

**Council on Undergraduate Education 2018-2019**

October 18<sup>th</sup> 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 October 4<sup>th</sup>, 2019 Minutes

**Old Business**

Returning Courses				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Ozturk, Haeseler, Gill	IP, GK	HON 293 Literature and Science	1 <sup>st</sup> Offering Eff Fall 2019 Returning from 6 September 2019 Meeting
Belk	Pickworth, Minogue, Liu	IP, USD	HON 297 Interpreting American Cultures	1 <sup>st</sup> Offering Eff Fall 2019 Returning from 6 September 2019 Meeting
Monek	Lee, Podurgal, Gilmartin	HUM (IP)	<a href="#">HON 341 Time Travel</a>	*Up for HUM review, removing IP. Returning from 6 September 2019 Meeting
McGowan	Gilmartin, Casper, Belk	NS	<a href="#">PY 212 College Physics II</a>	*Up for review Returning from 15 February 2019 Meeting

**New Business**

Consent Agenda		
GEP Category	GEP Action	Notes
GK, VPA	<a href="#">MUS 105 Introduction to Music in Western Society</a>	Updating prefix no GEP change
SS	<a href="#">NR 219 Natural Resource Markets</a>	Updating Title no GEP change
IP	<a href="#">USC 116 Introduction to Sustainability for EcoVillage</a>	Updating term offering

**Discussion:**

**Notes:**

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

**Council on Undergraduate Education 2019-2020**October 4, 2019  
Talley Student Union 5101  
Call to Order: 1:30 PM**Members Present:** Chair Kim Bush, Past Chair Daniel Monek, Autumn Belk, Darby Orcutt, Jillian Haeseler, Carrie Pickworth, Alice Lee, David Gilmartin, Johnathan Casper, Robert Beckstead, Nancy Moore, John Kuzenski (Proxy RP)**Members Absent:** Richard Podurgal, James Minogue, Carolina Gill, Katherine Annett-Hitchcock, Min Liu, Herle McGowan,**Ex-Officio Members Present:** Li Marcus, Lexi Hergeth, Melissa Williford, Samantha Rich, Erin Dixon, Julia Law**Guests:** Elizabeth Thompson, Betty Black, Hanna Gracz**WELCOME AND INTRODUCTIONS (photo taken at the beginning of the meeting)**

- **Remarks from Chair Kim Bush** – Had the proxies and guest introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Li provided an update on the CIM update related to the “see syllabus” discussion as well as other fields being removed that are not needed. The form changes will be developed the second week in January.
- **Approval of the Minutes from September 20<sup>th</sup> 2019** – Approved with one abstention from Nancy Moore who wasn't at the last meeting
  - Discussion: Motion to approve the past minutes by member Robert Beckstead.

**Old BUSINESS****PS 241 Introduction to Comparative Politics:** (SS, GK) – Approved Unanimously

Discussion: Motion to approve by proxy member David Gilmartin. Reviewer commented this was well written and fulfilled the measures.

**NEW BUSINESS**Consent Agenda – Approved Unanimously

Discussion: Motion to approve the consent agenda by member Daniel Monek.

GER>GEP Review

- **BIO 140 Survey of Animal Diversity:** (NS) – Approved Unanimously  
Discussion: Motion to approve by member Alice Lee. Two of the three reviewers indicated the course looks good.
- **ENG 380 Modern Drama:** (NS) – Approved Unanimously  
Discussion: Motion to approve by member Robert Beckstead. Reviewer indicated this looks fine.
- **FTM 400 Major Fashion Designers:** (VPA) – Tabled with Suggestions  
Discussion: Motion to approve by member Carrie Pickworth. Reviewer brought attention to the first objective “discuss major fashion designers from the mid-19<sup>th</sup> century...” and indicated they aren't sure if a discussion would provide a deepened understanding. Member brought attention to the measure being “bi-weekly quizzes” and indicated that the information in the first objective could be reordered. Members and the representative from the office of assessment indicated that the alignment is off. Member moved to amend the motion from approved to tabled, motion approved. The course is tabled to return to CUE after the following are addressed:  
Moving the statement “Demonstrate their learning of major components...” to the outcome and clarifying that discussion and bi-weekly quizzes don't align as outcomes and measures. Suggestion to work with the office of assessment. Outcome 3 “apply” isn't a measurable term and the outcome doesn't clearly align with the objective about evaluating or recreating or creating art, members indicated this is vague and should be rewritten. Verb is unstructured and the alignment is unclear. Assessment was present and will assist.  
Member did bring attention to option B and indicated this is well done.  
- Objective 1: Members had difficulty assessing the alignment of the measures (quizzes) to the outcome (discussion) to the objective (“deepen understanding”).

- Objective 3: Applying knowledge is not structured enough to be measurable, and the "historic dimension" doesn't provide a clear alignment to the creation, recreation, or evaluation of art. They did also mention that the measure of Option B was a great example of the recreation of art.

- **HS 201 The World of Horticulture; Principles and Practices:** (NS) - Approved for Sunset Unanimously  
Discussion: Motion to begin sunset process by member Robert Beckstead.
- **PY 125 Astronomy Laboratory:** (NS) – Approved Pending with one abstention (Autumn Belk)  
Discussion: Motion to approve by member Alice Lee. Member asked if the extra information will cause issues down the line and if the use of “measure” is appropriate. Presenter explained how the information is displayed. Member indicated the course meets the objectives, but should provide.  
For Objective 1 members suggested using the first paragraph starting with “students will know how and when to apply fundamental physics...” and in the outcome using the first paragraph and the measure including everything after “.....For measuring the above objectives,....”  
For the second objective members indicated the first sentence could be the outcome and everything below could be removed.  
Motion to amend the motion from approved to approved pending the removal of the additional information. Members discussed that some felt comfortable with this just being a suggestion but are also fine with the amendment to approved pending. Members approved the amendment to approved pending leaving the first paragraph only and remove the “lab objectives and measures .....the above objectives” but keep everything after. Keep only the first sentence in objective 2 and in the measure leaving “For measuring the above objectives, students would be asked to ....”  
Members decided the first paragraph for both outcomes are left and everything below is removed and in the measure the first sentence and wording is removed starting with “Students”.
- **TOX 201 Poisons, People and the Environment:** (NS) – Approved Unanimously  
Discussion: Motion to approve by member Alice Lee and introduced the instructor Elizabeth Thompson. Chair read from notes from an absent member indicating the information in CIM looks good and suggested matching the syllabus information.

#### Courses New to GEP

- **BCH 220 Role of Biotechnology in Society:** (IP) – Tabled  
Discussion: Motion to approve the new course by member Robert Beckstead and introduced the guest Hanna Gracz. Li Marcus let the committee know that the IP “disciplines” box will be moved to the top. Member complimented the clarity of the descriptions. Member indicated the outcomes are not clear. Member indicated in the measure for obj 2 pulling “students will demonstrate....” to the outcome. In the first outcome, rewording to “students will describe...”. In objective 3 the office of assessment indicated the outcome should be reworded to be “student centric”. Motion to amend the motion from approve to tabled, returning to the committee after meeting with the office of assessment to make the outcomes measurable. Motion to amend approved, motion is tabled.

Discussion:

Meeting adjourned at 2:27 PM

*Respectfully submitted by Lexi Hergeth*

## HON GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

### HON 293

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b>	<input checked="" type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	Literature and Science	<b>Review for 2<sup>nd</sup> Offering</b>	<input type="checkbox"/>
<b>Term to be Offered</b>	Fall 2019		
<b>Instructor Name/Title</b>	Dr. John Morillo, Associate Professor, 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* [\[Click Here\]](#)

#### *Interdisciplinary Studies*

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

Identify the emergence of the disciplines from a historically-shared intellectual culture to the humanistic and scientific fields we recognize today.

#### *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.*

Sample midterm question: How does H. G. Wells's *The Island of Doctor Moreau* provide insights and/or raise questions about how literature and science evolved? What aspects mentioned in the book serve as the roots of what we still recognize today in either the fields of history, literature, or science?

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

Identify, evaluate, analyze, and describe the shared as well as distinctive approaches to ideas taken by literary and scientific writers; Analyze texts and contexts for the purposes of critical argument.

***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.*

Sample paper question: How does H. G. Wells use a gothic plot in *The Island of Dr. Moreau* to reveal ethical problems in science?  
Sample project: Students design and write an imaginary submission to the Philosophical Transactions of the Royal Society circa the 17-19th centuries, adopting a historical voice to describe a contemporary phenomenon. This creative element is followed by a critical reflection on what they chose to analyze, how they delimited their scientific inquiry, what stylistic decisions shaped that inquiry, and how scientific discourse has changed today.

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.*

Research and evaluate texts which synthesize literary and scientific methods and articulate the meanings and significance of those 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.*

Sample exam question: Select a text from the class as well as a specific scientific field and then analyze the text for its relation to your chosen discipline to answer this question: where do the lines blur between literature and science? The best answers will emphasize originality of ideas, integrity of research, and clarity of communication.

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

- A. Which disciplines will be synthesized, connected, and/or considered in this course? This course takes a historical perspective on literature and science, including periods before discrete scientific disciplines were identified, or even before the term "science" was accepted as such. Thus, the course connects to scientific fields at a necessary level of generality, tracking the emergence of disciplines which would become the physical and natural sciences including chemistry, physics, astronomy, geology, and natural history/evolutionary biology.
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"? The instructor is a literary historian with extensive interests in literature's interdisciplinary engagements. This course will present primary historical sources from scientific writers as well as more traditionally literary texts together, letting students realize connections while the instructor provides additional context necessary to understand the emergence and development of scientific ideas and literary culture. Classroom exercises and discussions will be structured to help students develop and implement skills in analysis of scientific and literary texts, including analysis of writing, interpretation, critical thinking, and contextual argument. Students will use historical approaches to the development of the scientific method and discrete academic fields, discovering how they relate to the representational horizons of literature.

***Global Knowledge***

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 4: Obj. 4) Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.*

Explain the distinct features of British scientific culture; Analyze texts and contexts for the purposes of critical argument

***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.*

Sample exam question: What are the most significant differences between Francis Galton's support for eugenics from within the British scientific community and Frederick Osborne's support for it from within the American military?

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

Explain historical changes in the ways science was valued in Britain; Analyze texts and contexts for the purposes of critical argument.

***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.*

Sample paper question: How do Mary Shelley and Margaret Cavendish differ in their understanding of the role and value of experiments in science?

## SECTION 2: REQUISITES AND SCHEDULING

### General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives 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): Monday, Wednesday 10:15-11:30
  - Seat count: 21
  - Room assigned or room preference including needed classroom technology/seat type: 201 Quad Commons
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295) n/a

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

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

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

**None**

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

**None**

## SECTION 3: ADDITIONAL INFORMATION

**Complete the following 3 questions or attach a syllabus that includes this information.**  
See Attached Syllabus

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

Huxley, Aldous. *Brave New World* (Harper Collins 2006 \$12)  
Klinkenborg, Verlyn. *Timothy; or, Notes of an Abject Reptile* (Vintage 2006 \$9.95)  
Lawrence, Jerome and Robert Lee. *Inherit the Wind* (Ballantine 1955 \$5.25)  
Shelley, Mary. *Frankenstein* (Oxford 1998 \$9.95)  
Wells, H. G. *The Island of Dr. Moreau* (Broadview 2009 \$15.95)

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

## 2. List any required field trips, out of class activities, and/or guest speakers. n/a

W 8-21	<i>Introduction: from Scientia to Science, Literature to Literatures</i>	OED online
M 8-26	Two Disciplinary Cultures? C. P. Snow “The Two Cultures and the Scientific Revolution” [1959]	PDF Essay Relevant sciences: all of them
W 8-28	Edgar Allan Poe “Sonnet--To Science” [1829] John Tyndall “On the Scientific Use of the Imagination” [1870]	
M 9-2	<b>Labor day no class</b>	Relevant sciences: biology
W 9-4	<b>Evolution and its Legacy</b> Charles Darwin, selections from <i>Origin of Species</i> . [1859]: <a href="#">Introduction</a> Ch. 14 "Concluding Remarks and Summary" pp. 348-367	PDF scientific prose
M 9-9	<b>Book and Syllabus Quiz today: have a copy of the syllabus, all of the print books</b> Gillian Beer “The Face of Nature: Anthropomorphic Elements in the Language of <i>The Origin of Species</i> ” [1986]	PDF Scholarly essay by literary critic
W 9-11	Thomas Huxley <i>Science and Culture</i> [1880]  Matthew Arnold <i>Literature and Science</i> [1882]	PDFs Non-fiction prose Relevant sciences: physics, chemistry, biology
M 9-16	Thomas Huxley from <i>Evolution and Ethics</i> [1893] Emily Pfeiffer poems: Emily Pfeiffer, “Evolution,” “To Nature” [1880]	PDFs Non-fiction prose, poetry Relevant sciences: biology,
W 9-18	open	
F 9-20	<b>PAPER ONE DUE via email by noon</b>	
M 9-23	<b>Making Humans I</b>  H. G. Wells <i>Island of Dr. Moreau</i> [1896]	Print novella Relevant sciences: biology
W 9-25	<i>Moreau Continued</i> [1986] Coral Lansbury on vivisection: “The Brown Dog Riots of 1907” (pdf)	PDF Scholarly essay



M 9-30	<b>Genetics and Eugenics:</b> <i>Francis Galton "Eugenics" [1904]</i> ; Frederick Osborn "Development of a Eugenic Philosophy" [1937]	PDFs Relevant sciences: biology, genetics
W 10-2	Aldous Huxley: <i>Brave New World</i> [1932]	Print novel
M 10-7	continued	
W 10-9	<b>MIDTERM EXAM</b>	
Th-F 10-10-11	<b>NO CLASS. FALL BREAK</b>	
M 10-14	Finish <i>Brave New World</i>	
W 10-16	<b>Evolution in court, on Stage and Screen in America: The Scopes Trial</b> Jerome Lawrence and Robert E. Lee <i>Inherit the Wind</i> [1955]	Print drama Relevant sciences: biology, geology
M 10-21	Continued. <i>Inherit the Wind</i> , dir. Stanley Kramer (Film version of the play) [1960]	
W 10-23	<b>Women, Science, Writing Science Fiction</b> Margaret Cavendish selections from <u>Observations upon Experimental Philosophy</u> [1666] <u>Front Matter: To Her Grace the Duchess of Newcastle on her Observations, To His Grace the Duke of Newcastle, To the Most Famous University of Cambridge, The Preface to the Ensuing Treatise, To the Reader</u> <u>3. Of Micrography</u> <u>7. Of the Stings of Nettles and Bees</u> <u>9. Of the Eyes of Flies</u> <u>11. Whether it be possible to make Man Fly</u> <u>31. Of the Parts of Nature, and of Atomes</u> <u>32. Of the Celestial Parts of this World</u> <u>33. Of the substance of the Sun</u>	Web site Relevant sciences: astronomy, biology, physics, optics

	34. Of telescopes	
M 10-28	Cavendish continued, from <i>Description of A New World Called a Blazing World</i> [1666] Pages 1-8, then 46-51 (= pp 182-185 Broadview paperback ed.)	Web site Prose fiction
W 10-30	<b>Making Humans II</b>  Erasmus Darwin on Animation, Luigi Galvani on electricity  Mary Shelley <i>Frankenstein or the Modern Prometheus</i> [1818]	print novel  Relevant sciences: biology, galvanism
M 11-4	Continued.	
W 11-6	Finish. We will watch a film version of the novel TBD	
M 11-11	<b>Natural History for Gentlemen Amateurs</b> Gilbert White. <i>The Natural History of Selbourne</i> [1789] selections about Timothy the tortoise	PDF Relevant science: natural history
W 11-13	Verlyn Klinkenborg <i>Timothy; or Notes of An Abject Reptile</i> [2006]	Print novel
F 11-15	<b>Paper Two Due as Draft</b>	Paperback book Drama Relevant sciences: evolutionary biology
M 11-18	Continued.	
W 11-20		
M 11-25	<i>Timothy</i> continued	
W 11-27	No Class thanksgiving	
M 12-2	<b>Creative projects due; presented to class</b>	
W 12-4	Cont.	

**SIGNATURE PAGE FOR IPGK 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 \_\_\_\_\_

## **HON 293: Literature and Science, Fall 2019, Dr. John Morillo**

3 credit hours

Class hours: M W 10:15-11:30 (201 Quad Commons)

Office: Tompkins 270 morillo@ncsu.edu

Office Hours: MW 11: 45-12:45 T 10:30-12:00 & by appointment

Course website: All class material will be posted on my Google Sites syllabus

### **Course Description and rationale**

Ludmilla Jordanova noted that “virtually everything in our culture conspires to reinforce a separation between the study of science and the pursuit of the humanities, both of which are needed to understand the social and cultural history of science” (*Science and Literature* 1986). This course tracks the imaginative potentials, social repercussions, and interdisciplinary mixing of literature and science from the seventeenth to the twenty-first century. Well before literature and science divided into "two cultures" they supplied a fruitful crossover for ideas about how and why the world works and how we gain new knowledge. Even with the development of modern disciplines, literature plays an important role in cultural assessments of scientific discovery and education. Students will read a selection of works from literary as well as scientific writers, analyzing texts and historical contexts and producing written arguments within an interdisciplinary framework. Authors will include Margaret Cavendish from the 17<sup>th</sup> century, Gilbert White (18<sup>th</sup> century); Mary Shelley, Charles Darwin, T. H. Huxley, and H. G. Wells (19<sup>th</sup> century); Francis Galton, Aldous Huxley, Jerome Lawrence and Robert Lee (20<sup>th</sup>-century), and Verlyn Klikenborg (21<sup>st</sup> century). This HON 293 will present primary historical sources from scientific writers as well as more traditionally literary texts, including fiction, poems, and plays from all genres together, letting students realize connections while the instructor provides additional context necessary to understand the emergence and development of scientific ideas and literary culture. Science writing will draw from biology and natural history; however, no prior technical scientific knowledge is assumed. Unifying themes include the development of and responses to the theory of evolution, and women writing about science. Classroom exercises and discussions will be structured to help students develop and implement skills in analysis of scientific and literary texts, including analysis of writing, interpretation, critical thinking, and contextual argument.

### **Catalog Description**

Seminar for University Honors Program students, repeatable if content varies, meeting GEP requirements in Interdisciplinary Perspectives and Global Knowledge co-requisite.

### **Objectives**

During the semester, students will:

1. Read primary and secondary texts to understand the evolving relationship between literature and science across multiple historical periods
2. Distinguish among rhetorical and expressive techniques for how literature elucidates or critiques scientific ideas
3. Propose, critique, and produce written arguments about the emergence of and relations among disciplines

### **Student Learning Outcomes**

Students who complete this course will be able to:

- Identify techniques of literary expression and engagement in scientific domains
- Explain literature in its changing historical relations to scientific culture
- Identify the emergence of the disciplines from a historically-shared intellectual culture to the humanistic and scientific fields we recognize today
- Identify, evaluate, analyze, and describe the shared as well as distinctive approaches to ideas taken by literary and scientific writers
- Research and evaluate texts which synthesize literary and scientific methods and articulate the meanings and significance of those texts
- Explain the distinct features of British scientific culture and the historical changes in the ways science was valued in Britain
- Analyze texts and contexts for the purposes of critical argument

### **General Education Program (GEP) Information**

This course meets the following GEP requirements: **Interdisciplinary Perspectives and Global Knowledge**. Students should review their degree audit to ensure they receive proper credit for this course.

*GEP category: **Interdisciplinary Perspectives**. Objectives and Outcomes.*

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

**Course Learning Outcome:** Identify the emergence of the disciplines from a historically-shared intellectual culture to the humanistic and scientific fields we recognize today.

**Means of Assessment:** Sample midterm question: How does H. G. Wells's *The Island of Doctor Moreau* provide insights and/or raise questions about how literature and science evolved? What aspects mentioned in the book serve as the roots of what we still recognize today in either the fields of history, literature, or science?

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

**Course Learning Outcome:** Identify, evaluate, analyze, and describe the shared as well as distinctive approaches to ideas taken by literary and scientific writers; Analyze texts and contexts for the purposes of critical argument.

**Means of Assessment:** Sample paper question: How does H. G. Wells use a gothic plot in *The Island of Dr. Moreau* to reveal ethical problems in science?; Sample project: Students design and write an imaginary submission to the Philosophical Transactions of the Royal Society circa the 17-19th centuries, adopting a historical voice to describe a contemporary phenomenon. This creative element is followed by a critical reflection on what they chose to analyze, how they delimited their scientific inquiry, what stylistic decisions shaped that inquiry, and how scientific discourse has changed today.

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

**Course Learning Outcome:** Research and evaluate texts which synthesize literary and scientific methods and articulate the meanings and significance of those texts

**Means of Assessment:** Sample exam question: Select a text from the class as well as a specific scientific field and then analyze the text for its relation to your chosen discipline to answer this question: where do the lines blur between literature and science? The best answers will emphasize originality of ideas, integrity of research, and clarity of communication.

*GEP co-requisite category: Global Knowledge. Objectives and Outcomes.*

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

**Course Learning Outcome:** Explain the distinct features of British scientific culture; Analyze texts and contexts for the purposes of critical argument

**Means of Assessment:** Sample exam question: What are the most significant differences between Francis Galton's support for eugenics from within the British scientific community and Frederick Osborne's support for it from within the American military?

**GEP Objective #6:** Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

**Course Learning Outcome:** Explain historical changes in the ways science was valued in Britain; Analyze texts and contexts for the purposes of critical argument

**Means of Assessment:** Sample paper question: How do Mary Shelley and Margaret Cavendish differ in their understanding of the role and value of experiments in science?

**Required Print Texts:**

Huxley, Aldous. *Brave New World* (Harper Collins 2006 \$12)

Klinkenborg, Verlyn. *Timothy; or, Notes of an Abject Reptile* (Vintage 2006 \$9.95)

Lawrence, Jerome and Robert Lee. *Inherit the Wind* (Ballantine 1955 \$5.25)

Shelley, Mary. *Frankenstein* (Oxford 1998 \$9.95)

Wells, H. G. *The Island of Dr. Moreau* (Broadview 2009 \$15.95)

### Required Print Texts:

See links in syllabus to web sites and pdfs.

### Course Requirements

All phones, tablets, or computers will be turned off during class unless I say to turn them on.

There will be papers, periodic quizzes, a midterm and a comprehensive final.

### Student Evaluation Methods:

1. **Attendance (see policy below): 5% of final grade.** 0 absences = A+, 1-2 absences = A, 3 absences = A-; 4 absences = C-, 5 absences = D-, 6 or more absences = F
2. **Participation: 10 % of final grade.** Includes doing the readings, in-class discussion, quizzes, in-class writing assignments
3. **Paper 1 = 15% of final grade.**
4. **Paper 2 draft = 5% of final grade**
5. **Paper 2 revised = 20 % of final grade**
6. **Midterm exam = 15% of final grade**
7. **Creative Project = 10% of final grade**
8. **Final exam =20 % of final grade**

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total =                    100%

### How I Figure Your Grades

Percentages for each required graded category are figured via a percentage of a 12-pt. scale in which an A+ =12 and an F=0 points. For example, a B+ on paper 2, final version, would net you 9 x.20 or 1.8 points. Or, a C for the midterm nets you 5 x .15 or .75, and an A on the final nets you 11 x .20 or 2.2 points. I then add up the percentage points for each required category to determine your grade from 0 to 12. For example, an 8.2 final score = B for the class. If you are within .2 of the higher grade I may curve up.

**Participation** includes your grades on periodic quizzes, and coming to class prepared, having done the readings and being able to talk and write about them intelligently.

**You must complete all the required work to pass the class. No opting out of assigned work. I will grade plus/minus.**

**Attendance:** You are allowed 3 absences. If you are absent, unexcused, more than 3 times over the course of the semester, your absences will count progressively against your final grade. Every 3 absences beyond the allowed 3 earns you an F for attendance % of you grade PLUS 6 or more absences loses you full letter grade from your final grade.

Instructor's policies on attendance, (excused and unexcused) absences, and scheduling makeup work. Also see the university [Attendance Regulation \(REG02.20.03\)](#) to access university definitions of excused absences.

**Plagiarism:** Anyone convicted will receive an F for the paper, or the course at my discretion. And yes, I have caught people in the past--in this course, in fact.

**Late Papers:** Papers received ONE class session late will be accepted but docked a full grade. No late papers accepted after one class session late.

**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, 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)”

**Academic Integrity Assumption**

Universities are unique communities committed to creating and transmitting knowledge. They depend on freedom - individuals' freedom to explore ideas and to explore and further their own capabilities. Those freedoms depend on the good will and responsible behavior of all the members of the community, who must treat each other with tolerance and respect. They must allow each other to develop the full range of their capabilities and take full advantage of the institution's resources.

**Electronic Course Components**

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

**Honor Pledge:**

"I have neither given nor received unauthorized aid on this test or assignment." The syllabus may specify that the Honor Pledge be signed on each test or assignment or that it is the understanding and expectation of faculty that the student's signature on any test or assignment means that the student neither gave nor received unauthorized aid.



**Recommended further Readings:**

[How to Use the Oxford English Dictionary Online \(Morillo\)](#)

**Help Writing Argument:** Argument structure: [putting critical thinking on the page](#)

Examples from student writing: [points and placement](#) [introductions, point-first structure, conclusions](#)

**Schedule of Readings: READINGS LISTED FOR ANY DAY ARE TO BE COMPLETED BEFORE THAT DAY'S CLASS MEETING**

**Square brackets = date of first publication**

**Types of Texts & Sciences**

W 8-21	<i>Introduction: from Scientia to Science, Literature to Literatures</i>	OED online
M 8-26	<b>Two Disciplinary Cultures?</b> C. P. Snow "The Two Cultures and the Scientific Revolution" [1959]	PDF Essay Relevant sciences: all of them
W 8-28	Edgar Allan Poe "Sonnet--To Science" [1829] John Tyndall "On the Scientific Use of the Imagination" [1870]	
M 9-2	<b>Labor day no class</b>	Relevant sciences: biology
W 9-4	<b>Evolution and its Legacy</b> Charles Darwin, selections from <i>Origin of Species</i> . [1859]: Introduction Ch. 14 "Concluding Remarks and Summary" pp. 348-367	PDF scientific prose
M 9-9	<b>Book and Syllabus Quiz today: have a copy of the syllabus, all of the print books</b> Gillian Beer "The Face of Nature: Anthropomorphic Elements in the Language of <i>The Origin of Species</i> " [1986]	PDF Scholarly essay by literary critic
W 9-11	Thomas Huxley <i>Science and Culture</i> [1880] Matthew Arnold <i>Literature and Science</i> [1882]	PDFs Non-fiction prose Relevant sciences: physics, chemistry, biology

M 9-16	Thomas Huxley from <i>Evolution and Ethics</i> [1893] Emily Pfeiffer poems: Emily Pfeiffer, “Evolution,” “To Nature” [1880]	PDFs Non-fiction prose, poetry Relevant sciences: biology,
W 9-18	open	
F 9-20	<b>PAPER ONE DUE via email by noon</b>	
M 9-23	<b>Making Humans I</b>  H. G. Wells <i>Island of Dr. Moreau</i> [1896]	Print novella Relevant sciences: biology
W 9-25	<i>Moreau Continued</i> [1986] Coral Lansbury on vivisection: “The Brown Dog Riots of 1907” (pdf)	PDF Scholarly essay
M 9-30	<b>Genetics and Eugenics:</b>  Francis Galton “Eugenics” [1904]; Frederick Osborn “Development of a Eugenic Philosophy” [1937]	PDFs Relevant sciences: biology, genetics
W 10-2	Aldous Huxley: <i>Brave New World</i> [1932]	Print novel
M 10-7	continued	
W 10-9	<b>MIDTERM EXAM</b>	
Th-F 10-10-11	<b>NO CLASS. FALL BREAK</b>	
M 10-14	Finish <i>Brave New World</i>	

W 10-16	<b>Evolution in court, on Stage and Screen in America: The Scopes Trial</b> Jerome Lawrence and Robert E. Lee <i>Inherit the Wind</i> [1955]	Print drama Relevant sciences: biology, geology
M 10-21	Continued. <i>Inherit the Wind</i> , dir. Stanley Kramer (Film version of the play) [1960]	
W 10-23	<b>Women, Science, Writing Science Fiction</b> Margaret Cavendish selections from <i>Observations upon Experimental Philosophy</i> [1666] Front Matter: To Her Grace the Duchess of Newcastle on her Observations, To His Grace the Duke of Newcastle, To the Most Famous University of Cambridge, The Preface to the Ensuing Treatise, To the Reader 3. Of Micrography 7. Of the Stings of Nettles and Bees 9. Of the Eyes of Flies 11. Whether it be possible to make Man Fly 31. Of the Parts of Nature, and of Atomes 32. Of the Celestial Parts of this World 33. Of the substance of the Sun 34. Of telescopes	Web site Relevant sciences: astronomy, biology, physics, optics
M 10-28	Cavendish continued, from <i>Description of A New World Called a Blazing World</i> [1666] Pages 1-8, then 46-51 (= pp 182-185 Broadview paperback ed.)	Web site Prose fiction
W 10-30	<b>Making Humans II</b> Erasmus Darwin on Animation, Luigi Galvani on electricity Mary Shelley <i>Frankenstein or the Modern Prometheus</i> [1818]	print novel Relevant sciences: biology, galvanism

M 11-4	Continued.	
W 11-6	Finish. We will watch a film version of the novel TBD	
M 11-11	<b>Natural History for Gentlemen Amateurs</b> Gilbert White. <i>The Natural History of Selbourne</i> [1789] selections about Timothy the tortoise	PDF Relevant science: natural history
W 11-13	Verlyn Klinkenborg <i>Timothy; or Notes of An Abject Reptile</i> [2006]	Print novel
F 11-15	<b>Paper Two Due as Draft</b>	Paperback book Drama Relevant sciences: evolutionary biology
M 11-18	Continued.	
W 11-20		
M 11-25	<i>Timothy</i> continued	
W 11-27	No Class thanksgiving	
M 12-2	<b>Creative projects due; presented to class</b>	
W 12-4	Cont.	

**Final Exam TBD during exam week**

**Paper 2 final version due at exam**

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

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

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

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

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

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

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

### HON 297

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering: YES</b>
<b>Special Topic Title:</b> (30 character limit)	Interpreting American Cultures	<b>Review for 2<sup>nd</sup> Offering: NO</b>
<b>Term to be Offered</b>	Fall 2019	
<b>Instructor Name/Title</b>	Dr. Jennifer Nolan, Associate Professor, 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](#)]

#### *Interdisciplinary Perspectives*

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

Outcome: Students will learn methods for studying texts, objects, and people that employ the approaches of multiple disciplines, including tools of literary analysis to deconstruct advertisements and to construct narratives, methods of cultural anthropology to analyze artifacts and people, and historical approaches to a variety of twentieth-century American texts and objects. In each case, students will be taught how the distinct tools of each discipline can be brought together to produce interdisciplinary work (as indicated in objectives 2 & 3).

**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.*

Assessment: Within each section of this course, students will complete assignments and in-class projects that ask them to evaluate twentieth and twenty-first century American cultural texts and objects using methods based in different disciplines. For example, for our unit on the study of objects, students will be taught methods of Material Culture analysis that have roots in cultural anthropology/archeology, art history, and cultural history. For the first half of this unit, students will be asked to work in groups to analyze a twentieth-century American artifact using tools from cultural anthropology/archeology and present the results of their analysis to the class. We will then explore how artifacts are used by historians to represent the past in history museums by taking a field trip to the International Civil Rights Center and Museum, and students will submit a response paper and participate in a discussion about how the ICRCM does this. Thus, by the end of our Material Culture unit, student will have exemplified their ability to examine objects from two distinct disciplinary approaches – cultural anthropology/archeology and history – through in-class exercises, discussions, and written work.

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

Outcome: Students will identify, examine, and make authentic connections between cultural anthropology, history, and/or literary studies by studying how scholars bring together methods from these disciplines to examine American cultures, and by practicing these methods themselves

**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.*

Assessment: Questions on Methods Exam – e.g., students will be asked to produce an analysis of a twentieth-century American advertisement from an era we studied using literary and historical methods demonstrated and practiced in class

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.*

Outcome: Students will combine approaches from cultural anthropology, cultural history, and/or literary studies to investigate and produce their own interpretations of American cultures using texts, objects, and individual experiences as evidence

**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.*

Assessment: The final project in this course requires students to synthesize approaches from cultural anthropology and literary studies to examine and present a cultural history of a participant of their choosing. Students will use ethnographic methods borrowed from cultural anthropology to conduct and analyze their initial research, and will be expected to address their participant's cultural influences and experiences of relevant historical events in their final paper. The format of their final paper will require students to demonstrate their application of literary methods, such as plot construction and characterization, and we will have read literary as well as ethnographic texts to help guide their work. On their final exam, students will also be asked to reflect upon what techniques they borrowed from each discipline, which particular readings guided their thinking, and how they brought these together in their final project.

**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?  
literary studies, cultural anthropology, history, and American Studies
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

Though interdisciplinary in nature, this course is inherently cohesive through its focus on studying American cultures. Our readings, discussions, and analyses of primary texts and objects (e.g., poems, short stories, advertisements, toys, museum exhibitions) and secondary sources from anthropological, historical, and American Studies perspectives will encourage students to explore how American cultures are shaped, represented, discussed, and understood from a variety of disciplinary perspectives, which will be reinforced by in-class exercises and assignments asking them to apply and synthesize these approaches. See the attached syllabus for details.

***U.S. Diversity***

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity* Objective 4, 5, 6, or 7:  
Objective 4: Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences

Outcome: Identify and analyze how religious (Jewish, Christian), gender, racial/ethnic (white, African-American, Asian-American, Chicano), and class identities are shaped by cultural and societal influences in late nineteenth- and twentieth-century American contexts as expressed within historical, theoretical, ethnographic, and literary 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.*

Assessment: Class Discussions and Written Reflections (Class Preparation Assignments)

Students will be asked to complete a series of shorter assignments in preparation for our class discussions, many of which will consider how the types of identities listed above have been shaped by cultural and societal issues. For example, after our field trip to the International Civil Rights Center and Museum, students will be asked to reflect upon how the lives of different peoples in the American South were shaped and influenced by the legal and cultural realities of Jim Crow

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *U.S. Diversity* Objective 4, 5, 6, or 7:

- Objective 7: Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

Outcome: Examine interactions between people from different religious, gender, ethnic, racial, class, and age groups in the U.S. through reading, discussing, and reflecting upon historical, literary, and ethnographic texts, and experiences, such as our field trip to the International Civil Rights Center and Museum in Greensboro, NC.

***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.*

Assessment: Class Discussions and Written Reflections (Class Preparation Assignments)

During the second half of the course, students will critically analyze, discuss, write about, and evaluate ethnographic work – produced both by scholars and their classmates – that present and reflect upon interactions between people from different religious, ethnic, racial, class, and age groups

**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): T/Th 10:15 – 11:45 am
  - Seat count: 20
  - Room assigned or room preference including needed classroom technology/seat type: 201 Quad Commons
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below (EX: BIO 295 with NSGK 295): N/A

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

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

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

This course is restricted to University Honors Program Students and is open to other students by permission of the UHP

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

None

### SECTION 3: ADDITIONAL INFORMATION

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

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

*See Attached Syllabus*

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

*See Attached Syllabus*

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

*See Attached Syllabus*



**SIGNATURE PAGE FOR HON 297**  
***Interpreting American Cultures***

**RECOMMENDED BY:**

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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:**

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CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

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COLLEGE DEAN

DATE

**APPROVED BY:**

---

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

---

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_