

Council on Undergraduate Education 2019-2020

May 1st 2020

Meeting hosted via Zoom
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Kim Bush
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE April 3, 2020 Minutes

Old Business

| GER> GEP Review | | | | |
|-----------------|-----------------------|---------------------------|---|--|
| Presenter | Reviewers | GEP Category Under review | GEP Action | Notes |
| Gilmartin | Kraus, Monek, Minogue | GK, HUM | HI 375 Global History of Travel and Tourism | New Course. Returning after tabled at 20 March 2020 CUE. |
| Haesleer | McGowan, Lee, Belk | HUM, IP, USD | HI 382 History of Capitalism in America | New Course. Returning after tabled at 3 April 2020 CUE. |

New Business

| Consent Agenda | | |
|----------------|---|-------------------------------|
| GEP Category | GEP Action | Notes |
| HES | HESS 230 Pilates | Title change only |
| USD | HON 398 Honors Special Topics | Change in Grading method only |

| GER> GEP Review | | | | |
|-----------------|--------------------------------|---------------------------|--|-------------------------------------|
| Presenter | Reviewers | GEP Category Under review | GEP Action | Notes |
| Gilmartin | Monek, Gill, Minogue | HUM, GK | ENG/EL 392 Major World Authors | *Up for HUM, review both categories |
| Beckstead | Sawyers, Moore, Lee | NS | ENT/FOR 402 Forest Entomology | *Up for review |
| Casper | Orcutt, Belk, Annett-Hitchcock | IP | NR 406 Conservation of Biological Diversity | *Up for review |

| Courses for GEP Category - Review | | | | |
|-----------------------------------|-----------------------------|---------------------------|---|-----------|
| Presenter | Reviewers | GEP Category Under review | GEP Action | Notes |
| Kraus | Casper, Haeseler, Gilmartin | NS | PP 222 Kingdom of Fungi | Revisions |

| Special Topics/HON Course Offerings | | | | |
|-------------------------------------|----------------------------------|---------------------------|---|------------------------------------|
| Presenter | Reviewers | GEP Category Under review | GEP Action | Notes |
| Monek | Liu, Casper, Sawyers | IP, GK | HON 293 Feelings of/from Technology: Analog Bodies in Digital | 1 st Offering Fall 2020 |
| Monek | Gilmartin, Sawyers, Moore | SS | HON 295 Election 2020 | 1 st Offering Fall 2020 |
| Belk | McGowan, Annett-Hitchcock, Kraus | IP | HON 296 Science, American Style | 1 st Offering Fall 2020 |

Discussion:

Notes:

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

Council on Undergraduate Education 2019-2020

April 3, 2020
Electronically Hosted
Call to Order: 1:33 PM

Members Present: Chair Kim Bush, Past Chair Daniel Monek, Carolina Gill, Johnathan Casper, Robert Beckstead, David Gilmartin, Nancy Moore, Roby Sawyers, Jillian Haeseler, Herle McGowan, Helen Kraus, James Minogue, Alice Lee, , Min Liu, Autumn Belk

Members Absent: Katherine Annett-Hitchcock, Darby Orcutt

Ex-Officio Members Present: Lexi Hergeth, Li Marcus Samantha Rich, Erin Dixon

Guests: Debbie Acker, Michael Domeracki, Tracy Appling, Anna Gibson

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Kim Bush** – Had the proxies and guest introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Li thanked everyone and said we are working on a plan for a new, online end of year event.
- **Approval of the Minutes from March 20th 2020** – *Approved Unanimously*
 - Discussion: Motion to approve the past minutes by Herle McGowan.

OLD BUSINESS

- **ANT 370 Introduction to Forensic Anthropology (SS)** – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin. Members complimented the course updates.

NEW BUSINESS

- **Consent Agenda**– *Approved Unanimously*
Discussion: Motion to approve by member Autumn Belk

GER>GEP Review

- **AFS/REL 343 African American Religions (HUM, USD)** – *Approved with Suggestion*
Discussion: Motion to approve by member David Gilmartin. Suggestion in objective number two to align with the title change.
- **COM 200 Communication Media in a Changing World (HUM)** – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin.
- **ENG/FL 406 Modernism (GK, HUM)** – *Approved Unanimously*
Discussion: Motion to approve by member Jillian Haeseler.
- **ENG/FL 407 Postmodernism (GK, HUM)** – *Approved Unanimously*
Discussion: Motion to approve by member Jillian Haeseler.
- **HI 410 Italian Renaissance (GK, HUM)** – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin.
- **HSS 120 Introduction to Humanities & Social Sciences (IP)** – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin. Reviewer commented that while some of the outcomes were vague everything was still in alignment.
- **MB 351 General Microbiology (NS)** – *SUNSET*
Discussion: Motion to Sunset by member Alice Lee

Courses New to GEP

- **ANT 461/(561) Wealth, Poverty and International Aid** (GK, SS) – *Approved with Suggestion*
Discussion: Motion to approve the new course by Jillian Haeseler. In the SS objective 3- member asked if charity and philanthropy are SS concepts. Suggestion to change the objective to "...such as poverty relief (charity) and social change (philanthropy)..." in the outcome. This uses the same language provided in the measure.

- **HI 382 History of Capitalism in America** (HUM, IP, USD) – *Approved HUM and USD, Tabled for IP one abstention from David Gilmartin*
Discussion: Motion to approve the new course by Jillian Haeseler. Members had concerns with the outcomes in IP 2 & 3 where "student will be able to see...." Saying this should be change to identify, this also needs to show "apply". In outcome 3, the reviewers were unsure on how the students would be able to explain. Member indicated the measure shows how this would align and agree. "...differ and align." In the third outcome may make this pending instead of tabled. Members looked at the second outcome and indicated it would need to be "identify common data". Members discussed that the second part of the outcome is "...common data that historians and economists use to apply in their attempts to understand the world."
Members indicated the synthesis is lacking in the third IP objective.
Motion to amend the motion to approve the HUM and USD

- **REL 424 Religion and Politics in Global Perspective** (GK, HUM) – *Approved Unanimously*
Discussion: Motion to approve the new course by Jillian Haeseler.

- **SLC 350 Leadership and Negotiation** (IP, USD) – *Approved with Suggestions*
Discussion: Motion to approve the new course by Autumn Belk. Member brought attention to the disciplines and asked if they have a different approach as they go through the negotiation. Guest Michael Domeracki explained this will have a separate approach at first, then bring them together in the end.
In the IP outcome 1 had "delineate" which reviewers asked what this meant by delineate and how the measure would indicate that the negotiation happened. Guest defined delineate as separating how they are different then during the negotiation they do an actual negotiation then write an essay based on that.
Member suggested providing more clarity about delineate and that there is an actual negotiation in the first outcome. In the measure for the second outcome in IP- member asked what the actual assignment was and asked for clarity on this.
Member brought attention to the fact that the committee only reads what is in the CIM record.
Member suggested adding examples of what is being synthesized.

Meeting adjourned at 2:26 PM

Respectfully submitted by Lexi Hergeth

HON Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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.

And at least one of the following:

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

HON 293

| | | | |
|--|--|--|-----|
| Department(s)/Program | Honors Program | New GEP Special Topics Offering | YES |
| Special Topic Title: (30 character limit) | Feelings of/from Technology: Analog Bodies in Digital Spaces | Review for 2 nd Offering NO | |
| Term to be Offered | Fall 2020 | | |
| Instructor Name/Title | Scott O’Leary, Director of Honors and Scholars Village | | |

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

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

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

Philosophy and Sociology (particularly in relation to science and technology studies, and digital media 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"?

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

For example, in a discussion leader assignment on nostalgia, students would examine the philosophical perspective on Forgetting presented by Ben Howen and the sociological perspective on the appeal of Insta-Nostalgia discussed by Sophie Haegney. The

Discussion Leaders would guide the class in discussing these philosophical (phenomenological and conceptual) and sociological approaches in light of prior philosophical (Nishitani, Feinberg) and sociological/anthropological (De Zengotita) and generate a class discussion on the nature and social impacts of techno-nostalgia.

Similarly, a final project examining the ethical implications of social media technologies like Twitter's impact on human connectedness, interpersonal relationships, and creative endeavors would consider both the phenomenological implications of being "always connected" at a global level while being physically distanced and the sociological implications for group formation, identification, and its psychological and ethical repercussions. This would require analyzing data from public entities (PEW Research, Norwegian Consumer Council), peer-reviewed academic journals, ethnographic data, and theoretical sources articulating the significance of that data from both philosophical and digital media studies. These different perspectives would be essential components in the research proposal to effectively address the research question under discussion.

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

Students will be able to identify philosophical and sociological methodologies to addressing the way technology mediates experience, relationships and social structures.

Measure(s) for above Outcome:

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

1. Students will be able to identify philosophical and sociological methodologies to address the way technology mediates experience, relationships, and social structures through class participation in daily discussions and the Discussion Leader Assignment.

In the discussion Leader Assignment, 2 students will lead discussion as a team for approximately 40-45 minutes of class relating to themes, issues, and concepts raised in readings assigned for that week. Students may prepare experiential activities, visuals, and handouts to aid classroom engagement and will submit an email proposing their plans to the instructor *at least* 48 hours in advance for review. As *Discussion Leaders*, it is the students' responsibility to *generate, moderate, and lead an interdisciplinary discussion*. Students should *resist the desire to prepare a formal presentation and should avoid* summarizing the reading(s). Students may wish to guide the discussion through difficult points, concepts and introduce helpful videos, background information, or additional resources that may aid in *generating and leading the* discussion. Students will sign up using [the following Doodle Poll](#) the first week of class, and *each student should be prepared to sign up to lead discussion once or twice* during the available class periods.

For example, a discussion on "Feeling Watched" and digital omnipresence and online surveillance, students would lead discussion on one or a synthesis of the following articles and themes:

- Michel Foucault, "Panopticonism"
- Chinese Social Credit

In leading and facilitating discussion, students would prepare and present to the instructor visual aids, class activities, and discussion questions relating to such larger themes as: "How is Foucault's idea of panopticonism made real through the emerging trend towards in-person and on-online surveillance? In what ways is the Chinese Credit system comparable to panopticonism? "Is online cancel-culture a manifestation or diversion from panopticonism?"

Students are evaluated in the assignment by the instructor using the included rubric on the breadth, depth, creativity, and expertise in leading an interdisciplinary discussion and involving wide participation. In this assignment, "interdisciplinary" is measured according to course Learning Outcome #1 in terms of identifying different methodological considerations and assumptions of philosophical and sociological approaches. Discussion leaders are expected to help identify and articulate the differences in these methodologies and content in the chosen readings for the day.

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.*

2. Students will be able to analyze the phenomenological and social significance of modern and emerging technologies in the technological interactions of the individual and society through Experiential Learning Assignments.

Measure(s) for above Outcome:

Effective Fall 2014

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

Experiential learning opportunities take a variety of formats, yet all require students to engage with aspects of technology phenomenologically – that is descriptively with reflection and analysis – to unpack that experience. These assignment topics also lend themselves to methods of sociology to consider the structure and function of these phenomenological insights on larger groups. For example, in the Tech movie viewing and analysis (6) of the Experiential learning Assignments, students must complete do the following:

Tech Movie Viewing and Analysis

Following the model presented in past class movie discussions and, students should select a movie from either the instructor's list or another movie approved by the instructor and provide a clear and focused analysis of one component of the intellectual content and the way that the medium of film conveys these ideas differently than other mediums.

This assignment should either follow the format of a 3-minute PowerPoint or other visual presentation as demonstrated by the instructor and examples posted in the shared Drive or a professional memo. For suggestions on creating a clear professional memo, please consult the 4-segment introduction [here](#) also found at:

https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html

The analysis of the film should have a dual but integrated focus on both the content and form of the medium. In this assignment, students should select one of two frames of analysis:

(1) Phenomenological - grounded in experiential insight and philosophical description from past conversations or events. Can also include conceptual insights and logical analysis of technological structures.

OR

(2) Sociological/Cultural- explicating the cultural norms, distinguishing characteristics, and social context including implications on groups and/or social structures. Analyses can also include themes of race, gender, power, or other structures.

Please note the difference between a summary, analysis, and evaluation listed below. This report, either in a presentation or memo should focus on analyzing the structure and content of the cookbook.

SUMMARY is a review, a restatement or retelling of an article or story. It tells "about" the author's views or ideas without original thoughts or interpretations. This is an important start but is the initial step in understanding and articulating an author's ideas. It is usually easier than analysis because it requires less thought.

ANALYSIS is an examination, explanation, or interpretation of the claims and ideas of an author. This involves an original opinion, reading between the lines that connect the author's concepts, claims and ideas together to reconstruct the author's argument. Analysis requires a deep and thorough understanding of the author's terms, concepts, and claims and the relationship between these elements.

EVALUATION is an assessment of an *analysis*. It involves making value judgments and claims about the merits, veracity, or accuracy of a given claim. This requires analysis because to properly evaluate any text, you must understand both the claims (the thesis/conclusion offered) but also the reasons and arguments given in support of that claim. Often, a person might agree with a conclusion an author provides but if the reasoning and arguments provided are weak, then the assessment of that claim should reflect this.

The presentation for this assignment would follow either the rubric established for oral reports or for written reports shared with students on Moodle. Similarly, students' reflection and analysis for Twitter and Everyday life, the Matrix and simulate world, media diet log, media diet log and several other ELA's follow a similar prompt format. Other ELA's also require descriptive and analytical components depending on the experience.

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

3. Students will be able to synthesize philosophical and sociological approaches and research to examine or evaluate different ethical and social challenges posed by technological mediation on our lived experience and larger socio-cultural structures in their final self-directed projects.

Measure(s) for above Outcome:

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

Students' final projects require analysis and synthesis of various methodological approaches and course materials that blend and complicate disciplinary boundaries. Students in their Project Proposal will need to consider the strengths and limitations of these approaches to address their research question and integrate the phenomenological (philosophy and some psychology) and social experiences (sociology, especially science and technology studies, political sociology), as well as the intersection of individual choices and policy perspectives. Students must consider: What assumptions are made in the sources I've chosen and how are these presuppositions challenged or justified in using this resource? How are the conclusions I've reached supported by multiple methodologies and disciplines? Why are the resources and methodological approaches of different disciplines complementary to research? How do these help to fully address elements of technological mediation, access, and lived experience?

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.

4. Students will be able to identify distinguishing aspects of the technological worldviews of different countries in their Question(s) for Consideration.

Students will be able to examine how two different cultures (American and one of your choice) respond differently to technological mediation in their lived experience based on their unique cultural and historical standpoints assessed in the creation of a self-chosen project proposal and completing their final project. In the section above, GK relevant assignments have been noted.

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.

One part of class participation involves completing assigned Question for Consideration (QFC) assignments on selected readings. QFC assignments require students to analyze primary texts, often from different cultural standpoints, to pose questions for class discussion. The rubric for QFC's will be included in this packet. "The goal of QFC's is to engage the primary text on your own and consider the passage's significance, obstacles in understanding, and make each of us a better – i.e. more deliberate, thorough, and analytical – reader and writer! A QFC may be about any thematic aspect of the assigned readings for the day's discussion but (1) each QFC must be clearly and directly tied to the assigned reading by referencing a passage quoted from the text, citing the page number on which the passage was found. (2) Using this cited passage, students will pose their own question about the contents or context of this question for the class to consider (3) Thoughtful and excellently prepared quotes supply a reason the student is asking that question and (4) hazard an educated guess as to the answer. An educated guess is a guess that is informed by the text, class discussion, handouts, or approved secondary sources.

QFC's are used regularly in class to generate discussion and raise – through the source text – distinguishing aspects of different cultural views on technologies and students' diverse opinions on these distinguishing aspects. Students probe, ask questions, and challenge each other in working to answer each other's QFCs.

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

Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
Obj. 3) Explain how the distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
Obj. 4) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Students will be able to examine how two different cultures (American and one of your choice) respond differently to technological mediation in their lived experience based on their unique cultural and historical standpoints assessed in the creation of a self-chosen project proposal and completing their final project.

Measure(s) for above Outcome:

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

Self-chosen Project (GK)

A final project will be due at the end of the semester. This project will consist of two parts: (1) a project proposal with (i) project summary, (ii) timeline, (iii) objectives, and (iv) a self-designed grading rubric and (2) the completed project for shared viewing. Example rubrics will be provided. Projects may take many forms and use various mediums including a 15-page research paper, pilot, research study, podcast, 15 to 20-minute recorded video PowerPoint presentations, booklets, professional posters, websites or other creative formats. All projects should include some connection with GK objectives 1 and/or 4 below in consultation with the instructor. This includes identifying and comparing distinguishing and distinctive characteristics of technology in the United States and at least one other country. The project proposal and rubric offer the opportunity to pitch an idea to the instructor and as a safeguard to ensure the project meets the standards required.

For example, a student working on a final project topic such as Twitter's impact on human connectedness, interpersonal relationships, and creative endeavors considered earlier would develop a proposal that considers Twitter's influence and impact not just in their own or in an American perspective but also examines how it is differently impacted in Scandinavian countries with different social systems, privacy laws, and attitudes towards emerging technologies. Not only would this require analyzing data from public entities (PEW Research, Norwegian Consumer Council), peer-reviewed academic journals, ethnographic data, and theoretical sources articulating the significance of that data from both philosophical and digital media studies as discussed earlier, but it would articulate differences in individual and societal responses to these new digital realities in both the project proposal stage, the rubric constructed, and the final project itself.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:*Effective Fall 2014*

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Tuesday/Thursday 1:30-2:45
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Quad Commons Multipurpose Room or similar Village-related space.
- 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). NA

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

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

Seats are reserved/restricted to First-Year University Honors and First-Year University Scholars students.

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

Yes, this restriction is noted in the description of the course.

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

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

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

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

None

SECTION 3: ADDITIONAL INFORMATION**1. Title and author of any required text or publications.**

There are no required textbooks for this course. All materials will be provided on the Moodle site with the possibility of a print course-packet provided by UHSP or HSV funding dependent on COVID-19 availability.

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.**

The class as a whole will take a trip, typically 2/3 of the way through the semester. This trip will include but is not limited to a visit with the NC State Virtual Reality Lab and Libraries technology and may include other off-campus partners. All necessary transportation for this trip will be provided by the Honors and Scholars Village with the Honors and Scholars Programs.

Students also will be tasked with completing 7 points of Experiential Learning Activities on their own as out of class activities. These options include:

To understand technology, we need to engage with it and phenomenologically - that is, descriptively and reflection and analysis - unpack that experience. Each student must earn at least 7pts out of a possible 18 points from the assignments below. Each assignment is an experiential assignment integrating some aspect of technology as it relates to our course and will be graded on a 100-point grading rubric. Students are strongly encouraged to discuss with the instructor the assignments chosen before the due dates (listed on the

syllabus). Each assignment includes a class-based component, typically either a demonstration or report. Reports may take one of two forms: (1) Students may provide a **brief 3-minute PowerPoint or video presentation**. (2) Students may **create and share copies of a memo** with the entire class and recap the core takeaway message. Rubrics and guidelines for assignments are posted on Moodle. Those indicated with a GK indicate Global Knowledge credit.

- (1) Letter conversation (2pts) [GK option*]
- (2) Artifact Analysis: The phenomenology of things (3pts) [GK option*]
- (3) Host a Living Room Conversation: Technology and Relationships (2-3pts) [GK option*]
- (4) Livestream my life challenge (2pts)
- (5) Media Diet Log: QualityTime, Forest, App Usage (1pts)
- (6) Tech movie viewing and analysis (2pts) [GK option*]
- (7) "Twitter and everyday life" (1pt) [GK option*]
- (8) *The Matrix* and simulated world viewing analysis (1pt)
- (9) Dopamine/stimulus fast (2pt)
- (10) Awe, Attention, and Mindfulness Challenge (2pt) [GK]
- (11) Digital relationship App/simulation encounter
- (12) Media nostalgia exercise (2 pt)
- (14) Digital Optionality* (1-2pts) – Students may also propose their own experiential projects to the professor as part of the larger "optionality" inherent in modern technological society. Proposal submissions must be received at least two weeks prior. [GK option*]

SIGNATURE PAGE FOR HON 293

RECOMMENDED BY:

Anne Auten

April 4, 2020

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:

Jennifer Capps

April 13, 2020

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

[Signature]

April 21, 2020

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE

HN 293-005 Course Syllabus

HN 293 Feelings of/From Technology: Analog Bodies in Digital Spaces

Section 005

Fall 2020

3 Credit Hours

Course Description

While we live in a Digital Age, we have only begun to understand its full significance. Technologies permeate and infuse everything we do, which has led to both optimism and concern. What new possibilities arise in a virtualized future? Can we escape scarcity, this planet, even death? What problems may our technologies solve? And what new existential challenges do modern technologies raise? Why has the increased prosperity that technologies provide been met with seemingly impoverished and unhappy lives, loneliness and alienation? How does technology mediate our sense of identity and the relations we have with society, nature, and ourselves?

This course will explore the phenomenology of technological life - that is, the descriptive study aimed at looking at the relations between humans and our world, a technologically mediated world. We will use this experiential and descriptive approach to consider the moral dimensions and psychological and sociological consequences of digital and emerging technologies especially information technologies like the internet and social media. To understand ourselves, our world, and our historical situation requires critically engaging technology. We will use human affective states as a guiding tool to understand the significance of the Digital Age.

Instructor

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

Fellow (email) – *HSV Fellow*

Kip Perry (kperry2) -- *Teaching Assistant*

Email: smoleary@ncsu.edu

Phone: 919-515-0946

Office Location: 113 Berry

Office Hours: By appointment

Course Meetings

Seminar

Days: TR

Time: 1:30pm - 2:45pm

Campus: Main

Location: Quad Commons (Multipurpose Room)

Learning Outcomes

Students will be able to identify philosophical and sociological methodologies to addressing the way technology mediates experience, relationships, and social structures.

Students will be able to analyze the phenomenological and social significance of modern and emerging technologies in the technological interactions of the individual and society.

Students will be able to synthesize philosophical and sociological approaches and research to examine or evaluate different ethical and social challenges posed by technological mediation on our lived experience and larger socio-cultural structures.

Students will be able to identify distinguishing aspects of different countries' technological worldviews.

Students will be able to examine how two different cultures (American and one of your choice) respond differently to technological mediation in their lived experience based on their unique cultural and historical standpoints.

Course Structure

Participation (GK)

Class participation is first and foremost about being prepared, paying attention, listening, and engaging with the professor and your peers. The first steps to good participation in the ongoing discussion are: (1) coming to class, and (2) completing the reading as scheduled **and bringing your text to class**. These steps allow everyone to (3) be respectful and listen to others so that you can (4) ask questions, provide insightful critiques, and answer queries posed by students and the professor. Participation also consists in completing assigned **Question for Consideration (QFC)** assignments on selected readings. **QFC** assignments require students to analyze primary texts, often from different cultural standpoints, to pose questions for class discussion.

Discussion Leader

2 students will lead the discussion as a team for approximately 40-45 minutes of class relating to themes, issues, and concepts raised in readings assigned for that week. Students may prepare experiential activities, visuals, and handouts to aid classroom engagement and will submit an email proposing their plans to the instructor *at least* 48 hours in advance for review. As *Discussion Leaders*, it is the students' responsibility to *generate, moderate, and lead an interdisciplinary discussion*. Students should *resist the desire to prepare a formal presentation and should avoid summarizing the reading(s)*. Students may wish to guide the discussion through difficult points, concepts and introduce helpful videos, background information, or additional resources that may aid in *generating and leading the discussion*. Students will sign up using [the following Doodle Poll](#) the first week of class, and *each student should be prepared to sign up to lead discussion once or twice* during the available class periods.

Choose 7pts from list of experiential options (GK options)

To understand technology, we need to engage with it and phenomenologically - that is, descriptively with reflection and analysis – to unpack that experience. Each student must earn at least 7pts out of a possible 18 points from the assignments below. Each assignment is an experiential assignment integrating some aspect of technology as it relates to our course and will be graded on a 100-point grading rubric. Students are strongly encouraged to discuss with the instructor the assignments chosen before the due dates (listed on the syllabus). Each assignment includes a class-based component, typically either a demonstration or report. Reports may take one of two forms: (1) Students may provide a **brief 3-minute PowerPoint or video presentation**. (2) Students may **create and share copies of a memo** with the entire class and recap the core takeaway message. Rubrics and guidelines for assignments are posted on Moodle. Those indicated with a GK indicate Global Knowledge credit.

- (1) [Letter conversation](#) (2pts) [GK option*]
- (2) Artifact Analysis: The phenomenology of things (3pts) [GK option*]
- (3) [Host a Living Room Conversation: Technology and Relationships](#) (2-3pts) [GK option*]
- (4) Livestream my life challenge (2pts)
- (5) Media Diet Log: QualityTime, Forest, App Usage (1pts)
- (6) Tech movie viewing and analysis (2pts) [GK option*]
- (7) "Twitter and everyday life" (1pt) [GK option*]
- (8) *The Matrix* and simulated world viewing analysis (1pt)
- (9) Dopamine/stimulus fast (2pt)
- (10) Awe, Attention, and Mindfulness Challenge (2pt) [GK]
- (11) Digital relationship App/simulation encounter
- (12) Media nostalgia exercise (2 pt)
- (14) Digital Optionality* (1-2pts) – Students may also propose their own experiential projects to the professor as part of the larger "optionality" inherent in modern technological society. Proposal submissions must be received at least two weeks prior. [GK option*]

Self-chosen Project (GK)

A final project will be due at the end of the semester. This project will consist of two parts: (1) a project proposal with (i) project summary, (ii) timeline, (iii) objectives, and (iv) a self-designed grading rubric and (2) the completed project for shared viewing. Example rubrics will be provided. Projects may take many forms and use various mediums including a 15-page research paper, pilot, research study, podcast,

15 to 20-minute recorded video PowerPoint presentations, booklets, professional posters, websites or other creative formats. All projects should include some connection with GK objectives 1 and/or 4 below in consultation with the instructor. This includes identifying and comparing distinguishing and distinctive characteristics of technology in the United States and at least one other country. The project proposal and rubric offer the opportunity to pitch an idea to the instructor and as a safeguard to ensure the project meets the standards required. **Always save your work in more than one place (flash drive, Dropbox, Google Drive, OneDrive etc.).**

Class Workshop presentations

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

Course Materials

Textbooks/Expenses

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

Requisites and Restrictions

Prerequisites/Corequisites/Restrictions

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

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

Each course in Interdisciplinary Perspectives category will provide instruction and guidance that help students to:

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

How This Course Will Fulfill GEP Category Outcomes

1. Students will be able to identify philosophical and sociological methodologies to address the way technology mediates experience, relationships, and social structures through class participation in daily discussions and the Discussion Leader Assignment.
2. Students will be able to analyze the phenomenological and social significance of modern and emerging technologies in the technological interactions of the individual and society through Experiential Learning Assignments.
3. Students will be able to synthesize philosophical and sociological approaches and research to examine or evaluate different ethical and social challenges posed by technological mediation on our lived experience and larger socio-cultural structures in their final self-directed projects.

The reading assignments for this course come from a variety of disciplines and methodological approaches especially those of philosophy and sociology (particularly the sociology of technology, science and technology studies, and digital media studies). Course assignments focus on philosophical (especially phenomenological) and sociological methods. Discussion Leader and Experiential Learning options require students to describe, reflect and analyze different cultural practices based upon emerging technologies and their mediation of underlying structures in individuals and groups. The Project Proposal and Final Project require students to engage in critical reflection, analysis, and comparison of different perspectives and consider their own methodological presuppositions.

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

Philosophy and Sociology with materials from History, Psychology included.

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

By reading and addressing material from a variety of disciplines and perspectives, students will learn to grapple with different methodologies, underlying assumptions, and the way these impact the questions and discussions that ensue. Students will move from the individual experiential (phenomenological) level of analysis to group, social structures, and cultural trends analyzed from the tools of sociology. Students will learn to identify these different approaches through course discussion and question for consideration assignments and examine and apply them through experiential learning assignments as well as their final project proposal and final project.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

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

How This Course Will Fulfill GEP Co-requisite Outcomes

Learning Outcome 4. Students will be able to identify distinguishing aspects of different countries' technological worldviews in their Question(s) for Consideration participation assignments.

Learning Outcome 5. Students will be able examine how two different cultures (American and one of your choice) respond differently to technological mediation in their lived experience based on their unique cultural and historical standpoints assessed in the creation of a self-chosen project proposal and completing their final project. Throughout this syllabus, GK relevant assignments have been noted.

Grading

Grade Components

| Component | Weight | Details |
|------------------------------|--------|--|
| Participation (GK) | 15% | Students will be evaluated weekly by the instructor for their active engagement in class. The first step to good participation in the ongoing discussion are: (1) coming to class, and (2) completing the reading as scheduled and bringing your text to class . These are the first steps that allow everyone to (3) be respectful, focusing on what is going on in class and listening to others so that you can (4) ask questions, provide insightful criticisms, and answer questions posed by other students and the professor. QFC assignments are also included in participation score based on the included rubric. Participation will count for at least 15% of the course grade, and potentially more for students who actively participate. |
| Discussion Leader Assignment | 15% | With a partner, it is the students' responsibility to <i>generate, moderate, and lead an interdisciplinary discussion</i> for a given class period or section of class. Students will be evaluated by both their professor and peers on their ability to lead deep, lively and stimulating conversation. Students should avoid summarizing the reading(s) . Students may wish to lead discussion over difficult points, concepts, |

| | | |
|--|------------|---|
| | | introduce any helpful videos, background information, or additional reading that may aid in <i>generating</i> and <i>leading</i> discussion. Always focus on quality discussion! |
| Experiential Learning Assignments | 30% | A variety of experiential learning assignment options are available to students. Students must select a total of 7pts worth of assignments, complete the experience and present to the class through a written memo or brief PowerPoint or visual presentation of 3-4 minutes in length. Students will be evaluated based on professionalism and quality of work and should practice and time their practice presentations. |
| Final Project Proposal (GK) | 5% | Students will work with the instructor to create a proposal for their final self-chosen project that includes a project summary, timeline, objectives, and clear assessment rubric. |
| Final Project (GK) | 35% | In consultation with the professor, the student will create a final project connecting personal interests with course content. The project can be a paper (minimum 15 pages), recorded video presentation, website, individual research poster, book, pamphlet, or other creative work. |

Participation

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

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

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

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

Late Assignments

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

Attendance Policy

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

Attendance Policy

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

Absences Policy

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

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

Makeup Work Policy

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

Academic Integrity

Academic Integrity

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

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

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

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

Class Evaluations

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

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

Accommodations for Disabilities

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

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or

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

Campus Resources

Writing and Speaking Tutorial Services

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

Moodle

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

Ask a Librarian

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

Campus Safety

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

NCSU's GLBT Center

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

Counseling Center/Assisting Students of Concern

The Counseling Center provides counseling for NC State students experiencing personal, academic, or vocational problems. Most services are free. For more information, click [here](#).

Finally, as members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and campus remains a healthy and safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's well-being or yours. When this occurs, please report this behavior to the NC State's [Students of Concern website](#).

Daily Class Schedule

NOTE: This is a **tentative** schedule and it is subject to change according to the needs of the class. If changes are made, you will be notified via email, in class, and/or through our Moodle site.

| Date | | In Class | Homework |
|------|--|--|---|
| T | | <ul style="list-style-type: none"> Overview of course/syllabus & Moodle site Course Assignments and Expectations Discussion of David Foster Wallace "This is Water" (read before first class) | <ul style="list-style-type: none"> Hannah Arendt <i>The Human Condition</i> (Prologue and Ch 1) Heilbronner "Do Machines Make History?" Suggested: "Thoughts on Technology" from <i>Philosophy and Technology</i> First QFC due next class |
| R | | <ul style="list-style-type: none"> First QFC Arendt (GK) Discussion Hannah Arendt <i>The Human Condition</i> Heilbronner and Technological Determinism | <ul style="list-style-type: none"> Heidegger "Question Concerning Technology" Ministry of Ideas Podcast (in)Efficiency Recommended: Blitz, "Understanding Heidegger..." Experiential Learning Option Simulated World assigned |

| WEEK 2 | | | |
|--------|--|---|--|
| T | | <ul style="list-style-type: none"> • Experiential Learning Option: Matrix and Simulated World ELA Due • Technology and/as Efficiency | <ul style="list-style-type: none"> • "Technology in a Global World" Nishitani, Feinberg • "The Numbing of The American Mind" De Zengotita • Rec.: "Blindness, Blinking and Boredom: Seeing and Being in Buddhism and Film" • ELA Tech Movie Viewings assigned due pre-proposal |
| R | | <ul style="list-style-type: none"> • Technological branching, combining, and mediation • Technology as explanans and explanandum | <ul style="list-style-type: none"> • Ben Rowen "The End of Forgetting," <i>The Atlantic</i> • Sophie Haegney "The Seductiveness of Insta-Nostalgia" <i>The New Yorker</i> • Experiential Learning Option: Media Nostalgia |
| WEEK 3 | | | |
| T | | <ul style="list-style-type: none"> • Discussion Leader #1 • Media Nostalgia Experiential Learning Due • Forgetting and Nostalgia in Digital society | <ul style="list-style-type: none"> • Kayla McCarthy, "Remember Things: Consumerism, Nostalgia, and Geek Culture in Stranger Things" • Youtube: Stranger Things and the Danger of Nostalgia |
| R | | <ul style="list-style-type: none"> • Nostalgia in Contemporary Digital media: Stranger things and 80's media image • Promise and Dangers of Nostalgia | <ul style="list-style-type: none"> • Fernandez and Matt, "Americans were lonely well before the internet" <i>Bored, Lonely, Angry, Stupid</i> • Experiential Learning Option Live-stream your life Challenge ELA due Thursday |
| WEEK 4 | | | |
| T | | <ul style="list-style-type: none"> • Feeling Lonely: American history and loneliness | <ul style="list-style-type: none"> • Claire Wolters, "Asia's live-streaming industry promises intimacy. So why are users so lonely?" National Geographic. • Suggested: Andrew McCormick, "Asia's lonely youth are turning to machines for companionship and support" SCMP • Suggested: Charles T. Rubin, "All the Lonely People - where do they belong?" The New Atlantis |
| R | | <ul style="list-style-type: none"> • Discussion Leader #2 • Live-Stream your Life Challenge ELA Due • Feeling Lonely II: Communalism meets Digitalism • International and American loneliness | <ul style="list-style-type: none"> • Michel Foucault, "Panopticonism" • Chinese Social Credit • Suggested viewing: "10,000 Million Merits" and "NoseDive" <i>Black Mirror</i> • Experiential Learning Option Media Diet Log |
| WEEK 5 | | | |
| T | | <ul style="list-style-type: none"> • ELA Media Diet Log • Discussion Leader #3: Feeling Watched • Michel Foucault "Panopticonism" and Chinese Social Credit Scores | <ul style="list-style-type: none"> • Friesen, Feenberg, Smith, and Lowe "Experiencing Surveillance" <i>Reinventing the Internet</i> |
| R | | <ul style="list-style-type: none"> • QFC: "Experiencing Surveillance" Due (GK) • Surveillance and Phenomenology: The feelings of being watched | <ul style="list-style-type: none"> • Sherry Turkle, "Love's Labor Lost" in <i>Together, Alone</i> • "Love in the Digital Age" <i>NYTimes</i> • QFC Sherry Turkel excerpt due Tuesday • <i>Viewing scheduled: Her</i> |

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|----------------|--|--|---|
| | | | <ul style="list-style-type: none"> • Experiential Learning Option Digital Relationship App/Simulation Assigned |
| WEEK 6 | | | |
| T | | <ul style="list-style-type: none"> • Feeling Love(d) • QFC Sherry Turkel excerpt due • Turkle "Love's Labor Lost" and <i>Her</i> | <ul style="list-style-type: none"> • Daniel White and Jonathan W. Galbraith, "Japan's Emerging Emotional Tech" <i>Anthropology-news</i> • "The Philosophy of 'her'" <i>NYTimes</i> |
| R | | <ul style="list-style-type: none"> • Discussion Leader #4 • ELA Digital Relationship/Simulation Due • Daniel White and Jonathan W. Galbraith, "Japan's Emerging Emotional Tech" <i>Anthropology-news</i> • "The Philosophy of <i>Her</i>" <i>NYTimes</i> | <ul style="list-style-type: none"> • "The last places on Earth with no internet" <i>The Telegraph</i> • Project Loon (readings TBD) • Donna Haraway "A Cyborg Manifesto" (excerpts) • Suggested reading: "With Schools Canceled By COVID-19, Kansas City's Digital Divide Could Get Wider" <i>NPR</i> • Artifact Analysis: Experience of Things Assigned |
| WEEK 7 | | | |
| T | | <ul style="list-style-type: none"> • Discussion Leader #6 Feeling: Dis(Connected) • The Digital Divide and Project Loon | <ul style="list-style-type: none"> • "Amor Fitbit" <i>Technology and Nihilism</i> • Peter Paul Verbeek on Technology as Extension of Self |
| R | | <ul style="list-style-type: none"> • Artifact Analysis: The Experience of Things Due • Feeling (over)Connected • "Amor Fitbit" and "Peter Paul Verbeek on Technology as Extension of Self" • Donna Haraway "A Cyborg Manifesto" (excerpts) | <ul style="list-style-type: none"> • David Roth, "The Infinite Scroll" <i>Columbia Journalism Review</i> • Carr, "How Smartphones Hijack Our Minds"; • Turkle, "Stop Googling. Let's Talk"; • TED Talk: Turkle, "Connected, but Alone?" • Twenge, "Have Smartphones Destroyed a Generation?" • ELA Dopamine/Stimulus Fast Assigned |
| WEEK 8 | | | |
| T | | <ul style="list-style-type: none"> • Discussion Leader #7 Feeling Addicted • Smartphones and googling - the pull of connection | <ul style="list-style-type: none"> • Jaron Lanier <i>Ten Arguments for Deleting Your Social Media Accounts Right Now</i> (excerpts) |
| R | | <ul style="list-style-type: none"> • Discussion Leader #8 Feeling Addicted • Social media - the pull of conversation • ELA Dopamine/Stimulus Fast Due | <ul style="list-style-type: none"> • "Creativity in the Digital Age," <i>The Guardian</i> • The Machine Gaze, <i>Aeon</i> • ELA Virtual Reality Simulation of place/art ass. |
| WEEK 9 | | | |
| T | | <ul style="list-style-type: none"> • Discussion Leader #9 Feeling Creative/Artistic • Digital Creativity: Perceiving Digitally | <ul style="list-style-type: none"> • Technology and Innovation: Celebrating 150 Years in Excerpts: <i>The Atlantic</i> • The Taste Makers: <i>The New Yorker</i> |
| R | | <ul style="list-style-type: none"> • ELA Virtual Reality Simulation Due • The history, present, and future of technology and aesthetic taste • The Taste Makers QFC Due | <ul style="list-style-type: none"> • Nicholas Carr, "The Church of Google" in <i>The Shallows</i> • Awe, Attention, and Mindfulness Challenge ELA |
| WEEK 10 | | | |

| | | | |
|-------------------|--|--|---|
| T | | <ul style="list-style-type: none"> • Discussion Leader #9 • QFC The Church of Google (GK) • Awe and Wonder 1: Nicholas Carr and the Church of Google | <ul style="list-style-type: none"> • Trans-cultural Awe: Earthrise • Charlene Tan, "Digital Confucius? Exploring the implications of artificial intelligence in spiritual education" <i>Connection Science</i> |
| R | | <ul style="list-style-type: none"> • Awe and Wonder 2: Earthrise Fostering Awe • Awe, Attention, and Mindfulness Challenge ELA due | <ul style="list-style-type: none"> • Umberto Eco, "Reports from the Global Village" • E.M. Forster, "The Machine Stops" • QFC on Eco due Next class |
| WEEK 12 | | | |
| T | | Discussion Leader #10: Feeling (in)dependent <ul style="list-style-type: none"> • QFC Eco "Reports from the Global Village" (GK) • Eco and Forster on Dependency and Interdependency | <ul style="list-style-type: none"> • Intelligence Squared US Debate "Don't trust the power of Artificial Intelligence" • ELA Living Room Conversation: Technology and Relationships assigned |
| R | | <ul style="list-style-type: none"> • Artificial Intelligence Debate discussion | <ul style="list-style-type: none"> • No homework, prep for class trip Saturday and Fully Automated Luxury Communism |
| S | | Class Trip: Saturday Simulations NC State Libraries | <ul style="list-style-type: none"> • Fully Automated Luxury Communism Ch. 11 and 12 |
| WEEK 13 | | | |
| T | | NO CLASS (Due to Tech Trip) | <ul style="list-style-type: none"> • ELA assigned Soup of the Day Assignments |
| R | | <ul style="list-style-type: none"> • Feeling Hope 1 • QFC Fully Automated Luxury Communism • ELA Living Room Conversation: Technology and Relationships assigned • Discuss Technological Post-scarcity | <ul style="list-style-type: none"> • Beth Singler, "Existential hope and existential despair in apocalypticism and transhumanism" <i>Zygon</i> • "No Death and an Enhanced life: Is the Future Transhuman?" <i>The Guardian</i> |
| WEEK 14 | | | |
| T | | <ul style="list-style-type: none"> • Hope 2: <i>Black Mirror</i> San Junipero and TransHumanism (GK) | <ul style="list-style-type: none"> • "The Humanities and the Future" • Bittle "I feel better now" |
| R | | <ul style="list-style-type: none"> • Discuss Loeb, "The Humanities and the Future" and Bittle "I feel better now" • Soup of the Day ELA Assignments all Due • ELA Tech Movie-Viewings all due | <ul style="list-style-type: none"> • No new reading: research final project • Project Proposals due next class! |
| WEEK 15 | | | |
| T | | <ul style="list-style-type: none"> • All Project Proposals Due Today • Group 1 Project Proposal Workshop | <ul style="list-style-type: none"> • No new reading: research final project |
| R | | <ul style="list-style-type: none"> • Group 2 Project Proposal Workshop | <ul style="list-style-type: none"> • No new reading: research final project |
| WEEK 16 | | | |
| T | | <ul style="list-style-type: none"> • No Additional Reading: Project Presentation and Workshop Days | <ul style="list-style-type: none"> • No new reading: research final project |
| R | | <ul style="list-style-type: none"> • No Additional Reading: Project Presentation and Workshop Days | <ul style="list-style-type: none"> • No new reading: research final project • Final Projects due next class! |
| Final Exam | | | |
| T | | ALL PROJECTS DUE AT THE START OF CLASS TIME | |

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

| | | | |
|---|---|---|-------------------------------------|
| Department(s)/Program | Political Science | New GEP Special Topics Offering | <input checked="" type="checkbox"/> |
| Special Topic Title: (30 character limit) | Election 2020 | Review for 2nd Offering | <input type="checkbox"/> |
| Term to be Offered | Fall 2020 | | |
| Instructor Name/Title | Andrew J. Taylor/Professor of Political Science | | |

SECTION 1: GEP CRITERIA

Instructions:

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

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

Students will examine the Electoral College and its effect on presidential campaigns.

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.

Several prompts on first exam will be focused on the Electoral College generally; the "campaign appraisal" paper (students must choose a major party presidential campaign since 1972 and explain its success or failure).

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.

Students will explore theories of voting behavior and test derived hypotheses about individuals' demographic characteristics and their party vote.

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.

Several prompts on second exam will be focused on voting behavior; the "research proposal" paper (students must examine polling data to explore determinants of turnout or vote choice).

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 examine legislative redistricting and test hypotheses about its effects on democratic processes.

Measure(s) for above Outcome:

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

Several prompts on first exam will be focused on redistricting and gerrymandering; an essay question on approx. 6 page "term paper" will be on redistricting.

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): MW, 3.00-4.15
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: G108 Caldwell Hall
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

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.

Identity Crisis: The 2016 Presidential Campaign and the Battle for the Meaning of America - *John Sides, Michael Tesler, and Lynn Vavreck*

Edition: 1

ISBN: 978-0691196435

Web Link: <https://press.princeton.edu/books/paperback/9780691196435/identity-crisis>

Cost: \$17.95

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

Discussion of the history of presidential elections as well as analysis of the campaigns and elections of 2020—presidential, congressional, and state. Examination of campaign strategies and voting behavior.

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

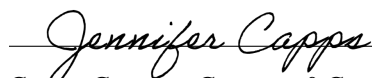
None

SIGNATURE PAGE FOR SSGE 295**RECOMMENDED BY:***Anne C. Auten*

4/13/20

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:_____
April 13, 2020

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE_____
April 21, 2020_____
COLLEGE DEAN_____
DATE**APPROVED BY:**_____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION_____
DATE_____
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)_____
DATE

APPROVED EFFECTIVE DATE _____

HON 295 Course Syllabus

HON 295 – Election 2020

Section 002

Fall 2020

3 Credit Hours

Course Description

This course will examine all aspects of the 2020 election—with particular focus on the presidential, congressional, and gubernatorial contests. We will analyze the campaigns and their finances and use of both traditional and social media. We will explore the behavior of voters and the effects of partisanship, socioeconomic status, and demographic characteristics on vote choice. We will also look at the impacts of institutional arrangements like the Electoral College and matters such as incumbency advantage and gerrymandering on election outcomes. Students will do this by exploring elections from the past and present using both qualitative and quantitative approaches.

Learning Outcomes

At the conclusion of this course:

1. students will examine key electoral institutions and processes in American politics (e.g. presidential nomination process, Electoral College);
2. students will interpret American voting behavior;
3. students will evaluate successful campaigns in contemporary American politics;
4. students will assess the importance of critical processes (e.g. redistricting) and institutions (e.g. campaign finance rules) to American democracy.
5. students will examine the Electoral College and its effect on presidential campaigns.
6. students will explore theories of voting behavior and test derived hypotheses about individuals' demographic characteristics and their party vote.
7. students will examine legislative redistricting and test hypotheses about its effects on democratic processes.

Course Structure

Short lectures, discussion of readings and current events

Instructors

Andrew Taylor (ataylor) - *Instructor*

Email: ataylor@ncsu.edu

Web Page: <https://sites.google.com/ncsu.edu/taylor/>

Phone: 9195158618

Office Location: 227B Caldwell Hall

Office Hours: MW, 1.30-2.30

Course Meetings

MW 3.00-4.15; Caldwell G108

Course Materials

Textbooks

Identity Crisis: The 2016 Presidential Campaign and the Battle for the Meaning of America - John Sides, Michael Tesler, and Lynn Vavreck

Edition: 1

ISBN: 978-0691196435

Web Link: <https://press.princeton.edu/books/paperback/9780691196435/identity-crisis>

Cost: \$17.95

This textbook is required.

Expenses

None.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Social Sciences

GEP Category Outcomes

1. Students will examine the Electoral College and its effect on presidential campaigns.
2. Students will explore theories of voting behavior and test derived hypotheses about individuals' demographic characteristics and their party vote.
3. Students will examine legislative redistricting and test hypotheses about its effects on democratic processes.

How This Course Will Fulfill GEP Category Outcomes

1. Several prompts on first exam will be focused on the Electoral College generally; the "campaign appraisal" paper (students must choose a major party presidential campaign since 1972 and explain its success or failure).
2. Several prompts on second exam will be focused on voting behavior; the "research proposal" paper (students must examine polling data to explore determinants of turnout or vote choice).
3. Several prompts on first exam will be focused on redistricting and gerrymandering; an essay question on approx. 6 page "term paper" will be on redistricting.

GEP Co-requisites

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

Transportation

This course will not require students to provide their own transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

| Component | Weight | Details |
|-------------------------|---------------------|--|
| 3 Exams | 10% each, total 30% | Three exams, short answer format, non-cumulative. |
| Term Paper | 20% | Response to essay (as opposed to "research") question (choice of 4-5). 5-6 pages. |
| Research Proposal Paper | 15% | Proposal for social scientific study of voter turnout or vote choice. 3 pages. |
| Campaign Assessment | 15% | Appraisal of any major party presidential campaign (winning or losing) since 1972. 3 pages. |
| Class Participation | 20% | Assessed for frequent and intelligent contributions to class discussion (course is a seminar and therefore these contributions are expected). Please consult formal rubric on last page of syllabus. Feedback will be given to students bi-weekly. |

Grade Components

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

Assignments will be reduced by a grade (A- becomes B+) for every day that they are late (including weekends).

Attendance Policy

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

Attendance Policy

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

Absences Policy

None.

Makeup Work Policy

None.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

There are no electronically-hosted components for this course.

Accommodations for Disabilities

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

Non-Discrimination Policy

NC State provides equal opportunity and affirmative action efforts, and prohibits all forms of unlawful discrimination, harassment, and retaliation ("Prohibited Conduct") that are based upon a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, "Protected Status"). Additional information as to each Protected Status is included in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure). NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or <https://oied.ncsu.edu/divweb/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change. Changes will be communicated to students in advance via email and/or in class. Also, due to the content of the course, some readings have been pre-selected while others will be adapted based on the evolving nature of the topic.

Introduction — 08/19/2020 - 08/19/2020

Course introduction

The Electoral College — 08/24/2020 - 08/24/2020

The Electoral College

The Presidential Nomination Process — 08/26/2020 - 08/31/2020

1. Prior to 1972
2. Today

Congressional Elections — 09/21/2020 - 09/28/2020

1. Incumbency Advantage
2. Redistricting and Gerrymandering
3. Coattails and Midterms

Gubernatorial Elections — 10/05/2020 - 10/05/2020

Gubernatorial Elections

A History of Presidential General Elections — 09/09/2020 - 09/16/2020

1. Before 1900.
2. 1900-68.
3. 1972-2012.

Exam 1 — 09/30/2020 - 09/30/2020

Exam 1

Voters and Their Behavior — 10/07/2020 - 10/12/2020

1. Turnout
2. Vote Choice

2016 Election — 10/14/2020 - 10/21/2020

1. Part One
2. Part Two
3. Part Three

Why Biden? — 09/02/2020 - 09/02/2020

Why Biden?

Cooper v. Forest — 10/26/2020 - 10/26/2020

Cooper v. Forest

Tillis v. Cunningham — 10/28/2020 - 10/28/2020

Tillis v. Cunningham

The Presidential Election Campaign of 2020 — 11/02/2020 - 11/02/2020

The Presidential Election Campaign of 2020

The Presidential Election of 2020 — 11/04/2020 - 11/04/2020

The Presidential Election of 2020

Exam 2 — 11/09/2020 - 11/09/2020

Exam 2

Congressional Elections of 2020 — 11/11/2020 - 11/16/2020

1. Senate
2. House

The 2020 Election in North Carolina — 11/18/2020 - 11/18/2020

The 2020 Election in North Carolina

Federal Campaign Finance Law and Practices — 11/23/2020 - 11/23/2020

Federal Campaign Finance Law and Practices

Media Use in Campaigns — 11/30/2020 - 11/30/2020

Media Use in Campaigns

Catch Up and Wrap Up — 12/02/2020 - 12/02/2020

Catch Up and Wrap Up

Monday, December 7 (1:00-4:00 pm): Final Exam (Exam 3)

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

HON Interdisciplinary Perspectives Special Topic Shell Offering

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

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

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

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

HON 296 sec 001

| | | | | |
|---|---------------------------|--|---|--|
| Department(s)/Program | University Honors Program | New GEP Special Topics Offering | X | |
| Special Topic Title: (30 character limit) | Science, American Style | Review for 2nd Offering <input type="checkbox"/> | | |
| Term to be Offered | Fall 2020 | | | |
| Instructor Name/Title | Dr. Paul Brinkman | | | |

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* [\[Click Here\]](#)

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?
This course will synthesize and connect the modern American development of science from the disciplinary viewpoints of history and of science technologies studies (STS).
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

In each case study, students will read primary documents (scientific papers, proposals, correspondence) to identify the scientific concepts involved in the historical episode, and critically place that evidence within the historical context in which the knowledge or practice was produced. The synthesis is to articulate how science is produced and valued within the American cultural context and its historically contingent conditions.

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 examples of how objects, practices, and ideas in science are culturally embedded and have histories.

Measure(s) for above Outcome:

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

Students will write two short papers in which they will examine historical documents, about the proposal for establishing a scientific society in America and a patent application, respectively. In their analytical papers, students will address the historical and scientific contexts of each example, identifying the scientific ideas or practices involved and how they were distinctive in the American historical context.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2: Obj. 2) Identify and apply authentic connections between two or more disciplines.*
Identify the larger historical context in which American science developed its distinctive practices and place in national culture.

Measure(s) for above Outcome:

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

Students will write an exam essay on the intersection of scientific concepts, technical ability, political culture, and government funding for large-scale technoscience developments, such as the Manhattan project or the space race.

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

Articulate the relationship between the practices of science and the cultural values and developments that both created and were impacted by the rise of science.

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.

Sciences that are analyzed with primary source documents in the course include natural history (ecology), paleontology, physics, evolutionary biology, genetics, and the applications of physical sciences in engineering. Students will write an exam essay in which they analyze an example of a development in American science and its application, such as eugenics, articulating the scientific concepts, the historical evidence for how society engaged the science, and how culture and science validated each other.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Monday & Wednesday
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: 209 Winston Hall
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)
NO

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 and Scholars Program
- b. Is this restriction listed in the course catalog description for the course? No

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

None

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

None

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.

Andrea Wulf (2011). Founding Gardeners: The Revolutionary Generation, Nature, and the Shaping of the American Nation. Knopf. \$18.95

Jim Ottaviani and Big Time Attic (2005). Bone Sharps, Cowboys, and Thunder Lizards: A Tale of E. D. Cope, O. C. Marsh and the Gilded Age of Paleontology. G. T. Labs. \$22.95

David McCullough (2016). The Wright Brothers. Simon & Schuster. \$17

Tom Wolfe (1979). The Right Stuff. Farrar, Straus and Giroux. \$18

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

Please see attached outline

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

There will be a field trip to the NC Museum of History downtown. Students are responsible for their own transportation.

SIGNATURE PAGE FOR HON 296**RECOMMENDED BY:***Anne Auten*

HEAD, DEPARTMENT/PROGRAM

DATE

April 4, 2020

**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:*Jennifer Capps*

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

April 13, 2020



COLLEGE DEAN

DATE

April 21, 2020

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HON 296.001: Science, American Style

Fall 2020

Instructor: Dr. Paul D. Brinkman

Class meeting times: Mondays/Wednesdays 3:00-4:15 PM

Classroom: Winston Hall room 209

Office: Withers Hall room 252

Office hours: by appointment

Phone: 919-707-9282

Email: paul.brinkman@naturalsciences.org

3 credit hours

Prerequisite: None

General Education Program: Interdisciplinary Perspectives

Restrictions: Restricted to students in the University Honors Program (UHP) and University Scholars Program (USP)

Catalog Description:

Exploration of the distinctive nature of American science and its place in American culture.

Analysis of the historical context of developments, such as early contributions to science, natural history, and paleontology; the growth of professionalization of science; ideas about scientific management and social applications such as eugenics; and the creation of the atomic bomb and the rise of “Big Science” after WWII.

Course Rationale:

As modern science developed from the 1600s on, although initially primarily in Europe, Americans engaged in and contributed to science. In turn science and technology became defining elements of modern American culture. You will explore questions such as: How has science in the United States developed its own distinctiveness? What role has science and technology played in the development of American culture? How have scientific ideas shaped our society and, in turn, how has American society shaped the development of science? Is there even such a thing as *American* science, as a useful historical category? Throughout the course, answering these questions engages overarching themes, including: science, religion and politics; frauds and quackery in science; the professionalization of science; and science in popular culture.

This course begins with a discussion of natural philosophy during America’s colonial and revolutionary period, looking at how science played a role in the development of the early republic. Our discussions of the 19th century will be concentrated on the professionalization of science and the formation of several important American scientific institutions. Moving into the progressive era in the early 20th century, we will analyze eugenics, the development of scientific management, in relation to American issues of immigration and race. Later, we will address the creation of the atomic bomb and the birth of “Big Science” after WWII. As we move past WWII, we will look at several scientific issues that have captured the attention of the American public, focusing predominantly on the space race in the late 20th century.

Course Information:

The course, which will be reading intensive, will distinguish between the distinct approaches of history and science. It will train students to identify and apply the connections between history and science as we examine ideas about American science over time.

Student performance will be assessed by **participation in class (10%)**. Each week one or more students will be assigned to take major responsibility for leading discussion of the week's reading assignments. Discussion leaders are expected to come up with topics and questions for class. Students are strongly encouraged to circulate brief responses to the week's readings by noon on the day before class meets in the discussion forum on Moodle. Students are encouraged to respond to each other's posts. These will be used to generate class discussion. To earn full value for participation, students must be prepared and contribute regularly in these activities. Please consult the rubric below; students will be notified of their class participation average on a quarterly basis.

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

There will be a field trip to the NC Museum of History downtown. Students are responsible for their own transportation.

There will be two minor **writing assignments** for this course, which will be explained more fully in class. The finished papers must be no more than 2 typed, double-spaced pages long (**15% each**).

There will be **three exams** (two during semester plus final) in true/false, multiple choice, short answer/essay format (**20% each**).

Required Textbooks:

Andrea Wulf (2011). *Founding Gardeners: The Revolutionary Generation, Nature, and the Shaping of the American Nation*. Knopf. \$18.95

Jim Ottaviani and Big Time Attic (2005). *Bone Sharps, Cowboys, and Thunder Lizards: A Tale of E. D. Cope, O. C. Marsh and the Gilded Age of Paleontology*. G. T. Labs. \$22.95

David McCullough (2016). *The Wright Brothers*. Simon & Schuster. \$17

Tom Wolfe (1979). *The Right Stuff*. Farrar, Straus and Giroux. \$18

Some additional weekly readings will be provided as PDFs.

Course Objectives:

To strengthen scholarly, critical perspective on the distinctive developments and practices of science in America.

To strengthen ability to apply historical reasoning to present an interpretive stance on the question of “American science” as a useful historical category.

To strengthen ability to form a synthetic historical interpretation of the role that science and technology have played in the development of American culture.

To strengthen ability to apply appropriate evidence and reasoning to historical questions.

Learning Outcomes:

Students will be able to:

1. Identify examples of how scientific objects and ideas are culturally embedded and have histories, as do the values we use to make sense of them;
2. Describe how scientific knowledge shapes cultural values, and how those values in turn condition our response to science;
3. Identify and appraise sophisticated arguments from historical and scientific perspectives;
4. Apply evidence in writing, not merely as an academic exercise but in order to improve their general capacity to form valid arguments and to communicate them well;
5. Articulate complicated and contentious issues, which requires employing skills of precise speaking, careful listening, and respectful engagement.

GEP Fulfillment:

GEP Category: Interdisciplinary Perspectives

This course will synthesize and connect the modern American development of science from the disciplinary viewpoints of history and of science & technologies studies (STS).

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

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

Course outcome: Identify examples of how objects, practices, and ideas in science are culturally embedded and have histories.

Means of assessment: Students will write two short papers in which they will examine historical documents, about the proposal for establishing a scientific society in America and a patent application, respectively. In their analytical papers, students will address the historical and scientific contexts of each example, identifying the scientific ideas or practices involved and how they were distinctive in the American historical context.

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

Course outcome: Identify the larger historical context in which American science developed its distinctive practices and place in national culture.

Means of assessment: Students will write an exam essay on the intersection of scientific concepts, technical ability, political culture, and government funding for large-scale technoscience developments, such as the Manhattan project or the space race.

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

Course outcome: Articulate the relationship between the practices of science and the cultural values and developments that both created and were impacted by the rise of science.

Means of assessment: Sciences that are analyzed with primary source documents in the course include natural history (ecology), paleontology, physics, evolutionary biology, genetics, and the applications of physical sciences in engineering. Students will write an exam essay in which they analyze an example of a development in American science and its application, such as eugenics, articulating the scientific concepts, the historical evidence for how society engaged the science, and how culture and science validated each other.

Grading scale:

This course uses the Standard NCSU Letter Grading Scale:

$97 \leq A+ \leq 100$

$93 \leq A < 97$

$90 \leq A- < 93$

$87 \leq B+ < 90$

$83 \leq B < 87$

$80 \leq B- < 83$

$77 \leq C+ < 80$

$73 \leq C < 77$

$70 \leq C- < 73$

$67 \leq D+ < 70$

$63 \leq D < 67$

$60 \leq D- < 63$

$0 \leq F < 60$

Late assignment policy:

No late assignments will be accepted without prior permission of the instructor. Assignments turned in late without prior approval for anticipated absence will receive a zero. In the case of verified excused absence (illness, emergency, etc.) without prior approval, excuses must be

reported to the instructor as soon as possible, but not more than one week after the return to class.

Policy on attendance:

Attendance is mandatory. Students are responsible for attending class and doing their reading assignments. Students should come to class prepared to discuss the readings. Additionally, students are responsible for lecture material. Some lecture material comprises the professor's synthesis of the scholarship, and students will be expected to be able to draw on lectures and class discussions in their own written work and on the exams.

Students should contact the professor as soon as possible about absence due to illness or emergency. Please consult the University's Attendance Regulation for the definition of excused absence at < <http://policies.ncsu.edu/regulation/reg-02-20-03> >.

Academic Integrity statement:

Students must make themselves familiar with NC State policy on Academic Integrity, found in the Code of Student Conduct, at <<http://policies.ncsu.edu/policy/pol-11-35-01>>. Students are required to uphold the Pack Pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Students' commitment to academic honesty is certified by their name on any test or assignment. The professor expects the highest integrity from NC State students.

It is the student's responsibility to know what constitutes plagiarism and how to avoid it. For questions regarding appropriate scholarly use of sources and citation, see the History Department's website *What is Plagiarism?* at <http://history.ncsu.edu/pages/what_plagiarism> and *How to Identify and Avoid Plagiarism* at <http://history.ncsu.edu/pages/avoid_plagiarism>. Specific questions or problems can be addressed to the professor.

Violations of academic integrity will result in referral to the Office of Student Conduct with a recommended grade of "0" for the assignment.

Scholarly forms of citation in historical writing are vitally important. Students must use a standard citation format both in footnotes and in the Literature Cited section in their writing. This professor recommends the *The Chicago Manual of Style* format, which is available on-line at <<http://www.chicagomanualofstyle.org/home.html>>. Other standard citation formats are acceptable, also, so long as they are clear to understand and consistently applied.

Statement for students with disabilities:

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

Electronically-hosted Course Components:

Students may be required to disclose personally identifiable information to other students in the course, via Moodle postings of 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://go.ncsu.edu/cesurvey> or <https://oirp.ncsu.edu/surveys/classeval/for-students>

Student help desk: classeval@ncsu.edu

More information about ClassEval: <https://oirp.ncsu.edu/surveys/classeval>

NC State University Policies, Regulations and Rules

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

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

Course Schedule:

The course schedule is subject to change with appropriate notification to students.

WEEK 1: “What’s American about American science?”

“The European origins of American science.”

Required readings: *Founding Gardeners*, prologue and chapters 1-3.

WEEK 2: “American monster.”

Required readings: *Founding Gardeners*, chapters 4-5.

W. J. Bell, Jr. (1949). “A box of old bones: a note on the identification of the mastodon, 1766-1806.” *Proc. of the Amer. Phil. Soc.* 93(2): 169-177.

K. Thomson (2011). "The 'great-claw' and the science of Thomas Jefferson." *Proc. of the Amer. Phil. Soc.* 155(4): 394-403.

WEEK 3: "John Lawson & Mark Catesby exploring Carolina."

Required readings: P. Mathewes (2011). "John Lawson the naturalist." *North Carolina Historical Review* 88(3): 333-348.

D. Wilson (1970-1971). "The iconography of Mark Catesby." *Eighteenth-Century Studies* 4(2): 169-183.

"Alexander Garden & the 'philosophic spirit.'"

Required readings: *Founding Gardeners*, chapters 6-8.

N. Reid (1991). "Loyalism and the 'philosophic spirit' in the scientific correspondence of Dr. Alexander Garden." *The South Carolina Historical Magazine* 92(1): 5-14.

WEEK 4: "Benjamin Franklin's experiments with electrical fire."

Required readings: *Founding Gardeners*, chapter 9 and epilogue.

I. B. Cohen (1952). "Benjamin Franklin's two lightning experiments and the introduction of the lightning rod." *Proceedings of the American Philosophical Society* 96(3): 331-366.

Writing assignment 1: "A PROPOSAL for Promoting Useful Knowledge."

"Thomas Jefferson's *Notes on the State of Virginia*."

Required readings: D. L. Wilson (2004). "The evolution of Jefferson's '*Notes on the State of Virginia*'." *Virginia Mag. of Hist. & Biog.* 112(2): 98-133.

R. A. Ferguson (1980). "'Mysterious obligation': Jefferson's *Notes on the State of Virginia*." *American Lit.* 52(3): 381-406.

WEEK 5: "John James Audubon & his *Birds of America*."

Required readings: E. A. Hammond (1963). "Dr. Strobel's account of John J. Audubon." *The Auk* 80(4): 462-466.

L. D. Partridge (1996). "By the book: Audubon and the tradition of ornithological illustration." *Huntington Library Quarterly* 59(2/3): 269-301.

**Writing assignment 1: “A PROPOSAL for Promoting Useful Knowledge.” DUE
“John Bachman & the Charleston circle of naturalists.”**

Required readings: L. Stephens (2014). “Overshadowed: John Bachman’s contribution to ‘*The Viviparous Quadrupeds of North America*.’” *South Carolina Historical Magazine* 115(4): 282-303.

WEEK 6: Visit to the Special Collections department at D. H. Hill Library

Exam 1.

WEEK 7: “Darwinism comes to America.”

Required readings: R. L. Numbers (1998). *Darwinism Comes to America*. Chapter 1: “Darwinism and the dogma of separate creations: the responses of American naturalists to evolution,” pp. 24-48.

“Cope, Marsh & the Bone Wars.”

Required readings: *Bone Sharps, Cowboys, and Thunder Lizards*

P. D. Brinkman (2010). “The second Jurassic dinosaur rush and the dawn of dinomania.” *Endeavour* 34(3): 104-111.

WEEK 8: “The electrification of America.”

Required readings: T. P. Hughes (1979). “The electrification of America: the system builders.” *Technology and Culture* 20(1): 124-161.

“The professionalization of American science.”

Required readings: P. Lucier (2009). “The professional and the scientist in nineteenth-century America.” *Isis* 100(4): 699-732.

Spring Break.

WEEK 9: “Women’s work in American science at the turn of the twentieth century.”

Required readings: B. R. Stein (1997). “Annie M. Alexander: extraordinary patron.” *Journal of the History of Biology* 30(2): 243-266.

“American genesis: inventions & patents.”

Required readings: *The Wright Brothers*, the first half.

Writing assignment 2: “O. & W. Wright, Flying Machine.”

WEEK 10: “The Wright stuff.”

Required readings: *The Wright Brothers*, the second half.

Visit to the N. C. Museum of History

Writing assignment 2: “O. & W. Wright, Flying Machine.” **DUE TODAY.**

WEEK 11: Exam 2.

“The Trial of the Century: *The State of Tennessee vs. John Thomas Scopes.*”

Required readings: R. L. Numbers (1998). *Darwinism Comes to America*. Chapter 4: “The Scopes trial: history and legend,” pp. 76-91.

WEEK 12: “Yea, I have a goodly heritage: eugenics in America.”

Required readings: G. E. Allen (1970). “Biology and culture: science and society in the eugenic thought of H. J. Muller.” *BioScience* 20(6): 346-353.

“Eugenic sterilization in North Carolina.”

Required readings: B. Glass & C. Stern (1986). “Geneticists embattled: their stand against rampant eugenics and racism in America during the 1920s and 1930s.” *Proc. of the Amer. Phil. Society* 130(1): 130-154.

WEEK 13: “The Manhattan Project, part I.”

Required readings: S. Goldberg (1992). “Inventing a climate of opinion: Vannevar Bush and the decision to build the bomb.” *Isis* 83(3): 429-452.

“The Manhattan Project, part II.”

Required readings: D. J. Kevles (1977). “The National Science Foundation and the debate over postwar research policy, 1942-1945.” *Isis* 68(1): 4-26.

WEEK 14: “The right stuff.”

Required readings: *The Right Stuff*. Read the first half.

“One giant leap for mankind.” [Guest lecture.]

Required readings: *The Right Stuff*. Finish the book.

WEEK 15: Movie in class.

Discussion.

Final Exam (Exam 3)

