

Council on Undergraduate Education 2019-2020

November 15th 2019
Talley Student Union 5101
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Kim Bush
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE November 1st, 2019 Minutes

Old Business

Returning Courses				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Beckstead	Beckstead, Podurgal Annett-Hitchcock	IP	BCH 220 Role of Biotechnology in Society	New to GEP. Returning from 4 Oct. 2019 Meeting

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
GK, HUM	AFS 343 Black Religions	Title change no GEP update
GK, HUM	ENG/FL 224 Contemporary World Literature II	No GEP update
HUM	ENG 369 The American Novel of the 19th Century	*Up for Review. Dropping GEP
SS	HON 295 Classical Liberal Tradition	2 nd Offering, Eff Fall 2019
VPA	MUS 103 Theory and Musicianship I	Title and description change, GEP information same as last approved.
HUM, IP	PHI 210 Representation, Reason and Reality	No GEP update
HUM	PHI 305 Philosophy of Religion	No GEP update
HUM, IP	PHI 331 Philosophy of Language	No GEP update
HUM	PHI 333 Knowledge and Skepticism	No GEP update
HUM	PHI 376 History of Ethics	No GEP update
IP, GK	PRT/ES 449 Human Dimensions of Natural Resources in Australia/New Zealand	No GEP update, adding ES crosslisting
IP, GK	PRT/ES 450 Sustaining Natural Resources in Australia/New Zealand	No GEP update, adding ES crosslisting
GK, HUM	REL 210 Religious Traditions of the World	No GEP update Changing Term Offering
GK, HUM	REL 230 Asian Religions	No GEP update Changing Term Offering
GK, HUM	REL 331 The Hindu Tradition	No GEP update Changing Term Offering
GK, HUM	REL 333 Chinese Religions	No GEP update Changing Term Offering
GK, HUM	REL 350 Introduction to Judaism	No GEP update Changing Term Offering
GK, HUM	REL 383 Religion, Globalism, and Justice	No GEP update Changing Term Offering

GER> GEP Review				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Lee	Gilmartin, Belk, Annett-Hitchcock	NS	BIO 181 Introductory Biology: Ecology, Evolution and Biodiversity	*Up for review.
Casper	Haeseler, Pickworth, Gill	NS, GK	FW 465 African Ecology & Conservation	*Up for review.
Pickworth	Monek, Lee, Belk	NS	HS 303 Ornamental Plant Identification I	*Up for review.
Beckstead	Minogue, Orcutt, Liu	NS	PP 222 Kingdom of Fungi	*Up for review.
Haeseler	Annett-Hitchcock, Pickworth, Orcutt	HUM	ENG 377 Fantasy	*Up for review. Ahead of Schedule
Haeseler	Beckstead, Podurgal Annett-Hitchcock	HUM, GK	ENG 385 Biblical Backgrounds of English Literature	*Up for review in HUM, adding GK. Ahead of Schedule
Haeseler	Liu, Gill, McGowan	HUM, GK	ENG 390 Classical Backgrounds of English Literature	*Up for review in HUM, adding GK. Ahead of Schedule

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Gilmartin	Belk, Moore, Lee	SS, USD	SOC 211 Community and Health	New Course

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Monek	Gill, Moore, Casper	VPA	HON 299 Turning Points in Contemporary Music History	1 st Offering Eff Spring 2020
Gilmartin	McGowan, Beckstead, Lee	HUM, IP, USD	HUMU/IPUS 295 Black Culture Through Sports	1 st Offering Eff Sum I 2020
Gilmartin	Orcutt, Beckstead, Casper	IP	IPGE 295 From Quills to Phones: Text Tech	1 st Offering Eff Spring 2020
Gilmartin	Beckstead, Podurgal Annett-Hitchcock	NS, GK	NSGK 295 Environmental Change	1 st Offering Eff Sum I 2020

Discussion: OIED Seat

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

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

Members Present: Chair Kim Bush, Past Chair Daniel Monek, Autumn Belk, Jillian Haeseler, James Minogue, Carolina Gill, Johnathan Casper, Robert Beckstead, Carrie Pickworth, Herle McGowan, David Gilmartin, Coleman Simpson, Nancy Moore, Patrick Flynn (RP Proxy)

Members Absent: Richard Podurgal, Katherine Annett-Hitchcock, Alice Lee, Min Liu, Darby Orcutt,

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

Guests: Anne Auten, Alison Krowiak

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Kim Bush** – Had the proxies and guest introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** –
- **Approval of the Minutes from October 18th 2019** – Approved Unanimously
 - Discussion: Motion to approve the past minutes by member Daniel Monek.

Old BUSINESS

- **HS 200 Home Horticulture:** (NS) – Tabled with suggestions
Discussion: Motion to approve by member Robert Beckstead. Presenter indicated objective 1 seems to have added information that didn't clarify that they are using scientific methods. Member suggested focusing on the assignment they have, but the knowledge based questions don't align with the objectives. Motion to table the action and return after reaching out to the office of assessment. Member indicated the objective is an application and saying "explain" is inappropriate. Members agreed that the assignment looks good, but the outcome needs work. Members suggested working backwards from the assignment and use measurable terms.

NEW BUSINESS

- **Consent Agenda:** Approved Unanimously
Discussion: Motion to approve the consent agenda by member Nancy Moore.

GER>GEP Review

- **BIO 141 Animal Diversity Laboratory:** (NS) – Approved for Sunset Unanimously
Discussion: Motion to begin sunset process by member Herle McGowan.
- **FW 403 Urban Wildlife Management:** (NS) – Approved for Sunset Unanimously
Discussion: Motion to begin sunset process by member Johnathan Casper.
- **HS 301 Plant Propagation:** (NS) – Approved for Sunset Unanimously
Discussion: Motion to begin sunset process by member Carrie Pickworth

Courses New to GEP

- **HON 348 Emotion and Reason:** (IP) – Approved Unanimously
Discussion: Motion to approve the course by David Gilmartin.
- **HON 360 Music and Oppression:** (IP,GK) – Tabled
Discussion: Motion to approve the course by Jillian Haeseler. Members commented that saying they will give quizzes is acceptable for both, but that a sample question would be helpful for the two outcomes with the same measure. Member brought attention to where the CIM record indicates they will talk about all of the disciplines and "such as" is not appropriate in the measure.

Li explained to the committee that there are two ways have IP credit, having two disciplines that do a deep dive into the disciplines or having more than 2 disciplines and doing a shallow overview of all the disciplines. Motion to amend the motion to table based on the need for a solid example of the IP measures. Member would like to know how the GK objective 1 is assessing the outcome. Member brought attention to the "synthesize" part of the outcome and indicated he doesn't see how they are synthesized.

IP:

- Outcome 1: Clarify how the differentiation would be achieved among these different disciplines. While courses in IP can cover multiple disciplines and perspectives, how each of these perspectives are introduced/incorporated in the course needs to be clarified.
- Outcomes 1 and 2: provide examples of how the outcomes are being evaluated will help them see the alignment to the outcome.
- Outcome 3: While a number of different verbs were used for this outcome, members were not sure how they resulted in "synthesis."

GK:

- Outcome 1 Measurement: How is the "discussion starter" assignment assessed?

HON or Special Topics Courses

➤ **HON 296 Dance on Screen:** (IP)* – - Approved Unanimously

Discussion: Motion to approve the course by Autumn Belk.

Member asked if it should be normal practice to list the broad discipline instead of multiple specific disciplines, member asked as a general question, not specific to this action.

Li explained that we do not define what is and is not a discipline. Member indicated there is an issue with IP if we don't have a definition of what a discipline is. Members discussed how multiple subjects can fall under the same department, the members asked if you can have two disciplines from the same department for example animal welfare and animal nutrition could fall under the same disciplines, but also cover very different materials, members asked themselves if they perceive that two disciplines are in the same department. Members expressed concerns with this because the college/department would have the most relevant information.

Bret Smith indicated that it depends on how the discipline is structured. There could be times when there would be enough theoretical constructs and methods to consider disciplines in the same department being considered a separate discipline. Bret indicated there is value in discussing this, but the committee should ask themselves if there is a framework to consider them as separate disciplines.

Members also indicated that if we go with the broader definition of a discipline this could cause issues later if a course doesn't cover every aspect of the broadly defined definition, but does provide information relevant to the GEP category.

➤ **HON 299 Dance on Screen:** (VPA) – - Approved Unanimously

Discussion: Motion to approve the course by Autumn Belk. Member confirmed that this is the same course, but since students cannot receive GEP credit for both IP and VPA the students can choose which they would like to take for a specific GEP credit.

➤ **SSGK 295 Primate Conservation:** (SS,GK) – - Approved Unanimously

Discussion: Motion to approve the course by David Gilmartin.

- Discussion: OIED seat discussion about being added to the roster as an XONV (non-voting) member.
- Member asked why this seat should be added, Bret explained that this seat would help us to identify things that the committee may unwittingly approve that could discriminate against students. Bret provided an example of a course that had applying for a honors society as an extra credit assignment, but the application fee was \$300
- Members asked for OIED to provide more information about what they are thinking before adding the seat to the roster.
- Members indicated they feel like it may be inappropriate to have a seat, they believe this would be better to have training by OIED personal. Member asked what it would hurt to have this OIED member here. Member indicated since this a faculty governance issue and since UCCC reviews the syllabus, it would be more appropriate for UCCC to have a seat. Members indicated they would like to have a better connection to the office of diversity, potentially giving feedback on courses.
- Member indicated it would be good for the US Diversity category to have the seat and that being an XONV member would not influence faculty governance. Members indicated they feel it would be good to have an OIED seat on UCCC.
- Bret Smith indicated the committee can ask for a presentation from OIED before voting on adding an XONV seat if

members are uncomfortable. Member indicated that it would be a good first step to have someone attend a meeting to discuss what they would do during the meetings and provide more clarity.

Member suggested having a faculty member that has a background in diversity in the meeting. Member suggested that this should be recommended to the colleges when they provide

Member made a motion to include OIED in the next meeting to see what they do. Motion approved unanimously.

Member made a motion to discuss how to make a recommendation to the committee on committees about increasing diversity.

Member suggested asking the office to present why they would be beneficial at every meeting, and provide them with information to aid in their presentation.

Presentation from the office of Assessment- Asking for presentation on the 5 general education competencies and how they should be renamed. University Competencies or Pack Proficiencies. Member commented that these may incorrectly indicate that the university is being assessed, not the students. Member indicated specifying that this is for NC State and the old name is more like the SACSOCS language.

Meeting adjourned at 2:35 PM

Respectfully submitted by Lexi Hergeth

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	University Honors Program	New GEP Special Topics Offering	<input type="checkbox"/>
Special Topic Title: (30 character limit)	The Classical Liberal Tradition	Review for 2nd Offering	<input type="checkbox"/>
Term to be Offered	Fall 2019		
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 be able to recognize the various component ideas of the classical liberal tradition; Students will be able to explain the key events (e.g. the American Revolution), individuals (e.g. John Locke), and documents (e.g. the Magna Carta) of the classical liberal tradition.

Measure(s) for above Outcome:

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

Tests, short papers, and class discussion (see attached for sample exam and short paper assignment).

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 be able to describe classical liberalism's role in modern debates on political, social, and economic issues.

Measure(s) for above Outcome:

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

Tests, short papers, and class discussion (see attached for sample exam and short paper assignment).

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 be able to assess the importance of classical liberal values today and their place in the contemporary world (i.e., taxes, government spending, regulation, and trade to assess the performance of various approaches, including classical liberalism).

Measure(s) for above Outcome:

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

Tests, short papers, and class discussion (see attached for sample exam and short paper assignment).

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Mondays and Wednesdays, 3.00-4.15 p.m.
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: 200 Cox 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 Program students
- b. Is this restriction listed in the course catalog description for the course? N/A

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

University Honors Program students, others by permission of 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

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

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

Please see attached syllabus

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

SIGNATURE PAGE FOR HON 295 sec 001

Classical Liberal Tradition

RECOMMENDED BY:

Anne C. Auten 8/26/19
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 8/26/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 8/26/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 295-001 (3 hrs)

ANDREW J. TAYLOR

THE CLASSICAL LIBERAL TRADITION

No pre- or co-reqs; meets Social Sciences GEP

M, W 3.00 - 4.15; 00200 Cox Hall; Fall 2019

OFFICE HOURS: M, W 1.30-2.30 and by appointment

OFFICE: 227B Caldwell

Tel: 515-8618

e-mail: ataylor@ncsu.edu

web: <https://sites.google.com/ncsu.edu/taylor/courses/the-classical-liberal-tradition>

Course Overview

This is a course on the classical liberal tradition. We will discuss its core values and principles and examine the tradition's historical roots in Western Europe and North America, with particular attention to the philosophers, economists, and political leaders who shaped its course in Britain and the United States. We will discuss the principle challenges to it and what classical liberalism means today.

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

Course Description (from catalog)

Analysis of the genesis and development in Europe and North America of liberal ideas such as natural rights, individual liberty, democracy, economic liberalism, religious pluralism, and the rule of law with a particular emphasis on important documents, thinkers, events, and leaders.

Course Materials

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

Prerequisites and Restrictive Statements

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

Student Learning Outcomes

At the conclusion of this course:

1. students will be able to recognize the various component ideas of the classical liberal tradition;
2. students will be able to explain the key events (e.g. the American Revolution), individuals (e.g. John Locke), and documents (e.g. the Magna Carta) of the classical liberal tradition;
3. students will be able to describe classical liberalism's role in modern debates on political, social, and economic issues;
4. students will be able to assess the importance of classical liberal values today and their place in the contemporary world.

GEP Information

GEP Category: Social Sciences.

Assignments and Grades

4 tests (short answer, noncumulative; on 9/23, 10/14, 11/4, 12/13)	12.5% each (50%)
2 short papers (see handout; due 10/7, 11/25)	15% each (30%)
Class participation	20%

Rubric for Class Participation

Class participation is graded holistically. Students will receive a mid-semester evaluation on November 1, 2019 that summarizes their performance to date and a final evaluation on December 6, 2019. Students may inquire about their participation at any time throughout the semester.

<i>Grade</i>	<i>Criteria</i>
0-59	<ul style="list-style-type: none">• Present but participation is intentionally disruptive and impedes others' participation or sense of the classroom as a safe environment
60-69	<ul style="list-style-type: none">• Present but not disruptive• Attempts class exercise but lacks both commitment and awareness• Discourages others from participating through body language, or negative feedback beyond the parameters of cordial discussion
70-79	<ul style="list-style-type: none">• Demonstrates basic preparation for class (bringing appropriate material for class, prepared written assignments) and attempts class exercise but lacks commitment or awareness• Will answer when called upon• Body language is neutral but does not indicate engagement with class discussion or exercise• Disengaged from class discussion

80-89	<ul style="list-style-type: none"> • Demonstrates knowledge of reading, assigned activities, and engages in class exercise with commitment and awareness • Engages in discussion either by volunteering information or when called upon • Responds constructively to diverse or different opinions, openly offers or considers ideas that may run counter to your own
90-100	<ul style="list-style-type: none"> • Demonstrates exceptional consideration of and engagement with all course materials and class exercise • Offers specific description and analysis of the materials and class exercise by volunteering during discussion or when called upon • Body language is actively engaged • Consistently and thoroughly engaged in discussion through comments, active questions, thoughtful and supported answers, engages with diverse or different opinions

Policy on Late Assignments:

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

Incomplete Grades:

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

Grading Scale:

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

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

and where:

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

Website

Please check the course website (<https://sites.google.com/ncsu.edu/taylor/courses/the-classical-liberal-tradition>) (reachable from my website, URL for which is at the top of the syllabus) for assignment materials should you lose the copies I gave you. The first lecture Power Point is there, too. I often communicate with students by e-mail, be sure to check the address

you have on file with the university regularly so that it is correct. There is no Moodle site for this “face-to-face” class.

Academic Integrity Statement

You are advised to check the university’s policies with regards to academic integrity because they apply in this class. I have zero tolerance for **cheating** and will fail any student who cheats. The student will also be subject to further administrative disciplinary action. Students are expected to work within the letter and spirit of the university Student Code of Conduct. (See: <http://policies.ncsu.edu/policy/pol-11-35-01>). **Plagiarism** is considered to be cheating. It will result in a penalty ranging from a 0 for the assignment to an F for the course. I may also report you to university authorities.

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

Policy on Attendance and Absences

Attendance is mandatory and required for a successful completion of the course. Please see the university’s policy on what constitutes an excused absence: <http://policies.ncsu.edu/regulation/reg-02-20-03>. Every unexcused absence above two will incur a deduction from your class participation grade. Your participation grade will be reduced by 1/3 of a letter grade for every unexcused absence after two. This means a grade of B would be reduced to B- after a third unexcused absence and to a C+ after a fourth unexcused absence.

Statement for Students With Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1) <http://policies.ncsu.edu/regulation/reg-02-20-01>

Class Evaluations

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

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

Students are responsible for reviewing the NC State University PRR's (located at: <http://oucc.ncsu.edu/course-rights-and-responsibilities>) which pertains to their course rights and responsibilities.

Schedule of Classes, Required Reading, and Assignments

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

I will grade students holistically for their performance in class throughout the semester. An A grade will be given to students who participate regularly with thoughtful comments grounded in the assigned readings. You cannot participate in class discussions if you do not attend, so unexcused absences will result in a reduced score for this component of the course grade.

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

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

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

All readings are either on electronic course reserve or from the Internet, in which case the URL is given. There are no books required for purchase.

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

1. 8/21 – Introduction (course requirements & policies, PPT overview of material)

2. 8/26 – Foundational Documents

- Readings to be discussed in class
 - Magna Carta: <http://www.constitution.org/eng/magnacar.htm> (pay close attention to clauses 39 & 40)
 - Mayflower Compact: <http://www.ushistory.org/documents/mayflower.htm>
 - Excerpt on class electronic reserve, John Winthrop's "City Upon a Hill" in Richard Beeman, ed., *American Political Speeches*, pp. 1-3
 - Excerpts on class electronic reserve from Nathaniel Philbrick (x2), *Mayflower*, pp. 7-10, pp. 39-42
 - Dan Jones, "Magna Carta: The Things You Didn't Know", *The Telegraph*, June 9 2015: <https://www.telegraph.co.uk/history/11310696/Magna-Carta-an-idiots-guide-by-historian-Dan-Jones.html>
- Background material
 - "Magna Carta and Its American Legacy":
http://www.archives.gov/exhibits/featured_documents/magna_carta/legacy.html
 - BBC Radio 4 "In Our Time" podcast, "Magna Carta":
<http://www.bbc.co.uk/programmes/b00k4fg7>
 - BBC Radio 4 "In Our Time" podcast, "The Pilgrim Fathers":
<http://www.bbc.co.uk/programmes/b007rlb6>
- Contextual material presented in class
 - Ancient roots in Greece and Rome
 - England before 1600
 - Early New World settlement
 - Protestantism
 - Renaissance republicanism
 - Emergence of common law

3. 8/28 – English Revolutions

- Readings to be discussed in class

- Excerpt on class electronic reserve from C.B MacPherson's "Introduction" to Hobbes's *Leviathan* pp. 25-51.
- The Petition of Right: <http://www.constitution.org/eng/petright.htm>
- The Instrument of Government:
<http://www.constitution.org/eng/conpur097.htm>
- Excerpt on class electronic reserve from, Ian Gentles, "Instrument of Government" from Oliver Cromwell: God's Warrior and the English Revolution
- The English Bill of Rights:
http://avalon.law.yale.edu/17th_century/england.asp
- Excerpt on class electronic reserve from, Steve Pincus, "Conclusion" to *1688: The First Modern Revolution*, pp. 474-86
- Background material
 - "Revolutions" podcast, "#13 The Instrument of Government":
http://hwcdn.libsyn.com/p/2/3/6/2362cbba02d443b0/013-_The_Instrument_of_Government.mp3?c_id=6543975&expiration=1402001726&hwt=9ba7aff18d88b6ee6e98f3ef03ccc3a1
 - BBC Radio 4 "In Our Time" podcast, "The Putney Debates":
<http://www.bbc.co.uk/programmes/b01rw1k7>
 - BBC Radio 4 "In Our Time" podcast, "The Glorious Revolution":
<http://www.bbc.co.uk/programmes/p00547fk>
 - BBC Radio 4 "In Our Time" podcast, "Hobbes":
<http://www.bbc.co.uk/programmes/p003k911>
- Contextual material presented in class
 - The thought of Thomas Hobbes
 - English Civil War(s) & the Republican Era
 - John Milton and James Harrington
 - The Glorious Revolution
 - The Thirty Years War and Peace of Westphalia

No class 9/2: Labor Day

4. 9/4 – John Locke

- Readings to be discussed in class

- Excerpt on class electronic reserve from Peter Laslett (ed.) *Locke's Two Treatises of Government*, pp. 93-122
- Excerpt on class electronic reserve from "Of the Beginning of Political Societies" in Locke's *Second Treatise of Government*, Sections 95-99, pp. 52-53
- Excerpt on class electronic reserve from "Of Property" in Locke's *Second Treatise of Government*, Sections 37-51, pp. 23-30
- Background material
 - Open Yale Courses, "Locke: Equality, Freedom, Property, and the Right to Dissent" (Ivan Szelenyi):
<https://www.youtube.com/watch?v=T7dTgWL3ajM> License: Creative Commons BY-NC-SA
 - Partially Examined Life podcast on Locke:
<https://www.partiallyexaminedlife.com/2011/05/06/episode-37-locke-on-political-power/>
- Contextual material presented in class
 - Who Locke was and the politics of his time
 - His ideas—particularly on political power and property

5. 9/9 – Enlightenment Thinking in England

- Readings to be discussed in class
 - Excerpt on class electronic reserve from Philip Schofield, *Utility and Democracy: The Political Thought of Jeremy Bentham*, pp. 40-44
 - Excerpts on class electronic reserve, Mary Wollstonecraft (x4), *A Vindication of the Rights of Women* (Dover Thrift), pp. 6-10, pp. 52-65, pp. 145-54, pp. 198-201
- Background material
 - Partially Examined Life podcast on Bentham and Utilitarianism (especially to 38:28):
<http://www.partiallyexaminedlife.com/2009/09/18/episode-9-utilitarian-ethics-what-should-we-do/>
 - BBC Radio 4 "In Our Time" podcast, "Mary Wollstonecraft":
<http://www.bbc.co.uk/programmes/b00pg5dr>

- Contextual material presented in class
 - Jeremy Bentham—the man and his ideas
 - Mary Wollstonecraft and women’s rights
 - England in the “long” eighteenth century, 1688-1815

6. 9/11 - The Scottish Enlightenment: Hume and Smith

- Readings to be discussed in class
 - Excerpt on class electronic reserve from Knud Haakonsen (ed.), *Hume: Political Essays*, “Introduction”, pp. xi(11)- xxx(30)
 - Excerpt on class electronic reserve from Adam Smith, *The Wealth of Nations* “Introduction” by Alan B. Krueger, pp.xi(11)-xxiii(23)
 - Entry on Adam Smith in the Stanford Encyclopedia of Philosophy:
<http://plato.stanford.edu/entries/smith-moral-political/>
 - Knud Haakonsen ed., *Adam Smith’s Theory of Moral Sentiments* “Introduction”, ebook NCSU,
<http://catalog.lib.ncsu.edu/record/NCSU2251326>, pp. vii(7)-xxiv(24)
- Background material
 - BBC Radio 4 “In Our Time” podcast, “The Enlightenment in Scotland”:
<http://www.bbc.co.uk/programmes/p00548ln>
 - BBC Radio 4 “In Our Time” podcast, “Hume”:
<http://www.bbc.co.uk/programmes/b015cpfp>
 - Cato Institute Podcast, “Adam Smith: Moral Philosopher”:
<http://www.cato.org/multimedia/daily-podcast/adam-smith-moral-philosopher>
 - Library of Economics and Liberty EconTalk podcast with Daniel Klein, “An Overview of the Theory of Moral Sentiments”:
http://www.econtalk.org/archives/2009/04/klein_on_the_th.html
- Contextual material presented in class
 - A very brief history of Scotland
 - David Hume—the man and his ideas
 - Adam Smith—the man and his ideas

7. 9/16 – The Enlightenment in France: Voltaire and Montesquieu

- Readings to be discussed in class
 - “Montesquieu” from Isiah Berlin, Henry Hardy, and Mark Lilla, *Against the Current: Essays in the History of Ideas* ebook, NCSU: <http://site.ebrary.com.prox.lib.ncsu.edu/lib/ncsu/detail.action?docID=10704699>, pp. 164-203.
 - Excerpt on class electronic reserve, Ben Ray Redman, ed., *The Portable Voltaire*, “Introduction”, pp. 37-47.
 - Excerpt on class electronic reserve, Isaac Kramnick ed., *The Portable Enlightenment Reader*, Voltaire, “Reflections on Religions”, pp. 115-31.
- Background material
 - BBC Radio 4 “In Our Time” podcast, “Voltaire’s ‘Candide’”: <http://www.bbc.co.uk/programmes/b01gythf>
 - Yale Courses, “Montesquieu: The Division of Power” (Ivan Szelenyi): <http://oyc.yale.edu/sociology/socy-151/lecture-4>
 - BBC Radio 4 “In Our Time” podcast, “The Encyclopedie”: <http://www.bbc.co.uk/programmes/p0038x93>
- Contextual material presented in class
 - France before the Revolution
 - Voltaire—the man and his ideas
 - Montesquieu—the man and his ideas
 - The *Encyclopedie*

8. 9/18 – Radical Enlightenment in France: Rousseau and Revolution

- Readings to be discussed in class
 - Declaration of the Rights of Man: http://avalon.law.yale.edu/18th_century/rightsof.asp
 - Christopher Wraight, *Rousseau’s The Social Contract* ebook, NCSU: <http://site.ebrary.com.prox.lib.ncsu.edu/lib/ncsu/reader.action?docID=10427281>, pp. 1-18, 120-8
 - Conclusion from Jonathan Israel, *Revolutionary Ideas: An Intellectual History of the French Revolution from the Rights of Man to Robespierre* ebook, NCSU:

<http://site.ebrary.com/lib/ncsu/docDetail.action?docID=10836477>,
Chapter 25, pp. 695-708

- Background material
 - History Channel documentary on the French Revolution:
https://www.youtube.com/watch?v=LEq_lAx3ssE
 - Revolutions Podcast on Declaration of the Rights of Man:
http://hwcdn.libsyn.com/p/b/b/b/bbbd486f7aea9374/3.13-_The_Rights_of_Man.mp3?c_id=7759648&expiration=1438179935&hwt=66b0d06754ade04154681485d6ca3b3b
 - Counterpart interview with author Christopher Kelly on Rousseau from WKNO (Memphis): <http://wknofm.org/post/interview-christopher-kelly-jean-jacques-rousseau>
 - Steven Smith, “Rousseau”, thegreatthinkers.org:
<http://thegreatthinkers.org/rousseau/>
- Contextual material presented in class
 - Rousseau—the man and his ideas
 - Major events of the French Revolution
 - The reaction to the Revolution

9. 9/23 – Test 1

10. 9/25 – The Ideas of the American Revolution

- Readings to be discussed in class
 - Excerpt on class electronic reserve, David Armitage, *Boltingbroke: Political Writings* “Introduction”, pp. vii(7)-xxiv(24)
 - Excerpt on class electronic reserve, David Beeman, *Thomas Paine: Common Sense* “Introduction”, pp. xxi(21)-xxxiii(33)
 - Excerpt on class electronic reserve, Lorraine Smith Pangle, *The Political Philosophy of Benjamin Franklin*, Chapter 1, pp. 15-48
 - Excerpt on class electronic reserve, Louis Hartz, *The Liberal Tradition in America*, pp. 35-66
 - Excerpt on class electronic reserve, Bernard Bailyn, *The Ideological Origins of the American Revolution*, pp. 22-36

- J.G.A. Pocock, *The Machiavellian Moment* ebook, NCSU:
<http://site.ebrary.com.prox.lib.ncsu.edu/lib/ncsu/detail.action?docID=10035914>, pp. 513-26.
- Background material
 - “The Junto” podcast, Thomas Paine’s “Common Sense”:
http://hwcdn.libsyn.com/p/5/a/8/5a85af365ef715ac/The_JuntoCast_Episode_8_Thomas_Paine_and_Common_Sense.mp3?c_id=6737524&expiration=1403109145&hwt=accdef6337e469c47b23d560265cdebb
 - BBC Radio 4 “In Our Time” podcast, “Benjamin Franklin”:
<http://www.bbc.co.uk/programmes/b01ckmg8>
- Contextual material presented in class
 - America prior to Revolution
 - Major events of the American Revolution

11. 9/30 – The Declaration of Independence and Constitution

- Readings to be discussed in class
 - The Declaration of Independence:
http://www.archives.gov/exhibits/charters/declaration_transcript.html
 - The Constitution:
http://www.archives.gov/exhibits/charters/constitution_transcript.html
- Background material
 - “Revolutions” podcast, “The Critical Period”:
http://hwcdn.libsyn.com/p/b/f/5/bf5b7582f6382b36/030-_The_Critical_Period.mp3?c_id=7191936&expiration=1403108668&hwt=727cce71bb8cccd3d083521e66eccfcf
 - “Revolutions” podcast, “The Rising Son”:
http://hwcdn.libsyn.com/p/3/0/b/30b355b512afa021/31-_The_Rising_Sun.mp3?c_id=7214691&expiration=1403109064&hwt=82c427450d98d372595cc1442c4988b6
- Contextual material presented in class
 - Events surrounding the Declaration of Independence
 - The end of the Revolutionary War
 - The Articles of Confederation

- The Constitutional Convention
- Ratification of the Constitution

12. 10/2 – The Rationale of the Constitution: The Federalist Papers

- Readings to be discussed in class
 - Federalist Papers, 6, 10, 39, 47, 48, 51, 78:
<http://thomas.loc.gov/home/histdox/fedpapers.html>
- Background material
 - Cato Daily podcast with Timothy Sandefur, The Conscience of the Constitution: <http://www.cato.org/multimedia/daily-podcast/affirming-conscience-constitution>
 - “Partially Examined Life” podcast, “The Federalist Papers”:
<http://www.partiallyexaminedlife.com/2012/10/27/ep65-federalist-papers/>
 - Miller Center, “The Great Books: The Federalist Papers” podcast:
<https://jackmillercenter.org/great-books-podcast-federalist-papers/>
- Contextual material presented in class
 - The reason for the Federalist Papers
 - Alexander Hamilton, James Madison and John Jay

13. 10/7 – Principles of Enlightenment

- Readings to be discussed in class
 - Part of Samuel Fleischaker’s essay about Immanuel Kant’s “What is Enlightenment”, ebook: <http://catalog.lib.ncsu.edu/record/NCSU2766225> (read pp. 11-16, of “The Official Story”)
 - Excerpt on class electronic reserve from Roy Porter, *The Enlightenment*, pp. 1-10.
 - Excerpt on class electronic reserve, Isaac Kramnick ed., *The Portable Enlightenment Reader*, “Introduction”, pp. ix(9)-xxiii(23)
 - Excerpt class electronic reserve, Isaac Kramnick ed., *The Portable Enlightenment Reader*, d’Holbach, “No Need of Theology”, pp. 140-50.
- Background material

- BBC Radio 4 “In Our Time” podcast, “The Social Contract”:
<http://www.bbc.co.uk/programmes/b008w3xm>

- Contextual material presented in class
 - Reason, empiricism, and science
 - Individualism, self-interest and the state of nature
 - Liberty, equality, and the social contract
 - Progress
 - Criticism of the Enlightenment

14. 10/9 – John Stuart Mill

- Readings to be discussed in class
 - Excerpts on class electronic reserve (x3), John Stuart Mill, *On Liberty* (Oxford World Classics), pp. 14-19, pp. 59-61, pp. 83-103
 - Excerpts on class electronic reserve, Edmund Fawcett, *Liberalism*, pp. 85-97 (on Mill)
 - Excerpt on class electronic reserve Geoffrey Scarre, *Mill's 'On Liberty'*, pp. 10-16
 - Excerpt on class reserve, John Micklethwaite and Adrian Wooldridge, *The Fourth Revolution*, pp. 47-59
- Background material
 - BBC Radio 4 “In Our Time” podcast, “Mill”:
<http://www.bbc.co.uk/programmes/p003c1cx>
- Contextual material presented in class
 - John Stuart Mill—the man and the times he lived in
 - Mill's *On Liberty* and views about harm, free speech, and politics
 - Mill on women
 - Mill's changing views on economic liberty

15. 10/14 – Test 2

16. 10/16 –Nineteenth Century England: Liberals and Reform

- Readings to be discussed in class
 - Excerpts on class electronic reserve, Edmund Fawcett, *Liberalism*, pp. 70-73 (on Cobden), pp. 112-116 (on Gladstone).
 - Excerpt on class electronic reserve, H.C.G. Matthew, *Gladstone*, pp. 639-45.
 - The Anti-Corn Law League:
<http://www.historyhome.co.uk/peel/cornlaws/acll.htm>
 - Douglas A. Irwin, “Political Economy and Peel’s Repeal of the Corn Laws”, *Economics and Politics* (1989):
<http://www.dartmouth.edu/~dirwin/docs/Peel.pdf>
 - Thomas Ertman, “The Great Reform Act of 1832 and British Democratization”, *Comparative Political Studies* (2010):
<http://cps.sagepub.com/content/43/8-9/1000> (requires NC State identification for full access)
- Background material
 - BBC Radio 4 “In Our Time” podcast, “The Great Reform Act”:
<http://www.bbc.co.uk/programmes/b00flwh9>
 - BBC Radio 4 “In Our Time” podcast, “The Corn Laws”:
<http://www.bbc.co.uk/programmes/b03dvbyk>
 - BBC Radio 4 Podcast on the Prime Ministers, “Gladstone”:
<http://www.bbc.co.uk/programmes/b010m7ks>
 - BBC Radio 4 “In Our Time” podcast, “The Peterloo Massacre”:
<http://www.bbc.co.uk/programmes/p003k917>
- Contextual material presented in class
 - Political reform: Peterloo, the Chartists, and the acts of 1832, 1867, and 1884
 - Economic liberalization and the battle for free trade
 - The British Liberal Party

17. 10/21 – Nineteenth Century America: Politics and Ideas

- Readings to be discussed in class

- Henry David Thoreau’s “Civil Disobedience”:
<http://www.constitution.org/civ/civildis.htm>
- Thomas Jefferson’s first inaugural address, 1801:
<http://millercenter.org/president/speeches/detail/3469>
- Andrew Jackson’s first inaugural address, 1829:
<http://millercenter.org/president/speeches/detail/3485>
- Excerpt on electronic class reserve, Diana Schaub, “Lincoln at Gettysburg”, from *National Affairs*, Spring 2014, pp. 114-32
- Excerpt on electronic class reserve, Ari Helo, “Jefferson’s Conception of Republican Government”, from Frank Shuffelton ed., *The Cambridge Companion to Thomas Jefferson*, pp. 35-46
- Excerpt on electronic class reserve, Arthur M. Schlesinger, Jr., “The Age of Jackson”, from Edwin C. Rozwen, ed., *The Meaning of Jacksonian Democracy*, pp. 67-81
- Background material
 - BBC Radio 4 “In Our Time” podcast, “Thoreau and the American Idyll”:
<http://www.bbc.co.uk/programmes/b00glr78>
 - Explore and read the pages on the Jefferson, Jackson, and Lincoln presidencies at the University of Virginia’s Miller Center site:
<http://millercenter.org/president>
 - Cato Daily podcast, Rob MacDonald, “Thomas Jefferson in His Own Time”: <http://www.cato.org/multimedia/daily-podcast/thomas-jefferson-own-time>
 - Miller Center podcast, H.W. Brands, “Andrew Jackson: His Life and Times”: <http://millercenter.org/events/2005/andrew-jackson-his-life-and-times>
 - History Channel biography of Abraham Lincoln:
<https://www.youtube.com/watch?v=Y7pI9fqWyxg>
- Contextual material presented in class
 - Henry David Thoreau—and existentialism
 - Thomas Jefferson’s Presidency
 - Andrew Jackson’s Presidency
 - Why no Tocqueville?
 - Abraham Lincoln, the Civil War, and the liberal tradition

- Readings to be discussed in class
 - Excerpt on class electronic reserve, Isaac Kramnick ed., *The Portable Enlightenment Reader*, Turgot, “Economic Liberty”, pp. 502-5.
 - Brian Baugus, “Frederic Bastiat: Libertarian Challenger or Political Bargainer?” (in the Independent Review):
http://www.independent.org/pdf/tir/tir_12_04_5_baugus.pdf
 - Robert Formaini, “Jean-Baptiste Say: Foundations of France’s Free Trade Tradition” (in the Federal Reserve Bank of Dallas’s “Economic Insights”):
<http://www.dallasfed.org/assets/documents/research/ei/ei0601.pdf>
 - Robert Formaini, “David Ricardo: Theory of Free International Trade” (in the Federal Reserve Bank of Dallas’s “Economic Insights”):
<https://www.dallasfed.org/assets/documents/research/ei/ei0402.pdf>
 - Robert Malthus:, “An Essay on the Principle of Population” (read chapter 2 and chapter 5):
<http://www.esp.org/books/malthus/population/malthus.pdf>
 - Excerpts on class electronic reserve, Edmund Fawcett, *Liberalism*, pp. 79-85 (on Spencer).
- Background material
 - Library of Economics and Liberty podcast, Russ Roberts, “On Smith, Ricardo, and Trade”,
http://www.econtalk.org/archives/2010/02/roberts_on_smit.html
 - BBC Radio 4 “In Our Time” podcast, “Malthusianism”:
<http://www.bbc.co.uk/programmes/b011zzh6>
 - Cato podcast, David Hart Frédéric Bastiat: “Campaigner for Free Trade, Political Economist, and Politician in a Time of Revolution”
“<http://www.cato.org/multimedia/events/frederic-bastiat-campaigner-free-trade-political-economist-politician-time-revolution>”
 - Frederic Bastiat, “The Law”:
http://www.constitution.org/cmt/bastiat/the_law.html
 - BBC Radio 4 “In Our Time” podcast, “Social Darwinism”:
<http://www.bbc.co.uk/programmes/b03vgqlq>
 - History Extra podcast, “Thomas Malthus”:
<http://www.historyextra.com/podcast/people-history/thomas-malthus-and-wilkie-collins> (to 25.00)
- Contextual material presented in class
 - The Physiocrats

- Frederic Bastiat—“The Law” and the ideas of the French school of classical economics
- Jean-Baptiste Say, David Ricardo—the men and their ideas
- Robert Malthus, Herbert Spencer, and Social Darwinism

19. 10/28 – Conflicting Ideas I (From the Left): Revolution, Anarchism, Socialism, and Communism

- Readings to be discussed in class
 - Excerpt on class electronic reserve, Mike Rapport *1848: Year of Revolution*, pp. 399-415
 - Peter Lamb, Marx and Engels’ Communist Manifesto: A Reader’s Guide, ebook NCSU, <http://catalog.lib.ncsu.edu/record/NCSU3347049>, pp. 13-22
 - Greg Oxley, “The Paris Commune of 1871”: <http://www.marxist.com/paris-commune-of-1871.htm>
 - On electronic class reserve, George F. Kennan, “The Russian Revolution Fifty Years Later: Its Nature and Consequences” from *Foreign Affairs*, October 1967, pp. 1-21
 - Excerpt on electronic class reserve, Barbara Tuchman, *The Proud Tower*, pp. 635-9 (on anarchism)
 - Excerpt on electronic class reserve, Martin Malia, “The Soviet Tragedy”, pp. 34-47
- Background material
 - BBC Radio 4 “In Our Time” podcast, “1848: Year of Revolution”: <http://www.bbc.co.uk/programmes/b019gy9p>
 - BBC Radio 4 “In Our Time” podcast, “Anarchism”: <http://www.bbc.co.uk/programmes/p0038x9t>
 - BBC Radio 4 “In Our Time” podcast, “Marx”: <http://www.bbc.co.uk/programmes/p003k9jg>
 - Open Yale Courses, “The Paris Commune” (John Merriman): <http://oyc.yale.edu/history/hist-276/lecture-2>
 - You can read the Communist Manifesto as well. It is quite short and widely available online
- Contextual material presented in class
 - The Revolutions of 1848

- Marx, the Paris Commune, the Internationals, socialism, and organized labor
- Anarchism and terrorism in the 1880s and 1890s
- The Russian Revolution

20. 10/30 – Conflicting Ideas II (From the Right): Nationalism, Imperialism, and Fascism

- Readings to be discussed in class
 - Excerpt on class electronic reserve, H.R. Trevor-Roper, “The Phenomenon of Fascism”, pp. 18-38.
 - Excerpts on class electronic reserve (x2), Norman Rich, *The Age of Nationalism and Reform, 1850-1890*, “Nationalism”, pp. 43-47 and “Imperialism”, pp. 70-76.
 - Ian Kershaw, “Hitler and the Uniqueness of Nazism”, *Journal of Contemporary History*, April 2004, 239-54.
- Background material
 - Open Yale Courses, “Nationalism” (John Merriman): <http://oyc.yale.edu/history/hist-202/lecture-13>
 - Open Yale Courses, “Fascists” (John Merriman): <http://oyc.yale.edu/history/hist-202/lecture-22>
 - BBC Radio 4 “In Our Time” podcast, “The Berlin Conference”: <http://www.bbc.co.uk/programmes/b03ffkfd>
- Contextual material presented in class
 - European nationalism—German and Italian unification
 - Imperialism—Asia and the scramble for Africa
 - The roots of European fascism and national socialism
 - Hitler, Mussolini, and Franco

21. 11/4 – Test 3

22. 11/6 – The Conditions for the Revival of Anglophone Classical Liberalism: Depression, War, and the Explosive Growth of the State

- Readings to be discussed in class
 - Excerpt on electronic class reserve, Richard Hofstadter, “The Age of Reform”, pp. 3-12
 - Stephen Moore, “The Growth of Government in America”, *The Freeman*: http://www.fee.org/the_freeman/detail/the-growth-of-government-in-america
 - Michael Schuyler, “A Short History of Government Taxing and Spending in the United States, Tax Foundation: <http://taxfoundation.org/sites/taxfoundation.org/files/docs/FF415.pdf>
 - Excerpt on class electronic reserve, David Childs, “Britain Since 1945: A Political History, pp. 10-19.
 - Excerpt on class electronic reserve, Amity Shlaes, “The Forgotten Man”, pp. 1-14.
- Background material
 - Library of Economics and Liberty podcast, Eric Rauchway, “The Great Depression and the New Deal”: http://www.econtalk.org/archives/2008/12/rauchway_on_the.html
 - Library of Law and Liberty, Jean Yarbrough, “Theodore Roosevelt and the American Political Tradition”: <http://www.libertylawsite.org/2013/06/16/theodore-roosevelt-and-the-american-political-tradition/>
 - History Channel documentary, “The Progressive Era Presidents: <https://www.youtube.com/watch?v=J8VE9aObwfU>
- Contextual material presented in class
 - The People’s Party (American populists)
 - The Progressive Era in America
 - The Great Depression and the New Deal
 - Britain around WWII

23. 11/11 – The New Classical Liberalism

- Readings to be discussed in class
 - Excerpt on class electronic reserve, Daniel Stedman Jones, *Masters of the Universe*, pp. 30-37

- Walter Lippman, *The Good Society*, pp. 378-389 (or “The Degradation of Man” – “Watchman, What of the Night?”):
<https://ia700308.us.archive.org/26/items/goodsociety035221mbp/goodsociety035221mbp.pdf>
- Karl Popper, “The Open Society”, pp. 174-179 (i.e. Section I of Chapter 10): <http://www.inf.fu-berlin.de/lehre/WS06/pmo/eng/Popper-OpenSociety.pdf>
- Excerpts on class electronic reserve, Friedrich Hayek, *The Road to Serfdom* (x2), pp. 57-63, pp. 124-33
- Henry Hazlitt, “Economics in One Lesson”, pp. 3-7 (Chapter 1), pp. 175-83 (Chapter 24):
https://mises.org/books/economics_in_one_lesson_hazlitt.pdf
- Excerpts on class electronic reserve, Milton Friedman, “Capitalism and Freedom” (x2), pp. 1-4, pp. 196-202.
- “Ayn Rand”, Stanford Encyclopedia of Philosophy:
<https://plato.stanford.edu/entries/ayn-rand/> - Do sections 1-3.1
- Background material
 - London School of Economics podcast, Daniel Stedman Jones, “Masters of the Universe”:
http://richmedia.lse.ac.uk/publiclecturesandevents/20130116_1830_mastersOfTheUniverse.mp3
 - Library of Economics and Liberty EconTalk podcast with Nicholas Wapshott, “Keynes and Hayek: The Clash that Defined Modern Economics”:
http://www.econtalk.org/archives/2011/10/wapshott_on_key.html
 - Library of Economics and Liberty EconTalk podcast with Milton Friedman, http://www.econtalk.org/archives/_featuring/milton_friedman/
 - Ricochet podcast with Carol Roth and Jonathan Henry, “Capitalism and Ayn Rand”, <https://ricochet.com/podcast/roth-effect/capitalism-ayn-rand/>
- Contextual material to be presented in class
 - Mont Pelerin Society
 - Lippman, Popper, and the political elements of new liberalism
 - von Mises, Hayek, and the Austrian School of Economics
 - Friedman and the Chicago School of Economics
 - Ayn Rand

24. 11/13 – Political Power: Reagan and Thatcher

- Readings to be discussed in class
 - Excerpt on class electronic reserve, Andrew E. Busch, “Conclusion” to *Ronald Reagan and the Politics of Freedom*, pp. 251-69.
 - William Niskanen, “Reaganomics”:
<http://www.econlib.org/library/Enc1/Reaganomics.html>
 - Arthur B. Laffer, “Reaganomics: What We Learned”, Wall Street Journal:
<http://online.wsj.com/news/articles/SB10001424052748704364004576132473777840938>
 - Dylan Matthews, “A Look Back at Margaret Thatcher’s Record”, *Washington Post*:
<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/04/08/a-look-back-at-margaret-thatchers-economic-record/>
 - The Economist, “Margaret Thatcher: A Cut Above the Rest”:
<http://www.economist.com/blogs/blighty/2013/04/margaret-thatcher-0>
 - Excerpt on class electronic reserve: Claire Berlinski, *There is No Alternative: Why Margaret Thatcher Matters*, pp 113-29.
- Background material
 - PBS, “The American Experience: The Presidents”, “Reagan”:
<http://www.pbs.org/wgbh/americanexperience/films/reagan/player/>
 - University of Oxford, Gillian Peele, “The Legacy of Margaret Thatcher”
<http://podcasts.ox.ac.uk/legacy-margaret-thatcher>
- Contextual material to be presented in class
 - The politics of the 1970s
 - Ronald Reagan—his political philosophy
 - The Reagan Presidency—its accomplishments and failures
 - Margaret Thatcher and her revolution

25. 11/18 – Classical Liberalism Today – It’s Not Modern Liberalism

- Readings to be discussed in class
 - Ben Davies, “John Rawls’ ‘A Theory of Justice’” 1000 Word Philosophy:
<https://1000wordphilosophy.com/2018/07/27/john-rawls-a-theory-of-justice/>

- Excerpt on class electronic reserve, Isaiah Berlin, “Two Concepts of Liberty”, pp. 166-81
- Excerpt on class reserve, Keith Whittington, *Speak Freely*, chapter 3
- David Davenport and Gordon Lloyd, “Rugged Individualism: Dead or Alive?”, Hoover Institution: <https://www.hoover.org/research/rugged-individualism-dead-or-alive-0>
- Background Material
 - Partially Examined Life podcast, “Rawls on Social Justice”: <http://www.partiallyexaminedlife.com/2013/11/10/precognition85-rawls/>
- Contextual material to be presented in class
 - Rawls’s theory of justice
 - Individualism and collectivism
 - Negative and positive rights
 - Freedom of speech and thought

26. 11/20 Classical Liberalism Today – Economic and Political Liberty

- Readings to be discussed in class
 - Excerpt on class electronic reserve, Milton Friedman, *Capitalism and Freedom* (#3), pp. 7-21
 - Excerpt on class electronic reserve, Thomas Nagel, “Foreword to Robert Nozick’s ‘Anarchy, State, and Utopia’”, pp. xi(11)-xviii(18)
 - Murray Rothbard, “For a New Liberty” (read pp. 45-53): <http://library.mises.org/books/Murray%20N%20Rothbard/For%20a%20New%20Liberty%20The%20Libertarian%20Manifesto.pdf>
 - Excerpt on class electronic reserve, Milan Rai, “Chomsky’s Politics”, pp. 93-104
- Background material
 - Libertarianism.org, podcast on Nozick’s “Anarchy, State, and Utopia”: <http://www.libertarianism.org/media/free-thoughts-podcast/episode-3-robert-nozicks-anarchy-state-utopia>
 - Von Mises Institute podcast, Jeff Riggenbach, “Murray Rothbard, Mr. Libertarian”:

<http://library.mises.org/media/The%20Libertarian%20Tradition/Mr%20Libertarian,%20Murray%20N%20Rothbard%20Jeff%20Riggenbach.mp3>

- Contextual material presented in class
 - Friedman, Rothbard and the links between political and economic freedom
 - Nozick—the broadening of libertarianism
 - Left-libertarianism

27. 11/25 – Classical Liberalism Today – It’s Not Conservative

- Readings to be discussed in class
 - Excerpt on class electronic reserve, Milton Friedman, *Capitalism and Freedom* (#4), pp. 5-6
 - Excerpt on class electronic reserve, F.A. Hayek, “Why I am Not a Conservative”, from *The Constitution of Liberty*, pp. 397-411.
 - Nathan Schleuter, The Witherspoon Institute, “Why I am Not a Libertarian”, <http://www.thepublicdiscourse.com/2012/03/5002/>
 - The Libertarian Party platform, 2016: <https://www.lp.org/platform>
 - Adam Serwer, The Atlantic, June 14, 2019, “The Illiberal Right Throws a Tantrum” <https://www.theatlantic.com/ideas/archive/2019/06/ahmari-french-orban/591697/>
- Background material
 - Cato Institute, Debate: Libertarianism versus Conservatism: <https://www.cato.org/events/debate-libertarianism-vs-conservatism-2015>
- Contextual material presented in class
 - The emergence of two ideologies: Conservative and liberal
 - What do we mean by liberalism and conservatism today?
 - Libertarianism
 - Competing wings of the modern Republican Party

28. 12/4 – Classical Liberalism Today – Present and Future Challenges

- Readings to be discussed in class
 - Excerpt on class electronic reserve, John Micklethwait and Adrian Wooldridge, *The Fourth Revolution*, pp. 221-48

- Derek Robertson, “Why the Classical Liberal is Making a Comeback”, *Politico*, June 16, 2018:
<https://www.politico.com/magazine/story/2018/06/16/why-the-classical-liberal-is-making-a-comeback-218667>
- Shikha Dalmia, “The Right’s Identity Politics is More Dangerous than the Left’s” *Reason*, March 17, 2019: <https://reason.com/2019/03/17/why-the-rights-identity-politics-is-more/>
- Kate Davidson and Jon Hilsenrath, “How Washington Learned to Love Debt and Deficits”, *Wall Street Journal*:
<https://www.wsj.com/articles/how-washington-learned-to-love-the-deficit-11560436380>
- Background material
 - BBC Radio 4 “In Our Time” podcast, “Freedom”:
<http://www.bbc.co.uk/programmes/p00548hh>
- Contextual material presented in class
 - The challenges to classical liberalism
 - The future of classical liberalism

29. 12/6 – Catch-Up, Wrap-Up, and Reflection

- No readings or background material

Test 4 will be on December 13, 1 p.m.

HON GEP Visual and Performing Arts Special Topic Shell Offering

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

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

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

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

HON 299

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	x	
Special Topic Title: (30 character limit)	Turning Points in Contemporary Music History	Review for 2nd Offering <input type="checkbox"/>		
Term to be Offered	Spring 2020			
Instructor Name/Title	Dr. Peter Askim, Associate Teaching Professor			

SECTION 1: GEP CRITERIA

Instructions:

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

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

Explain how historical, social and artistic contexts influence musical creation at key stylistic junctures in the development of contemporary art music.

Measure(s) for above Outcome:

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

The Discussion Starter assignment is designed to encourage students to engage with the reading and listening assignments and formulate discussion questions which synthesize artistic creations and their contexts.

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

Evaluate and critique musical works through the critical analysis of technical/theoretical aspects of influential works (melody, harmony, rhythm, texture, form, etc.) and their resultant ability to convey artistic, emotional, philosophical viewpoints and/or reflect their aesthetic and temporal contexts.

Measure(s) for above Outcome:

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

Through the listening journals, students apply concepts from readings and discussions in the evaluation of unfamiliar works. Appropriate concepts and terminology will be employed to demonstrate fluency in evaluating the connection between technical and communicative aspects of works considered.

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

Apply technical and aesthetic knowledge of diverse musical genres and time periods to evaluate and place in context new and/or unfamiliar works as they encounter them.

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.

A final paper will demonstrate these skills through an in-depth examination of a single musical work.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): TH 3-4:15
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Quad Commons 202
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

Restricted to students in the University Honors Program. Open to other students upon approval.

- 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.

Restricted to students in the University Honors Program. Open to other students upon approval.

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

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

None.

SECTION 3: ADDITIONAL INFORMATION

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

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

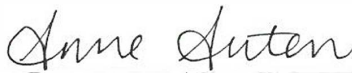
See attached syllabus.

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

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

SIGNATURE PAGE FOR HON 299 sec 001
Turning Points in Contemporary Music History


RECOMMENDED BY:


HEAD, DEPARTMENT/PROGRAM _____ 11/4/19 _____
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:


CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE _____ 11/4/19 _____
DATE


COLLEGE DEAN _____ 11/4/19 _____
DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION _____
DATE

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

APPROVED EFFECTIVE DATE _____

HON 299 Course Syllabus

HON 299 – Turning Points in Contemporary Music History

Section 001

Spring 2020

3 Credit Hours

Course Description

This course will examine crucial time periods, musical communities, artistic movements and schools of thought that shaped the course of 20th and 21st Century Western Art Music, and which continue to influence its direction(s). In depth examination of these topics will include the social, historical and artistic contexts in which music is created, the development of new musical languages, the relationship between composer and audience, and the current state of the contemporary musical "scene."

Students will be required to attend two concerts (either on or off campus), approved in consultation with the instructor, and may be required to provide their own transportation and purchase tickets (not to exceed \$15).

Learning Outcomes

1. Students will explain how historical, social and artistic contexts influence musical creation at key stylistic junctures in the development of contemporary art music.
2. Evaluate and critique musical works through the critical analysis of technical/theoretical aspects of influential works (melody, harmony, rhythm, texture, form, etc.) and their resultant ability to convey artistic, emotional, philosophical viewpoints and/or reflect their aesthetic and temporal contexts.
3. Apply technical and aesthetic knowledge of diverse musical genres and time periods to evaluate and place in context new and/or unfamiliar works as they encounter them.
4. Students will evaluate and articulate the variety of styles, genres, aesthetic philosophies and compositional techniques that give shape to the 20th and 21st-century musical landscapes.
5. Students will listen critically and be able to identify and apply concepts from class and readings in the course of active listening.
6. Students will articulate the place of composers and repertoire within their larger historical, social and/or cultural contexts.
7. Students will analyze and discuss important works from the repertoire using appropriate terms and techniques.

8. Students will articulate the role of music as it relates to broad cultural concerns.
9. Students will discuss new works using key terms and concepts of 20th and 21st century music.
10. Students will evaluate relationships between artistic production and the times, places, and circumstances from which they arise.

Course Structure

The course is based on in-class discussions of reading and listening assignments. Students will complete Listening Journals and Discussion Starter assignments on the assigned materials prior to the beginning of class. The Discussion Starters will be submitted to me via e-mail prior to the start of each class period. They will consist of questions, observations or ideas about the assigned materials and will form the basis of the class discussions. Final projects will consist of a "close reading" of a single piece of 20th or 21st Century music, chosen in consultation with the instructor, and will culminate in a 5-page term paper and a 5-10 minute in-class presentation.

Course Policies

1. Classroom expectations: No phones or food after class has begun. Laptops for note taking only.
2. Email: Important class notices will be communicated by email at times. Please make sure that you have registered your correct email with the university records and you check this email account regularly.

Instructors

Peter Askim (paaskim) - *Instructor*

Email: paaskim@ncsu.edu

Web Page: <https://music.arts.ncsu.edu/facultystaff/dr-peter-askim/>

Phone: (919) 515-8279

Office Location: Price Music Center 207

Office Hours: TTh 4:30-5:30

Course Meetings

Seminar

Days: TH

Time: 3:00pm - 4:15pm

Campus: Main

Location: Quad Commons 202

This meeting is required.

Course Materials

Textbooks

The Rest Is Noise - *Alex Ross*

Edition: 1st Edition

ISBN: 978-0312427719

Web Link: https://www.amazon.com/Rest-Noise-Listening-Twentieth-Century-dp-0312427719/dp/0312427719/ref=mt_paperback?_encoding=UTF8&me=&qid=1566849068

Cost: \$12-15

This textbook is required.

Music After The Fall - Tim Rutherford-Johnson

Edition: 1st Edition

ISBN: 0520283155

Web Link: https://www.amazon.com/Music-after-Fall-Composition-Culture/dp/0520283155/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1566849274&sr=1-1

Cost: \$25

This textbook is required.

Expenses

Concert Admissions - \$5-15

This expense is required.

Materials

Additional readings and listenings will be assigned on a weekly basis. These will be available either on Moodle or on Library Reserve: - 0

This material is required.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

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

General Education Program (GEP) Information

GEP Category

Visual and Performing Arts

GEP Category Outcomes

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

Course/Student Learning Outcome:

Explain how historical, social and artistic contexts influence musical creation at key stylistic junctures in the development of contemporary art music.

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

Course/Student Learning Outcome:

Evaluate and critique musical works through the critical analysis of technical/theoretical aspects of influential works (melody, harmony, rhythm, texture, form, etc.) and their resultant ability to convey artistic, emotional, philosophical viewpoints and/or reflect their aesthetic and temporal contexts.

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

Course/Student Learning Outcome:

Apply technical and aesthetic knowledge of diverse musical genres and time periods to evaluate and place in context new and/or unfamiliar works as they encounter them.

How This Course Will Fulfill GEP Category Outcomes

Means of Assessment, GEP Category 1: The Discussion Starter assignment is designed to encourage students to engage with the reading and listening assignments and formulate discussion questions which synthesize artistic creations and their contexts.

Means of Assessment, GEP Category 2: Through the listening journals, students apply concepts from readings and discussions in the evaluation of unfamiliar works.

Appropriate concepts and terminology will be employed to demonstrate fluency in evaluating the connection between technical and communicative aspects of works considered.

Means of Assessment. GEP Category 3: A final paper and related in-class presentation will demonstrate these skills through an in-depth examination of a single musical work.

GEP Co-requisites

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

Transportation

Students will be required to provide their own transportation for this class. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Listening Journals	25%	<p>Students' reaction to and commentary upon each class's listening will be documented in a 2-page (12 pt. font) Listening Journal (a two-page assignment for each class period – four pages total/week). Though they may be relatively informal in style, Listening Journals are an integral part of class structure and evaluation. The journals are an effective way to help you develop your listening habits. Each student's journals will be different, reflecting what they hear in the music. Journals will be handed in at three points during the semester. The journals will be graded for participation, but points will be deducted if it is clear the submitted work is not thoughtful or the effort is sub-standard.</p> <p><i>Important:</i> Students should listen to each assigned piece of music at least once, and make a corresponding journal</p>

Component	Weight	Details
		entry, one for every assigned piece of music . At least one assigned listening example each week must be listened to twice and have two entries : the first for immediate impressions after one hearing and the second for further reaction following a second hearing. Electronic journals are preferred, but handwritten journals will also be accepted. Students are encouraged to use the journals to deepen their critical listening skills.
Concert Reviews	15	Each student will attend two concerts featuring 20 th and/or 21 st century music. (There may be a charge for concerts.) Within two class meetings of each performance, the student will submit a 2-3 page (12 pt. font) commentary on the concert. The commentary will include discussion of the repertoire, performance and/or concert-going experience using critical listening and discussion techniques developed in Listening Journals and class activities. Guidelines for the commentaries will be discussed in class and posted on Moodle. The writing will be grammatically correct, collegiate-level writing, and the style must be more formal than that of the Listening Journals.
Discussion Starters	25	<p>Discussion Starters based on assigned listenings and readings will be required for each assignment. Like the Listening Journals, they are a tool to help you focus your critical thought about assignments. They will include 3-4 questions, thoughts or observations about the assigned material and will be used to guide our in-class discussions. You should phrase your idea as a comment or a question that you feel would spark discussion in the class or on which you would be interested in getting other viewpoints. Be sure to include a page citation or quote from the reading or timing from the recording for the relevant sections.</p> <p>Some examples of topics would be: contextual relationships between the assigned listening and reading; questions or disagreements about material in the reading; a contemporary piece of music that you listen to that relates (or doesn't relate) to the covered musical works or comparing/contrasting musical works within the assignment or across the duration of the semester.</p> <p>Discussion starters will be handed in via Moodle by 2:30 pm on the class day the material will be discussed.</p>
Discussion Participation	10	<p>This class is based on in-class discussion and requires that each student has completed the reading and listening assignments prior to the class. Attendance and participation is crucial to the success of the class and to coming to terms with the materials. In-class quizzes may be given as needed and will be included in the grade percentage.</p> <p>Students will receive participation grades at least three times during the semester which cover the included time periods.</p> <p>Rubric:</p>

Component	Weight	Details
		0 = no participation, unprepared, or absent 1 = passive or partial participation in class activities 2 = full participation with average/adequate energy and contributions 3 = active, enthusiastic, and meaningful participation in the entirety of the class session
Final Paper and Presentation	25	Students will write a final 5-page paper on one piece of music, mutually agreed-upon musical work drawn from the course material or topics related to the course content. Each student will make a 5-minute presentation to the remainder of the class during the final week of classes summarizing their paper. More details regarding the assignment and its parameters will be handed out during the semester.

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b)

the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

Late assignments may be turned in up to 5 days late with a grade deduction of 5 points for each day the assignment is late. Students who feel that an extenuating circumstance has prevented them from completing an assignment on time may consult with me about an extension, but I reserve the right to decline the request. Students who contact me before an assignment is due will have a more sympathetic reception

Attendance Policy

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

Attendance Policy

Attendance is a critical component of the class, as lectures will present and expand upon material not covered in the reading and listening assignments. Students are permitted two unexcused absences. Other absences will require written excuses or prior approval. Attendance will be taken at each class. See this link for the university policy on excused absences:

University's Attendance Regulation (NCSU REG02.20.03)

Absence on the day of a test will only be permitted if the student has prior permission or if the student contacts the instructor within 24 hours of the missed exam with a valid excuse. Any possible make-up will be at the discretion of the instructor and in accordance with university policy. The following scale will be used to determine your semester grade as it relates to an excess of the allowable number of absences:

First 2 absences= no reduction in the cumulative course grade

3-4 absences= reduction of 5%in the cumulative course grade (e.g., 90% becomes 85%)

5-6 absences= reduction of 10%in the cumulative course grade (e.g., 90% becomes 80%)

7-8 absences= reduction of 20%in the cumulative course grade (e.g., 90% becomes 70% C-)

9+ absences= reduction of 40%in the cumulative course grade (e.g., 90% becomes 50% F)

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

This is a seminar course. For this class to be a success, students must attend each class meeting prepared to engage with the course material and their classmates in productive and respectful discussion. Thus, regular class attendance is a key component to the success of this course. All students are allowed two unexcused absences. The participation grade will be lowered by 10 points for each unexcused absence over two.

It is disruptive and disrespectful to the class as a whole when a student is late. Three tardies will equal one unexcused absence, and a pattern of being late to class will result in an additional deduction to the class participation grade.

Absences Policy

See Attendance Policy

Makeup Work Policy

See Attendance Policy

Additional Excuses Policy

See Attendance Policy

Academic Integrity

Academic Integrity

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

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

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

1. All homework assignments – reading, listening, and viewing resources
2. Any handouts or additional information distributed in class

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

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.

Seminar TH 3:00pm - 4:15pm — Week 1: Course Overview, Introduction and Contexts; Vienna — 01/07/2020 - 01/09/2020

Ross, *The Rest Is Noise*, Preface and Chapter 1

Seminar TH 3:00pm - 4:15pm — Week 2: Vienna, Expressionism and Atonality — 01/14/2020 - 01/16/2020

Ross, *The Rest Is Noise*, Chapter 1 and 2

Seminar TH 3:00pm - 4:15pm — Week 3: Paris — 01/21/2020 - 01/23/2020

Ross, *The Rest Is Noise*, Chapter 2

Seminar TH 3:00pm - 4:15pm — Week 4: Paris — 01/28/2020 - 01/30/2020

Ross, *The Rest Is Noise*, Chapter 3

Listening Journals for weeks 1-4 due at beginning of class

Seminar TH 3:00pm - 4:15pm — Week 5: Post-War Music: Serialism — 02/04/2020 - 02/06/2020

Ross, *The Rest Is Noise*, Chapter 6 and 10

Seminar TH 3:00pm - 4:15pm — Week 6: Post-War Music: Aleatoric and Neo-Romantic Music — 02/11/2020 - 02/13/2020

Ross, *The Rest Is Noise*, Chapter 10 and 11

Seminar TH 3:00pm - 4:15pm — Week 7: Minimalism — 02/18/2020 - 02/20/2020

Ross, *The Rest Is Noise*, Chapter 14

Seminar TH 3:00pm - 4:15pm — Week 8: Minimalism, Post-Minimalism, Kronos Quartet — 02/25/2020 - 02/27/2020

Ross, *The Rest Is Noise*, Chapter 14

Rutherford-Johnson, *Music After the Fall*, Chapter 1

Seminar TH 3:00pm - 4:15pm — Week 9: Post-minimalism, Bang On A Can and Globalism — 03/03/2020 - 03/05/2020

Rutherford-Johnson, *Music After the Fall*, Chapter 2

The Rest Is Noise, Chapter 15 and Epilogue

Listening Journals for weeks 5-8 due at beginning of Thursday's class

Seminar TH 3:00pm - 4:15pm — Spring Break — 03/09/2020 - 03/13/2020

Spring Break

Seminar TH 3:00pm - 4:15pm — Week 10: The Descendants of Modernism; Finland; Spectralism and The New Complexity — 03/17/2020 - 03/19/2020

Rutherford-Johnson, Chapter 7; Chapter 6 Excerpt

Seminar TH 3:00pm - 4:15pm — Week 11: 21st Century Trends: "Indie Classical" — 03/24/2020 - 03/26/2020

Readings posted on Moodle

**Seminar TH 3:00pm - 4:15pm — 21st Century Trends:
Electronic and Multimedia — 03/31/2020 - 04/02/2020**

Reading: Rutherford-Johnson Chapters 2 and 3

**Seminar TH 3:00pm - 4:15pm — Week 13: 21st Century
Trends - The Younger Generation — 04/07/2020 -
04/09/2020**

Readings and listenings posted on Moodle

Final Project Proposals due at beginning of Thursday's Class

**Seminar TH 3:00pm - 4:15pm — Week 14: Recent Pulitzer
Prize Winners — 04/14/2020 - 04/16/2020**

Readings and listenings posted on Moodle

**Seminar TH 3:00pm - 4:15pm — Week 15: In-class
presentations — 04/21/2020 - 04/23/2020**

In class presentations of final projects and discussions of larger trends in contemporary art music.

Listening Journals for weeks 9-15 due at beginning of Thursday's class

Final Papers Due April 30, 5 p.m.

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

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

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

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

1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

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

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

HUMU 295

Department(s)/Program	Interdisciplinary Studies	New GEP Special Topics Offering	<input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Black Culture Through Sports	Review for 2nd Offering	<input type="checkbox"/>
Term to be Offered	Maymester 2020		
Instructor Name/Title	Dr. Stephen C Ferguson II		

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

Humanities

List the Instructor's student learning outcomes for the course that are relevant to GEP **Humanities Objective 1:**

Obj. 1) Engage the human experience through the interpretation of human culture.

Identify major events, actors, movements, themes, and ideas relating to African American participation in sports.

Measure(s) for above Outcome:

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

Quiz Questions – Example Prompt: Identify key African-American athletes that supported the Olympic boycotts in 1968 and their reasons for supporting the boycott.

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

Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.

Analyze primary document evidence and apply it to a philosophical or historical interpretation of the relationship of sports to other aspects of the African American experience.

Measure(s) for above Outcome:

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

Homework Assignment (Short Paper) – Example Prompt: In light of the videos watched in class and the assigned readings, compare and contrast Paul Robeson and Jackie Robinson's perspectives on Citizenship, Civil Disobedience, and Black Identity.

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

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

Compare and contrast perspectives on the validity of the slave plantation analogy in the context of professional sports in the United States.

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.

Written Assignment or Exam Essay Question: Reconstruct the arguments for and against the slave plantation analogy, citing historical evidence for each perspective.

U.S. Diversity

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 1, 2, 3, or 4:

Obj. 1) Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.

Obj. 2) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structure inequalities in the U.S.;

Obj. 3) Interpret and evaluate social actions by religious, gender, ethnic, racial, class sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;

Obj. 4) Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

Learning Outcome for Objective 1) Identify how African American identity has been shaped by capitalism, racism, sexism and African-American participation in sports.

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.

Essay Exam Question – Example Prompt: Explore the social context for black participation in horse racing from Slavery to the Inaugural Kentucky Derby? (It is expected that students will address why 17 of the 19 jockeys in the first Kentucky Derby were African Americans, which would inherently require addressing the isms listed in the learning outcome.)

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 1, 2, 3, or 4:

Learning Outcome for Objective 2) Examine how structural inequalities impact African-American women's participation in sports and how that relates the African-American experience.

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.

Essay Exam Question – Example Prompt: Based on your knowledge of the obstacles faced by African American women in sports, answer the following question. Was Brittany Griner the best player, male or female, in NCAA college basketball for the 2011-2012 basketball season?

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): 9:50am-12:50pm M T W Th F
 - Seat count:20
 - Room assigned or room preference including needed classroom technology/seat type: Withers Hall or a building on the Court of North Carolina
- 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) IPUS 295

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

See syllabus

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

See syllabus

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

See syllabus

SIGNATURE PAGE FOR HUMU 295

RECOMMENDED BY:

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:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

GEP Interdisciplinary Perspectives & U.S. Diversity Special Topic Shell Offering (IPUS 295)

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

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

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

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

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

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

IPUS 295

Department(s)/Program	Interdisciplinary Studies	New GEP Special Topics Offering	<input checked="" type="checkbox"/>	
Special Topic Title: (30 character limit)	Black Culture Through Sports	Review for 2nd Offering <input type="checkbox"/>		
Term to be Offered	Maymester 2020			
Instructor Name/Title	Dr. Stephen C Ferguson II			

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Perspectives

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?
African American Studies and Philosophy
- 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"? **Please see pedagogy statement after Section 3**

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.

Recognize and express an African American Studies approach and a Philosophical approach to studying African American participation in sports.

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.

Exam Questions – Examples: Whom should be given credit for being the first black professional baseball player: Moses Fleetwood Walker or Jackie Robinson? (African American Studies). Evaluate arguments for who was the best hitter in the MLB: Josh Gibson or Babe Ruth? (Philosophy)

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.

Apply and evaluate philosophical arguments concerning racial and gender inequality in American sports based on historical studies from African American Studies.

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.

Exam question – Example Prompt: Discuss Sylvia Du Bois' breakthrough in the history of African American women in sport. What are the philosophical implications of Du Bois' exploits in light of the triple oppression of Black women in slavery?

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.

Discuss complex problems and power relations in sports using approaches from both African American Studies and Philosophy.

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.

Exam Question – Example Prompt: Should college athletes be paid? OR Are college athletes student-athletes?

U.S. Diversity

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 1, 2, 3, or 4:
Obj. 1) Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.

Obj. 2) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structure inequalities in the U.S.;

Obj. 3) Interpret and evaluate social actions by religious, gender, ethnic, racial, class sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.;

Obj. 4) Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

Learning Outcome for Objective 1) Identify how African American identity has been shaped by capitalism, racism, sexism and African American participation in sports.

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.

Essay Exam Question – Example Prompt: Explore the social context for black participation in horse racing from slavery to the inaugural Kentucky Derby? (It is expected that students will address why 17 of the 19 jockeys in the first Kentucky Derby were African Americans, which would inherently require addressing the isms listed in the learning outcome.)

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 1, 2, 3, or 4:

Learning Outcome for Objective 2) Examine how structural inequalities impact African-American women's participation in sports and how that relates the African-American experience.

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.

Essay Exam Question – Example Prompt: Based on your knowledge of the obstacles faced by African American women in sports, answer the following question. Was Brittany Griner the best player, male or female, in NCAA college basketball for the 2011-2012 basketball season?

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): 9:50am-12:50pm M T W Th F
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Withers Hall or a building on the Court of North Carolina
- 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) HUMU 295

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

See syllabus

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

See syllabus

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

See syllabus

Black Culture Through Sports – Pedagogy Statement

The instructor in this course will use his background in philosophy to examine how sports and the African American experience mirror and interpenetrates with the larger questions of racism, class exploitation, white supremacy, slavery, Jim Crow/segregation and the African American challenges to them. This course will require the instructor to draw on philosophy, history and African American Studies.

Through an interdisciplinary approach, students will (1) investigate the ethical, economic, political, social and normative dimensions of sports; (2) develop a critical knowledge of the African American experience in sports from slavery to now; and (3) enhance their skills in reading, writing and the articulation of philosophical arguments.

To understand Africana Studies approaches to the subject matter, students will (1) review and interpret the history of African Americans in sports; and (2) review and interpret social and economic data on sports statistics.

To understand the philosophical perspective, students will (1) read literature related to the philosophy of sports; (2) analyze philosophical arguments related to the African American experience; and (3) develop arguments about central debates in the history of African American sports.

After students understand the different approaches, they will be given the opportunity to engage in discussions about the contemporary experience of African American athletes from an interdisciplinary perspective. Through targeted assignments and assessments, students will develop the skills needed to synthesize these two approaches in their final exam.

SIGNATURE PAGE FOR IPUS 295**RECOMMENDED BY:**_____
HEAD, DEPARTMENT/PROGRAM_____
DATE

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ENDORSED BY:_____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE_____
DATE_____
COLLEGE DEAN_____
DATE**APPROVED BY:**_____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION_____
DATE_____
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)_____
DATE

APPROVED EFFECTIVE DATE _____

SIGNATURE PAGE FOR HUMU 295**RECOMMENDED BY:**

B. Kelly 10.17.19
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:

not required in our college
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 11/1/2019
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

SIGNATURE PAGE FOR IPUS 295**RECOMMENDED BY:**

 10.17.19
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:

not required in our college
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 11/1/2019
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HUMU 295/IPUS 295 Black Culture Through Sports – Maymester 2020

Instructor: Dr. Stephen C. Ferguson II	Course Title: Black Culture Through Sports
Course Pre(or Co)requisites: None	GEP Requirements Fulfilled <i>Humanities and U.S. Diversity or Interdisciplinary Perspectives and U.S. Diversity</i>
Class Hours: 9:50am-12:50pm M T W Th F	Classroom:
Instructor Office: 446 Withers Hall	Office Phone: 919-515-0306
Office Hours: 1:10-2:10 T/Th	Three (3) Credit Hours
e-mail: scfergus@ncsu.edu¹	Web: https://philrel.chass.ncsu.edu/

Course description

The philosophy of sports is one of the more recent subfields of philosophy. Given the enormous impact of sports on popular culture as well as the host of ethical, political, and social issues adjoin to sports activities and athletes, we find that philosophers are now approaching this very rich area with critical scrutiny.

This course is concerned with how sports and the African American experience mirrors and interpenetrates with the larger questions of racism, white supremacy, slavery, Jim Crow/segregation, the African American challenges to them and their adjoining philosophical implications. Sports historically functioned as a means for social advancement on the part of African Americans.

It should be noted a considerable number of philosophers recognize that the broader African American struggle has important philosophical ramifications. Given that sports are significantly affixed to the African American struggle and thus bound by values, rules, regulations, and judgments that form the social context of athletic contest, they consequently provide students of philosophy with ample resources to critically (philosophically) evaluate the meaning and measure of the African American experience in sports.

GEP Learning Outcomes

Humanities:

- (1) Identify major events, actors, movements, themes, and ideas relating to African American participation in sports.
- (2) Analyze primary document evidence and apply it to a philosophical or historical interpretation of the relationship of sports to other aspects of the African American experience.
- (3) Compare and contrast perspectives on the validity of the slave plantation analogy in the context of professional sports in the United States.

Interdisciplinary Perspectives:

- (1) Recognize and express an African American Studies approach and a Philosophical approach to studying African American participation in sports.
- (2) Apply and evaluate philosophical arguments concerning racial and gender inequality in American sports based on historical studies from African American Studies.
- (3) Discuss complex problems and power relations in sports using approaches from both African American Studies and Philosophy.

¹ The student should take full advantage of all communication resources and opportunities although the instructor prefers e-mail as it is the most efficient and expedient. Be aware that it may take the instructor 24 hours to respond.

HUMU 295/IPUS 295 Black Culture Through Sports – Maymester 2020

U.S. Diversity:

- (1) Identify how African American identity has been shaped by capitalism, racism, sexism and African American participation in sports.
- (2) Examine how structural inequalities impact African-American women's participation in sports and how that relates the African-American experience.

Course structure: This is a reading-based lecture course with occasional class discussions.

Texts and other required readings:

The required text for the course is:

John H. McClendon and Stephen C. Ferguson II, *Beyond the White Shadow: Philosophy, Sports, and the African American Experience*. Dubuque, IO: Kendall Hunt, 2012. [BTWS] (Approximately \$27 new)

All other readings are listed in Schedule below, and are available in Moodle, or at <https://reserves.lib.ncsu.edu/> or at the URLs listed.

COURSE REQUIREMENTS

Required Work	Percentage of Grade
Attendance	2%
Participation	3%
Four short written assignments (SWA) (600-800 words each) (5% ea.)	20%
Midterm Exam (take home)	30%
Final Exam (take home)	45%
Total	100%

GRADING

All work under each grade component will be averaged on a 100-point scale and then the component averages will be combined in the ratios indicated in the table above to yield your final numerical score out of 100. The course letter grade will be determined according to standard university letter grading:

A Range 90-100%		B Range 80-89%		C Range 70-79%		D Range 50-69%		F Range 0-49%	
A+	98-100	B+	88-89	C+	78-79	D+	65-69	F+*	40-49
A	93-97	B	83-87	C	73-77	D	55-64	F	20-39
A-	90-92	B-	80-82	C-	70-72	D-	50-54	F-*	0-19

* The grades of F+ and F- will be used only for course administration and feedback to students. The final grade of any student whose overall score is 49 or less will be an F.

If a student takes the course on a Credit Only basis, then the credit will be given only when the quality of the student's work is judged to be C- or higher. For NC State policy on grading, see <https://policies.ncsu.edu/regulation/reg-02-50-03/>

ATTENDANCE/ABSENCE POLICY AND DEADLINES

Attendance is both required and necessary for success. You should miss class only for compelling reasons. If you do so, it is your responsibility to catch up on the material covered. 5% of the course grade is for attendance and participation. A student will not be penalized for one unexcused absence, but a penalty of 1.5% will be deducted for each further unexcused absence. Significantly late arrival or early departure without the instructor's permission will

HUMU 295/IPUS 295 Black Culture Through Sports – Maymester 2020

also be treated as an unexcused absence. Students with more than three unexcused absences will be given the grade of F for the course.

Students who wish to request an excused absence should do so by email before the applicable class if possible; otherwise they should submit their request by email as soon after the class as the circumstances permit. Students who request an approved absence should provide appropriate support.

For NC State policy on attendance, see **Attendance Regulation (NCSU REG02.20.03)** <https://policies.ncsu.edu/regulation/reg-02-20-03> which requires relevant documentation. See <https://dasa.ncsu.edu/students/absence-verification-process/> for information about how to document excused absences.

LATE WORK

Written assignments (including papers) are due at 11:55 pm on the date posted on the course schedule. Late work will be penalized by 4 points, plus an additional 4 points for each day past the deadline – e.g. an assignment that earns a grade of 96% will receive 92% if it is 20 minutes late, 88% if it is one day late, and so on. Requests for extensions must be made in advance of the deadline and will be granted only in extraordinary circumstances, in line with NC State policy on excused absences (see <https://policies.ncsu.edu/regulation/reg-02-20-03>). The reason for this rule is that excessively late work delays the posting of general comments about the assignment or paper in class or on Moodle, which is detrimental to students who have submitted their work on time.

Extra Credit

I do not offer extra credit.

HUMU 295/IPUS 295 Black Culture Through Sports – Maymester 2020

Course Schedule, Required Readings and Assignments
 (Unless in a course text or noted otherwise, readings are available at the course Moodle site.)
 Readings should be completed by the date indicated.

Date	Day	Topics & Required Readings	Assignment
Philosophy of Sports and the African-American Experience: Conceptual Problems, Perceptual Observations			
May 13	Wed	Reading(s): McClendon & Ferguson, BTWS, Introduction Audio: NPR – Bill Rhoden on Sports and Politics Video: <i>Not Just A Game; A Hard Road To Glory</i>	
What's Philosophy Got to Do With It? On the Meaning of Sports and the African American Experience			
May 14	Thur	Reading(s): McClendon & Ferguson, BTWS, Chapter 1 Video: <i>Star Trek: The Next Generation</i> , "The Measure of a Man"	
From Plantation to Playing Field: Labor-Time, Release-Time, Commodity Exchange and the Quest for Freedom			
May 15	Friday	Reading(s): McClendon & Ferguson, BTWS, Chapter 2; Toure, "For the Love of God, Stop Calling Pro Athletes 'Slaves'," Gorn & Goldstein, Chapter 1 Audio: NPR – News & Notes with Ed Gordon (Interview with Bill Rhoden) Video: <i>Real Sports with Bryant Gumbel</i> (Aired 2/7/2006)	
From Plantation to Playing Field: Labor-Time, Release-Time, Commodity Exchange and the Quest for Freedom			
May 18	Mon	Reading(s): McClendon & Ferguson, BTWS, Chapter 2 Audio: TBA Video: TBA	
Concept of African American Firsts, Philosophy of History and the Legacy of the Color Line			
May 19	Tues	Reading(s): McClendon & Ferguson, BTWS, Chapter 3 Video: <i>Uneven Fairways; The White Shadow</i>	
May 20	Wed	Reading(s): McClendon & Ferguson, BTWS, Chapter 3 Video: <i>Unforgivable Blackness; Goose; On the Should of Giants</i>	
Who's The Greatest?			
May 21	Thur	Reading(s): Berri & Schmidt, "Football in Black and White" Video: <i>Wilt Chamberlain: Greatest Player Ever</i>	Midterm Exam Due 11:59pm
May 22	Fri	Reading(s): TBA Video: <i>Roger Brown Story; The Doctor</i>	
"Black Magic" The Trials and Triumphs of Black Athletes at Black and White Colleges			
May 26	Tues	Reading(s): McClendon & Ferguson, BTWS, Chapter 3 Video: <i>Black Magic; Fritz Pollard Story</i>	
The Triple Burden of Sexism, Racism and Class Exploitation			
May 27	Wed	Reading(s): McClendon & Ferguson, BTWS, Chapter 5 Video: <i>The Heart of the Game; Coach; Brittany Griner: LifeSize</i>	
May 28	Thur	Reading(s): McClendon & Ferguson, BTWS, Chapter 5 Video: Highlights of Laila Ali, Venus and Serena Williams	
Who Makes The Rules, Controls The Game:			

HUMU 295/IPUS 295 Black Culture Through Sports – Maymester 2020

Date	Day	Topics & Required Readings	Assignment
The Political Philosophy of Capitalist Sports in Black and White			
May 29	Fri	Reading(s): McClendon & Ferguson, BTWS, Chapter 6 Video: <i>Joe Louis: America's Hero... Betrayed</i>	
June 1	Mon	Reading(s): McClendon & Ferguson, BTWS, Chapter 6 Video: <i>Money and March Madness</i>	
June 2	Tues	Final Exam	Due 11:59 pm

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

IMPORTANT DATES

May	13	Wednesday	First day of classes
May	14	Thursday	Last day to add a course without permission
May	15	Friday	Census Date/Official Enrollment Date
May	22	Friday	Drop/Revision Deadline
May	25	Monday	Memorial Day; University closed
May	26	Tuesday	Classes Resume
June	2	Tuesday	Last day of classes
June	4	Thursday	Grades due by 11:59pm

Academic Integrity

In all course work, students are bound by the Pack Pledge. ["I have neither given nor received unauthorized aid on this test or assignment"]. Any violation of this Pledge will result in referral to the Office of Student Conduct with a recommendation of a zero/F for at least the affected assignment; a failing grade for the course may be imposed as may other penalties. See the **Code of Student Conduct policy (NCSU POL11.35.1)**

<https://policies.ncsu.edu/policy/pol-11-35-01>

Disability Accommodations

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, 2751 Cates Avenue, 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>.

Privacy

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.

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

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

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

Department web site: <https://ids.chass.ncsu.edu/studies/africana.php>

Supporting Fellow Students in Distress:

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 the campus as a whole 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 is the case, I would encourage you to report this behavior to the NC State's Students of Concern website:

<http://go.ncsu.edu/NCsUcares>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

[ClassEval] Schedule²: **Online class evaluations** will be available for students to complete during the end of the term and then become unavailable at 8 am on the last day 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 not know how any one student responded to any question, and students will not know the ratings for any 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>

² <https://oirp.ncsu.edu/surveys/classeval>

If you are taking this course to meet a GEP requirement *do not take it as Credit Only (S/U)*.

Restriction on Sharing Content of Course Materials

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the university's networks or other computer resources may create liability for the university as well as the computer user. <https://policies.ncsu.edu/regulation/reg-01-25-02>

Accordingly, repeat infringers will have their computer account and other access privileges terminated by NC State. By accessing e-reserve and course web site material you agree to the following statement: “I acknowledge that all documents³ made available to me for the course [fill in PREFIX NNN] taught at NC State University in the current term are copyrighted and intended only for my personal use. By logging into the [fill in course prefix and number] web site, you certify that you will not share any content of the class [fill in course prefix and number] NC State University website with a third party⁴ without written permission from the course instructor (fill in title and first name + initial if any + last name).”

REG 02.20.11 - Recording Lectures and Discussions Students may not use recording devices in the classroom without explicit prior permission of the instructor. If permission is granted, there must also be no member of the class who objects. Instructor and class permission is not required when an accommodation notification from Disability Services has been received by the instructor, which identifies a student that requires the use of a recording device. However, the instructor may prohibit the use of any recording device when it would inhibit free discussion and free exchange of ideas in the classroom.

<https://policies.ncsu.edu/regulation/reg-02-20-11>

Career Services: <https://www.ncsu.edu/students/career-services/> are available through the Career Development Center, 2100 Pullen Hall. <https://careers.ncsu.edu/> Make appointments through ePACK <https://ncsu-csm.symplicity.com/students/>

Use of Electronic Devices: All laptops, iPads, and similar devices must remain closed and off during class, and phones must be set to “silent” mode unless the student has come to an agreement with the instructor. The course thrives on maximum participation, and this can happen only if we remain engaged in direct conversation with minimal media interference. Allowances will be made in accordance with Disability Service policies, cited above. If I see you texting in class I will record you as absent for the day and I won’t tell you until course grades are determined. Please don’t do it.

³ Both electronic and hard-copy, including (but not limited to), copies of lecture notes, exams, answers to exam questions, or any handouts provided by the Instructor.

⁴ Any person not signed up for the course, a personal, public, or commercial website, or any other news or advertising media.

GEP Interdisciplinary Perspectives Special Topic Shell Offering (IPGE 295)

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.

IPGE 295

Department(s)/Program	English	New GEP Special Topics Offering	X	
Special Topic Title: (30 character limit)	From Quills to Phones: Text Tech	Review for 2nd Offering	<input type="checkbox"/>	
Term to be Offered	Maymester 2020			
Instructor Name/Title	Paul Fyfe, Associate Professor of English			

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?
English and Engineering
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?
Please see the pedagogy statement after Section 3.

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 approaches to text technologies from disciplines including English and Engineering.

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.

Critical skills scenario: Students will evaluate a proposal to replace hard copy textbooks with iPads in K-12 education. They will write research papers explaining the implications of the change from various perspectives, and make recommendations.

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.*

Combine methods and compare insights from English and Engineering approaches to technologized texts.

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.

Text analysis project: Students will create an electronic version of a novel through scanning and OCR, then perform statistical analysis on the text. Students will write reflection papers comparing data science and humanities approaches to understanding texts at scale.

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.*

Design and produce media forms according to a blended creative and critical approach.

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.

Critical making project: Students will creatively manipulate the codex technology into an experimental interface. Using materials and instructions at the NC State University Libraries Makerspace, they will create a prototype for a media object that serves as a "reflective design," submitting a paper explaining their process and rationale.

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): 9:50am-12:50pm (M,T,W,Th,F)
 - Seat count: Combined total (ENG 298 and IPGE 295) = 20
 - Room assigned or room preference including needed classroom technology/seat type: N/A
- 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) ENG 298

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

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

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

None.

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

None.

SECTION 3: ADDITIONAL INFORMATION

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

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

See Syllabus

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

See Syllabus

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

See Syllabus

Additional Pedagogy Statement:

This course was originally developed as an interdisciplinary seminar for first-year students in the university honors program. It seeks to marry the critical insights of the humanities with the design-and-build impulses of engineering, blending NC State's "Think and Do" motto into a discovery experience for any interested student. Engineering comprises many different departments at NC State, each with their own specializations. Likewise, "English" is only one disciplinary representative of a broader humanities-based interest in the historical, cultural, and critical dimensions of technology. But this course uses those two categories to organize its syllabus, taking from Engineering an approach to technology, problems-solutions paradigm, and project development cycles, and from English the critical case studies of text technologies. The course assigns readings from both domains, such as from Paul Fishwick (Professor of Computer Science at UT Dallas) with his paired pieces on "Engineering the Humanities" and "Humanities Engineering," Deb Chachra (Professor of Engineering at Olin College) with her critique of maker culture, and Jean-Baptiste Michel (Data Scientist and TED Fellow) on reading millions of books with algorithms. It puts these perspectives into conversation with readings from humanities scholars of media history, digital platforms, and critical making.

The course is structured to first introduce and then encourage students to synthesize these different paradigms. The first half of the course introduces students to different approaches for thinking about the tools of texts, past and present. The second half asks them to put those into practice as they create their own prototype. And throughout, students will get practice in hands-on exploration and critique through our several workshops with historical as well as contemporary text technologies platforms. For each, students write reflection papers connecting our experiences with our readings from different disciplines. Ultimately, students create their own prototype by following a project design and development cycle and providing a critically-informed rationale for their work.

SIGNATURE PAGE FOR IPGE 295

RECOMMENDED BY:


HEAD, DEPARTMENT/PROGRAM10/18/19
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:


CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE


COLLEGE DEAN10/30/2019
DATE

APPROVED BY:


CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE


DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

ENG 298 and IPGE 295
Maymester 2020, 3 Credits
Mon-Fri 9:50a-12:50p
Room TBD

From Quills to Smart Phones: The Tools of Texts

Course description

This course invites students into a historically ranging, critically intensive, and hands-on learning environment about the technologies by which humans transmit ideas. The Tools of Texts takes a long view of how we got to now, from the history of manuscripts and books to digital platforms. The course proposes that 1) then and now, our technologies for sharing text, image, and data crucially shape the ideas which they convey, and 2) these contexts can help students plan new mechanisms for communication in the present. The course offers critical readings and discussions, lab-like experiences with different text technologies, and student projects.

Who is this for?

This course offers something to students from a variety of disciplines and programs. The Tools of Texts seeks to marry the critical insights of the humanities with the design-and-build impulses of engineering, blending NC State's "Think and Do" motto into a discovery experience for any interested student. The course also uses a framework for critical and creative thinking as part of NC State University's QEP program called "TH!NK." These standards and behaviors of critical + creative thinking are built into the course's program of activities. Ultimately, they aim to help you develop a transferrable set of skills for planning and executing projects.

This course is open to anyone and has no prerequisites. It satisfies the Interdisciplinary Perspectives (IP) requirement for the university's general education program (GEP). Taken as ENG 298, it can also count as an elective towards certain programs in English. Additionally, students in the English LWR program can use the course for the digital technology requirement.

Our goals

The course's goals are for students, having completed all course requirements, to:

1. be able to identify an array of historical and comparative contexts for media technologies;
2. accrue a concept inventory for understanding and analyzing various media and their communicative functions;
3. gain skills in working with varied media forms, from writing with quills to elementary physical computing, in order to generate critical projects; and
4. navigate the many resources at NC State for supporting such projects, including the NCSU Libraries and MakerSpaces.

Learning Outcomes

Students leaving the course should have working analytical vocabulary and diverse introductory skill set for their continuing work as creative and critical makers at NC State and beyond. In addition, the course satisfies the university's GEP requirement for Interdisciplinary Perspectives (IP). Each course in this category will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines. In our course, we will identify and distinguish between approaches to historical and contemporary text technologies from disciplines including English and Engineering.
2. Identify and apply authentic connections between two or more disciplines. To help with this, we will combine methods and compare insights from different approaches to technologized texts.
3. Explore and synthesize the approaches or views of the two or more disciplines. These approaches will be synthesized in the media objects you produce for this class, using a blended creative and critical approach.

Your instructor

Paul Fyfe, Associate Professor of English
Office: 269 Tompkins Hall
Open hours 1:00-3:00p or by appointment
Office phone: 919-515-6053
Email: paul.fyfe@ncsu.edu
Website: <http://go.ncsu.edu/pfyfe>

You can call me Paul, Professor, Dr. Fyfe, he, him, &c—whatever you are comfortable with. Please let me know if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Our materials

The course requires the following:

1. Robin Sloan, *Mr Penumbra's 24 Hour Bookstore* (ISBN 978-1250037756) \$10
2. Costs for NCSU Libraries MakerSpace materials (varies by project)

Specialty materials for workshops will be provided (e.g. book binding materials). Scanned PDFs and electronic course readings will be linked or available through Moodle. If you can, I'd really like you to print out these materials to read and refer to in class (10¢ per page if printed on campus).

What I need from you

1. Attendance. Because of our compressed Maymester, each day of the course equals one week of a regular semester. Therefore, this course can only allow for one absence,

excused or otherwise. Additional absences will cost 1/3 letter per infraction. I reserve the right to treat repeated lateness as an absence. If you have other conflicts with class time—professional, personal, etc.—please talk with me in advance. The university’s policy on Attendance Regulation (REG02.20.3) is available online <http://policies.ncsu.edu/regulation/reg-02-20-03>

2. Homework. Taking a course on a Maymester schedule means putting in a week’s worth of homework every day. Expect to commit 3 or more hours of reading, study, and writing each day outside of class.
3. Participation. Our class will be conducted as a seminar which will thrive on the participation of its members. Earning a full participation grade means thoughtfully preparing any reading materials, supporting peers in group settings, and communicating with the seminar.
4. Fortitude. Because of its occasional engagement with technologies, this course may (ok, will) include some moments of frustration or even outright failure. These exercises may require your patience and fortitude in ways that other classes do not. It will also reward them. But never stew in isolation. If you get confused or stuck, let’s talk. We’ll figure it out together.
5. Quizzes. Basic reading quizzes will be completed on Moodle before the start of class on any day they are assigned. These can be taken open book.
6. Writing assignments and projects. Each day of the course will include some form of writing or project with a reflection component. Sometimes you’ll do this individually responding to a prompt, sometimes it will be part of a group project. These will usually be collected on Moodle.
7. Critical making project. The course’s major project requires students to creatively manipulate the codex technology into an experimental interface. Detailed instructions and workshops will help students develop and produce their ideas.
8. Class presentation. In lieu of a final exam, each student will submit their critical making project as well as an accompanying presentation to the class. In this short presentation, you’ll explain your ideas, how they fit into our course’s conversations, and where you see the conversation going next. These five-minute presentations will take a special form called “Pecha Kucha”—a highly visual style that will aid you in making effective presentations in the future. Further instructions to come.

What you can expect from me

As your instructor, I commit to punctual appearance at class times as well as preparation of assigned texts and contexts. Emails will be answered within two business

days. All graded assignments will be completed and returned within one week of submission.

Because grades

Participation 15%

Quizzes 15%

Writing Assignments and Projects 40%

Critical making project 20%

Pecha Kucha presentation 10%

A+	97-100	C	73-76
A	93-96	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	F	≤ 59
C+	77-79	—	—

Complete details on NC State's grading policies, including conversions to GPA and grade change policies, can be found online: <https://policies.ncsu.edu/regulation/reg-02-50-03/> (02.50.03 – Grades and Grade Point Average)

Getting help

Your success in this class is important to me. We will all need different forms of support from our instructors because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

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, 2751 Cates Avenue, 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 \(REG02.20.01\)](#).

All the policies—including plagiarism (boo)

Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-discrimination Policy Statement), <https://oied.ncsu.edu/divweb/policies/> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average), <https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and

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

All work for this course should be your own or otherwise cited appropriately. If you ever have any concerns about what might/not be plagiarism, please let me know in advance. I expect all students in the course to abide by Pack Pledge, i.e. your testimony that "I have neither given nor received unauthorized aid on this test or assignment."

Late and incomplete work

Late work presents a special problem for Maymester as we have barely any time to catch up. But late work can be accepted, if need be. Schedule it with me in advance and no points will be deducted. Otherwise, grades have to be penalized. Please don't fall behind!

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

When things get tough

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 the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate who seems in crisis or may need help. In these cases, consider reporting to NC State Students of Concern (<https://prevention.dasa.ncsu.edu/nc-state-cares/about/>). If you are needing help or just someone to talk to, please get in touch with the Counseling Center at Student Health (<https://counseling.dasa.ncsu.edu/>) which offers confidential services.

Our open classroom

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 <https://oied.ncsu.edu/divweb/policies/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Additionally, I consider it part of my responsibility as instructor to address the learning needs of all of the students in this course. The course presents materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome. In scheduling midterms and other exams, I have tried to avoid conflicts with major religious holidays. If there is a conflict with your religious observances, please let me know as soon as possible so that we can work together to make arrangements.

Electronic Hosting Statement

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

This course may also involve electronic sharing or posting of personally identifiable student work or other information with persons not taking or administering the course. Students will be asked to sign a consent form allowing disclosure of their personally identifiable work. No student is required to sign the consent form as a condition of taking the course. If a student does not want to sign the consent form, he or she has the right to ask the instructor for an alternative, private means of completing the coursework.

Safety and risk

Risks will be minimal, though our hands-on exercises may include working with a few sharp or pointy things, such as using needle and thread to sew book bindings. Additionally, certain technologies in the Makerspace have some risks associated with their use, and all students will be required to undertake a safety orientation provided by the library to use the space.

What did you think?

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

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

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

The plan

Unless otherwise noted, all readings should be completed before class on the day they are assigned. Note that this schedule is subject to change, though I will give you the earliest possible notice.

Part 1: Reading Machines

Goals: Backgrounds, Analysis, Critical Reasoning

Wed May 13: Introduction and Overviews

Homework (HW): Get necessary materials for course. Read before the first meeting:

Ulin, David L. "The Lost Art of Reading." *Los Angeles Times* 9 Aug. 2009.
<http://articles.latimes.com/2009/aug/09/entertainment/ca-reading9>

Read together in class:

Fishwick, Paul. "Engineering the Humanities." *Creative Automata* 29 Jan. 2015. Web. <https://medium.com/creative-automata/engineering-the-humanities-b7492c91e191>

---. "Humanizing Engineering." *Creative Automata* 1 Feb. 2015. Web. <https://medium.com/creative-automata/humanizing-engineering-350c32ce3e98>

Topics: Introduction to the course, TH!NK structure, critical standards

Homework: "Adopt-a-standard" assignment. Reflect on the last few days of your experiences at NC State or in our world, then document where you encounter your adopted standard. In what ways do you find it used or abused? How could it be more successfully implemented?

Thurs May 14: Reading and Writing Questions

HW: Read in advance and take quiz on Moodle:

Ballatore, Andrea, and Simone Natale. "E-Readers and the Death of the Book: Or, New Media and the Myth of the Disappearing Medium." *New Media & Society* 18.10 (2016): 2379–2394. [Moodle]

Konnikova, Maria. "What's Lost as Handwriting Fades." *The New York Times*, June 2, 2014. <http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>

Mueller, Pam A., and Daniel M. Oppenheimer. "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science* (2014): 1-10.
<http://pss.sagepub.com/content/early/2014/05/21/0956797614524581> [or PDF]

Dewey, Caitlin. "You Think You're Using Your Smartphone — but It Also Uses You." *Washington Post* 15 Aug. 2016.
<https://www.washingtonpost.com/news/the-intersect/wp/2016/08/15/you-think-youre-using-your-smartphone-but-it-also-uses-you/>

Topics: The politics of reading, handwriting and cognition

In class: Quills and ink practice, create "artisanal tweets" and post on campus

Assignment: Reflections on artisanal tweets. Continue working on critical skills scenario.

Fri May 15: Reading without Thinking

HW: Bring your laptop to class. Read in advance and take quiz on Moodle:

Bogost, Ian. "Reading to Have Read." *The Atlantic*, March 14, 2014.
<http://www.theatlantic.com/technology/archive/2014/03/reading-to-have-read/284391/>

Madrigal, Alexis C. "The Next Time Someone Says the Internet Killed Reading Books, Show Them This Chart." *The Atlantic* 6 Apr. 2012.
<http://www.theatlantic.com/technology/archive/2012/04/the-next-time-someone-says-the-internet-killed-reading-books-show-them-this-chart/255572/>

Newton, Casey. "Inside the Secret Lab Where Amazon Is Designing the Future of Reading." *The Verge* 17 Dec. 2014.
<http://www.theverge.com/2014/12/17/7396525/amazon-kindle-design-lab-audible-hachette>

Mod, Craig. "Books in the Age of the iPad." *Craig Mod*. Mar. 2010.
http://craigmod.com/journal/ipad_and_books/

Topics: debates about reading, platforms, affordances

In class: "Spritz" tests.

Assignment: Finish critical skills scenario for Monday.

Mon May 18: Meaning in the Margins

HW: Finish and submit critical skills scenario.

Begin reading paperback copy of *Mr. Penumbra's 24-Hour Bookstore*, pages 1-62 and take quiz on Moodle

Topics: Penumbras and Marginalia

In class: Second-half field trip to Ask Us desk in DH Hill Library (not the Hunt Library). Discussion with librarian Cindy Levine and Book Traces marginalia search.

Assignment: Record marginalia search and reflections.

Tues May 19: Close Reading and Digitization

HW: Read, annotate, and converse on livemargin.com social text of *Mr. Penumbra's 24-Hour Bookstore* (pages 63-75 in paperback, chapters "The Smell of Books" and "The Peacock Feather"). Read the novel through page 97.

Kirschenbaum, Matthew. "Booksapes: Modeling Books in Electronic Space." Human-Computer Interaction Lab, 2008. Web.

<https://mkirschenbaum.files.wordpress.com/2013/01/booksapes.pdf>

Werner, Sarah. "The Serendipity of the Unexpected, Or, a Copy Is Not an Edition." *sarahwerner.net* 1 Aug. 2011. Web.

<http://sarahwerner.net/blog/index.php/2011/08/serendipity-of-the-unexpected/>

Goldsmith, Kenneth. "The Artful Accidents of Google Books." *The New Yorker* 4 Dec. 2013. Web. <http://www.newyorker.com/books/page-turner/the-artful-accidents-of-google-books>

Topics: Penumbra, cont., digitization, remediation, materiality

In class: bibliographic analysis

Assignment: Bibliographic description of a digital object.

Wed May 20: The Audiotext

HW: Download and listen to the audio selections of *Mr. Penumbra*. Continue reading the novel through page 164.

Read in advance and take Quiz on Moodle:

Tien, Shannon. "Audiobook Anxiety and What Constitutes 'Real' Reading." *The Walrus* 26 June 2017. <https://thewalrus.ca/audiobook-anxiety-and-what-constitutes-real-reading/>

Topics: modalities, sound

In class: Discuss and explore different audio performances. Second half: Record and submit an audio snippet of your own from any section of *Mr. Penumbra*

Assignment: One paragraph reflection on creating your audio recording. Submit after you finish.

Thurs May 21: Text Analysis 1

HW: Read in advance and take quiz on Moodle:

Mr. Penumbra through page 221

Michel, Jean-Baptiste, et al. "Quantitative Analysis of Culture Using Millions of Digitized Books." *Science* 331, no. 6014 (January 14, 2011): 176-182. [Moodle]

Topics: quantitative analysis, OCR

In class: Discussion. Second half: Meet at the Ask Us desk of DH Hill Library for an OCR workshop. Lifecycle of a digitization in DH Hill Library

Assignment: Finish OCR project

Fri May 22: Text Analysis 2

HW: Finish reading the novel (through page 288). Read in advance:

Fyfe, Paul. "How to Not Read a Victorian Novel." *Journal of Victorian Culture* 16.1 (2011): 84-88. Web.

http://purl.flvc.org/fsu/fd/FSU_migr_eng_faculty_publications-0002

Topics: Text analysis

In class: Experiments with text analysis tools and "distant reading"

Assignment: Distant reading analysis paper.

Part 2: Breaking and Critical Making

Goals: Distortion, Production, and Communication

Mon May 25: [Memorial Day, no class]

Tues May 26: Electronic Literature

HW: Read in advance:

Shirley Jackson, "Snow" (2014-)

<https://www.instagram.com/snowshelleyjackson/> a 360-word story in progress on Instagram

Sample, Mark. "Notes towards a Deformed Humanities." SAMPLEREALITY May 2, 2012. Web. <http://www.samplerreality.com/2012/05/02/notes-towards-a-deformed-humanities/>

Topics: Interactivity and deformance

In class: Selections from Jason Nelson, *Secret Technology* (choose some to explore) <http://www.secrettechnology.com/>

Second half: Survey and then make a Twitter bot, part 1. For reference: Whalen, Zach. "How to make a Twitter Bot with Google Spreadsheets (version 0.4)." ZachWhalen.net May 17, 2015. Web. <http://zachwhalen.net/posts/how-to-make-a-twitter-bot-with-google-spreadsheets-version-04>

More advanced language settings can be achieved using *Cheap Bots, Done Quick!* <http://cheapbotsdonequick.com/> (advanced users recommended)

Assignment: Once finished with Twitter bot, post link to forum and reflect, as a group, on your goals and results.

Wed May 27: Making and Breaking Books

HW: Read in advance and take quiz

Tom Philips, *A Humument* (selections)

Drucker, Johanna. *Graphesis: Visual Forms of Knowledge Production*. Cambridge: Harvard University Press, 2014. 162-175.

Topics: Deformance, cont.

In class: Review Twitter bots.

Forum: Treat a selected page from our disaggregated *Mr. Penumbra* paperback according to samples from Tom Philips *A Humument*. Post a picture of your finished product into the forum and explain your work.

Thurs May 28: Making Books, cont.

HW: Read in advance and take quiz on Moodle

Levy, David M. "Introduction." *Mindful Tech: How to Bring Balance to Our Digital Lives*. New Haven: Yale University Press, 2016. [Moodle]

In class: book binding workshop, assemble *Between Page & Screen*

Topics: craft knowledge, book binding

Assignment: Read and reflect on *Between Page & Screen*.

Fri May 29: Critical Making

HW: Read in advance:

“Will 3D Printing Change the World?” Off Book, PBS Digital Studios. 2013. YouTube. <https://www.youtube.com/watch?v=X5AZzOw7FwA>

Sayers, Jentery. “Making Things in the Digital Humanities.” January 2012.

Chachra, Debbie. “Why I Am Not a Maker.” *The Atlantic* 23 Jan. 2015. Web. <http://www.theatlantic.com/technology/archive/2015/01/why-i-am-not-a-maker/384767/>

In class: Orientation to the MakerSpace in DH Hill Library. Please note this orientation is *required* to certify you to work in this space.

Assignment: Place and importance (or absence) of making things in your own academic subject.

Mon June 1: Peer Review and Project workshop

HW: Read in advance and take quiz on Moodle:

Hancock, Charity et al. “Bibliocircuitry and the Design of the Alien Everyday.” *Textual Cultures: Texts, Contexts, Interpretation* 8.1 (2013): 72–100.

In class: Project proposals, exchange peer reviews, continue work on final projects.

Tues June 2: Project Workshops

HW: Milestone for final project

Topics: metacognition, Pecha Kucha, Final rubrics

In class: Project cycle review. Linkages to course keywords. Review expectations and formats for final project and presentations.

Wed June 3: Presentations

HW: Final project and presentation.

Credits

No course takes shape in a vacuum. This one evolved from its predecessor, [HON 202: Reading Literature in the Digital Age](#). And both were inspired by the course structures, lesson plans, and creative teaching of several persons, including Kari Kraus (HDCC 208A: [Creative Futures](#), Fall 2011, University of Maryland), Brian Croxall (ENG 389:

[Introduction to Digital Humanities 3.0](#), Spring 2015, Emory University), Mark Sample (DIG 401: [Hacking, Remixing, and Design](#), Fall 2013, Davidson College), Ryan Cordell (ENGL 3340: [Technologies of Text](#), Fall 2014, Northeastern University), and Andrew Logemann (ENG 471: [The Future of Reading](#), Gordon College, Spring 2016). The title of the course alludes to Stephen Ramsay's *Reading Machines: Toward an Algorithmic Criticism* (U of Illinois P, 2011).

This course also depends on the generosity of people at NC State, especially at the NCSU Libraries: Cindy Levine, Markus Wust, Eli Brown, Josh Boyer, Jamie Bradway, Robin Harper, Emily Schmidt, Jessica Handloff, and Adam Rogers.

GEP Natural Sciences and Global Knowledge Special Topic Shell Offering (NSGK 295)

*This form is to be used for submitting a Special Topics shell offering for the **Natural Sciences** 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 Natural Sciences objectives** will provide instruction and guidance that help students to:

1. Use the methods and processes of science in testing hypotheses, solving problems and making decisions.
2. Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.

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

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.

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 these 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.

NSGK 295

Department(s)/Program	Biological Sciences	New GEP Special Topics Offering	X	
Special Topic Title: (30 character limit)	Environmental Change	Review for 2nd Offering <input type="checkbox"/>		
Term to be Offered	Summer I (Study Abroad)			
Instructor Name/Title	Jason Flores/Teaching Associate Professor			

SECTION 1: GEP CRITERIA

Instructions:

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

Natural Sciences

List the Instructor's student learning outcomes for the course that are relevant to GEP **Natural Sciences Objective 1:**
Obj. 1) Use the methods and processes of science in testing hypotheses, solving problems and making decisions.

- ***Identify and explain the basic data, hypotheses, and concepts behind modern and ancient climate change.***

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.

- *An exam covering the basic background principles for understanding how the climate changes and what that can mean for life on the planet will be given mid-term. A sample question might be: List all of the physical processes that can alter the climate. For all processes except greenhouse gases, explain why they are unlikely to be the cause of the modern warming we are experiencing. Provide evidence that greenhouse gases are the likely culprit for modern climate change.*

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

Obj. 2) Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.

- **Explain the mechanisms that have changed past climates on Earth and determine the likelihood they are affecting the modern climate.**

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.

- An exam covering the basic background principles for understanding how the climate changes and what that can mean for life on the planet at that time will be given mid-term. A sample question might be: A reporter asks you to explain why scientists are so confident that the Earth has undergone a general warming over the past few decades. Knowing that reporters hate long answers, construct a 60-second answer that includes a discussion on the possible mechanisms that might have changed past climates on Earth and relate that to modern climate change.

Global Knowledge

List the Instructor's student learning outcomes for the course that are relevant to GEP Global Knowledge Objective 1:

Obj. 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.

- **Assess the roles of increased global population growth and improving economies on past and future global climate and propose actions to mitigate modern environmental change.**

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.

- Written Assessment (3-5pp); Prompt: Students will produce a paper that differentiates between natural environmental change and modern climate change. The paper should recognize the historical role that a changing climate has played on the rise and fall of various organismal groups and ancient human societies, the role that humans have played on the rise and fall of flora and fauna, distinguish between the effects of past global climate changes and current human-induced environmental changes on the surrounding ecology as well as human societies (both ancient and modern), assess the roles of increased global population growth and growing economies on a future global climate, and propose actions to mitigate modern environmental change by applying knowledge of climate change from throughout the course and program. Use data and information from your journal entries as well as class readings to generate and support your work.

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; Distinguish between the environmental effects of past Italian climates on society and the modern environmental effects on current Italian society as well as other global societies.**

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 keep a daily journal of our activities; responses will need to reflect upon the daily activities or events and past and present local climate and how these activities may be altered with a modern changing climate. These entries will help with constructing their final written assignment. In addition to addressing daily activities, students will be asked to determine their location (latitude, longitude, and elevation), calculate travel distances for the day, and determine the carbon cost of any transportation and activities we participate in.

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 *Natural Sciences* 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):** We will meet for three days prior to departure to go over basic information related to the course, review pre-class readings and prepare for the work ahead. Once we arrive in Italy, we will meet every day for 3 weeks. The time and duration of our meetings will vary depending on topic, location, and event.
 - **Seat count:** 10-14 students
 - **Room assigned or room preference including needed classroom technology/seating type:** We will use the cities of Rome, Florence, Padua, Venice, and Bolzano as our classrooms. In addition, we have secured indoor classroom spaces in Rome, Florence, and Bolzano.

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

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

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

BIO 181 OR BIO 183

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)

A basic understanding of ecology, evolution, weather, and world history (e.g. that there were successful societies before present day).

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.

Dessler, Andrew. 2016. *Introduction to Modern Climate Change*, 2nd Ed. Cambridge University Press. 256pp.

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

Climate Change, disease, evolution, human influence on the environment, human use of the environment.

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

Rome: Colosseum, Forum, Palatine Hill, Baths of Caracalla, Capitoline Hill – Central Rome is a UNESCO World Heritage Site (WHS)

Florence: Uffizi Museum, Boboli Gardens, Giotto's Bell Tower, Il Duomo, Biological tour of a Winery, University of Florence Natural History Museum as well as field location with Dr. Stefano Dominici, Curator at the Museum of Natural Hist. – Central Florence is a UNESCO WHS

Padua: University of Padua Museum of Geology and Paleontology, Palazzo Bo, Orto Botanico (UNESCO WHS)

Venice: Museo di Storia Naturale di Venezia, tour of the city by foot – Venice is a UNESCO WHS

Bolzano: South Tyrol Museum of Archaeology with Dr. Nico Aldegani, Experimental Archaeologist and Mummy Specialist, GEOPARC, Earth Pyramids of Ritten – The Dolomites are a UNESCO WHS

SIGNATURE PAGE FOR NSGK 295

RECOMMENDED BY:



10/15/2019

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:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

BSC 295 – Environmental Change (Italy: Study Abroad)

Section TBD

Summer I, 5 Week 2020

3 Credit Hours

Course Description

Students will investigate the effects of change on our planet using millions of years of geological, biological, paleontological, societal, and cultural evidence visible throughout Italy. We will explore the role that environmental change played in the evolution, rise, and fall of species through the fossil record, climate change played on the fate of the Roman Empire, societal and cultural change played in the spread of science during the Renaissance, and the circumstances surrounding modern climate change. The curriculum includes excursions to the Forum (Rome), Il Duomo (Florence), Anatomical Theater (Padova), Venice and the South Tyrol Museum of Archaeology to view the Ötzi Mummy (Bolzano).

Learning Outcomes

By the completion of this course, students should be able to:

- Contrast weather and climate and identify the factors influencing the global environment.
- Identify and explain the basic data behind modern and ancient climate change.
- Describe the physical bases of climate change including the greenhouse effect, feedbacks, and climate sensitivity.
- Explain the mechanisms that have changed past climates on Earth and determine the likelihood they are affecting the modern climate.
- Explain what the carbon cycle is and why it matters to the global environment.
- Differentiate between natural (historic) environmental change and human-induced (modern) climate change.
- Recognize the role a changing climate played in the rise and fall of ancient human societies such as the Roman Empire and predict outcomes for modern societies.
- Assess the roles of increased global population growth and improving economies on the future global climate and propose actions to mitigate modern environmental change.
- Distinguish between the environmental effects of past Italian climates on society and the modern environmental effects on current Italian society as well as other global societies.

Course Structure

The course will involve some lectures and discussions but mainly students will learn material through reading, visiting, and touring various locations throughout Italy.

Instructor

Dr. Jason F. Flores (jfflore2) - *Instructor*

Email: jfflore2@ncsu.edu

Office Phone: 919-515-0474

Cell Phone: 704-654-0462

Office Location: 232 David Clark Labs

Office Hours: Seven days a week, 24hrs a day!

Course Meetings

Days: MTWHFS/Su

Time: 8:00am - 5:00pm

Campus: Main

Location: Various cities in Italy including Rome, Florence, Padua, Venice, and Bolzano-Bozen.

This meeting is required.

Course Materials

Textbooks

Introduction to Modern Climate Change - Andrew Dessler

Edition: 2nd

ISBN: 978-1-107-48067-4

Cost: ~\$30

This textbook is required.

Expenses

Fees for this course are paid through the Study Abroad Office.

Materials

None.

Requisites and Restrictions

Prerequisites

BIO 181 OR BIO 183

Co-requisites

BSC 295 - Paleontology (Italy: Environmental Change and Evolution Study Abroad Program)

Restrictions

- Participation in the Italy: Environmental Change and Evolution Study Abroad Program
- 2.0+ GPA
- Not on active disciplinary probation
- Not on Academic Integrity Probation currently or in prior semester

General Education Program (GEP) Information

GEP Category

Natural Sciences

GEP Category Outcomes

1. Identify and explain the basic data and concepts behind modern and ancient climate change.
2. Examine the mechanisms that have changed past climates on Earth and determine the likelihood they are affecting the modern climate.

How This Course Will Fulfill GEP Category Outcomes

An exam covering the basic background principles for understanding how the climate changes and what that can mean for life on the planet at that time will be given mid-term.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

Obj. 1; LO: Assess the roles of increased global population growth and improving economies on past and future global climate and propose actions to mitigate modern environmental change.

Obj. 2; LO: Distinguish between the environmental effects of past Italian climates on society and the modern environmental effects on current Italian society as well as other global societies

How This Course Will Fulfill GEP Co-requisite Outcomes

Written Assessment (3-5pp); Prompt: Students will produce a paper that differentiates between natural environmental change and modern climate change. The paper should recognize the historical role that a changing climate has played on the rise and fall of various organismal groups and ancient human societies, the role that humans have played on the rise and fall of flora and fauna, distinguish between the effects of past global climate changes and current human-induced environmental changes on the surrounding ecology as well as human societies (both ancient and modern), assess the roles of increased global population growth and growing economies on a future global climate, and propose actions to mitigate modern environmental change by applying knowledge of climate change from throughout the course and program. Use data and information from your journal entries as well as class readings to generate and support your work.

In addition, Students will keep a daily journal of our activities; responses will need to reflect upon the daily activities or events and past and present local climate and how these activities may be altered through modern changing climate. These entries will help with constructing their final written assignment. In addition to addressing daily activities, students will be asked to determine their location (latitude, longitude, and elevation), calculate travel distances for the day, and determine the carbon cost of any transportation and activities we participate in.

Transportation

Transportation will be provided by: We will be taking trains between cities. Tickets are included in the cost of your program fees. In addition, we will have at least two excursions that will require us to be transported in vans or buses as a group. These fees are also included. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

<https://studyabroad.ncsu.edu/subpage-example/program-director/risk-management-for-group-programs/>

This course and study abroad program have field trips and excursions inside and outside each city that will require walking in excess of 5 miles per day. On a few excursions, we will be climbing steps in tight spaces to observation areas over a hundred meters off the ground as well as riding in glass-enclosed gondolas up a mountain to tour villages and geological sites. If you are prone to claustrophobia or acrophobia, please inform your instructors so that we can

consider alternative activities for you. Each of the cities that we are visiting have normal crime activities for places frequented by tourists (e.g. pickpockets and petty theft), please be vigilant about your surroundings and the surroundings of your peers and if you see something, say something! We will discuss tips and suggestions for dealing with all of these safety issues at our pre-departure meetings.

Grading

Component	Weight	Details
Attend Pre-Travel Work	50 points (10%)	We will meet on campus prior to departure on May 13-15 and discuss the basics of the course as well as what to expect upon arrival and review primary literature for the course.
In-travel Participation and Discussions	100 points (20%)	There will be ample opportunities to participate in discussions and ask questions with faculty from NC State, University of Florence, University of Padua, and the Lorenzo de Medici Institute as well as staff from various museums. Prepare questions ahead of time and get involved in the trip!
Reading Quizzes	50 points (10%)	There will be approximately 10 short quizzes that follow the evening reading assignments.
Exam	100 points (20%)	An exam covering the basic background principles for understanding how the climate changes and what that can mean for life on the planet at that time will be given near the end of the program (likely in Venice).
Synthesis Paper	100 points (20%)	Written Assessment (3-5pp); Prompt: Students will produce a paper that differentiates between natural environmental change and modern climate change. The paper should recognize the historical role that a changing climate has played on the rise and fall of various organismal groups and ancient human societies, the role that humans have played on the rise and fall of flora and fauna, distinguish between the effects of past global climate changes and current human-induced environmental changes on the surrounding ecology as well as human societies (both ancient and modern), assess the roles of increased global population growth and growing economies on a future global climate, and propose actions to mitigate modern environmental change by applying knowledge of climate change from throughout the course and program.
Daily Journal	100 points (20%)	Students will maintain a daily journal of activities and lessons for the entire course through Italy. These entries should be reflective in nature. Journal prompts will be provided each week and daily entries will be valued at 10 points.

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)

This course cannot be audited.

Policies on Incomplete Grades

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

Late Assignments

Late assignments will not be accepted unless prior approval has been discussed with the instructor.

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 at all scheduled events unless previously discussed.

Absences Policy

Since we will be located in a foreign country for entirety of the course, all absences will require verification by the instructors. If for some reason you have an extended illness (3

or more days), we may need to consider alternate assignments as well as changing grading requirements. Each situation will be handled on a case by case basis.

Makeup Work Policy

Missed work will be handled on a case by case basis. Alternative assignments may be given.

Academic Integrity

Academic Integrity

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

We will use Moodle 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 and Trip Itinerary

NOTE: The course schedule is subject to change.

Pre-Program Meetings — 05/13/2020 - 05/15/2020

Trip logistics and basic background material.

****Pre-Departure Assignments:** *Read Tragedy of the Commons (Moodle), Humboldt for the Anthropocene (Moodle), and Ch. 1 in IMCC before departure.* – **Pre-Departure Quiz! #1**

Rome — 05/18/2020 - 05/22/2020

- Day 0 (5/18): Students view/tour Colosseum, Capitoline Hill, and The Baths of Caracalla, Circus Maximus with us (no science, only tourism)
 - **Evening Assignment: Begin Journal**
- Day 1 (5/19): Students survival Italian from Davide (I); return to Capitoline Hill with students to reinvestigate the geology and life (human and fossilized) - **Outside classroom (all day)**
 - **Evening Assignment: Read Ch. 2 IMCC; Journal**
- Day 2 (5/20): Students survival Italian from Davide (II); Forum - **Outside classroom (all day) – Reading Quiz #2 (Ch2)**
 - **Evening Assignment: Reading from The Fate of Rome (Moodle); Journal**
- Day 3 (5/21): Trevi Fountain and other sites around Rome - free morning; **Inside classroom in the afternoon (1-4pm) – Reading Quiz #3 (Fate of Rome)**
 - **Evening Assignment: Reading from The Fate of Rome (Moodle); Journal; Pack for Florence!**

Florence — 05/22/2020 - 05/28/2020

- Day 0 (5/22): Arrival by train; Take students to tour the city and give them the day to wander
 - **Evening Assignment: Journal**
- Day 1 (5/23): Dome and tower climb (morning) - **Inside classroom time in the afternoon (1-4pm)**
 - **Evening Assignment: Read Ch. 3 IMCC; Review Uffizi artworks; Journal**
- Day 2 (5/24): Museo Uffizi (morning) - **Inside classroom time in the afternoon (1-4pm) – Reading Quiz #4 (Ch3)**
 - **Evening Assignment: Read Ch. 4 IMCC; Journal**
- Day 3 (5/25): Museum of Natural History - Field work and paleo-site visits with Dr. Stefano Dominici, Curator, Museum of Geology and Paleontology, University of Florence- **Outside classroom (8am-8pm)**
 - **Evening Assignment: Read "Wine War", NPR Piece on Roman Grapes, review Paleogenomic grape paper; Journal**
- Day 4 (5/26): Wine Tour and cooking class at Il Mercato (with science lesson) - **Outside classroom (all day)**
 - **No reading; Journal**
- Day 5 (5/27): Basilica of San Lorenzo OR Villa Galileo – **Reading Quiz #5 (Ch4 and other readings)**
 - **Evening Assignment: Read Ch. 5 IMCC; Journal; Pack for Padua!**

Padua/Venice — 05/28/2020 - 05/31/2020

- Day 0 (5/28): Arrival by train; Students tour the city and allow them to wander around; Natural History Museum in the afternoon and/or Botanical Gardens - (classroom time in the evening) – **Reading Quiz #6 (Ch5)**
 - **Evening Assignment: Read “Atmospheric Carbon” and “Climate Change Heat Wave” (Moodle); Journal**
- Day 1 (5/29): University of Padova tour (Palazzo Bo) (10:30am on 5/29, Tour in English is confirmed with UniPD); Natural History Museum in the afternoon and/or Botanical Gardens - (classroom time in the morning)
 - **Evening Assignment: “Venice will Vanish” (Moodle) and watch the YouTube video on the MOSE System; Journal**
- Day 2 (5/30): Venice, Natural History Museum, Discussion of rising water levels (acqua alta) – **Reading Quiz #7 (Venice)**
 - **Evening Assignment: Journal; Pack for Bolzano!**

Bolzano-Bozen — 05/31/2020 - 06/06/2020

- Day 0 (5/31): Arrival by train; tour around town
 - **Evening Assignment: Read “Archaeological Assessment” (Moodle), review “Possible Evidence...Tyrolean Iceman”; Journal**
- Day 1 (6/1 Bank Holiday!): South Tyrol Museum of Archaeology
 - **Evening Assignment: Read Ch. 7 IMCC; Journal**
- Day 2 (6/2): Republic Day! - Classroom time? – **Reading Quiz #8 (Iceman and Ch7)**
 - **Evening Assignment: Read Ch. 10; Journal**
- Day 3 (6/3): Museum of Natural History; Cable car up to Soprabolzano to see Dolomites and Earth Pyramids - **Outside classroom (all day)**
 - **Evening Assignment: Read Ch. 8; Journal**
- Day 4 (6/4): Day trip to Ortesei to walk the plateau OR glacier in Marmalade - **Outside classroom (all day) – Reading Quiz #9 (Ch8 & Ch10)**
 - **Evening Assignment: Read Ch. 9; Journal**
- Day 5 (6/5): GEOPARK (Bletterbach) – **Reading Quiz #10 (Ch9)**
 - **Evening Assignment: Journal; Pack for Venice!**

Venice for Departure — 06/06/2020 - 06/07/2020

- 6/6: Arrival by train; **Take Course Exam**
- 6/7: Depart for home or travel elsewhere

Return Home.

- **Assignment: Synthesis Paper Due by June 18th, 2020**

Travel Accommodations — 05/18/2020 - 06/07/2020

DATE	TENTATIVE ITINERARY
ROMA Monday, May 18	<p>Arrival in Rome (independent arrangements for transfer to hotel)</p> <p><u>Check in at Hotel Al Manthia (4 nights, breakfast included)</u></p> <p>Via dei Giardini 35/B - Roma</p> <p>Tel. +39.06.79844142 /Fax +39.06.79800131</p> <p>www.almanthiahotel.com</p> <p>Students in double/triple rooms</p> <p>2 Faculties in 2 double-for-single-use rooms</p> <p>Orientation at LdM-Rome</p> <p>Welcome Dinner</p>
ROMA Tuesday, May 19	<p>Classroom space 3 hrs/day time TBC</p> <p>Survival Italian language class (2 hrs.)</p> <p>Entrance tickets for Colosseo/Palatino/Foro provided (2-day ticket)</p>
ROMA Wednesday, May 20	<p>Classroom space 3 hrs/day time TBC</p> <p>Survival Italian language class (2 hrs.)</p> <p>Entrance tickets for Colosseo/Palatino/Foro provided (2-day ticket)</p>
ROMA Thursday, May 21	<p>Classroom space 3 hrs/day time TBC</p>
ROMA – FIRENZE Friday, May 22	<p>Morning time TBC</p> <p>Check out from Hotel Al Manthia</p> <p>Leave from Roma-Termini station with Frecciarossa train arriving Firenze S.M.N. station</p> <p><u>Check in at PLUS Florence Hostel (6 nights, with breakfast included)</u></p> <p>Via Santa Caterina D'Alessandria, 15</p> <p>https://plushostels.com/it/firenze</p> <p>Orientation at LdM-Florence</p> <p>Welcome Dinner</p>
FIRENZE Saturday, May 23	<p>10AM TBC Reservation for climb to the Duomo Cupola (tickets provided are also valid for access within 72 hours to the Museo dell'Opera del Duomo, Duomo, Giotto's bell tower, Baptistery, Crypt)</p>
FIRENZE Sunday, May 24	<p>9AM TBC Reservation for entrance to Uffizi Gallery (with 3-day Combination ticket also for Pitti Palace and Boboli Garden)</p>
FIRENZE Monday, May 25	<p>Museum of Natural History - Field work and paleo-site visits with Dr. Stefano Dominici, Curator, Museum of Geology and Paleontology, University of Florence</p>
FIRENZE	<p><u>Day trip to Chianti Winery</u></p> <p>9:00AM leave with private transfer to Chianti winery.</p>

Tuesday, May 26	<p>10:30AM approx. arrival in Chianti winery. Visit of the winery with lunch and wine tasting included 3:30PM leave with private transfer back to Florence 5:00PM arrival in Florence</p> <p>6:00-9:00PM <u>Cooking class at LdM CUCINA with LdM Professor - San Lorenzo Market, second floor – Via dell'Ariento 10/14</u> <u>Menu TBA</u></p>
FIRENZE Wednesday, May 27	<p>Classroom space 3 hrs/day <u>time TBC</u> FREE DAY</p>
FIRENZE- PADOVA Thursday, May 28	<p>Check out from accommodation</p> <p>Leave from Firenze S.M.N. station with Frecciarossa train arriving Padova station</p> <p><u>Check in at Hotel Majestic Toscanelli Padua</u> (3 nights, with breakfast included) ADDRESS Via dell'Arco, 2 35122 Padova Italia PHONE +39 049 663 244 FAX +39 049 876 0025 E-MAIL <u>majestic@toscanelli.com</u></p> <p>Students tour the city; Welcome Dinner</p>
PADOVA Friday, May 29	<p>University of Padova tour (Palazzo Bo) (10:30am on 5/29, Tour in English is confirmed with UniPD); Natural History Museum in the afternoon and then and/or Botanical Gardens - (classroom time in the morning)</p>
PADOVA- VENICE- PADOVA Saturday, May 30	<p>Train to Venice in the morning, Visit Venice, Natural History Museum, Discussion of rising water levels (acqua alta); Return to Padova in the evening</p>
PADOVA- BOLZANO Sunday, May 31	<p>Check out of hotel; train to Bolzano-Bozen</p> <p>Check in to Hotel Greif Address: Bozen, Südtirol, Italy Walther Platz Phone: +39 0471 318 000 Fax: +39 0471 318 148 Email: <u>info@greif.it</u></p> <p>Students tour city</p>
BOLZANO Monday, June 1	<p>South Tyrol Museum of Archaeology (Bank Holiday – Small shops will be closed but restaurants and bars should be open)</p>
BOLZANO Tuesday, June 2	<p>REPUBLIC DAY! (National Holiday - Small shops will be closed but restaurants and bars should be open)</p>
BOLZANO Wednesday, June 3	<p>Renon Cable car up to Soprabolzano to see Dolomites and Earth Pyramids</p>

BOLZANO Thursday, June 4	Museum of Natural History
BOLZANO Friday, June 5	Day trip to Ortesei to walk the plateau OR GEOPARK (Bletterbach)
BOLZANO- VENICE Saturday, June 6	Check out of Hotel Greif and travel by train to Venice. Check in to TBD
VENICE Sunday, June 7	Check out of Venice Hotel TBD; Return to U.S.

Suggested Apps for travel to Italy:

- Google translate (Download Italian, German for offline use)
- Google maps (Download offline maps for Italy)
- Trenit!
- Map.Me (Download Italy maps for offline use)
- WhatsApp
- Weather.com or WeatherBug
- Fly Delta
- AlertTraveler
- Mobile Pass
- Flush
- Rick Steves Audio Europe (Download Italy tours for Rome, Florence, Padova (Padua), Venice, and Bolzano)

Things to know:

- **Walking:** you can expect to walk 10-15km per day on most days. We will walk to most places within each city and do not plan on taking public transportation within the city. This allows us to see more and do more. Bring comfortable walking shoes that have been broken in (it is not recommended to buy new shoes for the trip; likewise, be smart with wearing appropriate shoes for the situation and don't worry too much about looking good).
- **Water bottle and backpack:** it may seem odd to drink from a public water fountain but there are public water fountains all over Italy where you can (and should) fill your water bottle from. The water is safe and clean to drink and it is usually cold. You will also appreciate having a small pack to carry most days (not on museum days) in case you have items you purchase or need to carry (like a water bottle).
- **Heights:** we will be climbing a couple of monuments using narrow stairways (436 steps, ~90m. high) and taking at least one 15min gondola ride 1000m up a mountain. Please keep this in mind when considering this program.
- **Trains:** we will be traveling extensively by high speed train. The trains are extremely safe and on occasion they can reach speeds up to 250km/h. If you are prone to motion sickness you might need to take precautions when riding these trains.

- **Pickpockets and petty thieves are found in major cities around the world. Be vigilant and smart and you shouldn't have any issues. Carry small amounts of cash, wear clothes with front pockets, bring a crossbody bag, bring a small backpack (remember you are walking 7-10 miles a day!), you can even bring/buy a money belt (probably not what you are envisioning) or "fanny pack". Don't be flashy with tons of jewelry and don't plan on hand carrying your phone around (definitely **DO NOT PLACE YOUR CARDS IN A CELL PHONE WALLET**). A good rule to remember when traveling is don't bring anything that you would not be okay losing or leaving behind.**
- **Street sellers are in all of the major cities. These are not the market sellers with booths but individuals on random streets and squares trying to sell trinkets. They will approach you, try to shake your hand, drop something on the ground for you to pick up, ask where you are from and attempt to sell you a bracelet or something similar. Once you engage, you are going to have a very tough time getting away. Our nature may be to respond and be kind but the best approach is to ignore them (no reason to be rude but just act as if you don't hear them), do not make eye contact, do not respond to them and to keep walking. Most are very respectful and will move on to the next person. By the end of the trip, you might develop the "I'm a local" look and they won't even approach you!**