understanding of the history and evolution of knowledge creation in a variety of intellectual endeavors in science, social science, and the humanities. Students will explore the stages of the inquiry process and see how it manifests in different disciplines. This exploration will allow comparison between at least three different approaches to research and analysis of works representing those disciplines.

Student Learning Outcomes

1. Analyze the "ways of knowing" as it manifests in different disciplines.
2. Compare and contrast different modes of knowledge acquisition.
3. Identify the common building blocks in different modes of knowledge acquisition.
4. Examine the costs and benefits of interdisciplinary research.
5. Experience the uncertainty embedded in the research process.
6. Consider the ethical issues of research methodologies.

General Education Program (GEP) Information
GEP Category

This course meets the following GEP requirement: Interdisciplinary Perspectives.

GEP Category Objectives and Outcomes

GEP Objective	Outcome	Means
#1: Distinguish between the distinct approaches of two or more disciplines.	1: Compare and contrast the different modes of knowledge acquisition.	Students will submit reflections on the difference between philosophy of the axial age, the modern era, and the postmodern era.
#2: Identify and apply authentic connections between two or more disciplines.	2: Identify the common building blocks in different modes of knowledge acquisition.	Students will go through the stages of a mock research process, understanding the difference between and the importance of sampling, measurement, design, and analysis.
#3: Explore and synthesize the approaches or views of two or more disciplines.	3: Evaluate how different research approaches are utilized in interdisciplinary research.	Students will conduct a thought experiment on undertaking interdisciplinary research and evaluate and defend the challenges and rewards of doing so.

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

Science, Social Science, and Applied Sciences

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

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

GEP Co-requisites

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

Textbooks (Required)

Research Methods: The Essential Knowledge Base Trochim, Donnelly & Arora ISBN 9781133954774 Cost: \$20.99

Materials

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

Prerequisites

None.

Co-requisites

None.

Restrictions

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

Assignments and Grading**Grading Scale**

This Course uses Standard NCSU Letter Grading:

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

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

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

Students will be given adequate timing to complete all assignments. Assignments due dates will be communicated in advance. Late Assignments will be handled on a case by case basis but will not exceed a 5 point (on a 100 point scale) deduction for each day late.

Attendance Policy

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>. This is a discussion-based course which means that the students need to be present and accounted for to contribute to the discussion. The success of this class is dependent upon EVERYONE's participation. Attendance at the final is required.

Absences Policy

An absence will affect your ability to achieve the learning objectives of this course. Absences should be communicated in advance. More than three unexcused absences will result in a reduction by half of your class participation points for the semester. (e.g. A to A-, B- to C+). The definition of excused and unexcused absences can be found in the university's attendance regulation (REG02.20.3); <http://policies.ncsu.edu/regulation/reg-02-20-03>. Written documentation for an excused absence should be turned into the instructors within a week of the absence.

Makeup Work Policy

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

Academic Integrity

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

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

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

Academic Honesty

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

Honor Pledge

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

Policy on Technology Use

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

Statement on Course Evaluations Online

Near the end of term, students will receive an email message directing them to a website where they can login using their Unity ID and complete class evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any particular instructors. Evaluation website: <https://classeval.ncsu.edu>. Student help desk: classeval@ncsu.edu More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/>

Electronically-Hosted Course Components

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

Electronically-hosted Components: <https://wolfware.ncsu.edu/>

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at

<http://policies.ncsu.edu/regulation/reg-02-20-01>.

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.

Assessments

All assignments are to be submitted in the Moodle. They are due at the beginning of class on the day denoted on the syllabus.

<i>Class Discussions</i>	<i>(10%)</i>
<i>Assignment 1</i>	<i>(5%)</i>
<i>Assignment 2</i>	<i>(10%)</i>
<i>Assignment 3</i>	<i>(25%)</i>
<i>Assignment 4</i>	<i>(10%)</i>
<i>Assignment 5</i>	<i>(15%)</i>
<i>Assignment 5</i>	<i>(15%)</i>
<i>Assignment 6</i>	<i>(10%)</i>

Class Discussions (10%): You must show up to class well-prepared and ready to participate, comprehend, and be present (mind and body) during the class discussion and peer-review. You are allowed two “free” absences; thereafter, absences count against your grade. Please do not do nap or violate the electronics policy above. Either will be counted as an absence for the day. Because it is a waste of everyone’s time if you engage in such activities, I reserve the right not to inform you if I have marked you down for such infractions; if you are unable to restrain yourself, you may find out the hard way that your grade has suffered considerably. Classroom participation is evaluated on the following basis:

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

Assignment 1 (5%) Due: August 29, 2018. A subjectivity statement is a summary of who you are in relation to what and who you are studying. It is built from your voice, your critical creativity, your process, and your personal history and cultural worldview.

Assignment 2 (10%) Due: September 10, 2018. Describe 2 the difference between ways of knowing during the axial age, the modern era, and the postmodern era.

Assignment 3 (25%) Due: October 10, 2018. Convert a pragmatic question into a research question and think through the stages of the research process. How would you sample, measure, design, and analyze evidence to answer your question? Explain the reasoning informing each choice.

Assignment 4 (10%): Turned in at the start of the class from Oct 8- Nov 19, 2018. Each student will be assigned to come up with a list of 5 questions for three of the 14 interviews and/or tours. Come to class prepared with 5 specific questions to ask our guest speakers. Note: The instructor will assign each student three dates. **Note:** *The instructor will assign each student to do this for only three of the 14 dates.*

Assignment 5 (25%): Due: November 19, 2018. Devise a research question that requires data generated by three different disciplines --one from the sciences, the social sciences, and the applied disciplines--to answer the question. Discuss each stage of the research process through the lens of each discipline. Evaluate and defend the challenges and rewards that might come from conducting this type of interdisciplinary research.

Assignment 6: (15%) Due: Nov 28, 2018. Design 24 x 36 conference poster to illustrate what you have learned about the philosophy of research

Books on Reserve, Design Library, Brooks Hall under Laffitte

Research Methods Knowledge Base
Science and Its Way of Knowing

Trochim (2005)
Hatton & Plouffe (1997)

Course Schedule

Note: Subject to Change

#	Day	Wk	Date	Topic	Reading
1	Wed	1	22-Aug	Subjectivity & Voice (Class Activity)	
2	Mon	2	27-Aug	1. What was the nature of epistemology and the disciplines for the first 200,000 years of human kind? What was the nature of epistemology and the disciplines in the Axial Age?	1.) Handout: Collective Learning by David Christian 2.) Handout: Thales of Miletus (624-546 BCE) Socrates (470/69-399 BCE.) Plato (428-348 BCE) Aristotle (384-322 BCE.) Lucretius (99-55 BCE)
3	Wed	2	29-Aug	What was the nature of epistemology and the disciplines in the Modern Age? What is the nature of epistemology and the disciplines in the Post-Modern Age? Assignment 1 Due.	3) Handout: Copernicus, Galileo, Bacon, Descartes, Newton, Leibniz, Kant. Sagan: Can We Know the Universe? Reflections on a Grain of Salt pp. 3-7. Pirsig: On Scientific Method pp. 7-11. Wynn: Does theory ever become fact? pp. 60-63. Popper: Science: Conjectures and Refutations pp. 81-87 [in Hatten & Plouffe] 4) Handout: Heidegger, Derrida, Foucault and the Science Wars
Labor Day					
4	Wed	3	5-Sep	How do we know what we know? Ways of Knowing: Evidence, Authority, Logic, Intuition, Story	
5	Mon	4	10-Sep	Pragmatic Research Question, Lit Review, Conceptual Framework, Hypothesis & Unit of Analysis, Validity & Reliability Assignment 2 Due.	Trochim: Chapter 1 [30 pages]
6	Wed	4	12-Sep	Ethics	Trochim: Chapter 2 [32 pages]
7	Mon	5	17-Sep	Ethics	Videos
8	Wed	5	19-Sep	Sampling	Trochim: Chapters 4 [30 pages]
9	Mon	6	24-Sep	Measurement	Trochim: Chapter 5 [44 pages]
10	Wed	6	26-Sep	Design	Trochim: Chapter 8 [24 pages]
11	Mon	7	1-Oct	Analysis	Trochim: Chapter 11 [25 pages]

12	Wed	7	3-Oct	Research Communication	Trochim: Chapter: 13 [18 pages]
Fall Break					
13	Mon	8	8-Oct	The Sciences: Math & Physics Tour and Interview Assignment 4 Due*.	COS
14	Wed	8	10-Oct	The Sciences: Chemistry Tour & Interview Assignment 3 Due.	COS
15	Mon	9	15-Oct	The Sciences: Marine Earth & Atmosphere Tour & Interview	COS
16	Wed	9	17-Oct	The Sciences: Microbiology Tour & Interview	COS
17	Mon	10	22-Oct	The Sciences: Paleontology	COS
18	Wed	10	24-Oct	The Social Sciences: Anthropology & Archaeology Tour and Interview	CHASS
19	Mon	11	29-Oct	The Social Sciences: History Tour & Interview	CHASS
20	Wed	11	31-Oct	The Social Sciences: Religion, Psychology & Political Science Tour and Interview	CHASS Trochim, Ch. 3 [22 pages]
21	Mon	12	5-Nov	Applied Sciences: Management & Education Tour and Interview	COM, COEd
22	Wed	12	7-Nov	Applied Sciences: Design & Textiles	COD, COT
23	Mon	13	12-Nov	Applied Sciences: Natural Resources & Public Policy Tour and Interview	CNR, CHASS
24	Wed	13	14-Nov	Applied Sciences: Agriculture and Life Science & Engineering Tour and Interview	CALS, COEng
25	Mon	14	19-Nov	Applied Sciences: Computer Science Assignment 5 Due.	COE
Thanksgiving					
26	Mon	15	26-Nov	Assignment 6 Due. Class Presentations	
27	Wed	15	28-Nov	Class Presentations Class evaluations Opens	
28	Mon	16	3-Dec	Class Presentations	
29	Wed	16	5-Dec	Class Presentations	
30			17-Dec 8:00-11AM	Final Oral Exam: (The grade for the final is part of the class discussion grade.)	

*See Assignment Description for details

HON GEP Visual and Performing Arts Special Topic Shell Offering

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

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

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

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

HON 299 sec 001

Department(s)/Program	HON299-001	New GEP Special Topics Offering	<input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	The Limits of Interpretation	Review for 2nd Offering	<input checked="" type="checkbox"/>
Term to be Offered	Fall 2018		
Instructor Name/Title	Dr JMark Searce, Professor of Art + Design		

SECTION 1: GEP CRITERIA

Instructions:

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

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1: Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.*

Identify and explain differing modes/levels of communication in artistic media.

Measure(s) for above Outcome:

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

The two exams require students to articulate the role of aesthetics in communicating meaning both linguistically and artistically.

Sample question: Using the Pickles cartoon, the Galway Kinnell poem Oatmeal, my essay "We'll Always Have Paris", and/or the butterfly epiphany, discuss the role of mediator in the process of interpretation.

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

Analyze in what ways aural structures encode meaning.

Measure(s) for above Outcome:

Effective Fall 2014

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 interpretive essay and research paper measure students' capacity to analyze aural structures based on learned elements such as melody, harmony, rhythm, timbre, as well as literary tools and devices.

Sample question: What makes Glenn Gould and The Goldberg Variations the perfect central character in Thomas Bernhard's *The Loser*?

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj.*

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

Differentiate among the literal and figurative as well as metaphorical and metaphysical uses of music using accepted criteria of evaluation

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 research paper and in-class presentations require students to compare and contrast differing art forms through language, borrowing accepted terminology and metaphorical practice to communicate the process of creation and recreation through writing.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): T/R 10:15-11:30
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Clark Conference
- 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.
Honors
- b. Is this restriction listed in the course catalog description for the course? Y

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

HON299-001 The Limits of Interpretation

Instructor: Dr. JMark Scearce

Email: jmark_scearce@ncsu.edu

Phone: 919.414.9106

Meeting Time: T/R 10:15-11:30

Office Hours: Appointment only

Location: Clark Conference Room

COURSE DESCRIPTION

The eponymous course The Limits of Interpretation will assign selected readings from the semiotic work of Eco, while concentrating on two pairs of art works with shared inspiration: Bernhard's *Loser*, utilizing both Gould and his performances of the Goldberg as characters in his novel, and the Balzac short story, itself a parable of modern art, and its transformation/ realization in Rivette's film wherein the process of painting is filmed. Using the Gould 1955 and 1981 interpretations of Goldberg to introduce the concept of interpretation, either in re-creation or as springboard for inspiration of new work, concepts of medium and message can be explored as well as various forms of meaning in Art. By tying together writing, music, painting, and acting, this cross-disciplinary course is intended as a meaningful study of interpretation using art as metaphor.

STUDENT LEARNING OUTCOMES

Students will be able to:

1. Identify and explain differing modes/levels of communication in artistic media.
2. Analyze in what ways aural structures encode meaning.
3. Differentiate among the literal and figurative as well as metaphorical and metaphysical uses of music using accepted criteria of evaluation

GEP Category

Visual and Performing Arts

GEP OBJECTIVES, OUTCOMES & ASSESSMENTS

Objective 1. Deepen understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

OUTCOME: Identify and explain differing modes/levels of communication in artistic media.

ASSESSMENT: The two exams require students to articulate the role of aesthetics in communicating meaning both linguistically and artistically.

Sample question: Using the Pickles cartoon, the Galway Kinnell poem *Oatmeal*, my essay "We'll Always Have Paris", and/or the butterfly epiphany, discuss the role of mediator in the process of interpretation.

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

OUTCOME: Analyze in what ways aural structures encode meaning.

ASSESSMENT: The interpretive essay and research paper measure students' capacity to analyze aural structures based on learned elements such as melody, harmony, rhythm, timbre, as well as literary tools and devices.

Sample question: What makes Glenn Gould and The Goldberg Variations the perfect central character in Thomas Bernhard's *The Loser*?

Objective 3. Strengthen ability to create, recreate, or evaluate art based on techniques and standards appropriate to the genre.

4. **OUTCOME:** Differentiate among the literal and figurative as well as metaphorical and metaphysical uses of music using accepted criteria of evaluation
- o **ASSESSMENT:** The research paper and in-class presentations require students to compare and contrast differing art forms through language, borrowing accepted terminology and metaphorical practice to communicate the process of creation and recreation through writing.

PREREQUISITES AND RESTRICTIONS

No prerequisites. Restricted to members of the University Honors Program and to other by permission of the University Honors Program and instructor.

TEXTS [available in the University Bookstore]

Thomas Bernhard, *The Loser* **\$12**

Honore de Balzac, *Le chef-d'oeuvre inconnu* **\$14**

J.S.Bach, score of Goldberg Variations **\$12**

You are also responsible for acquiring both the 1955 and 1981 recordings of Glenn Gould's interpretations of J.S. Bach, Goldberg Variations available in a single recording at

Amazon.com as follows—

http://www.amazon.com/State-Wonder-Complete-Goldberg-Variations/dp/B00006FI7C/ref=sr_1_1?ie=UTF8&s=music&qid=1216830496&sr=1-1
\$25

Readings from Umberto Eco, *The Limits of Interpretation*, viewing of the film *La Belle Noiseuse* by Jacques Rivette, and others provided

COURSE SCHEDULE

The first half of the course will primarily cover the Bach Goldberg Variations in both '55 and '81 Gould recordings, along with its use in the Bernhard novel, *The Loser*. The second half of the course will primarily concern itself with the Balzac story, *Le chef-d'oeuvre inconnu* and its adaptation into the Rivette film, *La Belle Noiseuse*.

The last two weeks of class will involve class presentations of the final paper.

Week 1—Aug 23

Syllabus, Introductions to music and text

Week 2—Aug 28, 30

Bernhard, 1-40

Bach, 1955, Aria plus Var 1-15

Week 3—Sept 4, 6

Bernhard, 40-80

Bach, 1955, Var 15-30 plus Aria

Week 4—Sept 11, 13

Bernhard, 80-120

Bach, 1981, Aria plus Var 1-15

Week 5—Sept 18, 20 Bernhard,

120-160

Bach, 1981, Var 15-30 plus Aria

Week 6—Sept 25, 27 Bernhard,

160-200

Bach, Comparative Listening

Week 7—Oct 9, 11 Review

and Exam #1

Interpretive essay due

Week 8—Oct 16, 18

Balzac, Chapter 1

Week 9—Oct 23, 25

Balzac, Chapter 2

Week 10—Oct 30, Nov 1

Rivette, Parts I and II

Week 11—Nov 6, 8

Rivette, Parts III and IV

Week 12—Nov 13, 15

Rivette Discussion and Review

Week 13—Nov 20

Exam #2

Week 14—Nov 27, 29

Student Presentations

Week 15—Dec 4, 6

Student Presentations

NO Final Exam

COURSE REQUIREMENTS

Two Essay Exams

Two exams, primarily in essay format, will constitute the sole testing of the course. They will be held during class time Oct 11 and Nov 20.

Interpretative Essay

Due: no later than Oct 11

Write a paper of no less than 1,000 words comparing and contrasting the 1955 and 1981 Glenn Gould recordings of the Goldberg Variations, centering primarily on one variation in two interpretations.

Research Paper

Due: no later than Nov 27

Write a major paper of no less than 2,500 words that explores the topic of the course in any artistic medium, comparing and contrasting no fewer than two and no more than half-a-dozen different interpretations.

Class Presentation

Due: Nov 27, 29, Dec 4, 6

Present to the class a reduction of your research paper in 5-7 minutes, with handouts and the visual or aural support required, considering this presentation a formal miniteaching opportunity.

COURSE GRADE

Two Exams	40% (20% each)
Interpretative Essay	20%
Research Paper	30%
In-class Presentation	10%

This course uses Standard NCSU Letter Grading. Standard rounding procedures apply.

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

ATTENDANCE

Attendance is mandatory and will be taken. The following scale will be used to reduce your cumulative course grade due to unexcused absences:

- 1-2 absences = no reduction in the cumulative course grade
- 3-4 absences = reduction of 15 percentage points in the cumulative course grade.
- 5-6 absences = reduction of 25 percentage points in the cumulative course grade.
- 7-8 absences = reduction of 35 percentage points in the cumulative course grade
- 9 or more absences = automatic F

Excused absences must be documented properly, including family deaths.

An email or phone call prior to the missed class is appreciated whenever possible.

Notes for any class missed are the responsibility of the student and should be sought from a fellow student and not from the instructor. Further questions please consult:

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

CLASS PARTICIPATION

Learning comes by doing. Ideas are best explored in conversation. And so, your participation is directly tied to your learning in this course. Participation means that you come prepared to discuss the readings of the day. If you have points to add, questions of clarity, and items of related interest, it is your responsibility to bring these to the attention of the class. It is important that we deal with one another with respect and open minds in order to cultivate a positive learning environment. This is art we're dealing with--controversy will follow; be adult and be prepared. This is not graded, but expected as a part of what it means to be in college now.

LATE WORK

Late work will be marked down one letter grade per day. Extensions will only be granted in extenuating circumstances.

INCOMPLETE GRADE: An "incomplete" is a temporary grade, given as a result of documented serious event. An IN is only appropriate when the student's record in the course is such that the successful completion of course expectations missed as a result of a documented serious event would enable that student to pass the course.

<http://policies.ncsu.edu/regulation/reg-02-50-03>

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

STUDENTS WITH 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 Resource Office (<http://www.ncsu.edu/dso>) 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 at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

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

STUDENTS ARE RESPONSIBLE FOR REVIEWING THE NC STATE UNIVERSITY PRR'S WHICH PERTAIN TO THEIR COURSE RIGHTS AND RESPONSIBILITIES:

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

ALL REQUIRED STATEMENTS ABOVE ARE COMPLETE AND CONSISTENT WITH UNIVERSITY POLICY WHOSE URLS ARE STATED THEREIN.

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 005			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	
Special Topic Title: <small>(30 character limit)</small>	Big History: Cosmos, Earth, Life, Humanity	Review for 3rd and Final Offering	X
Term to be Offered	Spring 2019		
Instructor Name/Title	Lucy Laffitte & David Gilmartin		
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:</i> <i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p>Students will identify and compare the roles played by chronological narrative in the construction of knowledge in at least two different disciplines including astronomy, planetary science, evolutionary biology, anthropology, and history.</p>			
<p>Measure(s) for above Outcome:</p> <p><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>			
<p>Students' mid-term assignment will require them to create an analytical narrative about a modern subject, using a Prezi presentation, carrying the story of the universe across the realms of at least two different fields of knowledge. They will be graded on the depth they bring to a historical narrative about their subject.</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></p> <p>Students will be able to explain and critique themes in big history (progress, increased complexity, cause and effect, creative destruction) in evolutionary change across multiple fields of knowledge.</p>			
<p>Measure(s) for above Outcome:</p> <p><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>			
<p>Students' final assignment will require that they add an investigation of a theme (progress, increased complexity, cause and effect, creative destruction) to their mid term subject. They will be graded on the clarity of the evaluation of their thesis.</p>			

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

Students will understand the ways in which the term "anthropocene" is used across the historical sciences, social sciences, and the humanities.

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 given a final exam essay question comparing how the anthropocene is approached by the humanities, social sciences, and historical sciences.

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?

Astronomy, Planetary Science, Evolutionary Biology, Ecology, Anthropology & History

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

The 13.82 billion-year timeline shows the emergence of these disciplines one from another.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Tuesday & Thursday 3:00 PM – 4:15 PM
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: QC 201
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

None

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

David Christian, Maps of Time: An Introduction to Big History (University of California Press:2 edition) \$29.95

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

Energy & Matter, Elements & Molecules, Planets & Moons, Cells & Species, Language & Tools, Cites & Trade, Science & Technology, Anthropocene.

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

Star gazing, visit to anthropology lab.

SIGNATURE PAGE FOR HON 296 sec 005
Big History: Cosmos, Earth, Life, Humanity

RECOMMENDED BY:

Anne C. Auter 10/22/18
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] 10/22/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 10/24/18
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, section 005 (3 credits): T-Th 3:00-4:15pm, Honors Village Commons.

Dr. Lucy Laffitte Tel: 919 745-7570 lucy_laffitte@ncsu.edu
 Off. Hrs. T-Th 4:15-5:15 Office: Withers 263 (and by appointment)

Big History: Cosmos, Earth, Life, Humanity

This course reviews the questions, methods, and findings generated by the historical sciences, from the Big Bang to the future, within a single chronological narrative, intentionally blending scientific and historical ways of knowing. By bringing the physical evolution of the universe, the geo chemical evolution of the solar system, the biological evolution of life on earth, and the social evolution of human of societies within a common narrative frame, this course examines looks for cross-disciplinary fertilization in structuring knowledge. We will survey Big History using a variety of sources: written, digital, audio-visual and exhibitions.

We will pay particular attention to the role of chronological narration in integrating and evaluating knowledge. We will thus look at the roles of metaphor and analogy in structuring narratives of causation stretching across disciplinary boundaries. We will also look at the problems o scale and of ideas of “progress” in the construction of a universal history.

Prerequisites & Restrictive statements

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

Course Materials

The following paperback is available for purchase in the bookstore:

- David Christian, Maps of Time: An Introduction to Big History (University of California Press; 2 edition, 2011) \$29.95
- There also are numerous articles assigned. Unless otherwise noted, these are available as pdf files through the course Moodle site.

Grade Determination

The course will be based on readings, videos, lectures, discussions, and presentations. Class participation, measured by attendance and demonstrated by preparation and volunteering to speak out in class, will contribute 20% to the final grade. A Prezi Presentation, due at midterm, will contribute 20% of the final grade. An in-class midterm, scheduled for February 27th, will contribute 20% to the final grade. A research poster presentation, due at term end, will contribute 20% of the final grade. Ten homework assignments will contribute 20% of the final grade. The course grade will be based as follows:

Class participation: 20% Research Poster Presentation/Paper: 20%
 Little Big History Prezi Presentation: 20% Homework Assignments: 20% In class
 midterm and/or final: 20%

Letter grades translate into numerical values according to the following table. Standard rounding will apply.

A+	97-100	73-76	C
A	93-96	70-72	C-
A-	90-92	66-69	D+
B+	87-89	63-66	D
B	83-86	60-62	D-
B-	80-82	59	F
C+	77-79	and below	F

Learning Outcomes

By looking at forms of cosmic/earth/life/human history that are taken to be the preserves of different disciplines, students will be exposed in a controlled comparative frame to how different disciplines approach and use narrative. Students will identify the role played by chronological narrative in the construction of knowledge in at least two different disciplines, and be able to understand how these narratives are constructed through common metaphors and dynamic models that extend across disciplinary boundaries. 1. Students will analyze the concept of “big history” in terms of its own history, and its relationship to scientific and religious worldviews. 2. Students will identify and compare the roles played by chronological narrative in the construction of knowledge in multiple fields of knowledge. 3. Students will be able to explain and critique concepts of progress, complexity, and directionality in evolutionary change across multiple fields of knowledge

4. Students will analyze the ways in which the term “anthropocene” is used across the science and humanities.

GEP Information

GEP Category: Interdisciplinary Perspectives

This class will count toward meeting the GEP Interdisciplinary Perspectives requirement. Each course in the IP perspectives category will provide instruction and guidance that help students to:

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

Course Outcome: Students will identify and compare the roles played by chronological narrative in the construction of knowledge in at least two different disciplines including astronomy, planetary science, evolutionary biology, anthropology, and history.

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

Course Outcome: Students will be able to explain and critique themes in big history (progress, increased complexity, cause and effect, creative destruction) in evolutionary change across multiple fields of knowledge.

GEP Objective #3: Explore and synthesize the approaches or views of the two or more disciplines Course Outcome: Students will understand the ways in which the term “anthropocene” is used across the historical sciences, social sciences, and the humanities.

The disciplines synthesized in this course are Astronomy, Planetary Science, Evolutionary Biology, Anthropology, and History. . The approach of Big History is itself a synthesis of these disciplines, and this is reflected in the course textbook. The instructor will present readings drawn from these different disciplines not only to integrate multiple points of view, but also to deepen understandings of the roles that chronological narrative plays in shaping both disciplinary and cross-disciplinary forms of knowledge. Part of this exercise will be to highlight the tensions between disciplinary perspectives as they are brought together.

Late Assignment Policy

Assignments turned in after the due date will be graded down one full letter grade. Assignments more than a week late will not be accepted.

Policy on Incompletes

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

Academic Integrity Statement

On both papers and exams, you are expected to observe the University policy on academic integrity. Your submission of the exam will signify that you have adhered to the Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment." Please be careful about proper citation and the dangers of plagiarism. Plagiarism, or copying without attribution, and submitting work as your own work that you have not yourself produced, are violations of the student honor code and of the University's policy on academic integrity. Note, in particular, the following:

- * It is perfectly legitimate to exchange ideas with a classmate, even to read and comment on each other's papers, but it is a violation for two students to collaborate on a single paper unless specifically authorized by a faculty member.
- * Papers ordered from or downloaded from paper services on the Internet are not your own work. You may use materials from the Web, but they must be properly cited by providing the full web address of the pages cited and the date on which you accessed the material.

If you are still uncertain about what constitutes plagiarism, please consult the NCSU Code of Student Conduct Policy (POL11.35.1): <http://policies.ncsu.edu/policy/pol-11-35-01>, or consult with the instructors.

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. More than three unexcused absences will result in a reduction by half of your class participation points for the semester.

The definition of excused and unexcused absences can be found in the university's attendance regulation (REG02.20.3): <http://policies.ncsu.edu/regulation/reg-02-20-03>. Written documentation for an excused absence should be turned into the instructors within a week of the absence.

Statement for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Suite 304, 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 \(REG02.20.01\)](#)

Class Evaluations

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

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

Student help desk: classeval@ncsu.edu

More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

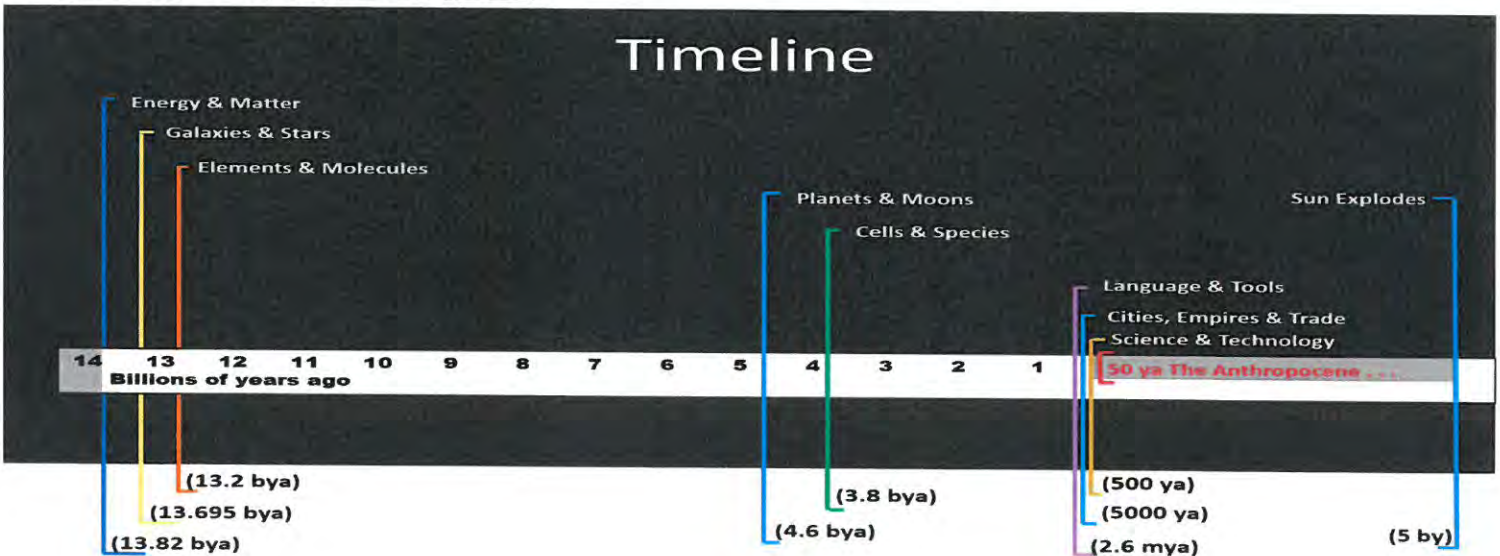
Anti-discrimination Statement

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

Electronic 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.

Schedule of Required Readings and Assignments



I. Big History: A Curriculum for the Anthropocene

Day 1 (January 8)

A History of Big History

- Eric J. Chaisson, "The Cosmic Context," *Cosmos & Culture*, in NASA (2012) 3-17
- David Christian, "A Single Historical Continuum," *Cliodynamics*, 2, 1 (2011) 6-26
- Chaisson, Eric. "Big History's Risk and Challenge." *Expositions* 8.1 (2014) 85-95
- William Cronon, "A Place for Stories: Nature, History, and Narrative," *Journal of American History*, 78, 4 (March 1992), pp. 1347-1376

II. Origin and Nature of Thresholds in Time

Day 2 (January 10)

Origin and Nature of Energy & Matter

13.82 billion years ago

- David Christian, *Maps of Time*, 17-38
- Wood, Barry. 2018. "Imagining the Unimaginable: Time, Space, Matter, Energy" *Journal of Big History*, V 2, No 1.
- Green, John & Hank. "The Big Bang" in *Crash Course*. YouTube

Day 3 (January 15)

The Origin and Nature of Galaxies and Stars

13.695 billion years ago

- David Christian, *Maps of Time*, 39-48
- Astronomers Uncover a Surprising Trend in Galaxy Evolution. Web. NASA (Oct 19, 2012) - Green,
- John & Hank. "Exploring the Universe" in *Crash Course*. YouTube

Day 4 (January 17)

Origin and Nature of Elements & Molecules

13.2 billion years ago

- David Christian, *Maps of Time*, 48-56
- Brown, Cynthia. "Expanding into the Universe" in *Big History: From Big Bang to the Present*. The New Press. New York. (2007) pp. 3-16.
- Green, John & Hank. "The Sun and the Earth" in *Crash Course*. YouTube

Day 5 (January 22)

The Origins and Nature of Planets & Moons

4.6 billion years ago

- David Christian, *Maps of Time*, 57-75
- Green, John & Hank. "Life Begins" in *Crash Course*. YouTube.
- Stewart, Ian. "Rare Earth" in the *Power of Earth*. BBC Film.

Day 6 (January 24)

The Origins and Nature of Cells and Species

3.8 billion years ago

- David Christian, *Maps of Time*, 79-136
- Brown, Cynthia. "Living Earth" in *Big History: From Big Bang to the Present*. The New Press. New York. (2007) pp. 16-38.
- Green, John & Hank. "The Evolutionary Epic" in *Crash Course*. YouTube.
- XVIVO "The Inner Life of a Cell" in *Scientific Animations*. YouTube

Day 7 (January 29)

The Origins and Nature of Language and Tools

2.6 million years ago

- David Christian, *Maps of Time*, 139-206
- Brown, Cynthia. "Human Emergence" in *Big History: From Big Bang to the Present*. The New Press. New York. (2007) pp. 38-57.
- Green, John & Hank. "Human Evolution" in *Crash Course*. YouTube.
- Savage, Sue. "The Gentle Genius of Bonobos" in *Ted Talk*.
- Guest Speaker Senior Lecturer Kate Grossman & visit Anthropology Laboratory

Day 8 (January 31)

The Origins and Nature of Cities, Empires, and Trade

5,000 years ago

- David Christian, *Maps of Time*, 207-334
- Brown, Cynthia "Agriculture, Cities, Networks" in *Big History: From Big Bang to the Present*. The New Press. New York. (2007) pp. 75-168.
- Green, John & Hank. "Migration and Intensification" in *Crash Course*. YouTube.
- Guest Speaker History Professor David Gilmartin "Cities, Empires, and Trade"

Day 9 (February 5)

The Origins and Nature of Science and Technology

500 years ago

- David Christian, *Maps of Time*, 335-439
- Exploration & Industrialization (1450-2000 CE)
- Brown, Cynthia. 2007. "Industrialization" Big History in *Big History: From Big Bang to the Present*. The New Press. New York. (2007) pp. 168-230.
- Green, John & Hank. "The Modern Revolution" in *Crash Course*. YouTube.
- Guest Speaker History Professor Will Kimler "How Science Changed Humanity as a Cosmic Entity"

Day 10 (February 7)

The Origin and Nature of the Anthropocene

Today

- David Christian, *Maps of Time*, 440-491
- Brown, Cynthia. What Now? What Next (2000 CE...) History in *Big History: From Big Bang to the Present*. The New Press. New York. (2007) pp. 230-249
- Green, John & Hank. "The Anthropocene and the Near Future" in *Crash Course*. YouTube.
- Green, John & Hank. "The Deep Future" in *Crash Course*. YouTube.

III. Little Big History Prezi Presentations

Day 11 February 12)
Day 12 (February 14)
Day 13 (February 19)
Day 14 (February 21)

Day 15 (February 26)
MIDTERM

IV. Themes in Big History Research

Day 16 (February 28)

Progress & Efficiency

1. Gideon Polya, "Ignoring Genocides and Holocausts," *Countercurrents*, 2, March 2013
2. Laffitte, Lucy "Thinking Like a Big History," *Origins VII*

Complexity

- Herbert Simon, "The Architecture of Complexity," *Proceedings of the American Philosophical Society*, 106 (December. 1962) pp. 467-482
- Eric Chaisson, "A Unifying Concept for Astrobiology." *International Journal of Astrobiology*. April, 2003.

Contingency & Causality

- Gaddis, John, "War, Peace and Everything: Thoughts on Tolstoy" in *History, Big History, MetaHistory*. Santa Fe Institute, (2017) pp. 56-72.
- Erwin, Douglas, "A Paleontological Look at History" in *History, Big History, MetaHistory*. Santa Fe Institute, (2017) pp. 38-55.

Scale & Periodization

- Mary C. Stiner, et al, "Scale," in Andrew Shryock and Daniel Lord Smail, eds. *Deep History: The Architecture of the Past and Present* (2011) pp. 242-272
- Walter Alvarez, Philippe Claeys, Alessandro Montanari, "Tine-Scale Construction and Periodizing in Big History: From the Eocene-Oligocene Boundary to all of the Past," in Koeberl and Montanari, eds., *The Late Eocene Earth—Hothouse, Icehouse, and Impacts*, (2009) pp. 1-15

V. Current Issues in the Historical Sciences

Day 17 (March 5)

Current Trends in Energy & Matter, Time & Space: Astrophysics

TBA

Day 18 (March 7)

Current Trends in Galaxies and Stars: Astronomy

Dr. Katherine Mack, Associate Professor of Astrophysics NCSU

Spring Break – March 11 – 15

Day 19 (March 19)

Current Trends in Elements & Molecules: Chemistry Dr.

John Blondin, Professor of Chemistry, NCSU

Day 20 (March 21)

Current Trends in Planets & Moons: Climatology

Dr. Walter Robinson, Professor of Climatology, NCSU

Day 21 (March 26)

Current Trends in Cells and Species: Biology & Paleocology

Dr. Lynn Margulis, Film

Day 22 (March 28)

Current Trends in Language and Tools: Anthropology

Dr. John Millhauser, Professor of Anthropology, NCSU

Day 23 (April 2)

Current Trends in Cities, Empires, and Trade: Ancient History

Dr. David Gilmartin, Professor of History, NCSU

Day 24 (April 4)

The Origins and Nature of Science and Technology: Modern History

Dr. Will Kimler, Professor of History, NCSU

VI. The Anthropocene in More Detail

Day 25 (April 9)

Human Population: Motherland Film

Human Happiness: reports from a variety of Ted Talk

Day 26 (April 11)

Oceans: Dr. Susan White, Director, Sea Grant

Cities: Dr. Barbara Doll, Researcher, Bio & Ag Engineering

Day 27 (April 16)

Wildlife: Dr. Roland Kays, Curator, North Carolina Museum of Natural History **Forests:**

TBA

Day 28 (April 18)

Human Energy Metabolism: TBA

Artificial Intelligence and Algorithms: TBA

VII. Student Research Poster Presentations

Day 29 (April 23)

Day 30 (April 25)

Day 31 **FINAL EXAM**

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

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

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

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

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

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

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

HON 297 sec 001

Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: (30 character limit)	Performing the Lost Cause	Review for 2nd Offering <input checked="" type="checkbox"/>
Term to be Offered	Spring 2019	
Instructor Name/Title	Kristen Turner, Ph.D.	

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Perspectives

List the Instructor's student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1: Obj.*

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

Differentiate between disciplinary perspectives on the Lost Cause

Measure(s) for above Outcome:

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

The reading assignments come from a variety of disciplines. Class discussion will frequently revolve around this outcome. Some quiz questions will require students to differentiate the disciplinary perspectives of readings about similar topics. For instance, students

will read two articles addressing confederate monuments. Students will reflect on each scholar's agenda in writing her essay and how their different disciplinary perspectives informed and shaped their work.

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

Compare disciplinary perspectives on the Lost Cause.

Measure(s) for above Outcome:

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

The reading assignments come from a variety of disciplines. Class discussion will also frequently revolve around this outcome. Some quiz questions will also require students to compare the disciplinary perspectives of readings about similar topics. For instance, I have assigned three readings about music and the Lost Cause—one written by a musicologist, another written by a specialist in African American studies, and the third by a specialist in gender studies. Students will reflect on how the authors' different disciplinary perspectives affected their approaches to the topic and the way they discussed music in each essay.

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.

Understand the difference between history and collective memory; Differentiate between disciplinary perspectives on the Lost Cause; Compare disciplinary perspectives on the Lost Cause

Measure(s) for above Outcome:

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

The final project requires students to apply what they have learned about the Lost Cause to an example of a public performance of the Lost Cause which we have not studied. In order to write such a paper, they will have to understand and synthesize the information they have read as well as new research from a variety of disciplinary perspectives. Any study of an artistic product necessitates understanding aspects of specialized study of the art form as well as the historical and cultural 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?
 Musicology, Ethnomusicology, Sociology, History, African American Studies, Gender Studies, Theater Studies, Film Studies
- 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"?
 Reading assignments about the same topic come from multiple disciplinary perspectives. I will prompt students to look at the course content from multiple disciplinary perspectives and help them understand when they are using tools from different disciplines in their analyses. Reading assignments about the same topic come from multiple disciplinary perspectives. I will prompt students to look at the course content from multiple disciplinary perspectives and help them understand when they are using tools from different disciplines in their analyses. Short answer reading reflections prompts will encourage students to integrate multiple points of view.

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*:
 Evaluate how the myth of the Lost Cause has been shaped by nineteenth and early twentieth century concepts of racial and gender identity.

Measure(s) for above Outcome:

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

The discussion starter assignment is designed to encourage students to engage with the reading assignments including those that examine how the myth of the Lost Cause supported white supremacy and traditional gender roles which relegated women to restrictive and secondary societal positions.

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:
Analyze how African Americans reacted to and resisted public performances of the Lost Cause.

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 discussion starter assignment is designed to encourage students to engage with the reading assignments, many of which address this course outcome including an essay that address the Fisk Jubilee Singers and their attempt to undermine the Plantation Myth and other aspects of the Lost Cause in order to assert full citizenship rights, the reaction of Boston black elites to The Birth of the Nation, and twenty-first social justice movements that seek to dismantle the lost cause through removal of symbols of the Confederacy from government owned property.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Monday & Wednesday 1:30 PM – 2:45 PM
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: QC 202
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

- If seats are restricted, describe the restriction being applied.
Restricted to students in the University Honors Program
- 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.

Must be a member of the honors program

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

(ex: ability to analyze historical text; prepare a lesson plan)

None

SECTION 3: ADDITIONAL INFORMATION

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

1. Title and author of any required text or publications. Please see syllabus

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

3. List any required field trips, out of class activities, and/or guest speakers. None

SIGNATURE PAGE FOR HON 297 sec 001
Performing the Lost Cause

RECOMMENDED BY:

Aime C. Anton 10/22/18
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] 10/22/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 10/24/18
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

SYLLABUS: Performing the Lost Cause
202 Quad Commons

HON 297-001
Spring 2019
Monday/Wednesday 1:30–2:45

Instructor: Kristen Turner, Ph.D.
Phone Number: 919-319-6262 (between 8 a.m. and 11 p.m.)
E-mail: kristen_turner@ncsu.edu
Office: Broughton Rm. 2407
Office Hours: Mondays, 10:30–11:30 a.m. or by appointment

Course Description

After the failure of Reconstruction in 1878, many people in the United States wanted nothing more than to promote the unity of the nation and heal the wounds of the Civil War. One of the consequences of this attempt at national reconciliation was a reframing of Southern plantation life, the Confederate cause, and the justifications for the Civil War to downplay the role of slavery in the War and celebrate Southern culture. This myth of the “Lost Cause” was perpetuated and defined through public art, the theater, music, and (later) films. We will focus on important performative touchstones of the “Lost Cause” such as plantation acts in vaudeville shows, blackface minstrelsy acts, Tin Pan Alley songs, and films such as “The Birth of the Nation” and “Gone with the Wind.” To understand how people in our area participated in the development and continuation of the Lost Cause, we will examine amateur, social, and government-sponsored events in central North Carolina through newspaper accounts and other primary documents. We will also consider how African Americans performed their own reaction to the Lost Cause. Finally, we will end the semester by examining how the myth of the Lost Cause has impacted the debates today about the meaning and proper disposition of the Confederate flag and the public art and other honors given to prominent figures in the Confederacy and Reconstruction.

Pre-Requisites and Restrictive Statements

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

Course Materials

Textbook: *Americans Remember Their Civil War* by Barbara Gannon, published by Praeger

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

1. All homework assignments – reading (other than those from the Gannon book), listening, and viewing resources
2. Links through which to turn in most written assignments
3. Any handouts distributed in class

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

Although it is unlikely, 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.

Grade Determination

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

Tests: There will be one test on Feb. 18.

Written Assignments

- **Discussion Starter:** After many reading assignments, you'll be asked to think of a discussion starter which you will turn into me at the beginning of class. These starters are designed to help you to think critically about you are reading. For instance, you might ask a question about a particular passage that was confusing or ask a question about a broader issue that you thought about while reading the assignment. You could phrase your idea as a comment or a question that you hope would lead to further discussion such as "I disagree with X because of Y, what do other people think?" or "When I listened to the music, I had a completely different experience than that described in the assignment. I experienced X." Some readings may make you think of an experience you've had that you'd like to contribute to the discussion, and you could write about that. When you get to class, I'll ask you to write your ideas on an index card, or you can bring them with you on paper. I will use some of the discussion starters to guide our class discussion. I will endeavor to keep your name out of the discussion so that if you are nervous about your question for any reason (maybe you don't want to admit to being confused by something, for instance) then you won't be "outed." Of course, in some cases that may not be possible (for example, if you've contributed a story about your grandmother it would be pretty hard to keep you anonymous). If you must be absent, you may turn in your questions via email, but don't do that if you are going to be in class, as I want to be able to refer to them during class and that is easier to do if the comments are on paper. Discussion starters are due by 1:30 p.m. If it is clear that you have not done the reading, then I will not give you credit for the assignment.
- **Short Quizzes:** Multiple times throughout the semester, I have posted prompts for short essays (generally one to two paragraphs long) which you should turn in via the appropriate Moodle link by 1:30 p.m. the day they are due. For the purposes of this assignment, a paragraph is three to five sentences. The questions will not have right or wrong answers, so you don't need to worry about "correctness," although I will count off points if it is obvious you have not done the reading or have not put any thought into the answer.
- **Library Reflection:** We will do a two-week unit based on using archival primary sources. You will write a short essay of about 1000 words about the resource you are assigned to examine.
- **Final Project:** Your final project will consist of a final paper of about 2500 words and a visual component (such as a poster or short video) which you will share with the class during the final exam time.

Reading Assignments: All reading assignments will be posted on Moodle except for chapters from *Americans Remember Their Civil War* by Gannon

Class participation

All students start with a 100 in class participation. The participation grade has two parts—attendance and behavior during class. Students are allowed **TWO** unexcused absences. For every unexcused absence after two, the participation grade is lowered by 10 points. During class meetings, students are expected to talk in the break out small group discussions, but I understand that not everyone is comfortable talking in front of the whole class. Participation can also mean emailing extra questions to me or showing through body language and facial expression that you are following along and interested in the discussion, but students are expected to answer if called upon. I will lower the participation grade for students who are consistently not paying attention during class meetings.

Submitting Assignments

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

Makeup Work

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

The course ends at midnight on Monday, April 30, 2018. No work of any type will be accepted after that date and time.

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

Assignments will be weighted as explained below:

- 30% Final Project
- 17% Library Reflection Essay
- 15% Quizzes
- 15% Mid-term Test
- 13% Class participation/attendance
- 10% Discussion Starters
- 100%

This Course uses Standard NCSU Letter Grading:

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

Learning Outcomes

Students who complete this course will be able to:

- Understand the difference between history and collective memory.
- Selected readings addressing this outcome: “History in Focus: What is History?” by Arthur Marwick; “Collective Memories” by Karen Sternheimer; “History as Social Memory” by Peter Burke
- Analyze how public performances shaped, circulated, and reified the myth of the Lost Cause—a collective memory, first propagated in the South after the Civil War, that valorized General Robert E. Lee and the Confederate soldier, suggested that the War was fought over state’s rights rather than slavery, posited that the South lost the war because of the North’s systemic advantages, and minimized the brutality of slavery.
- Selected readings addressing this outcome: “Here Came Remembrance: Staging Race and Performing the Past,” chapter 4 from Stephanie E. Yuhl, *The Making of Historical Charleston: A Golden Haze of Memory*; John C. Inscoe, “‘The Clansman’ on Stage and Screen: North Carolina Reacts,” *North Carolina Historical Review*
- Differentiate between disciplinary perspectives on the Lost Cause
- Selected readings about similar topics with different disciplinary perspectives to address this outcome: Selections from *America’s Music* by Larry Hamberlin (musicology); Gabriel Milner, “The Tenor of Belonging: The Fisk Jubilee Singers and the Popular Cultures of Postbellum Citizenship,” *Journal of the Gilded Age and Progressive Era* (African American Studies); “Here Came Remembrance: Staging Race and Performing the Past,” chapter 4 from Stephanie E. Yuhl, *The Making of Historical Charleston: A Golden Haze of Memory* (History)
- Compare disciplinary perspectives on the Lost Cause
- Selected readings about similar topics with different disciplinary perspectives address this outcome: John C. Inscoe, “‘The Clansman’ on Stage and Screen: North Carolina Reacts,” *North Carolina Historical Review* (American Studies); Anna Siomopoulos, “The Birth of Black Cinema: Race, Reception, and Oscar Micheaux’s *Within our Gates*,” *The Moving Image* (Film Studies); Joanna R. Smolko, “Southern Fried Foster: Representing Race and Place through Music in Loony Tunes Cartoons,” *American Music* (Musicology)
- Analyze how African Americans reacted to and resisted public performances of the Lost Cause.
- Selected readings that address this outcome: Tyler Parry, “Slavery, the Plantation Myth, and Alternative Facts,” *Black Perspectives*; “Its Purpose,” *Fighting a Vicious Film*, pp. 12–17; Anna Siomopoulos, “The Birth of Black Cinema: Race, Reception, and Oscar Micheaux’s *Within our Gates*,” *The Moving Image*
- Evaluate how the myth of the Lost Cause has been shaped by nineteenth and early twentieth century concepts of racial and gender identity.
- Selected readings that address this outcome: Catherine W. Bisher, “‘A Strong Force of Ladies’: Women, Politics, and Confederate Memorial Associations in Nineteenth-Century Raleigh,” in *Monuments to the Lost Cause: Women, Art, and the Landscapes of Southern Memory*, ed. Cynthia Mills and Pamela H. Simpson; Sarah E. Gardner, *Blood and Irony: Southern White Women’s Narratives of the Civil War, 1861–1937*, chapter 6

GEP Information

This course fulfills the GEP Interdisciplinary Perspectives and U.S. Diversity categories

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

1. Distinguish between the distinct approaches of two or more disciplines
 - Course Outcome: Differentiate between disciplinary perspectives on the Lost Cause—a collective memory, first propagated in the South after the Civil War, that valorized General Robert E. Lee and the Confederate soldier, suggested that the War was fought over state's rights rather than slavery, and minimized the brutality of slavery.
 - Means of Assessment: The reading assignments come from a variety of disciplines including musicology, film studies, history, African America studies, and American studies. Class discussion will frequently revolve around this outcome. Some quiz questions will require students to differentiate the disciplinary perspectives of readings about similar topics. For instance, students will read two articles addressing Confederate monuments. Students will reflect on each scholar's agenda in writing her essay and how their different disciplinary perspectives informed and shaped their work.

2. Identify and apply authentic connections between two or more discipline
 - Course Outcome: Compare disciplinary perspectives on the Lost Cause.
 - Means of Assessment: The reading assignments come from a variety of disciplines including musicology, film studies, history, African America studies, and American studies. Class discussion will also frequently revolve around this outcome. Some quiz questions will also require students to compare the disciplinary perspectives of readings about similar topics. For instance, I have assigned three readings about music and the Lost Cause—one written by a musicologist, another written by a specialist in African American studies, and the third by a specialist in gender studies. Students will reflect on how the authors different disciplinary perspectives affected their approaches to the topic and the way they discussed music in each essay.

3. Explore and synthesize the approaches or views of two or more disciplines
 - Course Outcome: Understand the difference between history and collective memory; Differentiate between disciplinary perspectives on the Lost Cause; Compare disciplinary perspectives on the Lost Cause
 - Means of Assessment: The first reading assignments and the library project are designed to help students understand the difference between history (and the study of history) and collective memory. The reading assignments specifically address this difference. In the library project, students will be assigned a specific primary source or document (such as Edward Pollard's *The Lost Cause* or a newspaper database of African American newspapers). They will examine this source for information about Robert E. Lee and analyze the rhetoric they find for evidence of the formation of the Lost Cause valorization of Lee and the honor and patriotism of Confederate soldiers. The final project requires students to apply what they have learned about the Lost Cause to an example of a public performance of the Lost Cause which we have not studied. In order to write such a paper, they will have to understand and synthesize the information they have read as well as new research from a variety of disciplinary perspectives. Any study of an artistic product necessitates understanding aspects of specialized study of the art form as well as the historical and cultural context.

US Diversity: Each course in the US Diversity category will meet two of the following four outcomes:

1. Analyze how religious, gender, ethnic, racial, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences
2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.
 - Course Outcome: Evaluate how the myth of the Lost Cause has been shaped by nineteenth and early twentieth century concepts of racial and gender identity.
 - Means of Assessment: The discussion starter assignment is designed to encourage students to engage with the reading assignments including those that examine how the myth of the Lost Cause supported white supremacy and traditional gender roles which relegated women to restrictive and secondary societal positions.
3. 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.
 - Course Outcome: Analyze how African Americans reacted to and resisted public performances of the Lost Cause
 - Means of Assessment: The discussion starter assignment is designed to encourage students to engage with the reading assignments, many of which address this course outcome including an essay that address the Fisk Jubilee Singers and their attempt to undermine the Plantation Myth and other aspects of the Lost Cause in order to assert full citizenship rights, the reaction of Boston black elites to *The Birth of the Nation*, and twenty-first social justice movements that seek to dismantle the Lost Cause through removal of symbols of the Confederacy from government-owned property.
4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

Academic Policies Late Assignments

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

Incompletes

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

Academic Integrity Statement

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>. A signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Policies on Attendance

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

This is a seminar course. For this class to be a success students must attend each class meeting prepared to engage with the course material and their classmates in productive and respectful discussion. Thus, regular class attendance is a key component to the success of this course.

Statement for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resources Office at Suite 304, University College Commons, Campus Box 7509, [919-515-7653](tel:919-515-7653). For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

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

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: <https://oirp.ncsu.edu/surveys/classeval/about-classeval/>

Anti-Discrimination Statement

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

sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515- 3148.

Student Resources

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

NCSU Writing and Speaking Tutorial Services:

<https://tutorial.dasa.ncsu.edu/wsts-overviewprograms/wsts/>

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

Class Schedule

MOST READING, AND ALL WATCHING, AND LISTENING ASSIGNMENTS CAN BE FOUND ON THE MOODLE SITE UNLESS OTHERWISE SPECIFIED

Wednesday, January 9

Read:

1. "History in Focus: What is History?" by Arthur Marwick
2. "Collective Memories" by Karen Sternheimer
3. "Why are So Many People Angry about History?" by Adam Laats
4. "History as Social Memory" by Peter Burke

Quiz: Collective Memory

Monday, January 14

Read:

1. *Fateful Lightning: A New History of the Civil War and Reconstruction* by Allen C. Guelzo, chapter 1 "A Nation Announcing Itself"
2. *Lee Considered: General Robert E. Lee and Civil War History* by Alan T. Nolan, excerpts from chapters 2 & 3

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

Wednesday, January 17

Read:

1. Alexander H. Stephens, "Speech on the Bill to Admit Kansas As a State Under the Topeka Constitution," from *Confederate and Neo-Confederate Reader*, pp. 73–76
2. "Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina From the Federal Union," from *Confederate and Neo-Confederate Reader*, pp. 93–98 Quiz: Reading Historical Documents

Monday, January 21

NO CLASS – MARTIN LUTHER KING, JR. HOLIDAY

Wednesday, January 23

Read:

1. From *Slavery and Social Death* by Orlando Patterson
2. “Conditions of Antebellum Slavery,” *Africans in America*, PBS.org
3. “The Universal Law of Slavery” by George Fitzhugh, *Africans in America*, PBS.org
4. “A Slave Experience of Being Sold South” by Jacob Stroyer from *My Life in the South*, *Africans in America*, PBS.org

Written: Discussion Starter

Monday, January 28

Library Project: 1st Day Orientation, Meet at DH Hill Library

Wednesday, January 30

Library Project continued (Meet at DH Hill)

Monday, February 4

Library Project continued (Meet at DH Hill)

Wednesday, February 6

Library Project reflection day (meet in our regular classroom)

Due: Library Reflection essay (by 1:30 p.m.)

Monday, February 11

Read: *Americans Remember Their Civil War*, Introduction, Chapters 1 & 2

Quiz: Lost Cause

Wednesday, February 13

Read: *Americans Remember Their Civil War*, Chapter 3

Listen: “The Spin,” *Uncivil* podcast

Written: Discussion Starter

Monday, February 18

Mid-term test

Wednesday, February 20

Read:

- *America’s Music*, pp. 132–137, 141–145
- *Songs of the Confederacy & Plantation Melodies* Listen:

1. “Song” from *Uncivil* podcast
2. “Dixie” by Dan Emmett (1916 recording)

Quiz: One Song

Monday, February 25

Read: Gabriel Milner, “The Tenor of Belonging: The Fisk Jubilee Singers and the Popular Cultures of Postbellum Citizenship,” *Journal of the Gilded Age and Progressive Era*

Listen: “Roll, Jordan, Roll” – Fisk Jubilee Singers from 1927 recording

Written: Discussion starter

Wednesday, February 27

Topic for Final Project Due by 11:55 p.m.

Read: “Here Came Remembrance: Staging Race and Performing the Past,” chapter 4 from Stephanie E. Yuhl, *The Making of Historical Charleston: A Golden Haze of Memory*

Listen: Excerpt from a recording by the Society for the Preservation of Spirituals Quiz: Spirituals

Monday, March 4

Read: Catherine W. Bisher, “‘A Strong Force of Ladies’: Women, Politics, and Confederate Memorial Associations in Nineteenth-Century Raleigh,” in *Monuments to the Lost Cause: Women, Art, and the Landscapes of Southern Memory*, ed. Cynthia Mills and Pamela H. Simpson Written: Discussion starter

Wednesday, March 6

Read:

1. *Americans Remember Their Civil War*, Chapter 5
2. Uncommon Ground Race & Memory on UNC’s Campus Chronicling “Silent Sam” Exhibit Items
3. “Dixie” by Jackie Gonzalez, *Technician*
4. “Pack Pride” discussion board

Quiz: Monuments

March 11–15

NO CLASS—SPRING BREAK

Monday, March 18

Continue discussion

Class viewing of *Birth of the Nation* —TBA Wednesday, March 20

You must have watched *Birth of a Nation* by March 21 at 1:30

Read: John C. Inscoe, “‘The Clansman’ on Stage and Screen: North Carolina Reacts,” *North Carolina Historical Review*

“Its Purpose,” *Fighting a Vicious Film*, 12–17

Written: Discussion Starter

Monday, March 25

Annotated Bibliography due by 11:55 p.m.

Read: *Americans Remember their Civil War*, Chapter Six

Quiz: Birth of a Nation

Wednesday, March 27

Within our Gates (we'll watch excerpts in class)

Read: Anna Siomopoulos, "The Birth of Black Cinema: Race, Reception, and Oscar Micheaux's *Within our Gates*," *The Moving Image*

Written: Discussion Starter

Class watching of *Gone with the Wind* — TBA Monday, April 1

You must have watched *Gone with the Wind* by April 2 at 1:30

Read: Sarah E. Gardner, *Blood and Irony: Southern White Women's Narratives of the Civil War, 1861–1937*, chapter 6

Written: Discussion Starter

Wednesday, April 3

Read: Tyler Parry, "Slavery, the Plantation Myth, and Alternative Facts," *Black Perspectives* Quiz: *Gone with the Wind*

Monday, April 8

Read: Joanna R. Smolko, "Southern Fried Foster: Representing Race and Place through Music in Loony Tunes Cartoons," *American Music* Watch:

1. "Southern Fried Rabbit"
2. "Confederate Honey"

Quiz: Cartoons

Wednesday, April 10

Read: J. Michael Martinez, "An Air of Defiance: Georgia's State Flag Change of 1956," *Georgia Historical Quarterly*

Quiz: Flags

Monday, April 15

Catch up day

Wednesday, April 17 Final

Paper Due by 11:55 p.m.

Mercy Street (watch in class)

Read: TBA

Monday, April 22

Read: *Americans Remember Their Civil War*; Chapter 7

Jeff Wilkinson, "A monument to SC's black Confederate soldiers?" *The State*
Ta-Neihisi Coates, "Take Down the Confederate Flag—Now," *The Atlantic*

Listen: "Portrait," *Uncivil* podcast

Quiz: The Civil War Today

Wednesday, April 24

Last Day of Class

Continue discussion

Monday, April 29

1:00–4:00 Presentation of Visual Components of the Final Project

HON GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293 - 001			
Department(s)/Program	Honors Program	New GEP Special Topics Offering	X
Special Topic Title: (30 character limit)	Food: Culture, Insecurity, and Ethics	Review for 2nd Offering	<input type="checkbox"/>
Term to be Offered	Spring 2019		
Instructor Name/Title	Scott O'Leary, Director of Honors and Scholars Village		
SECTION 1: GEP CRITERIA			
Instructions:			
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 			
Interdisciplinary Studies			
List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i>			
1. Students will be able to identify ethical, social, and economic values assessed through weekly discussion and discussion leader assignment.			
2. Students will be able to analyze the philosophical, political and social significance of food and foodways conducted through experiential learning assignments outside of class.			
Measure(s) for above Outcome:			
<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>			
The reading assignments come from variety of disciplines and methodological approaches including philosophy, history, sociology, anthropology, and political science. Course assignments narrow methodological and assessment focus to philosophical (phenomenological) and sociological methods. Discussion Leader and Experiential Learning options require students to reflect and analyze different cultural practices in food and their underlying structures in individuals and groups. Project Proposal and Final Project require students to engage in critical reflection, analysis, and comparison of different perspectives and consider their own methodological presuppositions. For example, in articulating a final project on the ethical and political significance of factory farming, students will analyze data from political entities (USDA, PETA, lobbying groups), ethical theories and the question of animal rights, and the larger social significance of particular foods and their cultural meanings. These will be incorporated into a project proposal with rubric that identifies particular methodological approaches and their efficacy to address the core research question.			

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.

1. Students will be able to identify ethical, social, and economic values assessed through weekly discussion and discussion leader assignment.

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.

Weekly course discussion and Discussion Leader assignment requires students to identify "Big Questions" and the interrelation of ethical, social, and political challenges and opportunities. Students will identify and analyze the complex relationship between ethical and political principles and policies as well as the distinct methodologies to philosophical analysis and political policy approaches.

Students will be asked and required to consider questions such as: Is the solution proposed a technical (pragmatic) or adaptive (valuation) one? Is this an ethical problem or one that requires legal or political consensus-making? In what ways does food and food policy transcend regional ontologies of different disciplines?

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.

3. Students will be able to assess the ethical and political challenges in the use, distribution, and consumption of food in the articulation of their final project proposal and project.

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 final projects require an analysis and synthesis of various methodological approaches and course materials that blend and complicate disciplinary boundaries. Students in their Project Proposal will need to consider the strengths and limitations of these approaches to address their own research question and integrate phenomenological, social, and policy perspectives. Students must consider: What assumptions are made in the sources I've chosen and how are these presuppositions challenged or justified in using this resource? How are the conclusions I've reached supported by multiple methodologies and disciplines? What does the research topic reveal about the importance of interdisciplinary research?

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

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

Philosophy, Political Science, and Sociology.

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

By reading and addressing material from a variety of disciplines and perspectives, students will learn to grapple with different methodologies, underlying assumptions, and the way these impact the questions and discussions that ensue. Students will move from the individual experiential (phenomenological) level of analysis to group and societal trends and structures from multiple societies. Students will learn to integrate these different approaches through course discussion, experiential learning assignments and their proposal for their final project.

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.

(1) Students will be able to analyze the philosophical, political and social significance of food and foodways conducted through discussion leading and experiential learning assignments outside of class.

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.

Discussion Leader: 2 students will lead a discussion during the class period each week relating to themes, issues, and concepts raised in readings assigned that for that week. Students may prepare activities, visuals, and handouts to aid classroom engagement and will submit an email proposing their plans to the instructor *at least 24 hours* in advance for review. As *Discussion Leaders*, it is the students' responsibility to *generate, moderate, and lead the discussion*. Students should *not* prepare a presentation and *should not* summarize the readings. Students may wish to lead a discussion over difficult points, concepts and introduce helpful videos, background information, or additional reading that may aid in *generating* and *leading the* discussion. A signup sheet will be shared in the first week of class, and *each student should be prepared to sign up to lead discussion approximately twice during the available class periods*.

In a discussion on Food, Colonialism, and Power, students would lead a discussion on one of the following three articles

- (1) Reflections on Cultural Food Colonialism (Moodle)
- (2) Theodore C. Bestor, "How Sushi Went Global", Foreign Policy
- (3) Raj Patel "The Problems with Fair Trade," The Nation (Moodle)

In leading discussion, students would prepare and present to the instructor visual aids, class activities, and discussion questions such as: "In what ways did the Globalization of Sushi diminish and narrow Japanese food culture? How does the globalization of sushi bring selective elements of Japanese culture to a wider audience, and what impacts does this have on our perceptions of the larger culture and the self-identity of Japanese and Japanese-Americans?"

Students are evaluated in the discussion leading by both peers and instructor on a Likert scale based on breadth, depth, creativity, and expertise of discussions they are to lead.

Experiential Learning Options:

- (1) Food and Culture Cooking Experience (3pts) [GK option*]
- (2) Cookbook analysis (2pts) [GK option*]
- (6) Village "Community Conversation" on a chosen topic (2pts) [GK option*]
- (9) Anthony Bourdain *Destinations Unknown* (1pt) [GK option*]

Each experiential learning option requires students to engage with extended course material outside of class. In (1), will independently research their own or a food cultural tradition that they are interested in such as Peruvian cuisine, Ethiopian cuisine, or Scot-Irish cooking, particular recipes, unique ingredients and the history and traditions of a particular dish. Students will analyze and compare different recipes, selecting one recipe to prepare and introduce to the class. The introduction to the class will consist of a brief presentation including handouts or visual aids as well as the prepared dish and the cultural significance of the dish – and the personal significance to the student including why the dish was chosen. In (2) students will analyze cookbooks of different cultures, regions, and cuisines for underlying social, gender, and political themes and connect them to their own childhood. This will culminate in a presentation including handouts or visual aids to the class or a typed memo of key takeaways to distribute and discuss with class. In (6) students, likely in small groups, will organize a QUAD Village Wide program event, choosing an internationally-relevant topic drawn from course material to engage students from the greater community. Students will prepare materials and format for Community Conversation, document with pictures and attendance and present this material to the course through visual presentation and/or memo. In (9) students, watch a select episode of *Destinations Unknown* of an unfamiliar culture, analyze key themes and present them to the class through a visual presentation/memo.

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

- (1) Students will be able to identify their own moral, social, and economic gastronomical values including their origins and cultural foundations.

Measure(s) for above Outcome:

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

(1) Food and Culture Cooking Experience (3pts) [GK option*]

Students will independently research their own or a food cultural tradition that they are interested in such as Peruvian cuisine, Ethiopian cuisine, or Scot-Irish cooking, particular recipes, unique ingredients and the history and traditions of a particular dish. Students will analyze and compare different recipes, selecting one recipe to prepare and introduce to the class. The introduction to the class will consist of a brief presentation including handouts or visual aids as well as the prepared dish and the cultural significance of the dish – and the personal significance to the student including why the dish was chosen.

Students will be evaluated by the instructor based on the preparation and outcome of the dish – excluding taste – as well as the depth and significance of the research and presentation.

(2) Final Research Project, proposal, and class workshop presentation

In consultation with the professor, the student will create a final project connecting personal interests with course content. The project can be a paper (minimum 10 pages), recorded video presentation, website, individual research poster, book, pamphlet, or other creative work. All final projects will have a required written component and portray the significance of their own moral, social, or gastronomical values in a larger sociological context in reference to their own culture and other cultures.

Students will be evaluated by the instructor based on a proposal, rubric, and timeline created in consultation with the instructor several weeks prior to the due date.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:

Meeting time and day(s): **Tuesday and Thursday at 1:30-2:45 PM Honors MultiPurpose Room**

- Seat count: **21**

- Room assigned or room preference including needed classroom technology/seat type: **Honors Village Commons MultiPurpose Room (flexibility seating and access to a kitchen)**

- 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.

Seats are restricted to first-year Honors and Scholars students.

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

Yes. Noted in description of course.

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

There are no prerequisites or Co-requisites for this course. Restricted to first-year University Honors Program and University Scholars Program students. Open to other students by permission of the UHP.

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. Philosophy, social science and/or historical methodology beneficial.

SECTION 3: ADDITIONAL INFORMATION

Effective Fall 2014

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

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

please see 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.

Food: Culture, Insecurity, and Ethics

RECOMMENDED BY:

Anne C. Auten 10/22/18
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] 10/22/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 10/24/18
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE

HN 293 Course Syllabus

HN 293 – Food: Culture, Insecurity, and Ethics

Section TBD

Spring 2019

3 Credit Hours

Course Description

Why study food? With so many challenges facing the world today including the marginalization of peoples, environmental challenges, struggles for power and recognition, freedom, and human rights, isn't studying food a bit indulgent? The easiest answer is that food interests us. Students visiting campus often ask: "What is the food in the dining halls like?" and "Where can I get cheap food off-campus?" Similar questions arise when people travel and explore other cultures. Questions and discussions about food permeate our lives. It is also where our emotions, judgments, and values are most apparent because these experiences intertwine our most basic needs: food, security, and meaningful relationships.

This seminar focuses on the experience or phenomenology of food with a focus on three core areas: (1) food culture(s) (2) food access and insecurity (3) and food ethics. The course explores connections between what and how we eat and what these things say about us. What makes good food, good? Why is the sharing of food a core social phenomenon? Why do we eat what we eat? Should we eat that way? Seminar-based, students will engage and lead the discussion and pursue experiential learning opportunities inside and outside the classroom culminating in a self-directed project based on student's interests, career goals, and core course themes.

Instructor

Scott O'Leary, Ph.D. (smoleary) - *Instructor*

Email: smoleary@ncsu.edu

Phone: TBD

Office Location: 113 Berry

Office Hours: By appointment

Course Meetings

Seminar

Days: MW

Time: 1:30pm - 2:45pm

Campus: Main

Location: Quad Area Multipurpose Room.

Learning Outcomes

Students will be able to identify their own moral, social, and economic gastronomical values.

Students will be able to experience, reflect upon, and analyze the importance and social significance of food and foodways.

Students will be able to assess different social, ethical and political problems in the use, distribution, and consumption of food.

Students will be able to cultivate advanced analytical reading and writing skills.

Course Structure

The Dining Experience: Participation (GK)

Class participation is first and foremost about prepared, paying attention, listening and engaging, both to the professor and to your peers. Thus, the first step to good participation in the ongoing discussion are: (1) coming to class, and (2) completing the reading as scheduled **and bringing your text to class**. These are the first steps that allow everyone to (3) be respectful, focusing on what is going on in class and listening to others so that you can (4) ask questions, provide insightful criticisms, and answer questions posed by other students and the professor.

The amuse-bouche: Discussion Leader (GK option*)

2 students will lead discussion during the class period each week relating to themes, issues, and concepts raised in readings assigned that for that week. Students may prepare activities, visuals, and handouts to aid classroom engagement and will submit an email proposing their plans to the instructor *at least 24 hours* in advance for review. As *Discussion Leaders*, it is the students' responsibility to *generate, moderate, and lead the discussion*. Students should *not* prepare a presentation and *should not* summarize the readings. Students may wish to lead discussion over difficult points, concepts and introduce helpful videos, background information, or additional reading that may aid in *generating and leading the discussion*. A signup sheet will be shared the first week of class, and *each student should be prepared to sign up to lead discussion approximately twice* during the available class periods.

Hors-d'oeuvre sampler: Choose 8pts out of the following experiential options (GK options)

For your hors-d'oeuvre, we will have a sampler buffet. Each student must earn at least 8pts out of a possible 18 points from the assignments below. Each assignment is an experiential assignment integrating some aspect of food as it relates to our course and will be graded on a 100-point grading scale. Students are strongly encouraged to discuss with the instructor the assignments chosen before the due dates (listed on the syllabus). Each assignment includes some aspect of a class report, typically either a demonstration or report. Reports may take a variety of forms including a PowerPoint presentation/video presentation or memo with brief recap presentation. All assignment details are posted on Moodle. Those indicated with a GD indicate credit for Global Diversity.

- (1) Food and Culture Cooking Experience (3pts) [GK option*]
- (2) Cookbook analysis (2pts) [GK option*]
- (2) "A week without" (1pt)
- (3) "Food Journal" (1pt)
- (4) Diet proposal and journey* with proposal and approval (3pts)
- (5) Host a dinner party (2 pt) [GK option*]
- (6) Organize and host Village "Community Conversation" on a chosen topic (2pts) [GK option*]
- (7) Soup Kitchen Volunteer (1pt)
- (7) Vegan/Vegetarian Activism Group Meeting (1p)
- (9) Anthony Bourdain *Destinations Unknown* (1pt) [GK option*]
- (10) Gastropod Podcast Analysis and report (1pt)
- (11) Soup of the day* (1-2pts) – Students may also propose their own experiential projects as the soup of the day ahead of time to the professor [GK option*]

The Main Course: Self-chosen Project (GK)

A final project and informal presentation will be due at the end of the semester. This project will consist of two parts (1) A project proposal with (i) project summary, (ii) timeline, (iii) objectives and (iv) a self-designed grading rubric and (2) the completed project for shared viewing. Projects have taken many forms including a 10 to the 15-page research paper, a student-designed research study and findings, 15 to 20-minute recorded PowerPoint presentations, booklets, professional posters, websites or other creative formats. All projects should include some connection with GK objectives 1 and/or 2 below in consultation with the instructor. The project proposal and rubric are meant to serve as a way to pitch the idea to the instructor and as a safeguard to ensure the project meets the standards required. **Always save your work in more than one place (jump drive, Dropbox, Google Drive etc.).**

Dessert: Class Workshop presentations

On the last day of the course, each student will present a 3 to 5-minute informal presentation articulating their project idea, main claims, conclusions, and future areas of investigation to the rest of the class followed by a 5 to 10-minute Q&A session. Students do not have to have their projects completed at this stage although there should be significant enough work completed to present an accurate project outline, and narrative so classmates can provide quality feedback and suggestions for improvement.

Course Materials

Textbooks/Expenses

There are no required textbooks for this course. However, students will be required to print course materials, some costs for experiential learning opportunities, and occasional travel expenses. Students should budget the typical cost for textbooks (approximately \$50) for these expenses. If there are financial difficulties, please consult the instructor.

Requisites and Restrictions

Prerequisites/Co-requisites/Restrictions

There are no prerequisites or Co-requisites for this course. Restricted to first-year University Honors Program and University Scholars Program students. Open to other students by permission of the UHP.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

Each course in Interdisciplinary Perspectives category 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.

How This Course Will Fulfill GEP Category Outcomes

1. Students will be able to identify ethical, social, and economic values assessed through weekly discussion and discussion leading.

2. Students will be able to analyze the philosophical, political and social significance of food and foodways conducted through experiential learning assignments outside of class.
3. Students will be able to assess the ethical and political challenges in the use, distribution, and consumption of food in the articulation of their final project proposal and project.
4. Student's improvement in analytical reading and writing skills assessed in weekly discussion, activities, assessed in the final project proposal and reflection work on experiential learning assignments.

The reading assignments come from variety of disciplines and methodological approaches especially those of philosophy, sociology, and political science. Course assignments narrow methodological and assessment focus to philosophical (phenomenological) and sociological methods. Discussion Leader and Experiential Learning options require students to reflect and analyze different cultural practices in food and their underlying structures in individuals and groups. Project Proposal and Final Project require students to engage in critical reflection, analysis, and comparison of different perspectives and consider their own methodological presuppositions.

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

Philosophy, Political Science, and Sociology with materials from Anthropology, History included.

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"?

By reading and addressing material from a variety of disciplines and perspectives, students will learn to grapple with different methodologies, underlying assumptions, and the way these impact the questions and discussions that ensue. Students will move from the individual experiential (phenomenological) level of analysis to group and societal trends and structures from multiple societies. Students will learn to integrate these different approaches through course discussion, experiential learning assignments and their proposal for their final project.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.
4. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

How This Course Will Fulfill GEP Co-requisite Outcomes

1. Students will be able to analyze the philosophical, political and social significance of food and foodways conducted through experiential learning assignments outside of class.
4. Students will be able to identify their own moral, social, and economic gastronomic values including their origins and cultural foundations.

Students will be required to complete coursework including Discussion Leading, experiential learning assignments, and/or final project that directly address both objectives. In the section above, GK relevant assignments have been noted.

Transportation

Students will be required to provide their own transportation for this class. Scheduled class time for field trips or out-of-class activities is a component of this class.

Grading

Grade Components

Component	Weight	Details
Participation	15%	Students will be evaluated weekly by the instructor for their active engagement in class. The first step to good participation in the ongoing discussion are: (1) coming to class, and (2) completing the reading as scheduled and bringing your text to class . These are the first steps that allow everyone to (3) be respectful, focusing on what is going on in class and listening to others so that you can (4) ask questions, provide insightful criticisms, and answer questions posed by other students and the professor.
Discussion Leader Assignment	15%	With a partner, it is the students' responsibility to <i>generate, moderate, and lead discussion</i> for a given class period or section of class. Students will be evaluated by both their professor and peers on their ability to lead a lively, deep, and stimulating conversation. Students should <i>not</i> prepare a presentation and <i>should not</i> summarize the readings. However, students may wish to lead discussion over difficult points, concepts, introduce any helpful videos, background information, or additional reading that may aid in <i>generating and leading</i> discussion.
Experiential Learning Assignments	30%	A variety of experiential learning assignment options are available to students. Students must select a total of 8pts worth of assignments, complete the experience and present to the class through a written memo or brief PowerPoint/visual presentation of approximately 3-4 minutes length. Students will be evaluated based on professionalism and quality of work.
Final Project Proposal	5%	Students will work with the instructor to create a proposal for their final self-chosen project that includes a project summary, timeline, objectives, and clear assessment rubric.
Final Project	35%	In consultation with the professor, the student will create a final project connecting personal interests with course content. The project can be a paper (minimum 10 pages), recorded video presentation, website, individual research poster, book, pamphlet, or other creative work.

Participation

Class participation involves more than what and how much you speak in class; it's your effort, willingness, and courage to be present in all discussions. In class activities and assignments and out-of-class engagement will also be included in your participation grade. Your overall participation will be evaluated as follows:

Grade	Criteria
A	Fully present in mind and body, and exceptionally meaningful contributions to the learning environment and discussions. An A grade shows substantial depth and quality of engagement with all aspects of the course (e.g., making innovative connections between concepts during discussions, asking provocative questions that get the class thinking, actively incorporating class readings beyond the day's reading, taking a leadership role during activities and discussions, etc.).
B	Present in mind and body, and actively participating with positive contributions to the learning environment (e.g., engaged, relevant questions and comments during class discussions, a willingness to share and talk about written work, proactive assistance for fellow group members, incorporating the day's readings into comments, etc.).
C	Present in mind and body, but only passively participating. This could also include variable presence combined with sporadic active engagement. Prepared and attentive, but not always adding to class discussions.
D	Only present in body – disconnected or not fully engaged in the course. In-class behavior shows obvious unpreparedness and a lack of engagement with the course. Attending class without the required materials for active participation.
F	Frequently tardy/absent. Unprepared for class. Disruptive behavior that makes it difficult for the class to accomplish its learning objectives.

Letter Grades

This Course uses Standard NCSU Letter Grading:

A+	97.0-100	A	93.0-96.9	A-	90.0-92.9
B+	87.0-89.9	B	83.0-86.9	B-	80.0-82.9
C+	77.0-79.9	C	73.0-76.9	C-	70.0-72.9
D+	67.0-69.9	D	63.0-66.9	D-	60.0-62.9
F	59.9 and below				

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>.

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

Late work will be permitted on a case by case basis. Certain experiential learning assignments and discussion leading assignments may not permit late work due to the timeliness of the presented work.

Attendance Policy

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

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. We also meet twice a week with a quickly moving schedule, which means that missing a single class meeting will adversely impact your ability to meet the learning outcomes for this course. Hence, attendance at all class meetings is extremely important and is one of your fundamental responsibilities as a student. Even your physical attendance alone is not sufficient: you must come to class prepared, and you must be an engaged and fully participating member of the group. Please arrive on time. Arriving late will be reflected in the participation grade.

Absences Policy

Two unexcused absence will result in a 3% reduction of our final grade with each subsequent absence an additional 3% deducted. Four unexcused absences will result in failure of the course. The definition of excused and unexcused absences can be found in the university's attendance regulation (REG02.20.3): <http://policies.ncsu.edu/regulation/reg-02-20-03>

Even an excused absence will adversely affect your ability to achieve the learning outcomes of this course. Therefore, if you anticipate requiring more than one or two excused absences during the semester, you should meet with me prior to the tenth day of classes (also the last day to add a course—refer to the university calendar). In the event of an excused absence, note the requirement in the university policy for prior notification or, in the event of an absence because of one of the defined emergency situations, notification and documentation within a week after your return to campus. I

will strive to enable you to make-up points missed because of an excused absence. Given the diversity of activities in the course, make-up work will be individually negotiated.

Makeup Work Policy

Whether excused or unexcused, all students are responsible for finding out what material was covered, getting notes, and being fully prepared for class when they return to class and turning in all assignments on time. Due dates for major assignments are established at the beginning of the semester and listed on the syllabus, and so except in special circumstances should be turned in that day whether on time or late. Students late work will likely result in grade penalties to be fair to all students in the course.

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>

It is the expectation that all discussion, comments, and written or visual work in this course is inclusive, civil, and respectful of each student. Behavior that is hostile, disrespectful or lacking integrity can lead to students feeling unsafe and reduces the ability to be successful, present, and engaged in class. Issues will be dealt with on a case by case basis, but I reserve the right to ask any student to leave the class and be marked absent if they violate academic integrity or show disrespect to other members of the community or oneself.

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

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

Electronically-hosted Components: This course may require students to submit assignments to Moodle and also encourages students to share information via Google Drive.

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 info about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

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.'

Campus Resources

Writing and Speaking Tutorial Services

For help with any writing or speaking assignment, for any course, visit one of the free walk-in centers on campus. Peer consultants are available through the University Tutorial Center (UTC) in 101 Park Shops, and in other locations on campus. For hours and further information, click [here](#).

Moodle

For help with navigating Moodle and our course page in particular, please consult [Moodle Student Orientation](#) and also [this page](#) for student FAQs, video tutorials, and more. You can also email help@ncsu.edu or call 919-515-HELP (4357).

Ask a Librarian

Click [here](#) to learn how to reach the Reference Staff at Hill/Hunt Libraries.

Campus Safety

Click [here](#) for information to help you remain prepared and proactive with respect to your safety on campus.

NCSU's GLBT Center

Click [here](#) to learn more about resources available to the GLBT and ally community both at the center and across campus.

Counseling Center/Assisting Students of Concern

The Counseling Center provides counseling for NC State students experiencing personal, academic, or vocational problems. Most services are free. For more information, click [here](#). Finally, as members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and campus remains a healthy and safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for

the classmate's well-being or yours. When this occurs, please report this behavior to the NC State's [Students of Concern website](#).

SCHEDULE

Week	Topic	Assigned Reading and Assignments Due
1	Food Culture I: Introductions, Expectations and Food as Cultural Phenomena	<p>(1) Syllabus, questions, expectations and policies (Moodle & email) (2) Adam Gopnik, "A Small Starter: Questions of Food" <i>The Table Comes First</i> (pp. 3-13 Moodle) (3) Roland Barthes, "Toward a Psychosociology of Contemporary Food Consumption" (Moodle)</p> <p>Suggested Sources: Anthony Bourdain, "You are What you Eat" from <i>Kitchen Confidential</i></p>
2	Food Culture II: Pathways, History, and Cuisine	<p>(1) "Atlas of Food" <i>The Smithsonian</i> (2) Mintz "Cuisine: High, Low, and Not at all" and "Eating American." <i>In Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past</i>. Boston: Beacon, pp. 106-122, 133-134 (Moodle) (3) Margaret Mead, "The Changing Significance of Food: <i>American Scientist</i> (Moodle) (4) TBD</p> <p>Suggested Sources: "An Interview with Adam Gopnik: The table comes first" <i>NPR</i> "The Golden Age of Restaurants in America," <i>The Atlantic</i> Judith Martin, "The world's oldest virtue" <i>First Things</i></p> <p><i>Experiential Learning Option Due: Anthony Bourdain Destinations Unknown</i> <i>American Food and Global Diversity Class Activity:</i></p>
3	Food Culture III: Taboos & Attractions. Some things you just can't make up	<p>(1) Victor Benno Meyer-Rochow, "Food taboos: their origins and purposes" <i>Journal of EthnoBiology and Ethnomedicine</i> (Moodle pg. 1, 3-6) (2) Freud, <i>Totem and Taboo</i> Ch. 2 (3) Mary Douglas, "Deciphering a Meal," <i>Daedalus</i> 101:1 (Winter 1972), 61-81</p> <p>Suggested Sources: "Debbie Does Salad" <i>Harper's Magazine</i> "You are What you eat: Religious Aspects of The 'Health Food' Movement" "How a Fake Restaurant became London's Top Restaurant on Trip Advisor" <i>NPR</i> "What Food Porn Does to your Brain," <i>The Atlantic</i> "It's not just a bug, it's fine dining..." <i>NPR</i> <i>Experiential Learning Option Due: "A week without"</i></p>
4	Cooking	<p>(1) Richard Wrangham, <i>Catching Fire</i> (selected chapters) (2) Jeffrey Adler "Why Fire Makes Us Human," <i>The Smithsonian</i>. (3) TBD (4) Barbara J. King "Cooking or Slicing Food: What Drove early human evolution?"</p>

		<p>Suggested: "<u>Learning to Handle Spicy Food</u>" <i>The Atlantic</i></p> <p>Other suggestions developed by class interest</p> <p><i>Experiential Learning Option Due: Food, Cooking and Culture</i></p>
5	Taste, Preferences and Human Appetites	<p>(1) "There's no accounting for taste" <i>Harvard Medical School</i></p> <p>(2) Kevin Sweeney, "<u>Alice's Discriminating Palate</u>" <i>Philosophy and Literature</i></p> <p>(3) "<u>Tasty: How Flavor Helped Make us Human</u>" <i>NPR</i></p> <p>(4) "<u>The Taste Makers</u>," <i>The New Yorker</i></p> <p>(5) Carolyn Korsmeyer, "<u>Tastes and Pleasures</u>" <i>Romantic Gastronomies</i></p> <p>Suggested sources:</p> <p>Malcolm Gladwell, "<u>McDonald's Broke my Heart</u>," <i>Revisionist History Podcast</i></p> <p>"<u>Hedonistic Fruit Bombs</u>," <i>London Review of Books</i></p> <p>Hume's Aesthetics, <i>Stanford Encyclopedia of Philosophy</i></p> <p><i>Experiential Learning Option Due: Cookbook analysis</i></p>
6	Recharge and Relax: Beverages Hot & Cold	<p>(1) William Roseberry, "<u>The Rise of Yuppie Coffees and the Reimagination of Class in the United States</u>" <i>American Anthropologist</i></p> <p>(2) D.T. Suzuki, "Zen and the Art of Tea" in <i>The Taste Culture Reader</i> (Moodle)</p> <p>(3) Joel Palka, "You are what you drink in Honduras" <i>Adventures in Eating</i> (Moodle)</p> <p>"<u>The Golden Age...</u>" <i>NPR</i> (podcast or transcript)</p> <p>Suggested:</p> <p>"<u>Specialty Coffee's Resident Scientist</u>" OR "<u>How to make perfect Coffee</u>" <i>The Atlantic</i></p> <p>"<u>The Cocktail Hour</u>" <i>Gastropod Podcast</i></p> <p>John Cleese "<u>Wine for the Confused</u>"</p> <p><i>Experiential Learning Option Due: Gastropod Podcast Analysis</i></p>
7	The Reality of Food and the Appearance of People: Diet and Body Image	<p>(1) Margaret Mead, "Why do we Overeat?" (Moodle)</p> <p>(2) "<u>What if it's all been a big fat lie?</u>" <i>New York Times</i></p> <p>(3) "<u>The Weight Loss Trap</u>" <i>Time Magazine</i></p> <p>Pick 1 of 2: Assessment of popular diet's</p> <p><u>UK National Health Service</u> OR <u>US News and World Report</u></p> <p><u>USDA website food nutrition data</u></p> <p>(4) <u>The Overcooked and underdone: Masculinities in Japanese Food Programming</u></p> <p>(5) <u>Feeding Hard Bodies: Food and Masculinities in Men's Fitness Magazines</u></p> <p>Suggested Sources:</p> <p>REVISE HERE</p> <p><u>An interview with Gary Taubes</u> <i>GQ</i></p> <p><i>Experiential Learning Option: Food Journal</i></p> <p><i>Experiential Learning Option Mid-report: Self-Chosen Diet</i></p>
8	Food, Colonialism, and Power	<p>(1) "<u>Let's Eat Chinese!</u>": Reflections on Cultural Food Colonialism (Moodle)</p> <p>(2) Theodore C. Bestor, "<u>How Sushi Went Global</u>", <i>Foreign Policy</i></p> <p>(3) Raj Patel, "<u>The Problems with Fair Trade</u>," <i>The Nation</i> (Moodle)</p> <p>Suggested Sources:</p> <p>"<u>Food is not only Culture. It's Diplomacy</u>"</p> <p><u>International Poverty, Coffee and Microfinance</u> <i>Aldea Coffee</i></p> <p>"<u>Monsanto's Harvest of Fear</u>," <i>Vanity Fair</i></p> <p><i>Experiential Learning Option due: Self-Chosen Diet*</i></p>

		<i>Diet is defined in this class as a planned meal assessment and does not imply calorie restriction/exercise. The goal is to follow the strictures & planning a diet entails, not weight loss or gain</i>
13	SPRING BREAK	NO CLASS
9	Food Insecurity: Local and domestic issues.	(1) Wright, Donley, et al. "Food Deserts: What is the Problem, What is the Solution?" <i>Social Science and Public Policy</i> (Moodle) (2) <u>US Department of Agriculture Food Insecurity Guidelines</u> (3) Additional Readings determined by class. Suggested: TBD <u>Food Swamps are the New Food Deserts</u> , <i>The Atlantic</i> <u>Food Desert Locator</u> <i>Experiential Learning Option: Food Kitchen</i>
10	Food Insecurity (International):	(1) <i>Amartya Sen</i> , "The Food Problem: Theory and Policy," <i>Third World Quarterly</i> (2) <i>Peter Singer</i> , "Famine Affluence and Morality" <i>Philosophy and Public Affairs</i> (3) <i>John Arthur</i> , "The Case Against Singer" (4) "A Place at the Table," <i>United States Conference of Catholic Bishops</i> (5) <i>Jennifer Clapp</i> , "The Political Economy of Food Aid" Suggested Readings: <i>Josette Sheeran</i> , "Ending Hunger Now" <i>TED</i> "The Making of the Third World" "Why so many people are still undernourished," <i>The Economist</i> "Eat better? Let women do the work," <i>The Economist</i> <i>Experiential Learning Option Due: Host a Dinner Party</i>
11	Class Exp. Learning Opportunity	TBD
12	Food Ethics I: To Meat or not to Meat, that is the question.	(1) <i>Alastair Norcross</i> , "Puppies, Pigs, and People" (2) <i>Jonathan Safran Foer</i> , excerpt from <i>Eating Animals</i> (Moodle) (3) <i>Christine Koorsgaard</i> , "Exploiting Animals" (Moodle) (4) "Animal Rights and Wrongs" <i>Roger Scruton</i> (Moodle pp. 59-85) Suggested: <i>The History of Food Ethics</i> (Moodle) <i>Experiential Learning Option Due: Community Conversation</i>
13	Food Ethics II: Sustainable living	(1) <i>Pimental and Pimental</i> "Sustainability of Meat Based and Plant Based Diets and the Environment" (Moodle) (2) <i>Garrett Hardin</i> , "The Tragedy of the Commons" (Moodle) (3) Excerpts from <i>Pope Francis I</i> "Laudato Si" (Moodle) Suggested: "The economic case for Vegetarianism" <i>The Atlantic</i> <i>The Ethics of a Vegan Diet Part I and Part II</i> <i>The Atlantic</i> <i>Experiential Learning Option Due: Vegan Meetup</i> <i>Project Proposals Due</i>
14	Food Ethics and Production	<i>Food Inc.</i> and Discussion
15	Class Workshop Presentations	No Additional Reading: Project Presentation and Workshop Day <i>Project Draft/Discussion Due</i>
Exam	Final Projects Due	Final Projects Due

The schedule is subject to change as needed. Changes will be announced in class and online; you are responsible for adjusting to all changes.

HON GEP Social Sciences Special Topic Shell Offering

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

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

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

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

HON 295 sec 001

Department(s)/Program	Political Science	New GEP Special Topics Offering	X	
------------------------------	-------------------	----------------------------------------	---	--

Special Topic Title: <small>(30 character limit)</small>	Conservative Tradition West	Review for 2nd Offering
Term to be Offered	Fall 2018	
Instructor Name/Title	Andrew J. Taylor / Professor of Political Science	

SECTION 1: GEP CRITERIA

Instructions:

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

List the Instructor's student learning outcomes for the course that are relevant to GEP *Social Sciences Objective 1*:
Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional process.

Course outcome: Students will be able to recognize the various component ideas of the conservative tradition in the West.

Measure(s) for above Outcome:

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

Tests, short papers, and class discussion

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

Course Outcome: Students will be able to describe conservatism's role in modern debates on political, social, and cultural issues.

Measure(s) for above Outcome:

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

Tests, short papers, and class discussion – for example they will evaluate competing theories of the causes of poverty that emanate from modern liberal and conservative ideologies

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

Obj. 3) Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.

Outcome: Students will analyze public policy in areas like higher education, race, and gender to assess the performance of various approaches, including conservatism. They will be asked to do this in their exams.

Measure(s) for above Outcome:

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

Tests, short papers, and class discussion. Short paper questions that address this outcome include:

What are the distinct types of conservatism you see in American politics today? Explain each one, its ideas, and most important advocates and visible groups of supporters. Why can we justify putting all these factions in the same philosophical family? What conservative traits do they have in common?

Is Donald Trump a conservative? Why? Why not? Explain your answer in detail, using examples of Trump's behavior and attitudes to help make your case.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Mondays and Wednesdays 3:00 PM - 4:15 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Poe Hall, room 211
- 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. Honors students
- b. Is this restriction listed in the course catalog description for the course? Yes

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

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).

Basic understanding of western history.

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.

NONE

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

SEE ATTACHED SYLLABUS

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

NONE

SIGNATURE PAGE FOR HON 295 sec 001
Conservative Tradition in the West

RECOMMENDED BY:

Anne C. Anton 9/21/18
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 9/24/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 10/24/18
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

POLITICAL SCIENCE HON 295-001 (3 hrs)
THE CONSERVATIVE TRADITION IN THE WEST
No pre- or co-reqs, Social Science GEP fulfillment
M, W 3.00 - 4.15; Poe 211; Fall 2018
OFFICE HOURS: M, W 1.30-2.30 and by appointment
OFFICE: 227B Caldwell
Tel: 515-8618
e-mail: ataylor@ncsu.edu
web: <https://sites.google.com/ncsu.edu/taylor/>

ANDREW J. TAYLOR

Course Overview

This is a course on the conservative tradition in the West. We will discuss its core values and principles and examine the tradition's historical roots, with particular attention to America and Britain and the philosophers and political leaders who have shaped its course. We will discuss the principal criticisms of it and what conservatism means today.

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

Student Learning Outcomes

At the conclusion of this course:

1. students will reveal an understanding of the various component ideas of the conservative tradition in the West;
2. students will demonstrate knowledge of the key events (e.g. the Cold War), individuals (e.g. Edmund Burke), and institutions (e.g. the British Conservative Party) of the West's conservative tradition;
3. students will display an understanding of conservatism's role in modern debates on political, social, and cultural issues (GEP outcome for Objective 2);
4. students will assess the importance of conservative values today and their place in the contemporary world.
5. students will be able to recognize the various component ideas of the conservative tradition in the West (GEP outcome for Objective 1);
6. students will analyze public policy in areas like higher education, race, and gender to assess the performance of various approaches, including conservatism (GEP outcome for Objective 3).

Books

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

Course Structure

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

Schedule

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

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

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

All readings are either on electronic course reserve or from the Internet, in which case the URL is given.

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

1. 8/22 – Introduction (course requirements & policies, PPT overview of material)
2. 8/27 – Plato and Pericles’s Funeral Oration
 - Readings to be discussed in class
 - Pericles’s Funeral Oration from *The Peloponnesian War*:
<http://legacy.fordham.edu/halsall/ancient/pericles-funeralspeech.asp>
 - C.D.C. Reeve, “Plato”, from *Political Thinkers from Socrates to the Present*, ed. By David Boucher and Paul Kelly, 2nd ed., pp. 62-78
 - Arthur L. Herman, *The Cave and the Light*, pp. 61-70
 - Plato, “The Philosopher Ruler” from *The Republic*, Penguin Classics, pp. 189-208 (pp. 471-87 original pagination)
 - Mark Levin’s criticism of Plato, Chapter 2 “Plato’s Republic and the Perfect Society” of *Ameritopia: The Unmaking of America*:
<http://academic.udayton.edu/lawrenceulrich/Leadership370/Plato's%20Republic%20and%20The%20Perfect%20Society.pdf>

- Background material
 - Have Pericles's "Funeral Oration" read to you:
<https://www.youtube.com/watch?v=bLa2uZEcZgQ>
 - Have *The Republic* read to you: John Adams has a series on You Tube you can search – note particularly for our purposes Books IV, VI, and VIII
 - Summary of relevant parts of the Republic read to you: Book VIII:
<https://www.youtube.com/watch?v=As7ViKW2MRQ>
 - On Plato's ideal city of Kallipolis, see Yale Open Courses:
<http://oyc.yale.edu/political-science/plsc-114/lecture-6>
- Contextual material presented in class
 - Athens and Athenian Democracy - The First Hints of Liberalism
 - The Peloponnesian War and Pericles's Funeral Oration
 - Plato and The Republic
 - Modern Criticisms of Plato

3. 8/29 – Theology and Political Conservatism

- Readings to be discussed in class
 - Ernest Fortin, "St Augustine", pp. 176-80, Leo Strauss and Joseph Cropsey, eds., *History of Political Philosophy*
 - Joseph Canning, "Aquinas", pp. 132-46, *Political Thinkers: From Socrates to the Present*
 - Larry Siedentop, *Inventing the Individual: The Origins of Western Liberalism*, pp. 100-110, chapter 8
 - Larry Siedentop, *Inventing the Individual: The Origins of Western Liberalism*, pp. 293-305, chapter 22
 - Arthur L. Herman, *The Cave and the Light*, pp. 178-85
 - Arthur L. Herman, *The Cave and the Light*, pp. 229-40
- Background material
 - John McClelland, "St Augustine", pp. 92-108, *A History of Western Political Thought*
 - John McClelland, "St Thomas Aquinas", pp. 110-126, *A History of Western Political Thought*
 - BBC Radio 4 "In Our Time" podcast, "St Thomas Aquinas":
<http://www.bbc.co.uk/programmes/b00mkd63>

- BBC Radio 4 “In Our Time”, “Augustine’s Confessions”
<https://www.bbc.co.uk/programmes/b09tyzvz>
- “The Fall of Rome” podcast, “The Brilliance of St Augustine”
<https://soundcloud.com/falloffromepodcast/22-the-brilliance-of-saint>
- Contextual material presented in class
 - St Augustine
 - Aristotelian Thought and Challenges to the Church in the Thirteenth Century
 - St Thomas Aquinas
 - The Conservative Politics of Augustine and Aquinas
 - Faith and Reason

9/3 – No Class, Labor Day

4. 9/5 – Arguments that God Exists

- Readings to be discussed in class
 - Aquinas’s argument that God exists (from Summa Theologica):
<http://web.mnstate.edu/gracyk/courses/web%20publishing/aquinasFiveWays.htm> AND
http://web.mnstate.edu/gracyk/courses/web%20publishing/aquinasFiveWays_ArgumentAnalysis.htm
 - Robert Barron: “Thomas Aquinas’s Proof of God”:
http://www.realclearreligion.org/articles/2014/10/08/thomas_aquinass_proof_of_god.html
 - Anselm’s Ontological Argument:
<https://www.princeton.edu/~grosen/puc/phi203/ontological.html>
 - James Connor, *Pascal’s Wager*, pp. 177-85
- Background material
 - BBC Radio 4, “In Our Time” podcast, “The Ontological Argument”:
<http://www.bbc.co.uk/programmes/b01mwx64>
 - BBC Radio 4, “In Our Time” podcast, “Pascal’s Wager”:
<http://www.bbc.co.uk/programmes/b03b2v6m>
 - University of Oxford podcasts, “Arguments for God’s Existence”
<https://podcasts.ox.ac.uk/keywords/arguments-gods-existence>
- Contextual material presented in class

- Conservatism and Belief in God
- Aquinas's Fivefold Proof of God's Existence
- Anselm's Ontological Argument
- Blaise Pascal and His Wager: Science v. Faith

5. 9/10 – The Protestant Reformation

- Readings to be discussed in class
 - Kenneth G. Appold, *The Reformation: A Brief History*, Epilogue, pp. 186-92
 - Eric Ives, *The Reformation Experience*, Chapter 9 (pp. 82-9), Chapter 10 (pp. 90-102), Chapter 15 (pp. 137-41), Chapter 30 (pp. 274-80)
 - BBC History, "The English Reformation":
http://www.bbc.co.uk/history/british/tudors/english_reformation_01.shtml
 - History Today Treaty of Westphalia:
<http://www.historytoday.com/richard-cavendish/treaty-westphalia>
 - Christian History Institute "John Calvin":
<https://www.christianhistoryinstitute.org/magazine/article/calvin-father-of-modern-democracy/>
- Background material
 - BBC Radio 4 "In Our Time" podcast, "Wycliffe and the Lollards":
<http://www.bbc.co.uk/programmes/b011vh4k>
 - BBC Radio 4 "In Our Time" podcast, "The Diet of Worms":
<http://www.bbc.co.uk/programmes/p0038x8z>
 - BBC Radio 4 "In Our Time" podcast, "Calvinism":
<http://www.bbc.co.uk/programmes/b00qvqpz>
 - BBC Radio 4 "In Our Time" podcast, "St Bartholomew's Day Massacre":
<http://www.bbc.co.uk/programmes/p005493t>
 - Agora Podcast, "The State and Westphalia"
<https://www.acast.com/theagorapodcastnetwork/agorapresents-the-state-and-westphalia>
- Contextual material presented in class
 - Pre-Reformation
 - Martin Luther and His 95 Theses
 - John Calvin
 - Henry VIII and the English Reformation
 - The Spread of Protestantism

- Thirty Years War and the Peace of Westphalia
- Protestants v. Catholics in Seventeenth Century England

6. 9/12 – Robert Filmer, the Legitimacy of Monarchy, and Liberal Reaction

- Readings to be discussed in class
 - John Locke, “First Treatise of Government”, Chapters 1-3 (or sections 1-20), National Endowment for the Humanities:
<http://www.nlnrac.org/earlymodern/locke/documents/first-treatise-of-government>
 - John Neville Figgins, *Divine Right of Kings*, “Introduction”
 - John Neville Figgins, *Divine Right of Kings*, “Conclusion”
- Background material
 - BBC Radio 4 “In Our Time” podcast, “The Divine Right of Kings”
<http://www.bbc.co.uk/programmes/b0080xph>
- Contextual material presented in class
 - Robert Filmer and *Patriarcha*
 - The Divine Right of Kings
 - Filmer, Richard Hooker, Thomas Hobbes, and John Locke

7. 9/17 – Edmund Burke, Conservative Icon

- Readings to be discussed in class
 - Stanford Encyclopedia of Philosophy:
<http://plato.stanford.edu/entries/burke/#1>
 - Adam Gopnik, “The Right Man” from July 29, 2013 issue of the *New Yorker*: <http://www.newyorker.com/magazine/2013/07/29/the-right-man>
 - Jesse Norman, *Edmund Burke: First Conservative*, pp. 78-82
 - Richard Bourke, “Burke was no Conservative”
<https://aeon.co/essays/conservatives-can-t-claim-edmund-burke-as-one-of-their-own>
- Background material
 - BBC Radio 4 “In Our Time” podcast, “Edmund Burke”:
<http://www.bbc.co.uk/programmes/b00sjqyn>
 - Burke on “The Sublime and the Beautiful”:
https://www.youtube.com/watch?v=BvzG_p_sdOQ

- Contextual material presented in class
 - Edmund Burke – The Man and His Times
 - Burke on the Sublime and Beautiful
 - Burke and the American Revolution
 - The Enlightenment, Liberalism, and the Idea of Conservatism as Reaction
 - Reflections on the Revolution in France

8. 9/19 – The Ideas of Edmund Burke

- Readings to be discussed in class
 - Jesse Norman, *Edmund Burke: First Conservative*, pp. 245-56
 - Edmund Burke, *Reflections on the Revolution in France* (Oxford University Press ed.), pp. 47-56
 - Edmund Burke, *Reflections on the Revolution in France* (Oxford University Press ed.), pp. 58-63
 - Edmund Burke, *Reflections on the Revolution in France* (Oxford University Press ed.), pp. 87-97
 - Yuval Levin, *The Great Debate*, pp. 71-82
 - Yuval Levin, *The Great Debate*, pp. 97-116
 - Yuval Levin, *The Great Debate*, pp. 214-19
 - Edmund Burke, “Speech to the Electors of Bristol”: <http://press-pubs.uchicago.edu/founders/documents/v1ch13s7.html>
- Background material
 - BBC Radio 4 “In Our Time” podcast, “Edmund Burke”: <http://www.bbc.co.uk/programmes/b00sjqyn>
 - Partially Examined Life podcast, “Edmund Burke’s Conservatism” <http://partiallyexaminedlife.com/2016/11/07/ep151-1-burke/>
- Contextual material presented in class
 - Liberty and Individualism
 - Rights and Obligations
 - Order and Institutions
 - Morality and Religion

9. 9/24 – Exam 1

10. 9/26 – Conservatism and the American Revolution

- Readings to be discussed in class
 - Letter from John Adams to Thomas Jefferson on equality: <http://press-pubs.uchicago.edu/founders/documents/v1ch15s62.html>
 - Patrick Allitt, “The Federalists”, from *The Conservatives*, pp. 6-13
 - David Lefer, *The Founding Conservatives*, Chapters 23 and 24
 - Gordon Wood, *The Idea of America: Reflections on the Birth of the United States*, Chapter 8
 - Russell Kirk, *The Conservative Mind from Burke to Eliot*, pp. 86-113 on John Adams
 - The Constitution of the United States (online)

- Background material
 - Podcast from Ricochet, David McCullough on John Adams: <https://ricochet.com/podcasts/david-mccullough-on-john-adams/>

- Contextual material presented in class
 - The Revolution as a liberal event, the Constitution as a liberal document
 - Loyalists in the Revolution
 - Beard’s *An Economic Interpretation of the Constitution*
 - John Adams and The Federalists
 - The Constitution as a Conservative Document

11. 10/1 – Alexis de Tocqueville and a Conservative Analysis of America

- Readings to be discussed in class
 - Isaac Kramnick, “Introduction to Tocqueville’s ‘Democracy in America’” (Penguin Classics), pp. ix(9)-xlviii(48)
 - Russell Kirk, *The Conservative Mind from Burke to Eliot*, pp. 204-24 on Tocqueville
 - Sandy Kessler, “If Tocqueville Were Alive Today, He Would Worry About Our National Character”, *Religion News Service*: <http://religionnews.com/2016/04/01/tocqueville-alive-worry-national-character-commentary/>
 - Alexis de Tocqueville, *Democracy in America*, Vol II., the following chapters from Sections 1-4: “Unlimited Power of the Majority in the United States and Its Consequences”, “Of Individualism in Democratic Countries,” How Americans Combat Individualism by the Principle of Self-Interest Rightly Understood,” “That the Americans Apply the

Principle of Self-Interest Rightly Understood to Religious Matters,” “That the Opinions of Democratic Nations about Government Are Naturally Favorable to the Concentration of Power in America,” “What Sort of Despotism Democratic Nations Have to Fear”
http://xroads.virginia.edu/~hyper/detoc/toc_indx.html

- Background material
 - Library of Law and Liberty podcast, “Daniel Mahoney on ‘Understanding the Best Book Ever Written About American Democracy’”:
<http://www.libertylawsite.org/2012/08/27/understanding-the-best-book-ever-written-about-american-democracy/>
 - BBC Radio 4 “In Our Time” podcast, “Tocqueville’s ‘Democracy in America’” <https://www.bbc.co.uk/programmes/b09vyw0x>
- Contextual material presented in class
 - Alexis de Tocqueville and a trip to America
 - Tocqueville on democracy and equality
 - Tocqueville’s conservative critique of Jacksonian America

12. 10/3 – Conservatism, the American South, and the Civil War

- Readings to be discussed in class
 - Patrick Allitt, “Southern Conservatism”, from *The Conservatives*, pp. 27-45
 - James Read, *Majority Rule Versus Consensus*, pp. 3-19
 - Diana Schaub, “Lincoln at Gettysburg”, from *National Affairs*, Spring 2014, pp. 114-32
- Background Material
 - BBC Radio 4 “In Our Time” podcast, “The Gettysburg Address”:
<http://www.bbc.co.uk/programmes/b07c2w5j>
- Contextual material presented in class
 - Southern Antifederalist feeling and John Randolph
 - John C. Calhoun—the man and his ideas
 - Abraham Lincoln and the conservatism of the Union

13. 10/8 – Early Twentieth Century American Conservatism

- Readings to be discussed in class
 - Renee Vannatta, Tennessee Literary Project at Middle Tennessee State University: <http://chapter16.org/author-in-history/the-agrarians/>
 - “Introduction: A Statement of Principles”, from *I’ll Take My Stand*, pp. xix-xxx
 - Henry Adams, *Democracy*, chapter 4
 - Brooks Adams, “Speech Published in the Proceedings of the American Academy of Arts and Letters”, from Russell Kirk ed., *The Portable Conservative Reader*, pp. 350-9
 - “Generally Political”, from S. T. Joshi (ed.), *Mencken on Mencken*, pp. 160-7, NCSU ebook: <http://site.ebrary.com/lib/ncsu/detail.action?docID=10408483>
 - Theodore Roosevelt, *An Autobiography*, “Foreword”, pp. vii-viii

- Background Material
 - None

- Contextual material presented in class
 - Democracy and Materialism—an age to challenge conservatives
 - Southern agrarian conservatism
 - The Adams brothers and their critique of modern society
 - H.L. Mencken
 - Teddy Roosevelt’s very own conservatism

14. 10/10 – Reaction to Liberalism: Catholics and Conservatism in Nineteenth Century Britain

- Readings to be discussed in class
 - Jim Powell, short biography of Lord Acton: <https://fee.org/articles/lord-acton-political-power-corrupts/>
 - “Conclusions: Acton’s Legacy and Lessons”, pp. 262-72 from Christopher Lazarski, *Power Tends to Corrupt: Lord Acton’s Study of Liberty*, ebook from NCSU Libraries, <http://site.ebrary.com/lib/ncsu/detail.action?docID=10950061>
 - Brief biographical sketch of John Henry Newman: <https://www.britannica.com/biography/Blessed-John-Henry-Newman>
 - Dr. Phillip Irving Mitchell’s summary of Newman’s thought: <http://www3.dbu.edu/mitchell/newmanoverview.htm>

- Background material
 - George H. Smith's series of three podcasts on Acton and Liberty: <http://www.podcastchart.com/podcasts/excursions-into-libertarian-thought/episodes/lord-acton-and-the-history-of-liberty-part-1> (see also part-2 and part-3)
 - British Catholic Church's podcasts about John Henry Newman to coincide with the Papal Visit to the U.K. in 2010: <http://www.thepapalvisit.org.uk/Cardinal-Newman/Newman-Podcasts>
 - BBC Radio 4 "Beyond Belief" podcast, "Cardinal Newman" <https://www.bbc.co.uk/programmes/b00tpptc>
- Contextual material presented in class
 - Catholicism in Britain, 1700-1900
 - British Liberalism, 1700-1900
 - Lord Acton and an Embrace of Liberty
 - John Henry Newman and a Rejection of Liberalism

15. 10/15 –The British Conservative Party

- Readings to be discussed in class
 - Richard Carr, *One Nation Britain*, pp. 25-40, ebook from NCSU Libraries <http://site.ebrary.com/lib/ncsu/detail.action?docID=10875274>
 - John Charmley, *A History of Conservative Politics Since 1830*, pp. 1-15
 - Richard A. Gaunt, "Sir Robert Peele", in *British Conservative Leaders*, pp. 59-73
 - Robert Saunders, "Benjamin Disraeli", in *British Conservative Leaders*, pp. 93-109
 - John Charmley, "Winston Churchill" in *British Conservative Leaders*, pp. 237-49
 - *The Economist*, "A Brief History of One Nation Conservatism" <https://www.economist.com/bagehots-notebook/2017/05/09/a-brief-history-of-one-nation-conservatism>
- Background material
 - BBC Radio 4, "The Prime Ministers", Sir Robert Peel, <http://www.bbc.co.uk/programmes/b00j022f>
 - BBC Radio 4, "The Prime Ministers", Benjamin Disraeli, <http://www.bbc.co.uk/programmes/b00j6xxv>

- Contextual material presented in class
 - The Origins of the British Conservative Party
 - Conservative Party Ideas
 - The Contributions of Important Leaders

16. 10/17—Exam 2

17. 10/22 – The Cold War, Anti-Communism, and American Conservatism

- Readings to be discussed in class
 - “McCarthyism and the Second Red Scare”, from “American History” in the Oxford Research Encyclopedia:
<http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-6>
 - James Burnham, *Suicide of the West*, Chapter 1, pp. 1-15, ebook from NCSU Libraries
<http://site.ebrary.com/lib/ncsu/detail.action?docID=10955042>
 - George Nash, *The Conservative Intellectual Movement in America*, pp. 148-73, ebook from NCSU Libraries
<http://site.ebrary.com/lib/ncsu/detail.action?docID=10852778>
 - Whittaker Chambers, *Witness*, Foreword, pp. 3-22
 - Robert Griffith, *The Politics of Fear*, pp. 318-20
 - William F. Buckley, Jr. and L. Brent Bozell, *McCarthy and His Enemies*, pp. 41-59
- Background material
 - BBC Radio 4, “The Cold War: McCarthyism”:
<http://www.bbc.co.uk/programmes/b07jys1y>
 - The “History of the Cold War” podcast: Various episodes
<https://www.acast.com/thehistoryofthecoldwar/the-history-of-the-cold-war-podcast-episode-1>
- Contextual material presented in class
 - The Soviet Union and the Beginning of the Cold War
 - Whittaker Chambers and the Hiss Case
 - Joseph McCarthy

18. 10/24 – Post-War Conservative Philosophers: Weaver, Kirk, and Oakeshott

- Readings to be discussed in class
 - Patrick Allitt, “Traditionalists”, from *The Conservatives*, pp. 165-72
 - Richard Weaver, “Introduction” from *Ideas Have Consequences*, pp. 1-17
 - Russell Kirk, “The Idea of Conservatism” from *The Conservative Mind*, pp. 3-11
 - Kenneth Minogue, “The Elusive Oakeshott”, from the American Conservative: <http://www.theamericanconservative.com/articles/the-elusive-oakeshott/>
 - Michael Oakeshott, “On Being Conservative”, from *Rationalism in Politics and Other Essays*, pp. 407-37

- Background material
 - London School of Economics, Jesse Norman, “Burke, Oakeshott, and the Intellectual Roots of Modern Conservatism” <http://www.lse.ac.uk/newsAndMedia/videoAndAudio/channels/publicLecturesAndEvents/player.aspx?id=2106>

- Contextual material presented in class
 - Richard Weaver’s *Ideas Have Consequences*
 - Russell Kirk and the Idea of Conservatism
 - Michael Oakeshott and Being Conservative

19. 10/29 – Two Very Different Giants of Modern American Conservatism: William F. Buckley, Jr. and Barry Goldwater

- Readings to be discussed in class
 - John Micklethwait and Adrian Wooldridge, *The Right Nation: Conservative Power in America*, 40-62
 - David Farber, “William F. Buckley” in *The Rise and Fall of Modern American Conservatism: A Short History*, 39-76
 - Barry Goldwater, *Conscience of a Conservative*, pp. 9-24, 70-77.
 - Phyllis Schlafly, *A Choice Not an Echo*, pp. 117-21
 - Barry Goldwater, “Extremism in the Defense of Liberty is No Vice” (1964 presidential nomination acceptance speech), pp. 30-40 in Peter Schweizer and Wynton Hall eds., *Landmark Speeches of the American Conservative Movement* (see “background material” below for link to actual speech)

- Background material

- Video: “Barry Goldwater Speaks Out”
<http://search.alexanderstreet.com/view/work/1528963>
- NPR, William F. Buckley, “A Life on the Right”
<http://www.npr.org/templates/story/story.php?storyId=3387080>
- Cato Institute Daily Podcast, “William F. Buckley’s Conservatism”:
<http://www.cato.org/multimedia/daily-podcast/william-f-buckleys-conservatism>
- Barry Goldwater’s acceptance speech at the 1964 Republican National Convention: <https://www.youtube.com/watch?v=RFSiyueal7Q>
- Contextual material presented in class
 - The Development of American Conservatism in the 1950s and 1960s
 - William F. Buckley and the *National Review*
 - Barry Goldwater, *The Conscience of a Conservative*, and the 1964 Presidential Campaign

20. 10/31 – Modern Conservatism and Social Criticism

- Readings to be discussed in class
 - Daniel Patrick Moynihan, “The Negro Family: The Case for National Action”, Department of Labor, March 1965:
<https://web.stanford.edu/~mrosenfe/Moynihan's%20The%20Negro%20Family.pdf>
 - George Gilder, *Wealth and Poverty*, pp. 97-110
 - Jane Mansbridge, *Why We Lost the ERA*, pp. 8-19
 - Phyllis Schlafly, “What’s Wrong with Equal Rights for Women?”, *Feminist Fantasies*, pp. 89-93
 - Kalefah Sanneh, “Jordan Peterson’s Gospel of Masculinity”, *The New Yorker*, March 5, 2018
<https://www.newyorker.com/magazine/2018/03/05/jordan-petersons-gospel-of-masculinity>
- Background material
 - Video: “Chelsea Griffis on the ERA”: <http://www.c-span.org/video/?406936-3/equal-rights-amendment>
 - Information about the Equal Rights Amendment:
<http://www.equalrightsamendment.org/>

- NPR “Code Switch”: “Moynihan Report Revisited”:
<http://www.npr.org/sections/codeswitch/2013/06/13/190982608/moynihan-black-poverty-report-revisited-fifty-years-later>
- Contextual material presented in class
 - Race and Poverty
 - Feminism and the ERA

21. 11/5 – Modern Conservatism and Cultural Criticism

- Readings to be discussed in class
 - Steven Lenzner and William Kristol, “What was Leo Strauss Up To?”, *National Affairs*, Fall 2003:
http://www.nationalaffairs.com/doclib/20080710_20031532whatwasleostraussuptostevenlenzner.pdf
 - William F. Buckley, Jr., “Understanding Mapplethorpe”, from *Happy Days Were Here Again*, pp. 119-25
 - Irving Kristol, “Pornography, Obscenity, and the Case for Censorship”, *New York Times*, March 28, 1971:
<http://www.nytimes.com/1971/03/28/archives/pornography-obscenity-and-the-case-for-censorship-pornography.html>
 - Christopher Lasch, *The Culture of Narcissism*, pp. 1-30
 - “Ten Works of Art the Right Wants to Censor”, *The Nation*
<https://www.thenation.com/article/slide-show-10-works-art-right-wants-censor/>
- Background Material
 - Steven Smith, “Was Leo Strauss a Straussian?” Podcast:
<https://ricochet.com/podcast/was-leo-strauss-a-straussian/>
 - Video: Robert Mapplethorpe, “Short Biography”:
https://www.youtube.com/watch?v=YZq2sMo_kzI
- Contextual material presented in class
 - Leo Strauss and the Revolt Against Modernity
 - Conservatives and the Arts

22. 11/7 – Modern Conservatism’s Critique of Higher Education

- Readings to be discussed in class
 - Richard Sander and Stuart Taylor, “The Painful Truth About Affirmative Action”, *The Atlantic*, October 2012:
<http://www.theatlantic.com/national/archive/2012/10/the-painful-truth-about-affirmative-action/263122/>
 - Andrew Ferguson, “The Book That Drove Them Crazy”, *Weekly Standard*, April 9, 2012: <http://www.weeklystandard.com/the-book-that-drove-them-crazy/article/634905>
 - Allan Bloom, *The Closing of the American Mind*, pp. 336-47
 - Dinesh D’Souza, *Illiberal Education*, pp. 1-20
 - Greg Lukianoff and Jonathan Haidt, “The Coddling of the American Mind”, *The Atlantic*, September 2015:
<http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>
 - Keith Whittington, *Speak Freely: Why Universities Must Defend Free Speech*, pp. 161-79

- Background material
 - Roger Kimball on “Twenty Years of the Closing of the American Mind”, Marketplace of Ideas Podcast:
<http://www.podcastchart.com/podcasts/notebook-on-cities-and-culture/episodes/on-20-years-of-the-closing-of-the-american-mind-with-roger-kimball/pop>
 - NPR “Intelligence Squared” debate, “Does Affirmative Action on Campus Does More Harm Than Good”:
<http://www.npr.org/2014/03/26/293767851/debate-does-affirmative-action-on-campus-do-more-harm-than-good>
 - FIRE “So to Speak” podcast, “Is There a Campus Free Speech Crisis?”
<https://www.thefire.org/so-to-speak-podcast-is-there-a-campus-free-speech-crisis/>

- Contextual material presented in class
 - Affirmative Action in Higher Education
 - Higher Education and “The Closing of the American Mind”
 - Higher Education, Identity Politics, and Free Speech

24. 11/14 – Modern Conservatism, Religion, and Public Policy

- Readings to be discussed in class
 - Michael Novak, “How American Civilization Lost Its Way”, *National Review*, July 2, 2016:
<http://global.nationalreview.com/article/437414/religious-liberty-america-threatened-secularism?target=topic&tid=3106>
 - Richard Epstein, “The War Against Religious Liberty”, Hoover Institution, April 7, 2015: <http://www.hoover.org/research/war-against-religious-liberty>
 - Robert George, “What Marriage Is—and What it Isn’t”, *Conscience and Its Enemies*, pp. 126-41
 - David French, “Turning the World Upside Down for the Transgendered”, *National Review*, April 19, 2016:
<http://www.nationalreview.com/article/434246/religious-freedom-more-important-transgender-rights>
 - David Sehat, “The Religious-Liberty Attack on Transgender Rights”, *Boston Review*, May 27, 2016: <https://bostonreview.net/us/david-sehat-lgbt-transgender-bathroom-bills>
 - Vox, “Same-Sex Marriage in the U.S., Explained”
<https://www.vox.com/cards/same-sex-marriage>
- Background Material
 - Coverage of *Obergefell v. Hodges* (same-sex marriage case) on SCOTUS blog: <http://www.scotusblog.com/case-files/cases/obergefell-v-hodges/>
 - *News and Observer* and *Charlotte Observer* timelines of North Carolina’s HB2: <http://www.newsobserver.com/news/politics-government/state-politics/article72170307.html> & <http://www.charlottemagazine.com/Charlotte-Magazine/April-2016/HB2-How-North-Carolina-Got-Here/>
 - *New York Times*, “Jack Phillips Explains His Reasons for Refusing to Make a Cake for a Same-Sex Wedding” (see halfway down page)
<https://www.nytimes.com/2018/06/04/us/politics/supreme-court-sides-with-baker-who-turned-away-gay-couple.html>
- Contextual material presented in class
 - The Idea of Religious Liberty
 - Same-Sex Marriage and Transgender Issues

25. 11/19 – The Neoconservatives

- Readings to be discussed in class
 - Irving Kristol, “The Neoconservative Persuasion”, *Neoconservatism*, pp. 33-37
 - Peter Steinfels, *The Neoconservatives*, pp. 49-69
 - Jeane Kirkpatrick, “Dictatorships and Double Standards” *Commentary Magazine*, November 1, 1979
<https://www.commentarymagazine.com/articles/dictatorships-double-standards/>
 - George W. Bush, “Introduction to the National Security Strategy of the United States of America, 2002”:
<http://www.state.gov/documents/organization/63562.pdf>
 - Peter Berkowitz, “The Neocons and Iraq”, *Wall Street Journal*, February 16, 2008: <http://www.wsj.com/articles/SB120312200840372987>
 - Frances Fukuyama, “After Neoconservatism”, *New York Times*, February 19 2006: <http://www.nytimes.com/2006/02/19/magazine/after-neoconservatism.html>
 - Do Kirkpatrick? Dictatorships and double standards
- Background Material
 - Peter Steinfels on Neoconservatives, talk at St Francis College, November 2014: <https://www.youtube.com/watch?v=xyfADiLZRBo>
 - NPR interview with Frances Fukuyama on Neoconservatism:
<http://www.npr.org/templates/story/story.php?storyId=5239049>
 - PBS documentary on Iraq War, “Bush’s War”:
<http://www.pbs.org/wgbh/frontline/film/bushswar/>
- Contextual material presented in class
 - The Origins of Neoconservatism
 - Neoconservatism Broadly
 - George W. Bush, Foreign Policy, and Neoconservatism

26. 11/26 – European Right-Wing Politics: Past and Present

- Readings to be discussed in class

- H.R. Trevor-Roper, “The Phenomenon of Fascism”, pp. 18-38
- Kevin Passmore, *Fascism: A Very Short Introduction*, pp. 44-67
- Douglas Murray, *The Strange Death of Europe*, pp. 308-20
- Jan-Werner Mueller, “Has Christian Democracy reached a Dead-End in Europe?”, *The Guardian*, June 10, 2010:
<https://www.theguardian.com/commentisfree/belief/2010/jun/10/has-christian-democracy-reached-a-dead-end-in-europe>
- Scott McConnell, “Not Your Father’s National Front”, *American Conservative*, March 26, 2015:
<http://www.theamericanconservative.com/articles/not-your-fathers-national-front/>
- John Cassidy, “A Europe of Donald Trumps”, *New Yorker*, May 2, 2016:
<http://www.newyorker.com/news/john-cassidy/a-europe-of-donald-trumps>
- Tim Bale, “Truth to Tell: Immigration and Populism in Brexit Britain”
https://www.victoria.ac.nz/__data/assets/pdf_file/0007/778921/tim-bale.pdf
- Andre Tartar, “How the Populist Right is Redrawing the Map of Europe”, *Bloomberg*, December 11, 2017
<https://www.bloomberg.com/graphics/2017-europe-populist-right/>

- Background material
 - None
- Contextual material presented in class
 - Gaullism and Christian Democracy
 - Europe is Different
 - Fascism and National Socialism—France, Italy, and Germany
 - The Right, Brexit, Immigration, and the EU

27. 11/28 – Reagan, Thatcher, and the 1980s: The Rebirth of Anglophone Conservatism

- Readings to be discussed in class
 - Andrew E. Busch, “Conclusion” to *Ronald Reagan and the Politics of Freedom*, pp. 251-69.
 - William Niskanen, “Reaganomics”:
<http://www.econlib.org/library/Enc1/Reaganomics.html>

- Arthur B. Laffer, “Reaganomics: What We Learned”, Wall Street Journal:
<http://online.wsj.com/news/articles/SB10001424052748704364004576132473777840938>
 - Dylan Matthews, “A Look Back at Margaret Thatcher’s Record”,
Washington Post:
<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/04/08/a-look-back-at-margaret-thatchers-economic-record/>
 - The Economist, “Margaret Thatcher: A Cut Above the Rest”:
<http://www.economist.com/blogs/blighty/2013/04/margaret-thatcher-0>
 - Claire Berlinski, *There is No Alternative: Why Margaret Thatcher Matters*, pp 113-29.
- Background material
 - PBS, “The American Experience: The Presidents”, “Reagan”:
<http://www.pbs.org/wgbh/americanexperience/films/reagan/player/>
 - University of Oxford, Gillian Peele, “The Legacy of Margaret Thatcher”
<http://podcasts.ox.ac.uk/legacy-margaret-thatcher>
 - Contextual material to be presented in class
 - Ronald Reagan—his political philosophy
 - The Reagan Presidency—its accomplishments and failures
 - Margaret Thatcher and her revolution
 - Were Reagan and Thatcher Conservatives?

28. 12/3 – Are Today’s Conservatives Conservative?

- Readings to be discussed in class
 - 2016 Republican Party Platform (on electronic course reserve, or download yourself)
 - “Conservatives Against Trump”, *National Review*, February 15, 2016:
<https://www.nationalreview.com/nrd/articles/430412/conservatives-against-trump>
 - Tim Alberta and Rachel Bude, *Politico*, December 14, 2017, “Paul Ryan Sees His Wild Washington Journey Coming to an End”
<https://www.politico.com/magazine/story/2017/12/14/paul-ryan-retire-speaker-ready-leave-washington-216103>
 - Richard Brookhiser, *National Review*, February 16, 2018
<https://www.nationalreview.com/2018/02/william-f-buckley-trump-conservatism-needs-rebuilding/>

- Reihan Salan, *The Atlantic*, February 23, 2018, “Marco Rubio’s Lonely Fight for the Center”,
<https://www.theatlantic.com/politics/archive/2018/02/marco-rubio-boundaries/554114/>
- Tim Alberta, *Politico*, February 25, 2018, “Trump’s Takeover of Conservatism is Complete”
<https://www.politico.com/magazine/story/2018/02/25/donald-trump-conservatism-cpac-2018-217081>
- Background material
 - Donald Trump’s acceptance speech at the 2016 Republican National Convention: <https://www.youtube.com/watch?v=ksDAInGA3jE>
 - Ted Cruz’s speech at the 2016 Republican National Convention: <https://www.youtube.com/watch?v=XDhqM9ZnVmI>
 - Jonah Goldberg, “Conservatism and President Trump” in “Conversations with Bill Kristol”, <https://www.youtube.com/watch?v=nGi-PGIIdRkc>
- Contextual material to be presented in class
 - Classical Liberalism and Conservatism
 - What the Republican Party Stands For Today
 - Is Donald Trump a Conservative?

29. 12/5 – Conservatism in America: Does It Have a Future?

- Readings to be discussed in class
 - Paul Taylor, “The Demographic Trends Shaping American Politics in 2016 and Beyond” Pew Research: <http://www.pewresearch.org/fact-tank/2016/01/27/the-demographic-trends-shaping-american-politics-in-2016-and-beyond/>
 - Chris Cillizza on Washington Post blog: “How Unbelievably Quickly Public Opinion Changed on Same-Sex Marriage”:
<https://www.washingtonpost.com/news/the-fix/wp/2015/06/26/how-unbelievably-quickly-public-opinion-changed-on-gay-marriage-in-6-charts/>
 - Republican National Committee, “Growth and Opportunity Project”, 2013: http://goproject.gop.com/rnc_growth_opportunity_book_2013.pdf
 - George Nash, “The Conservative Intellectual Movement in America: Then and Now”, *Weekly Standard*:
<http://www.nationalreview.com/article/434548/conservative-intellectuals-george-nash>

- Yuval Levin, *The Fractured Republic: Renewing America's Social Contract in the Age of Liberalism*, pp. 199-219.
- Roger Scruton, *Conservatism: An Invitation to the Great Tradition*, pp. 127-55.
- Jonah Goldberg, *Suicide of the West*, pp. 331-51.

- Background material
 - None
- Contextual material to be presented in class
 - The Demographic and Social Challenges Facing Republicans
 - New Ideas and New Politics

Exam 4 will be on December 17, 1 p.m.

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

Assignments and Grades

4 exams (short answer, noncumulative; on 9/24, 10/17, 11/12, 12/17)	12.5% each
2 short papers (see handout; due 10/8, 11/26)	15% each
Class participation	20%

Policy on Late Assignments:

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

Grades:

Incomplete grades *must* be agreed to by me prior to the final exam. If this is not done, a student who misses assignments will receive an F for the course.

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

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

and where:

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

Class Participation:

Class participation will be graded on the quality and frequency of students' participation to class discussions over the course of the entire semester. Participation should demonstrate at minimum a rudimentary understanding of the topic and assigned readings. Sustained and clear mastery is necessary for a maximum score. See the section on the attendance policy and participation rubric below for additional information.

Participation Rubric

GRADE	POINTS	DESCRIPTION
Excellent A	90-100	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.
Satisfactory B	80-89	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.
Minimally Acceptable C	70-79	Passive participation including being present, awake, alert, attentive, but not actively involved.
Unsatisfactory D or F	60-69 (D) 0-59 (F)	Uninvolved, including being absent, late, present but not attentive, sleeping, making irrelevant contributions that inhibit the progress of discussion.

Website

Please check the course website: <http://faculty.chass.ncsu.edu/taylor/HON295constrad.htm> (reachable from my website, URL for which is at the top of the syllabus) for assignment materials should you lose the copies I gave you. The first lecture Power Point is there, too. I often communicate with students by e-mail, be sure to check the address you have on file with the university regularly so that it is correct. There is no Moodle site for this “face-to-face” class.

Policy on Attendance and Absences

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

Academic Integrity Statement

You are advised to check the university’s policies with regards to academic integrity because they apply in this class. I have zero tolerance for **cheating** and will fail any student who cheats. The student will also be subject to further administrative disciplinary action. Students are expected to work within the letter and spirit of the university Student Code of Conduct. (See:

<http://policies.ncsu.edu/policy/pol-11-35-01>). **Plagiarism** is considered to be cheating. It will result in a penalty ranging from a 0 for the assignment to an F for the course. I may also report you to university authorities.

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

Students With Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Suite 304, 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 \(REG02.20.01\)](#).

N.C. State Polices, Regulations, and Rules (PRR)

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

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

Career Services For Humanities and Social Sciences Majors

Explore career options related to your major, make decisions about your major or minor, build resumes and cover letters, prepare for interviews, develop internship/ job search strategies, maximize career fairs, and more. Use ePACK to make an appointment with your career contact at ncsu.edu/epack. Career Development Center: careers.ncsu.edu.

Transportation

Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

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.

