

Council on Undergraduate Education 2018-2019

October 19th 2018
Talley Student Union 5101
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Daniel Monek
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE September 21, 2018 Minutes

New Business

Consent Agenda

GEP Category	GEP Action	Notes
GK	EC 449 International Finance	Notification: Requisite update from UCCC
HES	HESF 282 Advanced Aerobics and Leadership	Course Drop
HES	HESR 248 Squash	Course Drop
HES	HESS 230 Pilates/ Core Training	Prefix change (formerly HESF)
HES	HESS 237 Weight Training	Prefix change (formerly HESF)
HES	HESS 279 Yoga I	Prefix change (formerly HESF)
HES	HESS 280 Yoga II	Prefix change (formerly HESF)
HUM (GK)	HI 430/530 Modern France	*Up for review HUM, removing HUM category. Reviewed for GK in 2012. GEP HUM category drop initiated in CIM.
IP	HON 293 (002) How did we get here? A global history of American Food	3 rd and Final honors offering
NS	PCC 203 Introduction to Polymer Chemistry	*Up for Review NS, Drop proposal initiated
IP	STS 304 Ethical Dimensions of Progress	Minor change to offering and abbreviated title
IP	STS 405 Technology and American Culture	Minor change to offering and abbreviated title

GER> GEP Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Allen	Knowles, Gilmartin, Podurgal	VPA	ADN 272 Introduction to Printing and Surface Design	*Up for review VPA.
Gilmartin	Lee, Annett-Hitchcock, Rabah	SS, GK	PS 345 Governments and Politics in the Middle East	*Up for review SS. Confirm all categories fulfilled with updates.
Gilmartin	Podurgal, Lam, Orcutt	HUM, GK	REL 311 Introduction to the Old Testament	*Up for review HUM. Confirm all categories fulfilled with updates.
Gilmartin	Bush, Belk, Orcutt	HUM, GK	REL 312 Introduction to the New Testament	*Up for review HUM. Confirm all categories fulfilled with updates.
Gilmartin	Podurgal, Ozturk, Pickworth	HUM, GK	REL 314 Introduction to Intertestamental Literature	*Up for review HUM. Confirm all categories fulfilled with updates.
Gilmartin	Beckstead, Lee, Orcutt	HUM, GK	REL 317 Christianity	*Up for review HUM. Confirm all categories fulfilled with updates.
Gilmartin	Allen, Kershner, Beckstead	HUM, GK	REL 327 Issues in Contemporary Religion	*Up for review HUM. Confirm all categories fulfilled with updates.

Courses for GEP Category - Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Gilmartin	Allen, Belk, Kershner	USD	PS/WGS 418 Gender Law and Policies	Changes from UCCC

Honors/Special Topics Courses				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Kershner	Bush, Knowles, Minogue	IP, GK	HON 293 (003) Modern Chinese Popular Culture	Honors special topic 1 st offering
Belk	Ozturk, Pickworth, Gilmartin	SS	HON 295 (002) The Winners and Losers of U.S. Agricultural Policy	Honors special topic 1 st offering

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Knowles	Beckstead, Lam, Kershner	HUM, GK, VPA	ARS 251 The Arts of a World Capital: London	Changes to UCCC, New to HUM, review GK and VPA
Knowles	Liu, Annett-Hitchcock, Lee	HUM, USD	HI 385 Introduction to Public History	New Course
Knowles	Belk, Podurgal, Orcutt	IP, SS	PSY 208 Psychobiology of Success	New Course
Knowles	Minogue, Lee, Belk	USD	WGS/AFS 380 Black Feminist Theory	New Course

Discussion: Vote on Chair-Elect

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 2018-2019September 21, 2018
Talley Student Union 3210
Call to Order: 1:30 PM

Members Present: Chair Daniel Monek, James Minogue, Hatice Ozturk, James Knowles, Tania Allen, Darby Orcutt, David Gilmartin, Carrie Pickworth, Richard Podurgal, Kimberly Bush, Alice Lee, Tiffany Kershner, Autumn Belk (Peggy Domingue proxy after 2:15PM), Andy Lam

Members Absent: Katherine Annett-Hitchcock, Past Chair Ghada Rabah, Robert Beckstead

Ex-Officio Members Present: Lexi Hergeth, Li Marcus, John Harrington, Samantha Rich, Tim Petty, Julia Law, Min Liu

Guests: Carolyn Rauch

WELCOME AND INTRODUCTIONS

- *Remarks from Chair Daniel Monek* – Chair had guests and proxies introduce themselves.
- *Remarks and Updates from OUCCAS/DASA* – Li Marcus reminded the committee to direct questions for the office of undergraduate courses curricula and academic standards to the courses-curricula@ncsu.edu email address and that members are responsible to providing their own proxies in the event of their absence as well as establishing if the member or the proxy will review the action or the member providing their review via email or with their proxy.
- Approval of the Minutes from September 7th 2018 – *Approved Unanimously*
 - Discussion: Motion to approve the past minutes by member Andy Lam.

NEW BUSINESS

Consent Agenda: (ANS 292, HON 293[001], HON 296[004], & PB 405) -*Approved Unanimously*
Discussion: The approval of the consent agenda was moved by member Autumn Belk.

GER>GEP Review

- **ADN 112 Three Dimensional Design for Non-Design Majors:** (VPA) – *Approved Unanimously to remove*
Discussion: Motion to remove the GEP category VPA by member Tania Allen. Presenter explained that the College of Design is undergoing a number of internal structure changes and therefore this course
- **AFS 240 African Civilization:** (HUM{GK}) – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin. Reviewers confirmed the course fulfills both GEP requirements.
- Motioned to combine PHI 330 and PHI 331 by presenter David Gilmartin.
PHI 330 Metaphysics: (HUM) – *Approved Unanimously*
Discussion-Reviewer confirmed the GEP category is fulfilled and commented that there is a personal note under the integrity statement.
PHI 331 Philosophy of Language: (HUM{IP}) – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin. Reviewer asked if the IP category should be reviewed. Members and XONV members confirmed that both HUM and IP should be reviewed as there were changes made to the course content. Member commented that the syllabus was a bit difficult to follow but she did see how the GEP outcomes aligned. Member commented that the grading may be a bit confusing but this is more in UCCC's preview.

Presenter moved to combine the PHI 333, 375, and 376 actions.

PHI 333 Knowledge and Skepticism: (HUM) – *Approved Unanimously*

Discussion: Motion to approve by member David Gilmartin. Members indicated the syllabus was difficult to follow however they found the sample exam questions to be extremely helpful.

PHI 375 Ethics: (HUM) – *Approved Unanimously*

Discussion: Motion to approve by member David Gilmartin.

PHI 376 History of Ethics: (HUM) – *Approved Unanimously*

Discussion: Motion to approve by member David Gilmartin.

- Presenter moved to combine PS 305, PS 312, & PS 335
PS 305 The Justice System in the American Political Process: (SS) – *Approved*
 Discussion: Motion to approve by member James Knowles.
- PS 312 Introduction to Public Administration:** (SS) – *Approved Unanimously*
 Discussion: Motion to approve by member James Knowles.
- PS 335 International Law:** (SS{GK}) – *Approved with Friendly Suggestion*
 Discussion: Motion to approve by member James Knowles. Reviewer brought attention to the objective stating “know the significance”, however these course objectives are not used for the GEP category. Reviewer asked why the course is only offered in the Fall semester, member responded this is when the college could schedule the course. Samantha Rich from the office of Assessment brought attention to objective 1 and objective 3 and indicated these should probably be a higher level of measurement. Members discussed making a friendly suggestion to provide higher level measures, not about the type of question but the same questions should align more with the outcomes provided.

GEP Review

- **ALS 494 International Learning Experience in Agriculture and Life Sciences:** (GK) – *Approved Unanimously*
 Discussion: Motion to approve by member Carrie Pickworth. Chair shared the comments from absent member indicating the measures are all the same for these courses. Member said it was a bit difficult to connect the objectives to the sample syllabus, member asked if the study abroad course should align with the semester. Li Marcus clarified that while these kinds of courses will vary from country to country, there should be similarities in the ways the courses will fulfill the global knowledge category. Member indicated the information provided in CIM is stretched in the syllabus. Li clarified that reviewers should review as study abroad and on campus courses coming forward for GK review based on the information provided, not based on a course being study abroad.
- **PS 341 European Politics:** (SS{GK}) – *Approved Unanimously*
 Discussion: Motion to approve by member James Knowles. Reviewers confirmed this course fulfills both GEP categories.
- **REL 200 Introduction to the Study of Religion:** (HUM {GK}) – *Approved with Friendly Suggestion*
 Discussion: Motion to approve by member James Knowles. Reviewer brought attention to the student evaluation methods and suggested including the attendance portion (10%) indicated in the syllabus in the CIM field to bring the CIM calculation to 100%.

New to GEP

- **USC 116 Introduction to Sustainability for EcoVillage:** (IP) – *Tabled with Friendly Suggestions*
 Discussion: Motion to approve by member Autumn Belk and introduced Carolyn Rauch as the guest. Guest explained the course has made particular effort to provide insight from experts in the various disciplines including faculty and experts around the Raleigh area. Reviewer commented the idea of making something sustainable can be challenging, and complimented the course’s explanation. Member asked where the Eco Village is housed, the guest responded that while it is not officially housed anywhere they go through the University College workflow. Office of Assessment brought attention to the absence of measures in objective 1, the measure for objective 2 is a Venn diagram of a tool and doesn’t explain how the outcome is measured. XONV member also commented that the outcomes and measures for the first objective don’t clearly define the disciplines and suggested working with the office of assessment. Member asked if a specific example is required for a measurement which was confirmed, member also agreed with the office of assessment that the measure in objective 2 don’t align with the outcome. Presenter explained the Venn diagram is used for the students to understand the disciplines individually as well as collectively for sustainability. Assessment suggested providing an example of assignments using the Venn diagram instead of an explanation of a Venn diagram. Friendly suggestion for guest to continue speaking with the office of assessment to highlight the measures that are referenced in the CIM fields.

Chair and Li provided a brief explanation of the amendments and motions available to members and reminded the committee that while XONV members can bring up questions and issues but if the committee would like to take up any of the suggestions, a motion must be made by a voting member.

Member asked if the office of assessment provides feedback just before the CUE meeting or prior to the meetings, XONV member indicated this would usually be provided prior to the meeting and that inclement weather prevented this from coming forward sooner. Member moved to table the course, committee approved amendment to table.

Discussion: Vote on GER>GEP Short Form Motion from September 7th, 2018. Member read the full motion proposed at the first CUE meeting in Fall 2018 (Sept. 7, 2018).

Full motion:

“For courses undergoing GER to GEP review, submitters can use the "minor edit" form in CIM and are required to fill in all boxes related to GEP (all outcomes, measures, requisites and scheduling, additional information, and any other questions) in detail. In the case of GER>GEP review, a syllabus will not be required but may be included. Inclusion of a syllabus is strongly encouraged in cases where a course is being reviewed for IP.”

Management and Education indicated their colleges had no issue with the motion. Motion approved by committee.

Nominations for Chair Elect: Chair explained the role of the chair-elect, including the pre-meetings and past Chair Peggy Domingue commented on the role of chair-elect and chair. Nominations for Chair-Elect remain open.

Meeting adjourned at 2:25 PM

Respectfully submitted by Lexi Hergeth

HON GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293 sec 002			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	
Special Topic Title: (30 character limit)	How did we get here? A global history of American food	Review for 3rd Offering X (final offering)	
Term to be Offered	Fall 2018		
Instructor Name/Title	Charles Ludington, Teaching Associate Professor of History		
SECTION 1: GEP CRITERIA			
Instructions:			
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 			
<i>Interdisciplinary Studies</i>			
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1</i>: Obj. 1) Distinguish between the distinct approaches of two or more disciplines. Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists, by reading about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by me in class, while both readings and class discussion will teach students about different disciplinary objectives, methods, strengths, and weaknesses.</p>			
<i>Measure(s) for above Outcome:</i>			
<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>Discussion, reading synthesis papers, and a 15 page research paper will require students to incorporate the approaches and arguments of scholars from a wide variety of fields, including history, anthropology, sociology, horticulture, animal husbandry, and nutrition. As part of their term paper, students will be measured by their ability to recognize and integrate these diverse approaches in the arguments they make about food production and consumption in the past and present.</p>			

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2*:

Obj. 2) Identify and apply authentic connections between two or more disciplines.

Students will identify and apply connections between multiple disciplines. For instance, students will be able to analyze contemporary American foodways in a broad historical context; to understand the meanings people ascribe to growing, cooking, and eating food, and the social relationships that food both reflects and constructs; to know how plants and animals are grown and produced for consumption; to estimate the economic and social costs of food production and consumption; to be aware of the likely health effects of consuming certain foods and drinks; and to identify the disputes among doctors and nutrition scientists regarding the health effects of various diets.

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, reading synthesis papers, and a 15 page research paper will require students to apply intra and interdisciplinary perspectives on required in-class topics as well as students' own research paper topics. Student success in class discussion and on their papers will be measured by their ability to recognize and understand various disciplinary perspectives, to apply them individually to the question at hand, but to arrive at interpretations that integrate the individual approaches of multiple disciplines into a coherent argument.

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 explore and synthesize history, anthropology, sociology, geography, literature, and biology to understand the differences within and between disciplines, by reading about food production and consumption these different disciplinary perspectives, and by integrating these perspectives into their own oral and written arguments.

Measure(s) for above Outcome:

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

Student ability to explore and synthesize multiple disciplinary approaches will be measured by their in-class comments and presentations, reading synthesis papers, and 15 page research papers. For instance, for their research papers, students are required to create bibliographies that exhibit the use of at least three different disciplinary approaches to the same subject.

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? History, anthropology, sociology, geography, biology, literature, public policy, public health.
- 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"? Students will be given a variety of readings from all of the above fields. Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists, by reading about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by me in class, while both readings and class discussion will teach students about different disciplinary objectives, methods, strengths, and weaknesses. Students in relevant majors will be asked to explain to other students the particular approach of scholars in their field, what the methodologies are, and what the strengths and weaknesses of their approach might be. As a consequence, all students should be able to integrate the multiple points of view into their interpretation and understanding of food production and consumption in the human past and present.

Global Knowledge

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 4*:

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

Students will identify and describe the foods, production methods and eating practices (foodways) of different cultures around the world. Students will recognize how different food and foodways both reflect and construct ideas of gender, religion, class, ethnicity and nation, around the globe and across time.

Measure(s) for above Outcome:

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

Class discussions, presentations, and three papers will ask students to identify and analyze the ways in which food is a form of "language" in every culture, and how food reflects and constructs ideas of gender, religion, class, ethnicity and nation, in places ranging from Ancient China to Mughal India, Classical Greece and Rome to Nineteenth Century France, and finally to the United States. Throughout the class readings and discussions, an in at least one of their three papers, students will identify and examine Effective Fall 2014 distinguishing characteristics of people outside the United States.

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

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.

Having read about, discussed, and analyzed foods and foodways from around the globe and across time, students will be able to compare and contrast the uses and meanings of foods in a variety of cultures. This emphasis on the diversity of food and foodways reveals the almost limitless diversity, and hence constructed nature of human cultural practices.

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):

Tuesdays & Thursdays 8:30 AM – 9:45 AM
 - Seat count:

20
 - Room assigned or room preference including needed classroom technology/seat type:

Winston Hall, room 12
- 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.**
 Please see syllabus
2. **Major topics to be covered and required readings including laboratory and studio topics.**
 Please see syllabus
3. **List any required field trips, out of class activities, and/or guest speakers.**
 Please see syllabus

Honors 293 section 002

How did we get here?

A global history of American food and drink

Caldwell 212

Tuesday & Thursday 3:00 - 4:15PM

Prof. Charles C. Ludington

email: ccluding@ncsu.edu

Office: 262 Withers

Office Hours: T-Th. 10am-11am, and by appointment

tel. 919.619.4010

Course Description and Learning Outcomes

This reading intensive course will cover a variety of topics in the history of food and drink. We will begin with the question of how and why one might want to approach history through the subject of food and drink, and conversely, how and why one might approach the subject of food and drink through the discipline of history (as well as other disciplines such as sociology and anthropology). Part I will examine different meanings of food in both theoretical and historical terms; Part II will look at major food cultures around the world; Part III will examine global food trends from the Columbian Exchange and increased globalization to industrialization. Part IV, looks at food, foodways, and food problems in recent American history. As the course comes to a close, we will think and read more about the benefits and detriments of industrial capitalism and globalization. Ultimately, we will use the global history of food, and what we eat as Americans, as a way to understand the development, the strengths and the weaknesses of modern America within a global context.

Course Prerequisites and Restrictions

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

Course Materials

Warren Bellasco, *Food: The Key Concepts* (Amazon.com, \$22.87)

Carole Counihan and Penny Van Esterik, eds., *Food and Culture* (3rd ed.) (Amazon.com, \$57.28)

Jean-Louis Flandrin, and Massimo Montanari, eds., *Food: A Culinary History from Antiquity to the Present* (Amazon.com, \$54.00)

Paul Freedman, *Out of the East* (Amazon.com, \$19.09)

B.W. Higman, *How Food Made History* (Amazon.com, \$33.72)

Charles Ludington, *The Politics of Wine in Britain* (Amazon.com, \$37.49)

Sidney Mintz, *Sweetness and Power* (Amazon.com, \$14.50)

Micheal Pollan, *The Omnivore's Dilemma* (Amazon.com, \$9.91)

Wolfgang Schivelbush, *Tastes of Paradise* (Amazon.com, \$12.19)

NB: In addition to these texts, we will be reading a number of essays, chapters and articles from other sources. These items will be made available to you via Moodle.

Extra Credit Films

(1 point extra per film review on overall course average)

King Corn

Supersize Me

Food Inc.

Schedule of Required Reading Assignments

(Required course textbooks are referred to by the author's last name. Reading assignments are subject to change. If this happens, you will be notified in via Moodle.)

Part I: Foundations

Class 1: Aug. 23, Introduction: *Who are you? What's your favorite food? How is it made? Why do you like it? Why Study Food History?*

Reading: Tannahill, *Food in History*, xv-xvi, 3-5; Flandrin and Montanari, 1-9; Belasco, *Food: The Key Concepts*, 1-13;

Class 2: Aug. 28, *National, Regional, and Ethnic Identity: You are what you eat*

Reading: Higman, *Food Made History*, 1-5, 7-31. Belasco, *Food*, 15-33; Janet Siskind, "The Invention of Thanksgiving: A Ritual of American Nationality," in Carole M. Counihan, *Food in the USA* (New York, 2002), 41-58; Ludington, *Politics of Wine*, 46-57, 104-118, 163-179.

Class 3: Aug. 30, *Food as text*

Reading: Belasco, *Food*, 35-53; Flandrin and Montanari, "The Grammar of Roman Dining", 113-127; Mary Douglas, "The Abomination of Leviticus", in Counihan and Van Esterik, *Food and Culture*, 48-58

Class 4: Sept. 4, *Geography: Why place matters*

Reading: Marvin Harris, "The Abominable Pig," in Counihan and Van Esterik, *Food and Culture*, 59-71; Amy B. Trubek, "Place Matters," in Carolyn Korsmeyer, ed., *Taste Culture Reader: Experiencing Food and Drink* (Oxford, 2005), 260-271; Alison Leitch, "Slow Food and the Politics of "Virtuous Globalization", in Counihan and Van Esterik, *Food and Culture*, 409-25; Higman, 35-55.

Class 5: Sept. 6, *Taste: Who has it and what does it mean?*

Reading: Jean Anthelme Brillat-Savarin, “On Taste” in Korsmeyer, *Taste Culture Reader*, 15-24; David Hume, “Of the Standard of Taste,” in Korsmeyer, *Taste Culture Reader*, 197-208; Pierre Bourdieu, “Taste of Luxury, Taste of Necessity,” in Korsmeyer, *Taste Culture Reader*, 72-78; Ludington, “The Standard of Taste Debate,” from *Food Fights* (forthcoming, UNC Press, 2018).

Class 6: Sept. 11, *Class: Are we stuck?*

Reading: Ludington, *Politics of Wine*, 1-12, 82-103; Flandrin and Montanari, “The Social Function of Banquets in the Earliest Civilizations”, 32-37, and “Food and Social Classes in Late Medieval and Renaissance Italy”, 302-312; Pierre Bourdieu, *Distinction: A Social Critique of the Judgement of Taste*, trans. Richard Nice (Cambridge, MA, 1984), 177-225.

Class 7: Sept. 13, *Religion: God(s) and food*

Reading: Flandrin and Montanari, “Dietary Laws of the Ancient Hebrews”, 46-54; T. Sarah Peterson, “Food as Divine Medicine” in Korsmeyer, *Food Culture Reader*, 147-155; R. S. Khare, “Food with Saints,” in Korsmeyer, *Food Culture Reader*, 156-165.

Class 8: Sept. 18, *Gender: How can food and drink be masculine or feminine?*

Reading: Caroline Walker Bynum, “Fast, Feast and Flesh: The Religious Significance of Food to Medieval Women” in Counihan and Van Esterik, *Food and Culture*, 245-65; Ludington, *Politics of Wine*, 183-220.

Part II: Global Origins of the Modern American Palate

Class 9: Sept. 20, *From Hunters and Gatherers to the Fertile Crescent*

Reading: Flandrin and Montanari, “The Humanization of Eating Behaviors”, 13-20, “Feeding Strategies in Prehistoric Times” 21-31; Kenneth Kipple, *A Moveable Feast: Ten Millenia of Food Globalization* (Cambridge, 2007), 51-60; Higman, *Food Made History*, 57-101.

Class 10: Sept. 25, *Greece, Rome, India, and China*

Reading: Tannahill, *Food in History*, 60-123; Joanna Waley-Cohen, “The Quest for Perfect Balance,” in Paul Freedman, ed., *Food: The History of Taste* (Berkeley, 2007), 99-134.

Class 11: Sept. 27, *Germanic vs. Mediterranean: Establishing the European Diet*

Reading: Flandrin and Montanari, 165-185; Montanari, *The Culture of Food* (Oxford, 1994), 1-37.

Class 12: Oct. 2, *Byzantium and the Muslim World*

Reading: Flandrin and Montanari, “Food Models and Cultural Identity”, 189-93, “Christians of the East”, 194-206, “Arab Cuisine and Its Contributions to European Culture”, 207-223; Tannahill, 141-151.

Class 13: Oct. 9, *Coffee and Coffeehouses in the Ottoman World*

Reading: Hattox, *Coffee and Coffeehouses*, 3-45, 72-130; “The Internet in a Cup”, *The Economist* (Dec. 20, 2003), 88-90.

Class 14: Oct. 11, *Europeans and the desire for Asian Spices*

Reading: Freedman, *Out of the East: Spices and the Medieval Imagination*, 1-163.

Part III: Globalization and Industrialization**Class 15: Oct. 16, *Spices and Globalization***

Reading: Freedman, *Out of the East*, 164-214; Wolfgang Schivelbush, *Tastes of Paradise: A Social History of Spices, Stimulants and Intoxicants* (New York, 1992), 3-14; Higman, *Food Made History*, 125-142.

Class 16: Oct. 18, *The Columbian Exchange*

Reading: Kenneth Kipple, *A Moveable Feast: Ten Millenia of Food Globalization* (Cambridge, 2007), 135-162; Jean Andrews, “The Peripatetic Pepper: Diffusion of the Domesticated Capsicums since Columbus,” in Nelson Foster and Linda Cordell, *Chilies to Chocolate: Food the Americas gave the World* (Tuscon, 1992), 81-93.

Class 17: Oct. 23, *Sugar and the “New Drinks”*

Reading: Kipple, *Moveable Feasts*, 163-183; Wolfgang Schivelbush, *Tastes of Paradise: A Social History of Spices, Stimulants and Intoxicants* (New York, 1992), 15-95.

Class 18: Oct. 25, *Sugar and Slavery*

Reading: Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (New York, 1985), 3-73.

Class 19: Oct. 30, *Sugar and the Industrial Revolution*

Reading: Mintz, *Sweetness and Power*, 74-150.

Class 20: Nov. 1, *Food and Drink in the Industrial Age*

Reading: Flandrin and Montanari, “From Industrial Revolution to Industrial Food”, 435-441; Jack Goody, “Industrial Food: Toward the Development of a World Cuisine”, in Counihan and Van Esterik, 72-90; Schivelbusch, *Tastes of Paradise*, 147-228.

Class 21: Nov. 6, *French Gastronomy and New Forms of “Upper Class” Food*

Reading: Alain Drouard, “Chefs, Gourmands, and Gourmets” in Freedman, *Food: The History of Taste*, 263-300; Flandrin and Montanari, “The Rise of the Restaurant”, 471-480; Flandrin and Montanari, “The Emergence of Regional Cuisines”, 500-15.

Part IV: America: Slouching toward McDonald’s? Hopping to Whole Foods?

Class 22: Nov. 8, *American Food: An Overview*

Reading: Harvey Levenstein, *Revolution at the Table: The Transformation of the American Diet* (Berkeley, 2001), 3-43; Flandrin and Montanari, “The Perils of Abundance: Food, Health and Morality in American History”, 516-29.

Class 23: Nov. 13, *What’s American? Minorities, Immigrants and American Cuisine*

Reading: Kipple, *A Moveable Feast*, 202-13; Harvey Levenstein, “The American Response to Italian Food, 1880-1930”, in Counihan, *Food in the USA*, 75-90; Sidney Mintz, “Eating American,” in Counihan, *Food in the USA*, 3-33; Higman, *Food Made History*, 161-190.

Class 24: Nov. 15, *The McDonaldization of America and the Americanization of the World?*

Reading: Felipe Fernandez-Armesto, *Near a Thousand Tables: A history of food* (New York, 2002), 187-224; Kate Kane, “Who Deserves a Break Today? Fast Food, Cultural Rituals, and Women’s Place,” in Counihan, *Food in the USA*, 315-321; Flandrin and Montanari, “The McDonaldization of Culture”, 530-547; James Watson, “China’s Big Mac Attack,” in Counihan, *Food in the USA*, 347-358.

Class 25: Nov. 20, *Too Much and Too Little*

Reading: Michael Leahy, “The Food Trap: Why Americans are sentencing themselves to death by overeating,” in *The Washington Post Magazine* (July 18, 2004), 14-19, 28-33; Robert Albritton, “Between Obesity and Hunger: The Capitalist Food Industry”, in Counihan and Van Esterik, *Food and Culture*, 342-44; Alice Julier, “The Political Economy of Obesity: The Fat Pay All”, in Counihan and Van Esterik, *Food and Culture*, 546-62; Higman, *Food Made History*, 191-242.

Class 26: Nov. 27, *Gender Stops for no (Wo)Man*

Reading: Joan J. Brumberg and Ruth Striegel Moore, “Continuity and Change in Symptom Choice: Anorexia”, in Counihan, *Food in the USA*, 205-18; Susan Bordo, “Not just a White Girl’s Thing: The Changing Face of Food and Body Image Problems”, in Counihan and Van Esterik, *Food and Culture*, 3rd ed., 265-275; Fabio Parasecoli, “Feeding Hard Bodies: Food and Masculinities in Men’s Fitness Magazines”, in Counihan and Van Esterik, *Food and Culture*, 284-98.

End of Reading Presentations

Class 27: Nov. 29, *What's for dinner? Part I*

Reading: Michael Pollan, *The Omnivore's Dilemma: A natural history of four meals* (New York, 2006), 1-123.

Class 28: Dec. 4, *What's for dinner? Part II*

Reading: Michael Pollan, *The Omnivore's Dilemma: A natural history of four meals* (New York, 2006), 124-273.

Class 29: Dec. 6, *Conclusion: Where do we go from here?*

Reading: Harvey Levenstein, *Paradox of Plenty: A Social History of Eating in Modern America*, 236-67; Janet Popen dieck, "Want Amid Plenty: From Hunger to Inequality", in Counihan and Van Esterik, *Food and Culture*, 563-71; Belasco, *Food*, 56-123.

Pot Luck Dinner Party: TBD, 502 Waterside Drive, Carrboro, NC 27510

Term Paper due in my office on December 10 by 4 pm.

Grade Determination

Course grades will be calculated in the following manner: class participation = 25%; reading response paper and presentation = 30%; term paper = 45%.

A+ 97-100 A 93-96 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72 D + 67-69 D 63-66 D- 60-62 F 59 and below. Standard rounding will apply.

Learning Outcomes

By taking this course, students will gain a greater understanding of the complexity of the world, the constructed nature of cultural practices, and interconnectedness of societies across time and space. Furthermore, students will also be able to think critically about the similarities and differences of other cultures, and thus gain a broader perspective on their own cultural beliefs and practices.

GEP Information and Work Requirements

By looking at the history of food and drink through a global and interdisciplinary perspective, this course fulfills interdisciplinary perspective GEP requisite and the global knowledge co-requisites.

Along with completing the reading assignments, students will be required to participate in class discussion, and present reading on the days for which you have signed up (a total of two times each). Those students who present the reading are required to turn in a 2-3 page reading synthesis paper at the beginning of the next class. To receive extra credit for films, you must write a one page précis. Finally, each student will be required to write a research paper on a topic of his/her choosing (in consultation with me). These term-papers are to be roughly 15-18 pages in length, not including title page and bibliography, and will be due on the day of the scheduled final exam.

GEP category Global Knowledge

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

Course Outcome: Students will identify and describe the foods, production methods and eating practices (foodways) of different cultures around the world. Students will recognize how different food and foodways both reflect and construct ideas of gender, religion, class, ethnicity and nation, around the globe and across time.

Means of assessment: Class discussions, presentations, and three papers will ask students to identify and analyze the ways in which food is a form of “language” in every culture, and how food reflects and constructs ideas of gender, religion, class, ethnicity and nation, in places ranging from Ancient China to Mughal India, Classical Greece and Rome to Nineteenth Century France, and finally to the United States. Throughout the class readings and discussions, an in at least one of their three papers, students will identify and examine distinguishing characteristics of people outside the United States.

GEP Objective #5: Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Course Outcome: Having read about, discussed, and analyzed foods and foodways from around the globe and across time, students will be able to compare and contrast the uses and meanings of foods in a variety of cultures. This emphasis on the diversity of food and foodways reveals the almost limitless diversity, and hence constructed nature of human cultural practices.

Means of assessment: Class discussions, presentations, and papers will require students to compare and contrast the uses and meanings of foods in a variety of cultures. Student performance will be measured by their ability to interpret and categorize the uses and meanings of food from cultures around the globe, including the culture(s) of the United States.

GEP category Interdisciplinary Perspectives

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

Course Outcome: Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists, by reading about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by me in class, while both readings and class discussion will teach students about different disciplinary

objectives, methods, strengths, and weaknesses.

Means of assessment: Discussion, reading synthesis papers, and a 15 page research paper will require students to incorporate the approaches and arguments of scholars from a wide variety of fields, including history, anthropology, sociology, horticulture, animal husbandry, and nutrition. As part of their term paper, students will be measured by their ability to recognize and integrate these diverse approaches in the arguments they make about food production and consumption in the past and present.

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

Course Outcome: Students will identify and apply connections between multiple disciplines. For instance, students will be able to analyze contemporary American foodways in a broad historical context; to understand the meanings people ascribe to growing, cooking, and eating food, and the social relationships that food both reflects and constructs; to know how plants and animals are grown and produced for consumption; to estimate the economic and social costs of food production and consumption; to be aware of the likely health effects of consuming certain foods and drinks; and to identify the disputes among doctors and nutrition scientists regarding the health effects of various diets.

Means of assessment: Discussion, reading synthesis papers, and a 15 page research paper will require students to apply intra and interdisciplinary perspectives on required inclass topics as well as students' own research paper topics. Student success in class discussion and on their papers will be measured by their ability to recognize and understand various disciplinary perspectives, to apply them individually to the question at hand, but to arrive at interpretations that integrate the individual approaches of multiple disciplines into a cohesive argument.

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

Course Outcome: 5 Students will explore and synthesize history, anthropology, sociology, literary analysis, chemistry and biology to understand the differences within and between disciplines, by reading about food production and consumption these different disciplinary perspectives, and by integrating these perspectives into their own oral and written arguments.

Means of assessment: Student ability to explore and synthesize multiple disciplinary approaches will be measured by their in-class comments and presentations, reading synthesis papers, and 15 page research papers. For instance, for their research papers, students are required to create bibliographies that exhibit the use of at least three different disciplinary approaches to the same subject.

Late Assignment Policies

Nothing will be accepted late without permission from the instructor or without official documentation of an excused absence. For more information on what constitutes an excused absence, see: <http://policies.ncsu.edu/regulation/reg-02-20-03>

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

Academic Integrity Statement

All assignments must include a signed statement of the honor pledge: "I have neither given nor received unauthorized aid on this test or assignment." Any and all instances of plagiarism or cheating will result in an "F" and will be dealt with according to university procedures. If you have any questions regarding what constitutes plagiarism, please ask me or consult: <http://policies.ncsu.edu/policy/pol-11-35-01>

Policies on Attendance

1. You are allowed a total of four unexcused absences. After that, I will drop you from the class.
2. Computers are not allowed in class unless required by the disabilities office.
3. You are responsible for getting class notes. I will not send them to you.
4. Please do not eat during class.
5. Texting or talking about non-class related issues during class will not be tolerated.
6. Come to class on time, be prepared to concentrate, listen, take notes and talk, with an emphasis on the key ideas and events. Please inform me if you need to leave early. Otherwise, I will be concerned that you are either ill or impolite.
7. For any questions, see: <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/>

Students with Disabilities

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

Electronic Component

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

Class Evaluations

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors. • Evaluation website: <https://classeval.ncsu.edu> • Student help desk: classeval@ncsu.edu • More information about ClassEval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

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>

HON GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293 sec 003

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	X
Special Topic Title: (30 character limit)	Modern Chinese Popular Culture	Review for 2nd Offering	
Term to be Offered	Fall '18		
Instructor Name/Title	Dr. Nathaniel Isaacson		

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Studies

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

Identify and interpret the historical and cultural significance of cinema, fiction, and poetry in reflecting and shaping China's history.

Measure(s) for above Outcome:

Through response papers and/or discussion students will be asked to:

Compare historical accounts of the Cultural Revolution with descriptions of those events in Misty Poetry and Scar literature.

How did people use fiction and poetry to express the trauma of the Cultural Revolution?

In what ways does literature allow the expression of ideas that historical data cannot convey, and vice versa?

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 and explain key events in Chinese history from both a literary and historical perspective.

Measure(s) for above Outcome:

Through response papers and/or discussion students will be asked to:

Compare and contrast narrative and stylistic elements of socialist realism in cinema and literature during the Mao era (1949-1976).

Compare and contrast how writers and filmmakers expressed their feelings about the history of the Mao era during China's period of "reform and opening up."

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

Generate multiple interpretations of a work of art, utilizing approaches from cinema or literary studies and history.

Measure(s) for above Outcome:

Through response papers and/or discussion students will be asked to:

Describe how processes of globalization are apparent in the film narrative and the production process of Kung-fu Hustle.

Using the language of visual studies, describe how this appears on-screen.

Using the language of economic history, describe how this is apparent in the film's production and financing.

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?

History; Cinema Studies; Literary 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"?

Secondary readings of primary materials present students with approaches demonstrating analysis both in terms of historical and market forces, and analysis of narrative elements like plot, theme, style, etc...

Global Knowledge

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 1:*

Obj. 1) 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.

Describe specific features of art movements in twentieth century China, and compare them to art movements in other countries.

Measure(s) for above Outcome:

Through response papers and/or discussion students will be asked to:

Describe how socialist realism shaped film narrative and style during the 1950's.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 2,3, or 4:*

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

Describe how processes of globalization are apparent in the film narrative and the production process of Kung-fu Hustle.

Measure(s) for above Outcome:

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

In a 5-minute (approximately 500 words) video essay, describe how a particular scene in Xie Jin's film "Red Detachment of Women" used cinema as a form of socialist realism. Your essay should be timed to describe the techniques in question as they appear in the scene. Use examples of cinematography, makeup, and sound design.

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):
MW 8:30-9:45
 - Seat count:
20
 - Room assigned or room preference including needed classroom technology/seat type:
201 Honors Village Commons
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

See attached syllabus.

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

See attached syllabus.

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

See attached syllabus.

SIGNATURE PAGE FOR HON 293 sec 003

Modern Chinese Popular Culture

RECOMMENDED BY:

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

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

ENDORSED BY:

[Signature] 8/21/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 9/17/18
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 293 section 003 – Modern Chinese Popular Culture

INSTRUCTOR AND COURSE INFORMATION:

201 Honors Village Commons
MW 8:30-9:45

Instructor: Dr. Nathaniel Isaacson
Office: Withers 211
Telephone: 919-515-0367
E-mail: nkisaacs@ncsu.edu
Office Hours: Mo, Weds 10-11:30 am and by appointment

Course Credit Hours: 3

COURSE DESCRIPTION:

Introduction to basic aspects of cultural practices and production in Chinese society, including consumer culture, education, work life, family relationships, everyday religious practices, aesthetic traditions, national identity, and gender. Reading and analysis of representative works of modern Chinese visual and print culture including literature, film, advertising, digital media and consumer products with attention to cultural analysis as well as to historical and cultural background.

COURSE MATERIALS:

The following book must be purchased through the University bookstore or Amazon.com. All other readings are available in the library or posted on the course Moodle.

Geling Yan. *The Banquet Bug*. NY: Hyperion, 2007. Cost: approx. \$17.00 (Required)

NO OTHER MATERIALS NEED TO BE PURCHASED; THERE ARE NO OTHER ASSOCIATED FEES FOR THIS CLASS.

Student Learning Outcomes & Objectives

This course fulfills the Interdisciplinary Perspectives (IP) GEP requisite, as well as the Global Knowledge (GK) GEP co-requisite.

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

Outcome: Identify and interpret the historical and cultural significance of cinema, fiction, and poetry in reflecting and shaping China's history. (Used to measure IP objective 1)

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

Outcome: Identify and explain key events in Chinese history from both a literary and historical perspective. (Used to measure IP objective 2)

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

Outcome: Generate multiple interpretations of a work of art, utilizing approaches from cinema or literary studies and history. (Used to measure IP objective 3)

Objective: 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.

Outcome: Describe specific features of art movements in twentieth century China, and compare them to art movements in other countries. (Used to measure GK objective 1)

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

Outcome: Describe how processes of globalization are apparent in the film narrative and the production process of Kung-fu Hustle. (Used to measure GK objective 3).

GRADING:

Grade Components:

Research Project (25%) The essay is a portfolio-style assignment comprised of a series of drafts and peer and self-critique assigned as noted in the schedule. The assignment is broken up into a series of mini-assignments, due on indicated days on the schedule. **Rubrics and details of those assignments will be distributed in class the week before they are due.**

Sub-categories of the final grade are tallied as follows:

<u>Assignment</u>	<u>Due Date</u>	<u>Grade</u>
Thesis Statement / Statement of Purpose & Peer Review Session 1	November 12	2.5%
Final Project Annotated Bibliography and Peer Review Session	November 19	5%
Final Project Synthesis Matrix	Dec. 3	5%
Final Project Rough Draft and Peer Review	Dec. 5	5%
Final Project and Project Presentation	Dec. 14 (Final Exam)	5%
Personal Evaluation	(During Final Exam)	2.5%

Video Essays (20%) Students will be asked to write a 500-word film analysis/presentation that is to be read in class while a key clip (or clips) from a film plays for the audience.

Group Discussion Leadership (25%) Every student must sign up to lead a portion of three of the class discussions, in a group of 3 (if pre-term class counts remain accurate). More detailed requirements and a sign-up will be distributed during the first week of instruction.

Response papers (20%) Students are expected to bring a typewritten, three-hundred word response paper to each class session when no other work is due (video essays or research project work).

Class Preparation and Participation (10%) Students are expected to arrive to class on time, prepared for discussion. This should include having read the primary and secondary texts, and brought a hard copy of the reading, or notes on the reading for you to refer to; contributing regularly to class discussions; contributing to online moodle assignments; and actively participating in peer review sessions.

Letter Grades

This Course uses Standard

NCSU Letter Grading:

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

Course Schedule — The most current version will be posted on HON 293 sec 003 Moodle Website

* **“Primary Text”** indicates an original work of fiction, film, song, or other cultural product. **“Secondary Text”** indicates a scholarly article that explains, contextualizes, or demonstrates the historical significance of primary source material.

**A useful thing to know: Chinese surnames are written first, without a comma separating them from the given name (e.g. Isaacson Nathaniel).

***Students should read both the primary and secondary materials listed on the syllabus. Chinese characters indicate the Chinese version of stories, films, etc... – you may choose to read these texts in Chinese, but are not required to do so.

Unit One: From Modernism to Socialist Realism

W August 22: Introduction to the course and to each other

Sign up for group presentations; Review Guidelines Distributed

Course introduction; syllabus distributed

China in the Early 20th Century

M August 27:

The May Fourth Movement

Primary Text: Lu Xun, “Diary of a Madman,” Preface to *A Call to Arms*

魯迅 狂人日記, 吶喊 序

Secondary Text: Yu Ying-shih, “Neither Renaissance Nor Enlightenment: A Historian’s Reflections on the May Fourth Movement.” In Sanders, Graham, et al., eds. *The appropriation of cultural capital: China’s May Fourth Project*. Cambridge, Mass.; London: Harvard University Asia Center, 2001. xv, 348p. (Harvard East Asian monographs), pp 299-324

W August 29:

Primary Text: Selections from *Mu Shiying: China’s Lost Modernist*, translated and edited by Andrew Field.

Read Introduction, “The Man Who Was Treated as a Plaything,” and “Five in a Nightclub,” “Craven ‘A’,” and “Shanghai Fox Trot,”

Chinese Text: <http://www.my285.com/xdmj/msy/index.htm>

穆史英, 被當作消遣品的男子, 夜總會裡的五個人, Craven “A,” 上海的狐步舞,

M Sept. 3 – NO CLASSES. LABOR DAY

W September 5

Primary Text: Chinese National Anthem Renditions from Children of Troubled Times 風雲兒女 ; Paul Robeson; 2004 Asian Cup Final (posted to course Moodle).

Robert Chi, “‘The March of the Volunteers’: From Movie Theme Song to National Anthem”, *Re-envisioning the Chinese Revolution: The Politics and Poetics of Collective Memories in Reform China*, ed. Ching Kwan Lee and Guobin Yang (Stanford: Stanford University Press, 2007. 217-244

PRC 1949-1976; The Re-appropriation of folk culture

Film: *Two Stage Sisters* (舞台姐妹 Xie Jin 謝晉, 1964).

<https://www.youtube.com/watch?v=aYfME4FwWTg>

M September 10:

Secondary Text: Finnane, Antonia. *Changing Clothes in China*. New York: Columbia University Press, 2008. Pp. 1-18; 201-256.

Primary Text: Please post links to the course website for images from the Cultural Revolution.

Unit Two: Parallel Worlds: Hong Kong and Wuxia Cinema

W September 12:

Hong Kong to 1967

Secondary Text: Chris Hamm. *Paper Swordsmen*, Honolulu: University of Hawaii Press, 2005. 32-78.

Primary Text: Ashes of Time 東邪西毒, Chen Kaige 陳凱歌, 1991

http://www.dailymotion.com/video/x14s8gy_ashes-of-time-1994-pt-1_creation

Also available on DVD in the library.

M September 17:

Primary Text: Jon Woo, *A Better Tomorrow* 英雄本色,

Available on DVD in DH Hill at the reserves desk.

Secondary Text: Bordwell, David. "Aesthetics in Action: *Kungfu*, Gunplay, and Cinematic Expressivity" in *At Full Speed: Hong Kong Cinema in a Borderless World*, ed. Esther C.M Yau. Minneapolis: University of Minnesota Press, 2001.

Unit Three: The Significance of the Post-Mao Movement:

W September 19:

Primary Text: *Yellow Earth* (*huang tudi* 黃土地), Chen Kaige 陳凱歌, 1984.

<https://www.youtube.com/watch?v=qfHx92LFaNO> (in four parts)

Also available on DVD in the library.

Secondary Text: Helen Hok-Sze Leung. "*Yellow Earth: Hesitant Apprenticeship and Bitter Agency*" in *Chinese Films in Focus: 25 New Takes*. Ed. Chris Berry. London: Bfi Publishing, 2003, 191-197.

M September 24:

Video Essay Presentations on *Ashes of Time* or *A Better Tomorrow*

W September 26:

Primary Text: Selections of Misty Poetry

M October 1:

Lecture: The 1989 Student Movement

Primary Text: "The Tank Man" PBS/Frontline Reportage on Tian'anmen Massacre

Secondary Text: Esherick and Wasserstrom. "Acting out Democracy: Political Theater in Modern China" in *Popular Protest & Political Culture in Modern China*. Second Edition. Ed. Jeffrey N. Wasserstrom & Elizabeth J. Perry. Boulder: Westview Press, 1994, 32-69.

Unit Four: Popular Music in China, Hong Kong, and Taiwan Culture and Politics

W October 3

Primary Text: The Music of Cui Jian 崔健 and Rock Music in China. (See Youtube clips on course website)

Secondary Readings:

1. Andrew F. Jones. "The Politics of Popular Music in Post-Tiananmen China" in *Popular Protest & Political Culture in Modern China*. Second Edition. Ed. Jeffrey N. Wasserstrom & Elizabeth J. Perry. Boulder: Westview Press, 1994, 148-167
2. Matthew Corbin Clark. "Birth of a Beijing Music Scene." Available at <http://www.pbs.org/wgbh/pages/frontline/shows/red/sonic/>

October 4-5: NO CLASS – Fall Break

M October 8:

Greater China and trans-national pop music

Secondary Text: Moscovitz, Marc L. "The Tail Wags the Dog: Taiwan's Musical Counter-Invasion of China," in *Cries of Joy, Songs of Sorrow: Chinese Pop Music and Its Cultural Connotations*. Honolulu: University of Hawaii Press, 2010. Pp. 1-15

Primary Texts (to be chosen/assigned during prior class session):

Music from Teresa Teng 鄧麗君

Music from Ai Jing 艾敬

Music from Jay Chou 周杰倫 (Linked on course website)

W October 10:

Primary Text: A Mei, Taiwanese National Anthem and other songs

Secondary Text: Nancy Guy, "Republic of China National Anthem" on Taiwan: One Anthem, One Performance, Multiple Realities," *Ethnomusicology*, Vol. 46, No. 1 (Winter, 2002), pp. 96-119

M October 15:

Comrades: Almost a Love Story

Available on DVD in DH Hill at the reserves desk.

Unit Five: New Boundaries

W October 17:

Cape No. 7 (*Hai jiao qi hao* 海角七號) Wei Desheng 魏德聲, 2008

Available on DVD in DH Hill at the reserves desk.

M October 22:

Sunflower Movement

"Inside Taiwan's Sunflower Movement." *Journal of Asian Studies*.

W October 24:

Manufacturing Affective Experiences

Primary Text: Personal Tailor 私人訂製, Feng Xiaogang, 2013

Secondary Text: Braester, Yomi. ““Chinese Cinema in the Age of Commercial Advertisement: the Filmmaker as a Cultural Broker.” *China Quarterly* 183 (September 2005): 549–564.

M October 29:

Secondary Readings: Teo, Steven. “Ghosts, Cadavers, Demons and Other Hybrids,” in: *Hong Kong Cinema: The Extra Dimensions*. London: Bfi Publishing, 2002. Pp. 219-229

Primary Text: *Chinese Ghost Story* 倩女幽魂, 1987

Available on DVD in DH Hill at the reserves desk.

W October 31:

Primary Text: start by viewing ad campaigns online

Secondary Text: Jing Wang. “Framing Chinese Advertising: Some Industry Perspectives on the Production of Culture.”

M November 5:

Marx and Mao are Dead, Long Live Marx and Mao

Primary Text: Zhu Wen, “I Love Dollars,” and “A Hospital Night.” In: *I Love Dollars* (2007). 朱文, 我愛美元, 幸虧這幾年有了一點錢

Chinese Text at - <http://read.wakbook.com/1x0000000002/156900x10532/>

Secondary Text: Karl Marx. XXII “Estranged Labour,” *Economic and Philosophical Manuscripts of 1844*.

<https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm>

Final Project Assigned

W Nov 7:

Hong Kong Umbrella Movement

Primary Text: Hong Kong Umbrella Movement: Four Poems - <http://aaww.org/hong-kong-poets-umbrella-movement/>

Student-posted links to internet content regarding the Hong Kong Umbrella Movement.

Secondary Text: Joshua Wong, “Scholarism on the March.” *New Left Review*, <http://newleftreview.org/II/92/joshua-wong-scholarism-on-the-march>

M November 12:

The Midnight After (那夜凌晨, 我坐上了旺角開往大埔的紅van, Fruit Chan, 2014)

Final Project Plan and Thesis Presentations/ Project Plan and Thesis Peer Review

Unit Six: Globalization, Korean Wave, Cyber Culture

W November 14:

Primary Text:

My Sassy Girl Kwak Jae-young, 2001

Jennifer Jung-Kim "My Sassy Girl Goes Around the World", *The Korean Wave: Korean Popular Culture in Global Context*. Palgrave Macmillan, 2014.

Optional extra films:

Ugli Aur Pagli (Sachin Khot, 2008)

My Sassy Girl 2 (我的野蠻女友2)

<http://www.mysoju.com/taiwanese-movie/my-sassy-girl-2/the-movie/>

M November 19:

Trans-national Kung Fu Cinema

Primary Text: *Kung Fu Hustle* (功夫) Stephen Chow, 2004.

Secondary Text: Christina Klein, "Kung Fu Hustle: Transnational Production and the Global Chinese Language Film." *Journal of Chinese Cinemas* 1, 3 (Sept. 2007): 189-208.

Final Project Annotated Bibliography Due / Peer Review Annotated Bibliography

November 21-23: Thanksgiving Holiday

M November 26

Kung Fu Hustle video essay presentations

W November 28:

Choose two chapters from

Popular China: Unofficial Culture. Perry Link, Richard P. Madsen, and Paul G. Pickowicz, eds.. Lanham, Md: Rowman & Littlefield Publishers, c2002.

(List to be announced in class. This is different from the discussion leadership activities)

You will report on your readings to a small group in class, and then present your discussion to the class as a whole.

M December 3:

Final Project Synthesis Matrix Due/ Peer Review Synthesis Matrix

W December 5

Rough drafts due/ Final peer review session.

F December 14 Term Papers Due by 5 pm.

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://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php.

REQUIREMENTS FOR AUDITORS (AU):

Students interested in auditing the course should consult with the instructor. Information about and requirements for auditing a course can be found at

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php.

POLICIES ON INCOMPLETE GRADES:

Incomplete grades will be given at the instructor's discretion and only in the event that a student who has finished most of the course work cannot complete the course due to unforeseeable circumstances beyond his/her control. If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter.

Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at

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

LATE ASSIGNMENT POLICY: Students with an explained absence will need to arrange with the instructor a date to turn in late assignments, preferably on the next day of class. Students with unexcused absences may turn in assignments for partial credit.

ATTENDANCE POLICY:

There is no way you will do well in this class if you don't come.

For further information, see the NCSU Attendance Policy, including the university definition of excused absences:

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

MAKEUP WORK POLICY:

Makeup work will only be allowed if either 1) your absence was the result of a medical or other emergency documented with an official written note from your doctor or other professional; or 2) you have spoken to me prior to the absence and we have agreed on how the work will be made up.

Adverse Weather: In the event of class cancellation due to adverse weather, check for announcements in email and Moodle giving instructions for keeping up with the course work. For more information about campus adverse weather procedures, read the NCSU Adverse Weather Policy. Check email, news, the NCSU home page, or call 513-8888 for the latest campus information.

ACADEMIC INTEGRITY AND HONESTY:

Academic Integrity:

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at

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

Academic Honesty:

See http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php for a detailed explanation of academic honesty. Students are required to uphold the university **Honor Pledge** and exercise honesty in completing every assignment.

Honor Pledge:

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

Electronic Course Components

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

Statement for students with disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability 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)

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-02-20-15T>
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>

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 002		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input type="checkbox"/> Y <input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	The Winners and Losers of U.S. Agricultural Policy	Review for 2 nd Offering <input type="checkbox"/>
Term to be Offered	Fall 2018	
Instructor Name/Title	Julianne Treme/Teaching Associate Professor	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> At least one of the Instructor’s student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom’s Taxonomy</i> [Click Here] 		
<p>List the Instructor’s student learning outcomes for the course that are relevant to GEP <i>Social Sciences Objective 1: Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional process.</i></p> <p>Students will summarize and analyze the unintended consequences of both historical and current U.S. agricultural policies as they relate to a variety of stakeholders (politicians, industry, environmentalists, etc.). Current events will be emphasized and students will investigate how trade tensions between the U.S. and other countries often results in retaliation against U.S. agriculture. Students will develop tools to assess the logical, objective, and critical analysis of agricultural policies.</p>		
<p><i>Measure(s) for above Outcome:</i></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>Exam questions, class discussion, debate prompts</p> <p>Exam Questions:</p> <ol style="list-style-type: none"> a. The Supplemental Nutrition Assistance Program (SNAP) comprises a large portion of Farm Bill spending and is the subject of heated debate. Why is SNAP included in the Farm Bill? Why is the amount of funding directed toward the SNAP program consistently contentious? Using current events to guide your answer, why do you think some politicians support work requirements for the SNAP program but oppose them as a requirement to receive farm subsidies? Lastly, determine the extent to which the economy is affected by interconnections between unemployment and SNAP benefit levels. 		

- b. Donald Trump famously tweeted that “trade wars are good, and easy to win.” Who benefits from a trade war? Given recent events, explain how a trade war can have unintended consequences for agricultural industries. How do you think the WTO would respond if the U.S. government provides emergency relief for farmers hurt by the trade war? Do you think the president should pick winners and losers in a trade war? Be sure to include the perspectives of the U.S. meat industry and corn, wheat, and soybean farmers in the United States as well as the manufacturing and energy industries.

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.

Every policy intervention involves winners and losers and the student objectives will be to identify and evaluate how welfare is affected by government intervention. Students will discuss and categorize the winners and losers in U.S. agricultural policy.

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.

Exams, group paper, class discussion, and oral presentation.

Group Paper Questions:

1. Free-market conservatives consistently oppose the inclusion of the sugar program in the Farm Bill. Summarize the current sugar program and evaluate the program from the perspective of a sugar grower, big candy industry, soda manufacturers, consumers and nutritionists.
2. Evaluate the new legislation regarding the Electronic Logging Device (ELD) from the perspective of commercial drivers, the Federal Motor Carrier Safety Administration (FMCSA), animal safety advocates, and the livestock industry.

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.

Students will explain, hypothesize, or interpret a disciplinary issue, based on critically analyzed evidence and demonstrate their proficiency in both oral and written form.

Measure(s) for above Outcome:

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

Exams, final oral presentation, and class discussion.

Oral Presentation:

1. Teams will participate in an event that showcases agricultural policy decision-making, public speaking and teamwork. The participants will demonstrate their critical thinking skills, make effective presentations, and think on their feet--important skills for any career path.

The team presentations are limited to 20 minutes and should consist of the following elements:

 - a. Analysis of the current state of the rural economy (as of the day of the competition)
 - b. A forecast of near-term conditions relevant to the formulation of agricultural policy
 - c. A discussion of significant risks to the economy that should receive special attention in formulating agricultural policy; these risks may include the possible effects of agricultural policies on different segments of the population
 - d. An agricultural policy recommendation; presenters should give supporting reasons for their recommendation
2. Question and Answers
 - a. Following the presentation, teams answer questions from the judges about recommendations made in the presentation as well as hypothetical questions.

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):
3:00-4:15, T/Th
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: 00202 Honors Village Common
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

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

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

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

University Honors Program Students

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.

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.

HON 295-002: The Winners and Losers of U.S. Agricultural Policy

Fall 2018: M/W 3:00-4:15

Lead Instructor: Julianne Treme

Office: 4304 Nelson Hall

Email address: jtreme@ncsu.edu

Phone: 919-513-8060

Office Hours: M/W 10:00 – 1:00 and by appointment

COURSE DESCRIPTION

This course explores the history and unintended consequences of U.S. (and international) agricultural policy. We will develop tools to assess the logical, objective, and critical analysis of agricultural policies. Every policy intervention involves winners and losers and your objectives will be to identify and evaluate how welfare is affected by government intervention. Students will explain, hypothesize, or interpret a disciplinary issue, based on critically analyzed evidence. Current events will be emphasized and students will investigate how trade tensions between the U.S. and other countries often results in retaliation against U.S. agriculture. Grades will be based on student presentations, debates, class participation, and a final policy paper.

COURSE PREREQUISITES

No prerequisites. Restricted to University Honors Program students.

REQUIRED COURSE TEXT

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

MOODLE. You will need to access Moodle several times a week: <http://wolfware.ncsu.edu>

All assigned readings are posted on Moodle (other than those in the required textbook). I will post reading assignments, post general class announcements, and occasionally post materials that you should print and bring to class. You are responsible for the material I announce using Moodle's announcement feature. Check Moodle before contacting me if you miss a class.

STUDENT LEARNING OUTCOMES

At the conclusion of the course students will:

1. Describe the political, social, and economic issues related to the formation of select U.S. agricultural policies.
2. Compare and contrast policies as they relate to a variety of stakeholders using a concept map (politicians, industry, environmentalists, etc.).
3. Debate the topic of trade tensions between the U.S. and other countries through discussion with their peers.
4. Synthesize current events and implications for agricultural policy through the use of social media.
5. Identify how welfare is affected by government intervention on a graph.
6. Analyze a chosen agricultural policy, using appropriate research and writing techniques.
7. Create and defend a set of recommended agricultural policies in an oral group presentation.

GEP INFORMATION

GEP Category: Social Sciences

Each course in Social Sciences category will meet the following three outcomes:

GEP Objective #1: Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional process.

Course Outcome: Students will summarize and analyze the unintended consequences of both historical and current U.S. agricultural policies as they relate to a variety of stakeholders (politicians, industry, environmentalists, etc.). Current events will be emphasized and students will investigate how trade tensions between the U.S. and other countries often results in retaliation against U.S. agriculture. Students will develop tools to assess the logical, objective, and critical analysis of agricultural policies.

Means of assessment: Exams, class discussion, and debate prompts

GEP Objective #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: Every policy intervention involves winners and losers and the student objectives will be to identify and evaluate how welfare is affected by government intervention. Students will discuss and categorize the winners and losers in U.S. agricultural policy.

Means of assessment: Exams, group paper, short papers, class discussion, and oral presentation.

Group Paper Questions:

1. Free-market conservatives consistently oppose the inclusion of the sugar program in the Farm Bill. Summarize the current sugar program and evaluate the program from the perspective of a sugar grower, big candy industry, soda manufactures, consumers and nutritionists.
2. Evaluate the new legislation regarding the Electronic Logging Device (ELD) from the perspective of commercial drivers, the Federal Motor Carrier Safety Administration (FMCSA) animal safety advocates, and the livestock industry.

GEP Objective #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.

Course Outcome: Students will explain, hypothesize, or interpret a disciplinary issue, based on critically analyzed evidence and demonstrate their proficiency in both oral and written form.

Means of assessment: Exams, final oral presentation, and class discussion.

Oral Presentation:

1. Teams will participate in an event that showcases agricultural policy decision-making, public speaking and teamwork. The participants will

demonstrate their critical thinking skills, make effective presentations, and think on their feet--important skills for any career path.

The team presentations are limited to 20 minutes and should consist of the following elements:

- a. Analysis of the current state of the rural economy (as of the day of the competition)
 - b. A forecast of near-term conditions relevant to the formulation of agricultural policy
 - c. A discussion of significant risks to the economy that should receive special attention in formulating agricultural policy; these risks may include the possible effects of agricultural policies on different segments of the population
 - d. An agricultural policy recommendation; presenters should give supporting reasons for their recommendation
2. Question and Answers
- a. Following the presentation, teams answer questions from the judges about recommendations made in the presentation as well as hypothetical questions.

POLICIES AND PROCEDURES

1. **Calculation of course grade.** A weighted average grade will be calculated as follows:
- | | |
|--|------------|
| a. Exams (2) = | 40% |
| b. Reading Quizzes = | 10% |
| In Class Quizzes = | 10% |
| c. Group Paper OR Twitter Assignment = | 10% |
| d. Debates (2) = | 10% |
| e. Final Oral Presentation = | <u>20%</u> |
| | Total 100% |

Exams. There will be two exams during the semester. Each exam will require you to use the tools learned in class to address real-world agribusiness problems.

- **Exams are a mix of multiple choice and short answer questions.** The short answer questions are applications of the concepts that we have learned. Many of these questions are based on the daily newspaper/articles/videos/podcasts we do in class or that are assigned for you to complete outside of class. I highly recommend reading each article and noting how it applies to our course. This is excellent preparation for exam questions. No programmable calculators, PDAs, cell phones, etc. will be allowed during exams.
- **Missed Exams:**
 - **Make up exams will not be given for unexcused absences.** If you have no documentation for your absence, it will be unexcused and the assessment will be scored a zero.
 - **Make-up exams will be given for excused absences.** Excused absences are defined by NCSU under REG 02.20.03 – Attendance Regulations.

Reading Quizzes. There will be reading quizzes due in the semester. The quizzes will be completed on Moodle. **If your quiz is late, you will lose 10 points per day it is late.**

In-class Quizzes. There will be unannounced and announced in-class quizzes. In-class quizzes will be given in the last 10-15 minutes of class. You may use your notes, but not other people. There are no makeup quizzes offered.

Group Paper Project. You will be assigned to groups of 4 and required to complete a group paper project. Details of the assignment will be discussed during the first few weeks of class.

Twitter Project. This assignment combines social networking with current agricultural policy events. You will choose an agricultural leader from a master list and are required to tweet 3 times a week about what the person has done or said and 1 time a week you must mention and interact with another agricultural leader in our class (not a real one).
Examples: Give the location of the person, what they are working on, what have they written about, what major issues are they dealing with?

Debates. You must be present in class to receive credit. You will be required to submit a 2 page paper outlining your position on the debate prior to the debate date. Your behavior and participation in the debate will be monitored.

Final Oral Presentation. Teams will participate in an event that showcases agricultural policy decision-making, public speaking and teamwork. The participants will demonstrate their critical thinking skills, make effective presentations, and think on their feet--important skills for any career path.

The team presentations are limited to 20 minutes and should consist of the following elements:

1. Analysis of the current state of the rural economy (as of the day of the competition)
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3. A discussion of significant risks to the economy that should receive special attention in formulating agricultural policy; these risks may include the possible effects of agricultural policies on different segments of the population
4. An agricultural policy recommendation; presenters should give supporting reasons for their recommendation
5. Question and Answers
6. Following the presentation, teams answer questions from the judges about recommendations made in the presentation as well as hypothetical questions.

This Course uses the Standard NCSU Letter Grading Scale

97 ≤ A+ ≤ 100

93 ≤ A < 97

90 ≤ A- < 93

87 ≤ B+ < 90

83 ≤ B < 87

80 ≤ B- < 83

77 ≤ C+ < 80

73 ≤ C < 77

70 ≤ C- < 73

67 ≤ D+ < 70

63 ≤ D < 67

60 ≤ D- < 63

0 ≤ F < 60

There are no extra credit opportunities offered on an individual basis. None. Never.

COURSE SCHEDULE

- Exam Dates
 - **Exam 1: September 27**
 - **Exam 2: October 30**
- Final Oral Presentation: **Thursday, December 13, 1-4**

- Group Paper Dates (optional; may choose between Group Paper and Twitter project)
 - **Bill Topic and Sources due October 3 on Moodle**
 - **Final Group Paper due November 7 on Moodle**
 - **Your feedback due November 14 on Moodle**

- Twitter Project (optional; may choose between Group Paper and Twitter project)
 - **Project runs from September 6 to October 31.**

- Reading Quizzes, **TBA**, dependent on news cycle, you will be given 1 week notice

- Debates, **TBA**, dependent on news cycle, you will be given 1 week notice

IN-CLASS POLICIES

- **Attendance.** Attendance is strongly encouraged.

- **Instructors' commitment.** You can expect your instructor to be courteous, punctual, well-organized, and prepared for lecture and other class activities; to answer questions clearly; to be available during office hours or to notify you beforehand if they are unable to keep them; and to grade uniformly and consistently according to the posted guidelines.

- **Academic integrity.** Students should refer to the University policy on academic integrity found in the Code of Student Conduct (found in Appendix L of the Handbook for Advising and Teaching). It is the instructor's understanding and expectation that the student's signature on any test or assignment means that the student contributed to the assignment in question (if a group assignment) and that they neither gave nor received unauthorized aid (if an individual assignment). Authorized aid on an individual assignment includes discussing the interpretation of the problem statement, sharing ideas or approaches for solving the problem, and explaining concepts involved in the problem. Any other aid would be unauthorized and a violation of the academic integrity policy. This includes referring to homework from previous semesters. All cases of academic misconduct will be submitted to the Office of Student Conduct. If you are found guilty of academic misconduct in the course, you will be on academic integrity probation for the remainder of your years at NCSU and may be required to report your violation on future professional school applications. It's not worth it!

- **Accommodations for Disabilities.** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's

policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

COURSE OUTLINE: Topics are subject to change based on the news cycle. Any changes will be announced in class and posted on Moodle.

Additional topical readings will be added throughout the semester and will be loaded in Moodle & announced in advance of the class in which they are covered.

1. Week 1: Introduction: Common Agricultural Facts
PowerPoint
Comparative Advantage/International Trade basics
Weather and agricultural pricing
2. Week 2-3: Introduction to Policy Making and the Farm Bill
PowerPoint
How a bill becomes a law
Introduction to Farm Bill components
SNAP
3. Week 4: Cotton
PowerPoint
Planet Money podcast on Brazil and US cotton
Conaway vs. Vilsack Letters
WTO
Current status of cotton
4. Week 5-6: NAFTA/KORUS
PowerPoint
Dumping
Renegotiating NAFTA/KORUS
Pork production
Senate hearings
US Farm Policy and Agricultural Trade, Sumner and Glauber paper
5. Week 7-9: SNAP
SNAP debate
Speaker
Politics
The Future of SNAP, Diane Schanzenbach paper
Food Aid and Assistance Programs and the next Farm Bill, Lentz et al. paper
6. Week 10: Game Theory and Agriculture
Prisoner's Dilemma
Raisins
7. Week 11: Miscellaneous (Subject to change)
Jones Act
COOL
Dicamba
8. Week 12: Crop Insurance
Crop insurance fraud
PowerPoint
Adverse Selection
Moral Hazard
Death Spiral
Time to Reform the US Federal Agricultural Insurance Program, Smith et al. paper

9. Week 13: Sugar
 - PowerPoint
 - Planet Money Podcast on Sugar Industry
 - WTO TRQ allocation
 - TRQ graphs
 - Beghin and Elobeid, Analysis of the US Sugar Program
10. Optional topics:
 - Biofuels, the renewable fuel standard, and the Farm Bill, Aaron Smith paper

Your learning is my principal concern, so I may modify the schedule if it will facilitate your learning.

