

Council on Undergraduate Education 2019-2020

February 21st 2020
Talley Student Union 5101
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Past Chair Daniel Monek
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE February 7th, 2020 Minutes

Old Business

Returning Courses				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Beckstead	Gilmartin, Sawyers, Casper	NS	HS 304 Ornamental Plant Identification II	Up for review. Returning from 24 Jan. 2020 Mtg
Casper	Beckstead, Haeseler, Orcutt	SS	PRT 152 Introduction to Parks, Recreation and Tourism	Up for review. Returning from 24 Jan. 2020 Mtg

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
IP, GK	HON 293 (001) Food: Culture, Insecurity, and Ethics	3 rd Offering, Eff date Spring 2020
SS	HON 295 (001) The Winners and Losers of U.S. Agricultural Policy	3 rd Offering, Eff date Spring 2020
IP	HON 296 (001) Critical & Creative Decision Making Models	2 nd Offering, Eff date Spring 2020
VPA	HON 299 (001) Popular Songs and Communication	3 rd Offering, Eff date Spring 2020

GER> GEP Review				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
McGowan	Casper, Liu, Orcutt	NS	BIO 105 Biology in the Modern World	*Up for review.
Lee	Sawyers, Gilmartin, Haeseler	NS	CH 201 Chemistry - A Quantitative Science	*Up for review.
Lee	Minogue, Beckstead, Gill	NS	CH 202 Quantitative Chemistry Laboratory	*Up for review.
Lee	Monek, Annett-Hitchcock, Liu	NS,IP(new)	GN 301 Genetics in Human Affairs	*Up for review NS
Beckstead	McGowan, Casper, Gilmartin	NS	HS 201 The World of Horticulture: Principles and Practices	*Up for review.
Gill	Orcutt, Monek, Casper	VPA	LAR 444 History of Landscape Architecture	*Up for review.

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Kraus	Minogue, Gill, Lee	SS	AEE 323 Leadership Development in Agriculture and Life Sciences	New to GEP
McGowan	Annett-Hitchcock, Haeseler, Monek	USD	BIO 440 The Human Animal: An Evolutionary Perspective	New to GEP
Monek	Lee, Beckstead, Annett-Hitchcock	GK, HES	HESD 228 African Dance II	New Course
Haeseler	McGowan, Moore, Belk	HUM	WGS 390 Queer Theory	New Course

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Monek	Haeseler, Liu, Minogue	IP	HON 293 Sweet: A Global History of Sugar	1 st Offering Eff date Summer 2020
Belk	Gilmartin, McGowan, Lee	IP, USD	HON 297 Writing the Self	1 st Offering Eff date Spring 2020

Discussion:**Notes:**

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

Council on Undergraduate Education 2019-2020

February 7, 2020
Talley Student Union 5101
Call to Order: 1:30 PM

Members Present: Chair Kim Bush, Past Chair Daniel Monek, Autumn Belk, Carolina Gill, Johnathan Casper, Robert Beckstead, David Gilmartin, Nancy Moore, Alice Lee, Darby Orcutt, Roby Sawyers, Jillian Haeseler Herle McGowan, Katherine Annett-Hitchcock, Carrie Pickworth's semester proxy is Helen Kraus

Members Absent: James Minogue, Min Liu,

Ex-Officio Members Present: Lexi Hergeth, Li Marcus Samantha Rich, John Harrington

Guests:

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Kim Bush** – Had the proxies and guest introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Li informed the committee they should receive an invitation to the end of year celebration on May 8 in the evening.
Samantha Rich spoke about mini grants for people using GPS features and explained that they can reach out the Office of Assessment for more information. This is primarily in the Fall, but will likely bleed into the Spring. Li will resend the information after the meeting.
- **Approval of the Minutes from January 24th 2020** – Approved Unanimously
 - Discussion: Motion to approve the past minutes by Herle McGowan.

OLD BUSINESS

- **FTM 400 Major Fashion Designers** (VPA) – Approved with Suggestion
Discussion: Motion to approve by member Katherine Annett-Hitchcock. Reviewer asked about objective 3, stating the final project and suggested that this should be evaluating fashion, not the final project.

NEW BUSINESS

- **Consent Agenda** – Approved Unanimously
Discussion: Motion to approve the consent agenda by member Darby Orcutt.

GER>GEP Review

- **CH 111 Preparatory Chemistry** (NS) – Approved Unanimously
Discussion: Motion to approve by member Alice Lee. Reviewers indicated the course looked good.
- **ENG 439 Studies in English Renaissance Literature** (HUM, GK) – Approved with Suggestion
Discussion: Motion to approve by member Jillian Haeseler. Member indicated the outcome and measure were specific to a poetic other and felt there was a disconnection between the course in general. Members discussed that the outcomes and measures can be more specific. Presenter looked at objective one and suggested "language, structure meaning, and cultural context" to relate this more closely with the objective.
- **ENG 467 American Colonial Literature** (HUM) – Approved Unanimously
Discussion: Motion to approve by member Jillian Haeseler.
- **LAR 221 Introduction to Environment and Behavior for Designers** (HUM) – Sunset
Discussion: Motion to approve for Sunset by member Carolina Gill. Lexi and Li gave a brief explanation of the sunset process for the new proxy members and explained that the effective date for this is Spring 2021.

- **SOC/GEO 220 Cultural Geography** (GK, SS) – *Approved with Suggestion*
Discussion: Motion to approve by member David Gilmartin. Member brought attention to the GK measure for objective 1 has a typo in "...and compare them (to) factors that influence current fertility rates...."
- **SOC/WGS 304 Gender in Society** (USD, SS) – *Approved with Suggestion*
Discussion: Motion to approve by member David Gilmartin. Reviewers indicated the course was well done. "Apply sociological methods such (as) ethnographic..." (obj 2 in SS).

HON or Special Topics Courses

- **HES 295 (001) Introduction to Jiu-Jitsu** (HES) – *Approved Pending*
Discussion: Motion to approve the course by Autumn Belk. Reviewers indicated the course looks well done, however under objective 3 in the measure indicates the rubric is in the syllabus. Members indicated removing the statement or including a simplified rubric instead of referencing the syllabus. Member suggested using the first part of the rubric "for example, takedowns will be judged by....". Members discussed if it should be pending the deletion of the reference to the syllabus. Motion to amend the motion to approved pending the removal of the reference to the syllabus). In objective 2's outcome to remove "...as a martial art." And to add as s to contribute as part of the pending motion.
- **IPGE 295 Integrating STEM and Education: An Overview** (IP) – *Approved Unanimously*
Discussion: Motion to approve by Daniel Monek. Member asked if the numerical value of the piggy backed course, this is acceptable for special topics GEPs but in general, for course records in CIM, crosslistings must have the same number.
- **IPGK 295 Global Relationships of Agriculture and Cultures** (IP, GK) – *Approved with one obtention from the presenter as he is the instructor.*
Discussion: Motion to approve by Robert Beckstead. Compliments to the office of assessment for their assistance in reviewing before this meeting.

Meeting adjourned at 2:00 PM

Respectfully submitted by Lexi Hergeth

MEMORANDUM

TO: Council on Undergraduate Education (CUE)
FROM: University Honors and Scholars Programs
DATE: 13 January 2020
SUBJECT: Honors GEP Special Topic Offerings, Spring 2020

The University Honors and Scholars Programs are requesting offerings of the following HON GEP Special Topic courses which were approved by the Council on Undergraduate Education in previous semesters to be offered in Spring 2020. The University College Courses and Curricula Committee, as well as CUE, have previously approved all courses for three offerings within a five-year period. No major changes have been made to any offerings since their last approval. The course offerings are as follows:

Course Number: HON 293 sec 001
Course Title: Food: Culture, Insecurity, and Ethics
GEP Category: Interdisciplinary Perspectives (IP)
Co-requisite: Global Knowledge (GK)
Last Approval: Fall 2019
Number of Times Offered: 3rd
Instructor Name: Scott O'Leary

Course Number: HON 295 sec 001
Course Title: The Winners and Losers of U.S. Agricultural Policy
GEP Category: Social Sciences (SS)
Last Approval: Fall 2019
Number of Times Offered: 3rd
Instructor Name: Julianne Treme

Course Number: HON 296 sec 001
Course Title: Critical & Creative Decision Making Models
GEP Category: Interdisciplinary Perspectives (IP)
Last Approval: Spring 2019
Number of Times Offered: 2nd
Instructor Name: Debbie Acker

Course Number: HON 299 sec 001
Course Title: Popular Songs and Communication
GEP Category: Visual and Performing Arts (VPA)
Last Approval: Fall 2019
Number of Times Offered: 3rd
Instructor Name: Will Boone

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

Department(s)/Program	University Honors Program	New GEP Special Topics Offering		
Special Topic Title: (30 character limit)	Food: Culture, Insecurity, and Ethics	Review for 2nd Offering	X	
Term to be Offered	Fall 2019			
Instructor Name/Title	Scott O'Leary, Director of Honors and Scholars Village			

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Studies

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.

1. Students will be able to identify ethical, social, and economic values assessed through weekly discussion and discussion leader assignment.
2. Students will be able to analyze the philosophical, political and social significance of food and foodways conducted through experiential learning assignments outside of class.

Measure(s) for above Outcome:

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

The reading assignments come from variety of disciplines and methodological approaches including philosophy, history, sociology, anthropology, and political science. Course assignments narrow methodological and assessment focus to philosophical (phenomenological) and sociological methods. Discussion Leader and Experiential Learning options require students to reflect and analyze different cultural practices in food and their underlying structures in individuals and groups. Project Proposal and Final Project require students to engage in critical reflection, analysis, and comparison of different perspectives and consider their own methodological presuppositions. For example in articulating a final project on the ethical and political significance of factory farming, students will analyze data from political entities (USDA, PETA, lobbying groups), ethical theories and the question of animal rights, and the larger social significance of particular foods and their cultural meanings. These will be incorporated into a project proposal with rubric that identifies particular methodological approaches and their efficacy to address the core research question.

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

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

Measure(s) for above Outcome:

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

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

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

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

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

Measure(s) for above Outcome:

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

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

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

- A. Which disciplines will be synthesized, connected, and/or considered in this course?
Philosophy, Political Science, and Sociology.
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?
By reading and addressing material from a variety of disciplines and perspectives, students will learn to grapple with different methodologies, underlying assumptions, and the way these impact the questions and discussions that ensue. Students will move from the individual experiential (phenomenological) level of analysis to group and societal trends and structures from multiple societies. Students will learn to integrate these different approaches through course discussion, experiential learning assignments and their proposal for their final project.

Global Knowledge

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

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

Measure(s) for above Outcome:

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

Discussion Leader: 2 students will lead a discussion during the class period each week relating to themes, issues, and concepts raised in readings assigned that for that week. Students may prepare activities, visuals, and handouts to aid classroom engagement and will submit an email proposing their plans to the instructor *at least 24 hours in advance* for review. As *Discussion Leaders*, it is the students' responsibility to *generate, moderate, and lead the discussion*.

Students should *not* prepare a presentation and *should not* summarize the readings. Students may wish to lead a discussion over difficult points, concepts and introduce helpful videos, background information, or additional reading that may aid in *generating and leading the discussion*. A signup sheet will be shared in the first week of class, and *each student should be prepared to sign up to lead discussion approximately twice during the available class periods*.

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

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

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

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

Experiential Learning Options:

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

Each experiential learning option requires students to engage with extended course material outside of class. In (1), will independently research their own or a food cultural tradition that they are interested in such as Peruvian cuisine, Ethiopian cuisine, or Scot-Irish cooking, particular recipes, unique ingredients and the history and traditions of a particular dish. Students will analyze and compare different recipes, selecting one recipe to prepare and introduce to

the class. The introduction to the class will consist of a brief presentation including handouts or visual aids as well as the prepared dish and the cultural significance of the dish - and the personal significance to the student including why the dish was chosen. In (2) students will analyze cookbooks of different cultures, regions, and cuisines for underlying social, gender, and political themes and connect them to their own childhood. This will culminate in a presentation including handouts or visual aids to the class or a typed memo of key takeaways to distribute and discuss with class. In

(6) Students, likely in small groups, will organize a QUAD Village Wide program event, choosing an internationally- relevant topic drawn from course material to engage students from the greater community. Students will prepare materials and format for Community Conversation, document with pictures and attendance and present this material to the course through visual presentation and/or memo. In (9) students, watch a select episode of *Destinations Unknown* of an unfamiliar culture, analyze key themes and present them to the class through a visual presentation/memo.

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

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

Measure(s) for above Outcome:

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

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

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

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

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

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

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

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
Tuesdays & Thursdays 1:30 PM – 2:45 PM
 - Seat count:
21
 - Room assigned or room preference including needed classroom technology/seat type:
QC201
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

- If seats are restricted, describe the restriction being applied.
Seats are restricted to first year Honors and Scholars students.
- 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. Philosophy, social science, and/or historical methodology beneficial.

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

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.

Please see attached syllabus.

SIGNATURE PAGE FOR HON 293
Food: Culture, Insecurity, and Ethics

RECOMMENDED BY:

Anne C. Guten 2/25/19
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] 2/25/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 7/18/19
COLLEGE DEAN DATE

APPROVED BY:

[Signature]
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

[Signature] 9/6/19
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

Summary of consultation meeting with Natalie Cooke and Suzie Goodell

On 12/20, I met with Natalie Cooke and Suzie Goodell in the Schaub Food Science Building from 4-5PM. Below is a summary of the conversation with a particular focus on academic areas of overlap in course design, goals and objectives.

Two courses were relevant to our conversation: [NTR 210 301 - Summer II 5W 2018 - Introduction to Community Food Security](#) and [NTR 220 301 - Summer II 5W 2018 - Food and Culture](#).

A description of both courses is listed below:

Introduction to Community Food Security

This introductory interdisciplinary course teaches students about the many facets of food security in the United States, including historical impacts of race and social class on food security; food justice and food accessibility; the roles of non-profit organizations, government agencies, and disciplinary experts in developing food security efforts; and approaches to developing programs and policies, federal to local, to address the problem. In addition, service-learning experiences in students own communities allow them to gain knowledge about the specific agencies approaches to community food security, critically reflecting upon the experience and creating their own community food security action plan.

Food and Culture

This course explores traditional food cultures around the world; highlighting foodways, flavor profiles, and commonly used ingredients. This course focuses on how and to what extent traditional foodways of US immigrants are impacted by the majority culture and how regional cuisines have been impacted by historical migration patterns. Students will examine their own food culture, biases, and how these impact personal interactions with others through a semester-long project. Food tastings and sensory experiences will expose students to a variety of global and US regional cuisines allowing students to compare and contrast flavor profiles and commonly used ingredients. Course is available to all majors.

Both courses listed below are online courses typically offered only in the summer. They are both general education (GEP) courses that cover interdisciplinary perspectives and either US or global diversity requirements. Both were established online courses through a DELTA grant.

Community Food Security is taught by Natalie Cooke and often has students from nutrition, food science, sociology, and engineering enrolled. The focus of the course is on practical, real-world engagement and solutions to food security problems in North Carolina. As a result, the course requires 15 hours of service learning working for any 3 agencies listed below:

- A place at the Table
- Interfaith Food Shuttle

- Feed the Pack
- Urban Ministries
- Food Bank of North Carolina
- Catholic Parish Ministries
- Love Wins (community engagement center 9am-1pm)

Food and Culture is taught by Suzie Goodell and is a GEP requirement for global knowledge. The structure involves an introduction to Food Culture by looking at religions and cultures in the East and West. Each unit focuses on a different country. One large assignment is a Food timeline history that students construct that connect this global exploration with their own food identities.

Summary: Throughout the conversation, the three of us agreed that there might be great opportunities for faculty collaboration and faculty reading groups but that the course offerings between the three of us are considerably different, addressing intellectual issues involving food from different perspectives and methodologies and serving distinct and unique populations of students (on ground vs. online, general student population vs. honors students. Interactive lecture/online delivery with seminar discussion.) Finally, the assessments and objectives of these courses are distinct. For this reason, none of us saw concerns with these multiple course offerings and instead recognized the value of expanding academic work in the study of food.

HN 293 Course Syllabus

HN 293 – Food: Culture, Insecurity, and Ethics

Section 001

Spring 2019

3 Credit Hours

Course Description

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

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

Instructor

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

Jennifer Potts (jrpotts2@ncsu.edu) – *HSV Fellow*

Email: smoleary@ncsu.edu

Phone: 919-515-0946

Office Location: 113 Berry

Office Hours: By appointment

Course Meetings

Seminar

Days: TR

Time: 1:30pm - 2:45pm

Campus: Main

Location: Quad Commons (Multipurpose Room)

Learning Outcomes

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

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

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

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

Course Structure

The Dining Experience: Participation (GK)

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

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

2 students will lead discussion as a team for approximately 45-50 minutes of class relating to themes, issues, and concepts raised in readings assigned for that week. Students may prepare experiential activities, visuals, and handouts to aid classroom engagement and will submit an email proposing their plans to the instructor *at least* 48 hours in advance for review. As *Discussion Leaders*, it is the students' responsibility to *generate, moderate, and lead discussion*. Students should *resist the desire to prepare a presentation* and *should avoid* summarizing the readings. Students may wish to guide the discussion through difficult points, concepts and introduce helpful videos, background information, or additional resources that may aid in *generating* and *leading the* discussion. A signup sheet will be shared the first week of class, and *each student should be prepared to sign up to lead discussion approximately twice* during the available class periods.

Hors-d'oeuvre sampler: Choose 7pts from list of experiential options (GK options)

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

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

The Main Course: Self-chosen Project (GK)

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

Dessert: Class Workshop presentations

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

Course Materials

Textbooks/Expenses

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

Requisites and Restrictions

Prerequisites/Co-requisites/Restrictions

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

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

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

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

How This Course Will Fulfill GEP Category Outcomes

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

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

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

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

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

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

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

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

How This Course Will Fulfill GEP Co-requisite Outcomes

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

Transportation

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

Grading

Grade Components

Component	Weight	Details
Participation	15%	Students will be evaluated weekly by the instructor for their active engagement in class. The first step to good participation in the ongoing discussion are: (1) coming to class, and (2) completing the reading as scheduled and bringing your text to class . These are the first steps that allow everyone to (3) be respectful, focusing on what is going

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

Participation

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

Grade	Criteria
A	Fully present in mind and body, and exceptionally meaningful contributions to the learning environment and discussions. An A grade shows substantial depth and quality of engagement with all aspects of the course (e.g., making innovative connections between concepts during discussions, asking provocative questions that get the class thinking, actively incorporating class readings beyond the day's reading, taking a leadership role during activities and discussions, etc.).
B	Present in mind and body, and actively participating with positive contributions to the learning environment (e.g., engaged, relevant questions and comments during class discussions, a willingness to share and talk about written work, proactive assistance for fellow group members, incorporating the day's readings into comments, etc.).
C	Present in mind and body, but only passively participating. This could also include variable presence combined with sporadic active engagement. Prepared and attentive, but not always adding to class discussions.
D	Only present in body – disconnected or not fully engaged in the course. In-class behavior

	shows obvious unpreparedness and a lack of engagement with the course. Attending class without the required materials for active participation.
F	Frequently tardy/absent. Unprepared for class. Disruptive behavior that makes it difficult for the class to accomplish its learning objectives.

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

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

Late Assignments

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

Attendance Policy

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

Attendance Policy

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

Absences Policy

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

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

Makeup Work Policy

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

Academic Integrity

Academic Integrity

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

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include

online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

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

Class Evaluations

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

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

Accommodations for Disabilities

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

Non-Discrimination Policy

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

Campus Resources

Writing and Speaking Tutorial Services

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

Moodle

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

Ask a Librarian

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

Campus Safety

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

NCSU's GLBT Center

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

Counseling Center/Assisting Students of Concern

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

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

SCHEDULE

Week	Topic	Assigned Reading and Assignments Due
1	Food Culture I: Introductions, Expectations and Food as Cultural Phenomena	(1) Syllabus, questions, expectations and policies (Moodle & email) (2) Adam Gopnik, " A Small Starter: Questions of Food " <i>The Table Comes First</i> (pp. 3-13 Moodle) (3) Roland Barthes, "Toward a Psychosociology of Contemporary Food Consumption" (Moodle) Suggested Source: Anthony Bourdain, <i>Kitchen Confidential</i> (excerpts)
2	Food Culture II: Pathways, History, and Cuisine	(1) "Atlas of Food" <i>The Smithsonian</i> (2) Mintz "Cuisine: High, Low, and Not at all" and "Eating American." <i>In Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past</i> . Boston: Beacon, pp. 106-122, 133-134 (Moodle) (3) Margaret Mead, "The Changing Significance of Food: <i>American Scientist</i> (Moodle) (4) Judith Martin, " The world's oldest virtue " <i>First Things</i> (Moodle) Suggested Sources: Arjun Appadurai, "How to Make a National Cuisine: Cookbooks in Contemporary India" <i>Comparative Studies in Society and History</i> , Vol. 30, No. 1 (Jan 1988), pp. 3-24 "An Interview with Adam Gopnik: The table comes first " <i>NPR</i> "The Paradox of American Restaurants," <i>The Atlantic</i> Experiential Learning Option Due 9/3: Anthony Bourdain <i>Parts Unknown</i>
3	Food Culture III: Taboos & Attractions. Some things you just can't make up	(1) Victor Benno Meyer-Rochow, "Food taboos: their origins and purposes" <i>Journal of Ethnobiology and Ethnomedicine</i> (Moodle pg. 1, 3-6) (2) Freud, <i>Totem and Taboo</i> Ch. 2 (paragraphs 1-60) (3) Mary Douglas, "Deciphering a Meal," <i>Daedalus</i> 101:1 (Winter 1972), 61-81 (Moodle) (4) "Debbie Does Salad" <i>Harper's Magazine</i> Suggested Sources:

		<p><u>"You are What you eat: Religious Aspects of The 'Health Food' Movement"</u></p> <p><u>"How a Fake Restaurant became London's Top Restaurant on Trip Advisor"</u> <i>NPR</i></p> <p><u>"What Food Porn Does to your Brain,"</u> <i>The Atlantic</i></p> <p><u>"It's not just a bug, it's fine dining..."</u> <i>NPR</i></p> <p>Experiential Learning Option Due 9/10: "A week without"</p>
4	Cooking	<p>(1) Jessamyn Neuhaus, "From Julia Child to Cooking.com" in <i>Manly Meals and Mom's Home Cooking: Cookbooks and Gender in Modern America</i> (Moodle)</p> <p>(2) Find and read a pair of cookbooks (library or otherwise)</p> <p>(3) Jeffrey Adler <u>"Why Fire Makes Us Human,"</u> <i>The Smithsonian</i>.</p> <p>(4) Barbara J. King <u>"Cooking or Slicing Food: What Drove early human evolution?"</u></p> <p>Suggested: <u>"Learning to Handle Spicy Food"</u> <i>The Atlantic</i></p> <p>Other suggestions developed by class interest</p> <p>Experiential Learning Option Due 9/17: Food, Cooking, Culture</p>
5	Taste, Preferences and Human Appetites	<p>(1) Kevin Sweeney, <u>"Alice's Discriminating Palate"</u> <i>Philosophy and Literature</i> 23 (1999): 17-31.</p> <p>(2) "Tasty: How Flavor Helped Make us Human" <i>NPR</i></p> <p>(3) "The Taste Makers," <i>The New Yorker</i> p. 1-14 required</p> <p>(4) Carolyn Korsmeyer, <u>"Tastes and Pleasures"</u> <i>Romantic Gastronomies</i> (paragraphs 5-26 required)</p> <p>Suggested sources:</p> <p>Malcolm Gladwell, <u>"McDonald's Broke my Heart,"</u> <i>Revisionist History Podcast</i></p> <p><u>"Hedonistic Fruit Bombs,"</u> <i>London Review of Books</i></p> <p><u>"Super Tasters or Non-Tasters"</u> Harvard School of Public Health</p> <p><u>Hume's Aesthetics,</u> <i>Stanford Encyclopedia of Philosophy</i></p> <p>Experiential Learning Option Due 9/24: Cookbook Analysis</p>
6	Recharge and Relax: Beverages Hot & Cold	<p>(1) William Roseberry, <u>"The Rise of Yuppie Coffees and the Reimagination of Class in the United States"</u> <i>American Anthropologist</i></p> <p>(2) D.T. Suzuki, "Zen and the Art of Tea" in <i>The Taste Culture Reader</i> (Moodle)</p> <p>(3) Joel Palka, "You are what you drink in Honduras" <i>Adventures in Eating</i> (Moodle)</p> <p>(4) <u>"The Golden Age..."</u> <i>NPR</i> (podcast or transcript)</p> <p>Suggested:</p> <p><u>"Specialty Coffee's Resident Scientist"</u> OR <u>"How to make perfect Coffee"</u> <i>The Atlantic</i></p> <p><u>"The Cocktail Hour"</u> Gastropod Podcast</p> <p>John Cleese <u>"Wine for the Confused"</u></p> <p>Experiential Learning Option Due 10/1: Podcast Analysis</p>
7	The Reality of Food and the Appearance of People: Diet and Body Image	<p>(1) Margaret Mead, "Why do we Overeat?" (Moodle)</p> <p>(2) <u>"What if it's all been a big fat lie?"</u> <i>New York Times</i></p> <p>(3) "The Weight Loss Trap" <i>Time Magazine</i></p> <p>Pick 1 of 2: Assessment of popular diet's</p> <p><u>UK National Health Service</u> OR <u>US News and World Report</u></p> <p>(4) Access: <u>USDA website food nutrition data</u></p> <p>(5) Feeding Hard Bodies: Food and Masculinities in Men's Fitness Magazines (Moodle)</p> <p>Suggested Sources:</p> <p><u>An interview with Gary Taubes</u> <i>GQ</i></p> <p><u>The Overcooked and underdone: Masculinities in Japanese Food</u></p>

		<p>Programming (Moodle)</p> <p>Other sources based on class discussions</p> <p>Experiential Learning Option Due 10/8: Food Journal</p> <p>Experiential Learning Mid-report 10/8: Self-Chosen Diet</p>
8	Food, Colonialism, and Power	<p>(1) "Let's Eat Chinese!": Reflections on Cultural Food Colonialism (Moodle)</p> <p>(2) Theodore C. Bestor, "How Sushi Went Global", <i>Foreign Policy</i></p> <p>(3) Raj Patel, "The Problems with Fair Trade," <i>The Nation</i> (Moodle)</p> <p>Suggested Sources:</p> <p>"Food is not only Culture. It's Diplomacy"</p> <p>International Poverty, Coffee and Microfinance <i>Aldea Coffee</i></p> <p>"Monsanto's Harvest of Fear," <i>Vanity Fair</i></p> <p>Experiential Learning Option Due 10/15: Self-Chosen Diet*</p> <p><i>Diet is defined in this class as a planned meal assessment and does not imply calorie restriction/exercise. The goal is to follow the strictures & planning a diet entails, not weight loss or gain</i></p>
9	Food Insecurity: Local and domestic issues.	<p>(1) Wright, Donley, et al. "Food Deserts: What is the Problem, What is the Solution?" <i>Social Science and Public Policy</i> (Moodle)</p> <p>(2) <u>US Department of Agriculture Food Insecurity Guidelines</u></p> <p>(3) <u>Food and Housing Insecurity Among NC State students</u> (also on Moodle)</p> <p>(4) Kathryn Edin and H. Luke Shaefer <i>\$2.00 a Day: Living on Almost Nothing in America</i></p> <p>Suggested:</p> <p><u>Food Swamps are the New Food Deserts</u>, <i>The Atlantic</i></p> <p><u>Food Access Research Atlas</u> USDA</p> <p>Experiential Learning Due 10/22: Food Kitchen/Feed the Pack</p>
10	Food Insecurity (International):	<p>(1) <i>Amartya Sen</i>, "The Food Problem: Theory and Policy," <i>Third World Quarterly</i></p> <p>(2) "A Place at the Table," <i>United States Conference of Catholic Bishops</i></p> <p>(3) Jennifer Clapp, "The Political Economy of Food Aid"</p> <p>(4) Peter Singer, "Famine Affluence and Morality" <i>Philosophy and Public Affairs</i></p> <p>(5) John Arthur, "The Case Against Singer"</p> <p>Suggested Readings:</p> <p>Josette Sheeran, "Ending Hunger Now" <i>TED</i></p> <p>"The Origins of the Third World" <i>The Corner House</i></p> <p>"Why so many people are still undernourished," <i>The Economist</i></p> <p>"Eat better? Let women do the work," <i>The Economist</i></p> <p>Experiential Learning Due: Community Conversation 10/29</p> <p>11/2 Food Production and Food Culture Class Trip (transportation provided)</p>
11	Food Production and Us	<p>In Class Movie 11/5 Food Inc</p> <p>11/6 Professor Gone. Out of class trip on 11/2 in lieu of class</p> <p>Experiential Learning Due: Host a Dinner Party 10/31</p>
12	Food Ethics I: Sustainable living	<p>(1) Pimental and Pimental "Sustainability of Meat Based and Plant Based Diets and the Environment" (Moodle)</p> <p>(2) Garrett Hardin, "The Tragedy of the Commons" (Moodle)</p> <p>(3) Excerpts from Pope Francis I "Laudato Si" (Moodle)</p> <p>Suggested:</p> <p>"The economic case for Vegetarianism" <i>The Atlantic</i></p> <p>The Ethics of a Vegan Diet <u>Part I</u> and <u>Part II</u> <i>The Atlantic</i></p> <p>Experiential Learning Option Due: Vegan Meetup 11/12</p>
13	Food Ethics I: To Meat or not	<p>(1) Jonathan Safran Foer, "excerpt from <i>Eating Animals</i> (Moodle)</p>

	to Meat, that is the question.	(2) Christine Korsgaard, "Exploiting Animals" (Moodle) (3) Alastair Norcross, "Puppies, Pigs, and People" (4) Roger Scruton, "Animal Rights and Wrongs" (Moodle 59-85) Suggested: The History of Food Ethics (Moodle) Experiential Learning Due 11/19: Community Conversation
14	Project Proposals	Project Proposals Due 11/26
15	Class Workshop Presentations	No Additional Reading: Project Presentation and Workshop Days Project Draft/Discussion Due 12/3
Exam	Final Projects Due	Final Projects Due Tuesday December 10th

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

HON GEP Social Sciences Special Topic Shell Offering

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

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

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

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

HON 295

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	
Special Topic Title: (30 character limit)	The Winners and Losers of U.S. Agricultural Policy	Review for 2nd Offering X	
Term to be Offered	Fall 2019		
Instructor Name/Title	Julianne Treme/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* [\[Click Here\]](#)

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 summarize and analyze the unintended consequences of both historical and current U.S. agricultural policies as they relate to a variety of stakeholders (politicians, industry, environmentalists, etc.).

Current events will be emphasized and students will investigate how trade tensions between the U.S. and other countries often results in retaliation against U.S. agriculture. Students will develop tools to assess the logical, objective, and critical analysis of agricultural policies.

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, class discussion, debate prompts

Exam Questions:

- a. The Supplemental Nutrition Assistance Program (SNAP) comprises a large portion of Farm Bill spending and is the subject of heated debate. Why is SNAP included in the Farm Bill? Why is the amount of funding directed toward the SNAP program consistently contentious? Using current events to guide your answer, why do you think some politicians support work requirements for the SNAP program but oppose them as a requirement to receive farm subsidies? Lastly, determine the extent to which the economy is affected by interconnections between unemployment and SNAP benefit levels.
- b. Farm safety net spending versus crop receipts and livestock/animal product receipts.
- c. How will the new legislation regarding the electronic logging device rule affect agriculture?

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

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

Obj. 2) Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.

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

Measure(s) for above Outcome:

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

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

Group Paper Questions:

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

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

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

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

Measure(s) for above Outcome:

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

Exams, final oral presentation, and class discussion.

Oral Presentation:

1. Teams will participate in an event that showcases agricultural policy decision-making, public speaking and teamwork. The participants will demonstrate their critical thinking skills, make effective presentations, and think on their feet--important skills for any career path.
The team presentations are limited to 20 minutes and should consist of the following elements:
 - a. Analysis of the current state of the rural economy (as of the day of the competition)
 - b. A forecast of near-term conditions relevant to the formulation of agricultural policy
 - c. A discussion of significant risks to the economy that should receive special attention in formulating agricultural policy; these risks may include the possible effects of agricultural policies on different segments of the population
 - d. An agricultural policy recommendation; presenters should give supporting reasons for their recommendation
2. Question and Answers
 - a. Following the presentation, teams answer questions from the judges about recommendations made in the presentation as well as hypothetical questions.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

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

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

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

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

University Honors Program Students

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

Effective Fall 2014

SIGNATURE PAGE FOR HON 295
The Winners and Losers of U.S. Agricultural Policy

RECOMMENDED BY:

Anne C. Guten 2/25/19
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] 2/25/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 7/18/19
COLLEGE DEAN DATE

APPROVED BY:

[Signature]
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

[Signature] 9/6/19
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

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

Fall 2019: M/W 10:15-11:30 AM

202 Quad Commons

3 credit hours

Lead Instructor: Julianne Treme

Office: 4304 Nelson Hall

Email address: jtreme@ncsu.edu

Phone: 919-513-8060

Office Hours: M/W 12:00 – 3:00 and by appointment

COURSE DESCRIPTION

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

COURSE PREREQUISITES

No prerequisites. Restricted to University Honors Program students.

REQUIRED COURSE TEXT

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

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

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

STUDENT LEARNING OUTCOMES

At the conclusion of the course:

1. Students will summarize and analyze the unintended consequences of both historical and current U.S. agricultural policies as they relate to a variety of stakeholders (politicians, industry, environmentalists, etc.).
2. Students will analyze how trade tensions between the U.S. and other countries often results in retaliation against U.S. agriculture.
3. Students will develop tools to assess the logical, objective, and critical analysis of agricultural policies.
4. Students will identify and evaluate how welfare is affected by government intervention.
5. Students will categorize the winners and losers in U.S. agricultural policy.
6. Students will explain, hypothesize, and interpret a disciplinary issue, based on critically analyzed evidence.
7. Students will demonstrate their agricultural policy proficiency in both oral and written form.
8. Students will create a set of recommended agricultural policies given current events.

GEP INFORMATION

GEP Category: Social Sciences

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

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

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

Means of assessment: Exams, class discussion, and debate prompts (please see below)

GEP Objective #2: Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.

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

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

Sample Group Paper Questions:

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

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

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

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

Oral Presentation:

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

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

- a. Analysis of the current state of the rural economy (as of the day of the competition)
- b. A forecast of near-term conditions relevant to the formulation of agricultural policy
- c. A discussion of significant risks to the economy that should receive special attention in formulating agricultural policy; these risks may include the possible effects of agricultural policies on different segments of the population
- d. An agricultural policy recommendation; presenters should give supporting reasons for their recommendation

- e. Question and answers: following the presentation, teams answer questions from the judges about recommendations made in the presentation as well as hypothetical questions.

POLICIES AND PROCEDURES

1. **Calculation of course grade.** A weighted average grade will be calculated as follows:

a. Exams (2) =	40%
b. Reading Quizzes =	10%
c. In Class Quizzes =	10%
d. Group Paper OR Twitter Assignment =	10%
e. Debates (2) =	10%
f. Final Oral Presentation =	20%
Total 100%	

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

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

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

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

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

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

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

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

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

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

This course uses the Standard NCSU Letter Grading Scale:

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

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

CRITICAL DATES:

- Exam Dates
 - **Exam 1: TBA**
 - **Exam 2: TBA**
- Final Oral Presentation: **Thursday, December 13, 1-4**
- Group Paper Dates (optional; may choose between Group Paper and Twitter project)
 - **Bill Topic and Sources due TBA on Moodle**
 - **Final Group Paper due TBA on Moodle**
 - **Your feedback due TBA on Moodle**
- Reading Quizzes, **TBA**, dependent on news cycle, you will be given 1 week notice
- Debates, **TBA**, dependent on news cycle, you will be given 1 week notice
- Twitter Project (optional; may choose between Group Paper and Twitter project)
 - **TBA** depending on interest level

IN-CLASS POLICIES

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

- **Instructor's commitment.** You can expect your instructor to be courteous, punctual, well-organized, and prepared for lecture and other class activities; to answer questions clearly; to be available during office hours or to notify you beforehand if they are unable to keep them; and to grade uniformly and consistently according to the posted guidelines.
- **Academic integrity.** Students should refer to the University policy on academic integrity found in the Code of Student Conduct (found in Appendix L of the Handbook for Advising and Teaching). It is the instructor's understanding and expectation that the student's signature on any test or assignment means that the student contributed to the assignment in question (if a group assignment) and that they neither gave nor received unauthorized aid (if an individual assignment). Authorized aid on an individual assignment includes discussing the interpretation of the problem statement, sharing ideas or approaches for solving the problem, and explaining concepts involved in the problem. Any other aid would be unauthorized and a violation of the academic integrity policy. This includes referring to homework from previous semesters. All cases of academic misconduct will be submitted to the Office of Student Conduct. If you are found guilty of academic misconduct in the course, you will be on academic integrity probation for the remainder of your years at NCSU and may be required to report your violation on future professional school applications. It's not worth it!
- Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:
 Equal Opportunity and Non-Discrimination Policy Statement: <https://policies.ncsu.edu/policy/pol-04-25-05>
 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>
- **Electronically Hosted Component 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.
- **Accommodations for Disabilities.** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Suite 304, Holmes Hall, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) <https://policies.ncsu.edu/regulation/reg-02-20-01/>

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

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

1. Introduction: Common Agricultural Facts
 PowerPoint
 Comparative Advantage/International Trade basics
 Weather and agricultural pricing
2. Introduction to Policy Making and the Farm Bill
 PowerPoint

- How a bill becomes a law
- Introduction to Farm Bill components
- SNAP
- 3. Cotton
 - PowerPoint
 - Planet Money podcast on Brazil and US cotton
 - Conaway vs. Vilsack Letters
 - WTO
 - Current status of cotton
- 4. NAFTA/KORUS
 - PowerPoint
 - Dumping
 - Renegotiating NAFTA/KORUS
 - Pork production
 - Senate hearings
 - US Farm Policy and Agricultural Trade, Sumner and Glauber paper
- 5. SNAP
 - SNAP debate
 - Speaker
 - Politics
 - The Future of SNAP, Diane Schanzenbach paper
 - Food Aid and Assistance Programs and the next Farm Bill, Lentz et al. paper
- 6. Game Theory and Agriculture
 - Prisoner's Dilemma
 - Raisins
- 7. Miscellaneous (Subject to change)
 - Jones Act
 - COOL
 - Dicamba
- 8. Crop Insurance
 - Crop insurance fraud
 - PowerPoint
 - Adverse Selection
 - Moral Hazard
 - Death Spiral
 - Time to Reform the US Federal Agricultural Insurance Program, Smith et al. paper
- 9. Sugar
 - PowerPoint
 - Planet Money Podcast on Sugar Industry
 - WTO TRQ allocation
 - TRQ graphs
 - Beghin and Elobeid, Analysis of the US Sugar Program
- 10. Biofuels, the renewable fuel standard, and the Farm Bill, Aaron Smith paper

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

HON GEP Interdisciplinary Perspectives Special Topic Shell Offering

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

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

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

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

HON296 sec 001		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Critical & Creative Decision Making Models	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2019	
Instructor Name/Title	Deborah Acker, Associate Director for Operations & Academic Programs	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u> <ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <ol style="list-style-type: none"> 1. Students will describe (explain, identify) the distinct approaches to decision making for each of the four disciplines (Textiles, Organizational Behavior (Management), Design, Entrepreneurship, Military Science). 2. Students will be able to choose the most appropriate disciplinary decision making model in different situations. 		
<p style="text-align: center;"><i>Measure(s) for above Outcome:</i></p> <p style="text-align: center;"><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>Individually, students are to summarize the premise of the article from his/her perspective (DESCRIBE). Then, based on the two current decision making models (Textiles and Design) that have been discussed in class, the student is to critically consider how the steps within each of the decision making models may have been used or not used within the articles situation (considering all steps, strategies, and techniques associated with each step/model) (EXAMINE).</p> <p>Next, based on the student's analyzing of the models in regards to the problem presented in the article, students are to recommend how he/she perceive the problem could be addressed more effectively and efficiently based on the knowledge and understanding of the two models that maybe you did not observe in the original information. Please include a final recommendation using steps/models you have learned about the two models.</p> <p>Finally, share at least one thing you have learned specifically about the two models. Based on what you have learned about the two models through this case study exercise, HOW can you apply this learning into a different situation in the future (whether it be within a different class, general decision, organization, etc.) Be specific (explain step-by-step how you would incorporate the steps, process, strategies, etc. to help the decision making process be effective and beneficial for the desired outcome (ARTICULATE LEARNING).</p>		

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

3. Students will compare and contrast how at least four disciplines' model addresses a problem.
4. Students will analyze the relationship between at least four disciplines' model as they are applied to a current case study.

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 a team project, students will compare and contrast four models through reflective thinking based on the DEAL (describe, examine, and articulate learning) reflective process. Students will articulate how the team integrated (or did not integrate) the four models within the delivery of a commercial video to assist prospective students to effectively make the decision to come to NC State University. Each student will articulate through writing a paper reflecting on the process for how the team made decisions around creating the commercial and how the four models discussed through the course were incorporated or not incorporated within the development of the project.

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.

5. Students will creatively bring together new ideas from the four disciplines' models and present new possibilities for how to address a problem that has already occurred.

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 a team project, students will compare and contrast the four models through reflective thinking based on the DEAL (describe, examine, and articulate learning) reflective process. Students will articulate how the team integrated (or did not integrate) the four models within the delivery of a commercial video to assist prospective students to effectively make the decision to come to NC State University. Each student will articulate through writing a paper reflecting on the process for how the team made decisions around creating the commercial and how the four models discussed through the course were incorporated or not incorporated within the development of the project.

The final exam will require that students describe the four models, describe the process for how they decided to come to NC State, what they would now do differently in making their decision to come to NC State and what they would recommend for future students to consider when making the decision to come to NC State University.

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?** Textiles, Organizational Behavior (Management), Design, Entrepreneurship, Military 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 category designation and GEP student learning outcomes.**

Special Topics Term Scheduling:

- **List below the course scheduling detail:**
 - **Meeting time and day(s):** Tuesdays and Thursdays, 10:15 – 11:30 am
 - **Seat count:** 21

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

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

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

None

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

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

SIGNATURE PAGE FOR HON 296 sec 001
Critical & Creative Decision Making Models

RECOMMENDED BY:

Anne C. Guten 11/5/18
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 11/5/18
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 11/13/18
COLLEGE DEAN DATE

APPROVED BY:

[Signature] 1/4/19
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

[Signature] 1/4/19
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

HON 296 Critical & Creative Decision-Making Models

Faculty: Dr. Debbie Acker

Class Location: 201 Quad Commons

Office Hours: Available by appointment. Please contact me via email at least 48 hours before your desired meeting time to schedule an appointment.

Email: dlreno@ncsu.edu

Pre-Requisites: None

Course Book (NOT required): \$9.42. Ruggiero, V. (2012). [The Art of Thinking: A Guide to Critical and Creative Thought, Tenth Edition](#). Pearson Education. ISBN-13: 978-0-205-11938-7.

Course Readings: All course readings will be uploaded within the [wolfware moodle site](#) for the course. Students are expected to check each week/day folder for readings that will be discussed during class.

Course Description:

This course is designed for the student who wants to learn to think critically and creatively when making decisions by taking into consideration a variety of decision making models across disciplines. Throughout the course, students will be presented a variety of decision making processes, as well as five models on decision-making across disciplines to consider when addressing different problems. Questions will be asked of students in a way that will foster critical and creative thinking in order to analyze, process, and identify effective ways for approaching a problem or situation. Students will be asked to reflect on how the way the decisions were made may, or may, not apply to the student's major. Primary focus will be on developing the student's mindset to select the most appropriate decision making model to effectively address a situation and be able to articulate why this learning matters and how to apply it in future situations.

Students will explore a decision making model used within each of the following disciplines: professions and applied sciences (sub-disciplines – Textiles, Design, PCOM (organizational behavior), Military Science and Entrepreneurship).

Course Learning Outcomes: Students successfully completing this course will be able to:

1. Formulate informative decisions examining the relationship between four decision-making models;
2. Differentiate between interdisciplinary decision-making models;
3. Demonstrate creatively bringing together new ideas and presenting new possibilities for how to address a problem that has already occurred;
4. Examine how to access a situation through the lens of multiple decision-making models.
5. Evaluate personal work and the work of peers through reflective thinking and writing.

IPGE Category Objectives: Students successfully completing this course will be able 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.

IPGE Learning Outcomes: Students will be able to:

1. Describe the distinct approaches to decision making for at least four disciplines.
2. Choose the most appropriate disciplinary decision making model in different situations.(I don't know if you need this one based on the objectives above)
3. Compare and contrast how each disciplines' model addresses a problem.
4. Analyze the relationship between each disciplines' model as they are applied to a current case study.
5. Creatively bring together new ideas from four disciplines' models and present new possibilities for how to address a problem that has already occurred.

Purpose and Expectations:

This course is designed for the student who wants to learn to think critically and creatively when making decisions taking into consideration a variety of decision making models across disciplines. Throughout the course, students will be presented a variety of decision making processes, as well as five models on decision-making across disciplines to consider when addressing different problems. Questions will be asked of students in a way that will foster critical and creative thinking in order to analyze, process, and identify effective ways for approaching a problem/situation (taking into consideration the models/theories that have been presented to the students). Students will be asked to reflect on how the way the decisions were made may/not apply to the student major. Students are encouraged to pay especially close attention to the discussion that will occur on our first day of class that will cover tips on how to be successful in this class. I also recommend reviewing the notes (which will be available through the course website) throughout the semester for a refresher.

Familiarity with NC State University's THINK Higher-order Skills in Critical and Creative Thinking Components will Assist Students in Understanding Components of Critical and Creative Thinking Related to Decision Making:

- | | | | |
|-------------|----------------|----------------|-----------------------|
| • Clarity | • Depth | • Fairness | • Appropriateness |
| • Accuracy | • Breadth | • Originality | • Contribution to the |
| • Precision | • Logic | • Flexibility/ | Domain |
| • Relevance | • Significance | Adaptability | |

Communication:

Course announcements will be distributed using the student email address listed with the University. It is the responsibility of the student to ensure that this mailbox is checked on a regular basis or through Forum within Moodle.

Academic Integrity: <https://studentconduct.dasa.ncsu.edu/academic-integrity-overview/> For all written assignments, students will be expected to adhere to the Pack Pledge: "I have neither given nor received unauthorized aid on this test or assignment." It is the understanding and expectation of the instructor that the student's submission to the Moodle (Wolfware) site on any assignment means that the student neither gave nor received unauthorized aid. If the student violates the policy, a zero will be provided for the assignment and a violation will be submitted through the Office of Student Conduct per the NCSU Code of Student Conduct policy NCSU POL11.35.1.

Course Documents and Information

Please refer to the course [Moodle \(Wolfware\) site](#) for all documents and information that you will need for this class. Documents that can be found on the site include copies of: Syllabus, Syllabus Summary and FAQs, blank Request for Excused Absence forms, blank Team Feedback Forms, blank Grade Calculation forms, a projected course schedule, and **all materials** that are needed to prepare for class each day.

Course Schedule

- Follow [link](#) for each week on the course website Moodle for schedules, topics, readings, class materials and announcements. The course schedule is also handed out first day of class hard copy.

Day	Content/Assignments Due	Speakers/Facilitators	Readings
Day 1	Intro 1 Syllabus Review Introduction to Moodle Reading	Debbie Acker, Course Faculty Lead	
Day 2 Thursday Jan 10	Self-Awareness: What is Critical Effective Decision Making? Reading	Debbie Acker, Course Faculty Lead	Article: Flores, Matkin, Burbach, Quinn, & Harding. (2012). <i>Deficient Critical Thinking Skills among College Graduates: Implications for leadership</i> . Educational Philosophy and Theory, Vol. 44.
Day 3 Tuesday Jan 15	Self-Awareness: What is Creative Effective Decision Making? Reading NOTE: Assignment 1 due by beginning of class.	Debbie Acker, Course Faculty Lead	Article: Today's Generation of College Students Will Face Many Challenges: College Can Teach Them How. The New York Times Company (September 24, 2007)
Day 4 Thursday Jan 17	Self-Awareness: Six Hats of Thinking Reading	Debbie Acker, Course Faculty Lead	Guide: Six Hats Thinking® (This guide has been developed using materials provided by the Overseas Development Institute's Research and Policy in Development (RAPID) Programme)
Day 5 Tuesday Jan 22	Self-Awareness: Understanding Your Values Reading NOTE: Everyone should select their teams by beginning of class.	Debbie Acker, Course Faculty Lead	Ethical Model Article
Day 6 Thursday Jan 24	Self- Awareness: Reflective Thinking (DEAL)	Debbie Acker, Course Faculty Lead	Article: Densten & Gray. (2001). Leadership development and reflection: what is the connection? The International Journal of Educational Management. Guide: DEAL Reflection Model
Day 7 Tuesday Jan 29	Model 1: Strategic Planning and Decision Making in Textiles Reading	Guest Speaker: Dr. Hergeth, College of Textiles	Textile PPT
Day 8 Thursday Jan 31	Review of Rational Model Reading	Debbie Acker, Course Faculty Lead	• Case Study: Papakostas, Mourtzis, Michalos, Makris, & Chrysosolouris (2012). An agent-based methodology for manufacturing decision Making: a textile case study.
Day 9 Tuesday Feb 5	Case Study Exercise in Project Teams Reading	Debbie Acker, Course Faculty Lead	• Case Study: Game On! Backed with Aggressive Project Management Standards, Chile's Government Rises to the Challenge of Building Four New Soccer Stadiums in Less Than

			a Year. Project Management Institute.
Day 10 Thursday Feb 7	Model 2: Entrepreneurial Thinking Reading	Jennifer Capps, NC State Entrepreneurship	PPT slides on entrepreneurial thinking (EI, NC State).
Day 11 Tuesday Feb 12	Case Study Exercise in Project Teams Reading	Debbie Acker, Course Faculty Lead	Case Study: Ashkenas (2012). The Chicken-Egg Problem with Organizational Change. HBR Blog Network.
Day 12 Thursday Feb 14	Case Study Exercise in Project Teams Reading	Debbie Acker, Course Faculty Lead	Case Study: Buchanan. (2010). The Heart of a Company, Balancing Work and Personal Life, Inc.com.
Day 13 Tuesday Feb 19	Model 3: DASA – Military Decision Model Reading NOTE: Assignment 2 due by beginning of class.	Faculty – MAJ Andrew Sinden, NC State ROTC Commander	Chapter: Retrieved on September 9, 2014. The Military Decision-Making Process. United States Department of Air Force. Article: ADP 5-0: The operations Process. (May 2012). Headquarters, Department of Army. PPT slides: Military process.
Day 14 Thursday Feb 21	Review Military Decision Making Process	Debbie Acker, Course Faculty Lead	Retrieved on September 11, 2014. Committee report on the military: Panel finds Clinton, Bush had plenty of options.
Day 15 Tuesday Feb 26	Model 4: Design Thinking Reading	Allen or Liu, College of Design	Design PPT Slides
Day 16 Thursday Feb 28	Review and Application of Design Thinking Process	Debbie Acker, Course Faculty Lead	Case Study: TBD
Day 17 Tuesday Mar 5	Planning for Product Proposal in Teams	Debbie Acker, Course Faculty Lead	
Day 18 Thursday Mar 7	Planning for Product Proposal in Teams	Debbie Acker, Course Faculty Lead	
Day 19 Tuesday Mar 12	SPRING BREAK		
Day 20 Thursday Mar 14	SPRING BREAK		

Day 21 Tuesday Mar 19	Planning for Product Proposal in Teams	Debbie Acker, Course Faculty Lead	
Day 22 Thursday Mar 21	Model 5: Pitfalls in Team Decision Making (Business Perspective) Reading	Dr. Brad Kirkman, Distinguished Chair Shelton Faculty, PCOM (organizational behavior)	<ul style="list-style-type: none"> Article: Bazerman & Chugh (2006). Decisions Without Blinders. Harvard Business Review. PPT slides: Team Decision Making Pitfalls.
Day 23 Tuesday Mar 26	Review of Pitfalls in Team Decision Making NOTE: Assignment 3 due by beginning of class.	Debbie Acker, Course Faculty Lead	
Day 24 Thursday Mar 28	Review Video Assignment Expectations and Start Planning for Project in Team	Debbie Acker, Course Faculty Lead	
Day 25 Tuesday Apr 2	Start Planning for Project in Team	Debbie Acker, Course Faculty Lead	
Day 26 Thursday Apr 4	Project Team Planning in Project Teams	Debbie Acker, Course Faculty Lead	
Day 27 Tuesday Apr 9	Project Team Planning in Project Teams	Debbie Acker, Course Faculty Lead	
Day 28 Thursday Apr 11	Project Team Planning in Project Teams	Debbie Acker, Course Faculty Lead	
Day 29 Tuesday Apr 16	Team Project Presentations NOTE: Assignment 4 due by beginning of class.	Debbie Acker, Course Faculty Lead	
Day 30 Thursday Apr 18	Team Project Presentations	Debbie Acker, Course Faculty Lead	
Day 31 Tuesday Apr 23	Guest Leader Panel	Debbie Acker, Course Faculty Lead	
Day 32 Thursday Apr 25	Last Day of Class: Review for Final		
EXAM	TBA		

ASSIGNMENTS

- Please note that I will give general length requirements to some assignments, but what you do with that space is up to you and is a direct reflection of your commitment, style of work, and work ethic. If you choose to cut and use excessive margin sizes or take up 7 lines with your name and other non-assignment related details, that is fine, but you will be graded accordingly. Treat your assignments (and all work that you do) as a chance to demonstrate the very best that you are capable of.
- For assignments with no length requirements, you should present all necessary information in a manner that is as clear and succinct as possible, but also that is inclusive of all necessary elements.
- **ALL ASSIGNMENTS MUST BE SUBMITTED AS EITHER A .MP4, .DOC, .DOCX, .PPT, or .PPTX FORMAT.** If I cannot open your assignment, I cannot grade your assignment.
- All assignments are due on the specified due date by the start time for your class section.
- All assignments are the property of the university that may be used for longitudinal impact and enhancements for the course and minor.

Class Participation: Worth 100 points

There will be multiple opportunities to participate in class discussions and activities throughout the semester. You are expected to not only be prepared for class but also participate. We all bring unique backgrounds, personalities, learning styles, thoughts and ideas to the classroom. Completion of this requirement will be provided during class through group (small/large) discussions focusing on societal problems and case studies looking through the lenses of multiple decision making models comparing and contrasting the models with how the problem was solved and/or could be solved using the models. Learnings that generate through discussion will be shared with the class, at large, and how it can be applied in other settings.

Personal Introduction and Decision Making worth 100 points

1. Update your profile in Moodle so that it includes a photo of you.
 - a. Create a PowerPoint presentation that contains exactly 3 slides that tell the story of who you are. Be creative! These will be shown to the entire class. The requirements are as follows:
 - i. Slide 1 must contain: Your name; 1 picture of you alone – no group shots; Your major; 2 personal strengths and 2 personal areas of improvement.
 - ii. Slide 2 must contain: Your name; At least 5 things that you are interested in or want to learn more about. This can include hobbies, interests, etc.
 - iii. Slide 3 must contain: Your name; Anything else that you would like to share about yourself; Any photos that you want to share with the class
2. Write a one-page essay describing, examining (explaining) and identifying what you learned from the experience regarding the following question: "What was the process for making the decision to come to NC State University and then applying to participate in the Honors or University Scholars programs?"

Grading will be based on the quality (grammar, spelling, sentence structure, etc.) and completeness (details related to decision process) of the essay assignment. Late assignments will receive no points.

DUE: By the start of your class time on Tuesday, January 15, 2019.

Case Study Article Assignment worth 100 points

Each group will be provided a case study/article about an organization, societal or personal problem that has either already established decisions made related to the problem or presents evidence that can assist in making decisions to resolve the problem.

This is an individual assignment. Everyone is to write a paper concerning the article comparing and contrasting how the case did or did not follow both models. Explain the processes for each model based on information provided in the article.

Students are to summarize the premise of the article from his/her perspective (DESCRIBE). Then, based on the two current decision making models (Textiles and Entrepreneurship) that have been discussed in class, the student is to critically consider how the steps within each of the decision making models may have been used or not used within the article's situation (considering all steps, strategies, and techniques associated with each step/model) (EXAMINE).

Next, based on the student's analyzing of the models in regards to the problem presented in the article, students are to recommend how he/she perceives the problem could be addressed more effectively and efficiently based on the knowledge and understanding of the two models that maybe you did not observe in the original information. Please include a final recommendation using steps/models you have learned about the two models.

Finally, share at least one thing you have learned specifically about the two models. Based on what you have learned about the two models through this case study exercise, HOW can you apply this learning into a different situation in the future (whether it be within a different class, general decision, organization, etc.) Be specific (explain

step-by-step how you would incorporate the steps, process, strategies, etc. to help the decision making process be effective and beneficial for the desired outcome (ARTICULATE LEARNING).

The case study article is worth 100 points. The case study article assignment is due at the beginning of class on the assigned due date. This assignment is a personal document and students should feel free to write it in any way that they choose. The papers are tend to be 3-4 pages and contain elements of what has been accomplished in this class as related to the topics assigned below and how the information and/or experiences pertain to the individual student.

Grading is based on the quality and completeness of the assignment. Late assignments will receive no points. All assignments must be submitted through the appropriate assignments tab in the course website.

1. Case Study Article: Models – Textiles (Rational) Thinking and Entrepreneurial Thinking.

DUE: By the start of your class time on Tuesday, February 19, 2019.

Team Product Proposal worth 100 points

The intent of this assignment is to allow your group to work together to solve a problem using both the military decision making process and design thinking process models. Taking into consideration both decision-making models, the group is to develop a proposal to address the problem chosen by the team

The Honors and Scholars administration has presented to students an opportunity to develop an App to address what they believe is a critical problem for their students in either / both programs. Your group is required to identify the problem and how the App will address this problem.

Each member of the group is to actively participate in developing the proposal, both through the planning and final report (proposal), for a final grade. Following the proposal, individually, each person will be expected to provide a written articulation of what he/she contributed to the proposal, what he/she personally learned about the two decision models, **specific** example for how this learning can be applied in another real-life situation, and how this learning can assist to help his/her decision making in the future be more effective/efficient.

The assignment is worth 100 pts. Please refer to the grading rubric for how students will be evaluated on the assignment. All names need to be noted on the paper. Only one person from each group is to submit the proposal for a final grade. Please refer to moodle assignment for more details concerning deliverables related to the proposal report.

DUE DATE (Product Proposal): By the start of class time on Tuesday, March 26, 2019.

Team Project: Decision Making Models for NC State Prospects worth 100 points

Integrating at least 4 models/theories of decision making, each team will create a commercial to assist prospective students to think about how to make an educated decision to attend NC State as their college choice and then to apply to the Honors or Scholars Program.

- Your team project is to focus on helping prospective students think about how to make an education decision to select NC State as their choice of college for the next four years. The team is to at least four of the models (completely) within the delivery of a video to assist prospective students to effectively make the decision to come to NC State University and then commit to the Honors or Scholars Program.
- The team video is worth 100 points. Team members will receive the same grade. Teams will be expected to present and share their commercial videos to the class. Each team member will receive the same grade on the video. All assignments must be submitted through the appropriate assignments tab on moodle. Assignments will be due at the beginning of class on the assigned due date. Assignments submitted late will be penalized one letter grade per day.
- Following the clip, team members need to be prepared to answer questions related to how their team worked together while making the video and how they believe their team incorporated some of the decision making models they have been discussed in class during the semester while working on the project together.
- Grade will be based on HOW your video has demonstrated steps from at least four models discussed during the semester.

DUE DATE (Commercial Video): By the start of class time on Tuesday, April 16, 2019.

Reflection Paper: Team Project worth 100 points

Following the completion of the Team Project, each student will be required to write a paper reflecting on the process for how the team made decisions around creating the commercial and how at least four models discussed through the course were incorporated or not incorporated within the development of the project.

- The paper should reflect on your observations, feelings, perspectives in how the team did or did not utilize the variety of decision making models discussed during the semester, as well as how the team could have worked differently together in order to produce a better product. And, what did you personally learn through the experience working on the project with this team that you can apply in future situations?
- Reflection paper will be worth 100 points

- Individual grades will be assigned on the reflective paper. All assignments must be submitted through the appropriate assignments tab in the course website. Assignments will be due at the beginning of class on the assigned due date. Assignments submitted late will be penalized one letter grade per day.

DUE (Reflection Paper): By the start of your class time on Tuesday, April 23, 2019.

Final Examination: Worth 200 points

Part One: (100pts)

Describe, examine and articulate (DEAL) how you have learned and applied the learning outcomes established for the course through the decision models and self-awareness topics during the semester. The articulation of your learning (AL) needs to explain an example for how you can apply the decision models into a future situation (explaining step by step the use of the model and how this will assist in a more educated decision and final outcome).

Part Two: (100pts)

To answer this question, please refer to your first assignment this semester about your decision to come to NC State and then choose to commit to the Honors or Scholars Program. "Based on the course topics related to self-discovery and decision models discussed during the semester,

- How do you believe you did use at least four models in your decision to come to NC State? Explain the use step by step.
- If you did not use models in your original decision to come to NC State and then choose to commit to the Honors or Scholars Program, how could you have incorporated the models and self-awareness into making your decision to come to NC State University and then choose to commit to the Honors or Scholars Program?" Explain the use step by step.
- How and why could the incorporation of the models have helped you to make a more educated decision? Explain.
- Based on what you have learned about two models this semester, what would you recommend for future students to consider when making the decision to come to NC State University and then choose to commit to the Honors or Scholars Program (specifically about the models)?

Your exam will be due before the end of the regularly scheduled exam time and must be submitted through the appropriate assignments tab in the course website. Exams submitted late will receive no credit and will receive a grade of 0 points. Please submit both parts as one paper.

Submit through Moodle Wolfware by: TBA

Grading Policy

Course Assignments	Points
Class Participation	100
Personal Introduction and Decision Making	100
Case Study	100
Product Proposal	100
Team Video Commercial	100
Team Video Reflection Paper	100
Final	200
Total	800

This Course uses Standard NCSU Letter Grading:

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

Attendance Policy:

Attendance is mandatory and expected. Class sessions are interactive and cannot be “made up” on your own time. If you have not signed the roll when class starts for any reason, you will be considered absent during the entire class period. Students entering the classroom after class has started WILL NOT be counted as present, and therefore will be counted absent for the entire class period. I understand that emergencies and unexpected events happen – if a situation causes you to be late, please be quiet and as discreet as possible when you enter the classroom. If this happens after your first 3 absences, you can submit a Request for Excused Absence for consideration.

Your first 3 absences will not count against you for any reason including athletic events, university field trips, work, sickness and family emergencies. **For every absence over 3, your class grade will be deducted by 3.3-3.5 points.** Any absence beyond the first 3 absences that you would like to have considered as excused will be handled in the following way:

1. Provide letter and/or documentation to support request of excused absence.
2. Save it as an acceptable file format
3. Any absence that has not been addressed in this manner as outlined above within one week of the absence will automatically count as an unexcused absence.

During class time, I will call on students for discussions. **If you have signed the role for the day and you are not present for the majority of class activities/discussion, your class grade will be deducted by 3 points.**

Signing the role and then leaving class is a violation of academic integrity and will have a negative impact on your class participation grade for the day.

Some Final Information

- Students are expected to follow the official NC State University Code of Student Conduct which can be found at <https://studentconduct.dasa.ncsu.edu/code/>
- All assignments must be submitted through the appropriate assignments tab in the course website on the respective due date. E-mailed assignments will not be accepted. Any assignment not submitted by the deadline on the given due date will be considered late and will be penalized according to the syllabus.
- All grades of an “F” will receive a numerical grade of “zero”.
- Due dates are considered to be the date given in the syllabus at the beginning of class. Any assignments turned in after the beginning of class will be considered past the due date and will be penalized according to the syllabus.
- Excused absences are defined by university policy. <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/>

Incomplete Grades:

Incomplete grades will be assigned only if unavoidable and unforeseen events occur, such as a medical emergency, preventing the student from completing a course requirement before the final grades are submitted. Incompletes must be made up before the end of the next regular semester in which the student is enrolled and in no case may be made up more than 12 months after the end of the semester in which the IN is awarded, unless the teacher or department offering the course is not able to provide the student with an opportunity to make up incomplete work, in which case the period can be extended. Make up work is to be limited to accomplishing the work not completed.

Credit Only Grading:

<http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/creditonlyandaudit/> In order to receive a grade of S, students are required to complete all exams and 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.
<http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/grading/>

Audit Grading: <http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/creditonlyandaudit/>

In order to receive a grade of AU, students must attend all classes and complete and turn in all homework assignments. These homework assignments must be completed in a manner that would result in a grade of C or better if the assignment were graded.

Late Assignments

The penalties for late assignments may vary for each individual assignment. Please read the assignment descriptions for details about late penalties for each assignment.

Students with Disabilities:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at 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/>

NC State University PRR:

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities <https://policies.ncsu.edu/regulation/reg-02-20-07/>:

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

Anti-Discrimination statement:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, 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 color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also 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://policies.ncsu.edu/category/campus-environment/non-discrimination/> 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 515-3148.

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.

GEP Requirements:

This course fulfills Interdisciplinary GEP requirements.

SLC 250 - Grading Rubric for Assignments

When completing written assignments for the course, please make sure you are addressing the following components that will guide you to meet the expectations set by the measurements and receive full credit in each of the four areas being evaluated. Each measurement area is worth a total of 25 points.

Measurement 1: Ability to demonstrate critical and creative thinking strategies discussed in course.

Intellectual Standards of Critical & Creative Thinking			THiNK Common Rubric
<ul style="list-style-type: none"> • Clarity • Precision • Depth • Logic • Fairness 	<ul style="list-style-type: none"> • Accuracy • Relevance • Breadth • Significance 	<ul style="list-style-type: none"> • Flexibility & Adaptability • Originality • Appropriateness • Contribution to the Domain 	<ul style="list-style-type: none"> • Articulating the issue and its scope • Influence of context and assumptions

Measurement 2: Ability to compare, contrast, analyze, evaluate different decision making processing models presented in the class depending on what is asked to provide within the assignment.

Intellectual Standards of Critical & Creative Thinking			THiNK Common Rubric
<ul style="list-style-type: none"> • Clarity • Accuracy • Precision • Logic • Fairness 	<ul style="list-style-type: none"> • Fairness • Relevance • Depth 	<ul style="list-style-type: none"> • Depth • Breadth • Significance 	<ul style="list-style-type: none"> • Selecting and analyzing information • Influence of context and assumptions • Combining elements or ideas in ways that are coherent and logical
			<ul style="list-style-type: none"> • Embracing contradictions • Originality of Thought • Generating and judging alternatives • Judging Appropriateness • Taking Risks

Measurement 3: Ability to demonstrate how the decision could have been made differently to help the final outcome potentially be more effective with the present problem/issue presented.

Intellectual Standards of Critical & Creative Thinking			THiNK Common Rubric
<ul style="list-style-type: none"> • Clarity • Precision • Logic • Significance 	<ul style="list-style-type: none"> • Fairness • Originality • Flexibility & Adaptability 	<ul style="list-style-type: none"> • Appropriateness • Contribution to the Domain 	<ul style="list-style-type: none"> • Articulating the issue and its scope • Selecting and analyzing information • Combining elements or ideas in ways that are coherent and logical • Embracing contradictions • Originality of thought • Adaptability and flexibility of thought • Taking risks

Measurement 4: Ability to demonstrate critical reflective thinking based on the DEAL reflective process.

Intellectual Standards of Critical & Creative Thinking			THiNK Common Rubric
<ul style="list-style-type: none"> • Clarity • Precision • Depth • Logic • Fairness 	<ul style="list-style-type: none"> • Accuracy • Relevance • Breadth • Significance 	<ul style="list-style-type: none"> • Flexibility & Adaptability • Originality • Appropriateness • Contribution to the Domain 	<ul style="list-style-type: none"> • Articulating the issue and its scope • Selecting and analyzing information • Influence of context and assumptions • Combining elements or ideas in ways that are coherent and logical • Embracing contradictions • Generating and judging alternatives • Originality of thought • Adaptability and flexibility of thought • Judging appropriateness • Taking risks

Class Participation Grading Rubric

Grade	Points	Description
A	89.5-100	Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. Maximum of 3 un-excused absences.
B	79.5-89	Reactive participation with supportive, follow-up contributions that are relevant and of value, but relies on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Maximum of 6 un-excused absences.
C	69.5-79	Passive participation including being present, awake, alert, attentive, but not actively involved. Maximum of 9 un-excused absences.
D or F	0-69	Uninvolved, late, present but not attentive, sleeping, making irrelevant contributions that inhibit the progress of discussion. More than 9 un-excused absences.

HON GEP Visual and Performing Arts Special Topic Shell Offering

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

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

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

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

HON 299 sec 001			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	
Special Topic Title: <small>(30 character limit)</small>	Popular Songs and Communication	Review for 2nd Offering	X
Term to be Offered	Fall 2019		
Instructor Name/Title	Dr. Will Boone / Lecturer		
SECTION 1: GEP CRITERIA			
Instructions:			
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 			
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Visual and Performing Arts Objective 1:</i> <i>Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.</i></p> <p>Students will be able to analyze how popular songs both reflect and shape culture.</p>			
<p style="text-align: center;"><i>Measure(s) for above Outcome:</i></p> <p style="text-align: center;"><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>Students will create a podcast that will tell the story of one song that has been important to one person's life (this person may be the student, someone they know, or someone they've read about). In telling this story, students will situate the song and the person in their historical and cultural contexts. They will use spoken dialogue and musical clips to show how this song communicated so powerfully to this person in this particular context.</p> <p>In class discussions we will frequently consider where songs fit within the development of styles, genres, and musical traditions. The songwriting project (described in detail below) will also require that students demonstrate a firm understanding of the parameters of a given style. Their Live Songs Paper will require them to consider the connections between aesthetics and culture in a contemporary live performance context.</p>			
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Visual and Performing Arts Objective 2:</i> <i>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.</i></p> <p>Students will understand how music and lyrics work together to communicate emotion and meaning.</p>			

Measure(s) for above Outcome:Effective Fall
2014

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

Students will complete an analysis of each song that we discuss prior to the class in which we discuss it. Using a template provided on Moodle, they will make observations about the music's rhythm, pitch, timbre, and form; as well as the lyrics' language, structure, and poetic devices. Then, students will discuss the song's prosody (the way music and lyrics work together to communicate a unified message). They will then note the stylistic, cultural, and historical context in which that message was communicated. Finally, students will include one or two discussion starters (brief insights, observations, or questions about the song that will encourage discussion and further examination). They will compile these analysis forms throughout the semester so that we can track the development of their analytical skills and their ability to interpret and make critical judgments about popular songs.

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.*

Students will be able to create lyrics and describe music appropriate to a given popular music style.

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 draw a card from a hat. On the card will be written a style and topic (for example: 1990s-era country / heartbreak). They will then write the lyrics to a song that address their given topic within the parameters of their given style. They will also describe the music that would accompany their lyrics (again, demonstrating a firm grasp of the parameters of their style). Finally, they will offer an analysis of their song that discusses the relationship of lyrics and music, and places the song in its historical and cultural context.

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):
Mondays and Wednesdays, 8:30 – 9:45
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: Broughton 3216
- 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 University Honors Program students. Open to other students by permission of the UHP.
- 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.
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.
Students are required to attend an event where popular songs are performed in public (such as a concert, open mic, or song swap). There will probably be one guest speaker during the semester—someone from North Carolina who has been an important part of the popular music scene in the area. Past speakers in my classes include Katherine Whalen (Squirrel Nut Zippers), Robert Sledge (Ben Folds Five), and Ninth Wonder (hip-hop producer who has worked with legends such as Jay-Z and Kendrick Lamar).

SIGNATURE PAGE FOR HON 299 sec 001

Popular Songs and Communication

RECOMMENDED BY:

Anne C. Auten

2/25/19

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:

lth

2/25/19

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

Tom

7/18/19

COLLEGE DEAN

DATE

APPROVED BY:

[Signature]

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

[Signature]

9/6/19

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE

SYLLABUS: Popular Songs and Communication (HON 299,
section 001)

Fall 2019

3 credit hours

Tues/Thurs 4:30-5:45 PM

Room: 2112 Williams Hall

Instructor: Dr. Will Boone

Phone Number: (919) 579-4144

E-mail: wtboone3@ncsu.edu

Office: Broughton 2408

Office Hours: before class or by appointment

Course Description

In 21st century America, most poets languish in obscurity, and instrumental music struggles to find an audience. Yet, the creators and performers of popular songs are some of our most recognizable and influential cultural figures. Songs—irreducible combinations of words and music—are powerful vehicles of communication that can reach a massive audience. This class explores popular songs as a form of communication. We will analyze dozens of popular recordings released between 1950 and the present as we examine how songs communicate, what they communicate, and the limits of this communication. The songs will lead us into considerations of culture, politics, identity (race, class, gender, sexual orientation, etc.), emotion, spirituality, and other areas of human experience. We'll explore how songs both reflect and shape our understanding of the world and our place in it. No prior musical experience as a performer is required to be successful in the class.

Pre-Requisites and Restrictive Statements

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

Course Structure

This course will consist of lectures and discussions.

Course Materials

No Required Textbook

Readings will be accessible through the internet or posted on Moodle

Course Expenses

You will be required to attend a concert or other event where popular songs are performed in public. Depending on the event you choose, you may or may not need to purchase a ticket.

Transportation

You are required to provide your own transportation to this class. You may also need transportation to attend the event you chose for your Live Songs Paper.

Assignments / Grade Components

PARTICIPATION

- Your participation grade will be based on:
 - 1) Participation in class discussions and activities
 - 2) Engaged attendance (no cell phones, sleeping, excessive chatting, etc.)
 - 3) Coming to class prepared, having completed any assigned reading and listening journal sheets

LISTENING and DISCUSSION PREPARATION JOURNAL

- Based on a template that I will distribute, you will analyze songs before the class period in which we will discuss them. These will allow you to practice listening skills and prepare for class discussions. You will save these throughout the semester. About halfway through the semester you will submit all of your analyses as a bundled journal. And then you will do the same for the second half of the semester.

REFLECTIONS

- You will submit 3 of these short writing assignments—one early in the semester, one midway through, and one at the end of the semester. I will post specific prompts on Moodle. In general, you will be reflecting on what you have learned, how you have learned it, what worked and didn't work for you with regards to the class, and your thoughts about the future (what do you hope to do differently? what questions do you hope to explore? etc.).

LIVE SONGS PAPER

- You will attend an event where popular songs are performed in public and write about it. The event may be a concert, but it could also be an open mic, song swap, demonstration, or any other event that featured popular songs performed live in a public setting. This 3-5 page paper will be due two weeks after the date that you attend the event.

PODCAST

- Your podcast will tell the story of one song that has been important to one person's life (this person may be you, someone you know, or someone you've read about). In telling this story, you will situate the song and the person in their historical and cultural contexts. You will use spoken dialogue and musical clips to show how this song communicated so powerfully to this person in this particular context. [due: Wednesday, March 6]

SONGWRITING PROJECT

- You will draw a card from a hat. On the card will be written a style and topic (for example: 1990s-era country / heartbreak). You will then write the lyrics to a song that address your given topic within the parameters of your given style. You will also describe the music that would accompany your lyrics (again, demonstrating a firm grasp of the parameters of your style). Finally, you will offer an analysis of your song that discusses the relationship of lyrics and music, and places the song in its historical and cultural context. You will submit a first draft, receive feedback from some of your peers, and then submit the final draft by Wednesday, April 24.

Grade Determination

Participation.....	10%
Reflections.....	10%
Live Songs Paper.....	15%
Podcast.....	20%
Songwriting Project.....	20%
Listening and Discussion Preparation Journal.....	25%

This course uses NCSU's standard ranges for letter grades:

97	≤	A+	≤	100
94	≤	A	<	97
90	≤	A-	<	94
88	≤	B+	<	90
84	≤	B	<	88
80	≤	B-	<	84
78	≤	C+	<	80
74	≤	C	<	78
70	≤	C-	<	74
68	≤	D+	<	70
64	≤	D	<	68
60	≤	D-	<	64
0	≤	F	<	60

Learning Outcomes

If you complete this class, you will be able to:

- 1) Analyze how music and lyrics work together to communicate emotion and meaning.
- 2) Analyze how popular songs both reflect and shape culture.
- 3) Create lyrics and describe music appropriate to particular styles of popular music.
- 4) Evaluate the role of popular songs in your own life, communities, and wider networks.

- 5) Critically evaluate sonic media you encounter as a participant in a media-dense market-driven society.

GEP Information

GEP Category: Visual and Performing Arts

Each course in the Visual and Performing Arts category will meet the following three outcomes:

- 1) Deepen your understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
 - Course Outcome: Analyze how popular songs both reflect and shape culture.
 - Course Outcome: Evaluate the role of popular songs in your own life, communities, and wider networks.
 - Means of Assessment: Podcast. Your podcast will tell the story of one song that has been important to one person's life (this person may be you, someone you know, or someone you've read about). In telling this story, you will situate the song and the person in their historical and cultural contexts.
You will use spoken dialogue and musical clips to show how this song communicated so powerfully to this person in this particular context.
 - Other Means of Assessment: In class discussions (aided by the Listening and Discussion Preparation forms) we will frequently consider where songs fit within the development of styles, genres, and musical traditions. The songwriting project will also require that you demonstrate a firm understanding of the parameters of a given style. Your Live Songs Paper will require you to consider the connections between aesthetics and culture in a contemporary live performance context.
- 2) Strengthen your ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.
 - Course Outcome: Understand how music and lyrics work together to communicate emotion and meaning.
 - Means of Assessment: Listening and Discussion Preparation Journal. You will complete an analysis of each song that we discuss prior to the class in which we discuss it. Using the template provided on Moodle, you will make observations about the music's *rhythm*, *pitch*, *timbre*, and *form*; as well as the lyrics' *language*, *structure*, and *poetic devices*. Then, you will discuss the song's *prosody* (the way music and lyrics work together to communicate a unified message). You will then note the stylistic, cultural, and historical context in which this message was communicated. Finally, you will include one or two discussion starters (brief insights, observations, or questions about the song that will encourage discussion and further

examination). You will compile these analysis forms throughout the semester so that you and I can track the development of your analytical skills and your ability to interpret and make critical judgments about popular songs.

- 3) Strengthen your ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.
 - Course Outcome: Create lyrics and describe music appropriate to particular styles of popular music.
 - Means of Assessment: Songwriting project. You will draw a card from a hat. On the card will be written a style and topic (for example: 1990s-era country / heartbreak). You will then write the lyrics to a song that address your given topic within the parameters of your given style. You will also describe the music that would accompany your lyrics (again, demonstrating a firm grasp of the parameters of your style). Finally, you will offer an analysis of your song that discusses the relationship of lyrics and music, and places the song in its historical and cultural context.

Late Assignments Policy

Late assignments lose 10 points per-day that they are late. If there are serious extenuating circumstances, you can consult with me about a revision of this policy. If you miss a class, you are still responsible for any assignments due that day and any assignments for the next class.

Policy on Incompletes

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

Academic Integrity Statement

You 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>.

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."

Policies on Attendance

Attendance is mandatory. Your third unexcused absence, and each subsequent unexcused absence, will result in a deduction of 3 points from your *final* grade.

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>.

Makeup Work Policy

Unless there are extreme extenuating circumstances, you will not be able to make-up work that you missed due to an unexcused absence. If you miss work due to an excused absence, you are expected to make it up as soon as possible. You should submit all assignments the day they are due even if you are not in class. If this is an undue burden due to sickness, contact me as soon as possible. Tests will be made up as soon as possible at a time that works for me and you.

Statement for Students with Disabilities

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

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://oirp.ncsu.edu/classeval/for-students/>

Anti-Discrimination Statement

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

and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Schedule (subject to change)

DATE	ASSIGNMENTS DUE	READING (assigned readings will be discussed the following class)
Week 1		excerpts from Pattison, <i>Writing Better Lyrics</i>
Week 2	Listening and Discussion Preparation form (hereafter LDP) for song of your choice	
Week 3	LDPs: 1) "Change is Gonna Come," Sam Cooke (1964) 2) "Alright," Kendrick Lamar (2015)	
Week 4	LDPs: 1) "Tutti Frutti," Little Richard (1955) 2) "Hound Dog, Elvis Presley (1956) REFLECTION 1 Listen (no LDPs) 1) "Be My Baby," The Ronettes (1963) 2) "Love to Love You Baby," Donna Summer (1975) 3) "Pour Some Sugar on Me," Def Leppard (1987)	excerpts from Byrne, <i>How Music Works</i>
Week 5	LDPs: 1) "Will You Love Me Tomorrow," The Shirelles (1960) 2) "Crazy," Patsy Cline (1961) LDPs: 1) "Reach Out, I'll Be There," The Four Tops (1966) 2) "Eleanor Rigby," The Beatles (1966)	
Week 6	LDPs: 1) "(I Can't Get No) Satisfaction," The Rolling Stones (1965) 2) "Like a Rolling Stone," Bob Dylan (1965) LDPs: 1) "Ball and Chain" Janis Joplin (live at Woodstock, 1969) 2) "Star Spangled Banner," Jimi Hendrix (live at Woodstock, 1969)	
Week 7	LDPs: 1) "What's Going On?" Marvin Gaye (1971) Listen (no LDPs) 1) "Alabama," Neil Young (1972) 2) "Sweet Home Alabama," Lynyrd Skynyrd (1973)	excerpted chapter from Hyden, <i>Your Favorite Band is Killing Me</i>
Week 8	LDPs: 1) "Rapper's Delight," Sugar Hill Gang (1979) 2) "The Message," Grandmaster Flash and the Furious Five (1982)	

	LDPs: 1) "I Wanna Be Sedated," The Ramones (1978) 2) "Once in a Lifetime," The Talking Heads (1981)	
Week 9	LDPs: 1) "American Girl," Tom Petty and the Heartbreakers (1977) 2) "Born in the USA," Bruce Springsteen (1984) REFLECTION 2 Podcast	
Week 10	SPRING BREAK	SPRING BREAK
Week 11	Listen (No LDPs): 1) "Billie Jean," Michael Jackson (1983) 2) "When Doves Cry," Prince (1984) 3) "Like a Virgin," Madonna (1984) LDP: 1) "One," Metallica (1988)	
Week 12	LDPs: 1) "Smells Like Teen Spirit," Nirvana (1991) 2) "...Baby One More Time," Britney Spears (1999) LDPs: 1) "Hurt," Nine Inch Nails (1994) 2) "Hurt," Johnny Cash (2003)	excerpts from Wilson, <i>Let's Talk About Love</i>
Week 13	Listen (no LDPs) 1) Celine Dion, "My Heart Will Go On" (1997) LDPs: 1) "Where Were You (When the World Stopped Turning)" Alan Jackson (2002) 2) "Courtesy of the Red, White, and Blue," Toby Keith (2002)	
Week 14	LDPs: 1) "Since U Been Gone," Kelly Clarkson (2001) 2) "Rolling in the Deep," Adele (2010) 3) "All Too Well," Taylor Swift (2012) LDPs: 1) "Bad Romance," Lady Gaga (2009) 2) "Video Game," Lana Del Rey (2011) 3) "Respect," Aretha Franklin (1967)	
Week 15	TBA	
Week 16	REFLECTION 3 Songwriting Project, final draft	

HON Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	<input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Sweet: A Global History of Sugar	Review for 2nd Offering	<input type="checkbox"/>
Term to be Offered	Summer 2020		
Instructor Name/Title	Holly Hurlburt, Assistant Dean, Academic Enrichment Programs/Professor of History		

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Studies

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

- A. Which disciplines will be synthesized, connected, and/or considered in this course?
History and Anthropology
- 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"?
Readings by authors who define the parameters of disciplines and demonstrate their interconnectivity; discussion of these methods and how students may apply to their own research pursuits and academic backgrounds.

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.

Distinguish between approaches and methodologies of History and Anthropology by tracing sugar as a commodity and cultural marker across western societies and the world over the last 500 years.

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.

Texts for this class, including the book *Sweetness and Power* identify, define, and/or demonstrate historical and anthropological methods. Students will engage with these definitions and methods in the Ethnographic blog posts, Discussion Posts and in in-class Discussions.

1. **Examples: Blog Post 1:** Ethnography is the close observation and analysis of a people or society for the purposes of comprehending their cultural practices, beliefs and shared experiences. In the 1980s-90s, social scientists, recognizing the many ways personal experience influence research, began to practice auto-ethnography, ([hyperlink](#)) considering the ways they interacted with a topic and what experiences and meanings they brought to its interpretation. For this assignment, you will use the tools of auto-ethnography to recount and analyze your relationship to sugar and the culture of sweetness.¹) Select a 'sweet' interaction from your own experience (can be a holiday or family experience, your daily coffee or Coke consumption, consumption of Girl Scout cookies, etc). 2) Use Clifford Geertz' method of 'thick description' to describe, contextualize, and analyze your sweet interaction. What are the meanings of the relationships described in your account, and what do these meanings tell us about your sub-culture (young person, American, member of a regional, religious, or ethnic group, etc.)

2. **Example: Discussion Post 1:** Read Mintz' introduction (xiii-xxviii) and Sato's prologue (pp 1-14). How do these works relate to one another? What information/clues do they provide the reader about the methods of their disciplines (Anthropology/History)? Do they provide sufficient tools to comprehend their subject? As a result of reading the introduction, which book excites/interests you more and why?

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 connections between content and/or methods of History and Anthropology in order to grasp the cultural past of sugar and sweetness in multiple 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.

Discussion Posts and Discussion: for example, the Moodle Discussion prompt will ask students to consider, following the model they read about in Mintz, how historical and anthropological methods can be used together to comprehend the cultural past.

Example: Mintz identifies himself as an anthropologist practicing history. What does that mean in terms of method and outcome? How would *Sweetness and Power* be different if written by a historian?

Other posts will ask students to identify other authors and their own methodological approaches and how they are informed by each discipline. How will these methodologies come together in their Final projects.

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.

Synthesize historical and anthropological methods and content to analyze cultural phenomena related to sugar and sweetness.

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.

For their final project, students will explore the global reach of sugar in the contemporary world, selecting a topic and designing a research question situating their sweet, its history and its meanings and symbolism (anthropology) in a comparative or global context. Students will submit a formal research proposal demonstrating their command of historical and anthropological methods in constructing research and engaging in analysis of cultural phenomena.

Global Knowledge

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Global Knowledge Objective 1:
Obj. 1) Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.
Identify and examine ideas about sugar and sweetness in politics, society, and/or culture of the United Kingdom (Ethnographic Blog Posts, Discussion) and another nation of your choice (Final Project);

Measure(s) for above Outcome:

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

Two of the Ethnography Blog Post assignments ask students to consider food consumption practices (tea and ice cream/dessert) based on their observation of residents of Oxford UK (who are English but also represent populations from across the world). They must choose a topic for the Final Project (subject to the approval of the instructor) which is a study of sugar consumption symbolism and ritual from a culture beyond their own. Although neither students (nor the instructor) will necessarily become expert in the culture they choose, the assignment requires sufficient reading and research for the student to attain initial awareness of distinguishing cultural characteristics.

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.

Objectives 2-4: Explain how sugar and sweetness in politics, society and/or culture of the United Kingdom or other Western and World societies relate to cultural and historical contexts in those places and compare to their U.S. experiences

Measure(s) for above Outcome:

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

Discussion Posts and Discussion: Many of the assigned readings and graded discussion responses will focus on comparing sugar consumption in the historical and cultural contexts of nations and places including France, England, ancient Meso-America, the Atlantic World and the United States. Example: Discussion Post 3: Choose one of the beverages Jamieson discusses in his article. Discuss how it was consumed, and by whom, in indigenous populations and across the Atlantic World in the 18th century. Have the audience and rituals of consumption changed today, in your experience? How, why, and what if any role does sugar play?

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): M-F 815-945 (summer study abroad)
 - Seat count: 15
 - Room assigned or room preference including needed classroom technology/seat type:
- 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.
Students in the University Honors and Scholars Program
- 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.

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.

Mintz, Sidney: *Sweetness and Power: The Place of Sugar in Modern History* (Penguin, 1985) \$18

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

Development of Sugar Industry (selected readings – see syllabus); Sugar and Stimulants (Coffee, Tea, Chocolate) and Rituals of Consumption; Modernization and Marketing of Sugar; Contemporary Global Sugar Issues and Debates

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

Trip to local tea room in Oxford (no transit required)

SIGNATURE PAGE FOR HON 293 sec 001
Sweet: A Global History of Sugar

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 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:

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.

HON 297

Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Writing the Self	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Spring 2020	
Instructor Name/Title	Anne Auten/Assistant Director of the University Honors Program	

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.**

Distinguish between the distinct approaches of creative nonfiction writing in two disciplines: humanities (literature) and social sciences (sociology)

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.

Writing Journal (10% of final course grade)

Sample journal prompt: What do you perceive to be the most significant differences between Roxane Gay's personal essay and Shellie McParland's autoethnography? Why do you think McParland decided to supplement her narrative with research (i.e., instead of crafting a personal essay)? What are the advantages of including or omitting secondary sources in creative nonfiction writing?

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

Identify and explain the similar rhetorical conventions used in the personal essay (literature) and autoethnography (sociology)

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.

Writing Journal (10% of final course grade)

Sample journal prompt: After reading Ellis, Adams, & Bochner's article ("Autoethnography: An Overview"), identify at least two rhetorical conventions used in autoethnography that are similar to those we discussed when composing your personal essays. Why do you think each discipline (humanities and social sciences) values these conventions?

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.**

Synthesize the methodological approaches of the humanities (literature) and social sciences (sociology)

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.

Autoethnography (25% of final course grade)

Autoethnography, as both process and product, requires a synthesis of humanistic and social scientific methodology; a researcher uses tenets of autobiography (creative writing) and ethnography (qualitative research) to do and write autoethnography.

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?

Humanities (Literature) and Social Sciences (Sociology)

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

The genre of creative nonfiction is inherently interdisciplinary. Readings will be provided from multiple viewpoints that discuss different disciplinary methodologies (especially creative writing vs. qualitative research/ethnography). The culminating assignment in the course, autoethnography, will connect and synthesize both of these methodologies into a cohesive text.

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:

Analyze a variety of creative nonfiction works to explain how authors represent their experiences of marginalization and discrimination in America

(U.S. Diversity Objective #1: Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences)

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.

Craft Analysis & Class Facilitation (15% of final course grade)

The Craft Analysis & Class Facilitation assignment requires students to perform a close reading and critical interpretation of their assigned text(s)

Example: Jhumpa Lahiri, an Indian-American woman, uses examples from her childhood to analyze the marginalization and discrimination that many multicultural individuals experience in America.

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:

Analyze a variety of creative nonfiction works to examine how authors represent interactions between different “in-groups” (both ascribed and acquired) in America

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

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.

Craft Analysis & Class Facilitation (15% of final course grade)

The Craft Analysis & Class Facilitation assignment requires students to perform a close reading and critical interpretation of their assigned text(s)

Example: James Baldwin uses personal anecdotes about his (and his father's) interactions with white people in 1930-40s (segregated) America to convey the detrimental effects of racism and hatred.

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): Tuesdays and Thursdays, 11:45am-1:00pm
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: 202 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)

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

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

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

None

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

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

None

SECTION 3: ADDITIONAL INFORMATION***Complete the following 3 questions or attach a syllabus that includes this information.*****1. Title and author of any required text or publications.**

A coursepack will be provided on the first day of class at no charge to the students.

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

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

All readings can be accessed via our coursepack unless otherwise noted.

Date		In Class	Homework
T	7 Jan	<ul style="list-style-type: none"> Overview of course/syllabus 	<ul style="list-style-type: none"> Read “The Fastest-Growing Genre” and “The Particular Challenges of Creative Nonfiction” Read “On Keeping a Notebook” (Joan Didion)
H	9 Jan	<ul style="list-style-type: none"> What is creative nonfiction? Overview of Craft Analysis & Class Facilitation assignment 	<ul style="list-style-type: none"> Read “The Basics of Good Writing in Any Form” and “The Five ‘R’s of Creative Nonfiction” Read “Living to Tell the Tale: The Complicated Ethics of Creative Nonfiction” (Lynn Z. Bloom) Complete Craft Analysis & Class Facilitation survey (Moodle)
WEEK 2			
T	14 Jan	<ul style="list-style-type: none"> What is creative nonfiction? cont’d. The basics of narrative writing 	<ul style="list-style-type: none"> Read “Notes of a Native Son” (James Baldwin)
H	16 Jan	<ul style="list-style-type: none"> Discuss Baldwin Practice close reading techniques 	<ul style="list-style-type: none"> Read “The Love of My Life” (Cheryl Strayed) Read “The Tradition of the Personal Essay” and “How to Write a Personal Essay” (Leslie Jamison) Read Personal Essay assignment sheet (Moodle)

WEEK 3			
T	21 Jan	<ul style="list-style-type: none"> • Introduction to Personal Essay • Discuss Strayed • Practice close reading techniques 	– Read “Return to Sender” (Mark Doty)
H	23 Jan	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Doty <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “The Fourth State of Matter” (Jo Ann Beard)
WEEK 4			
T	28 Jan	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Beard <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “No Name Woman” (Maxine Hong Kingston)
H	30 Jan	<ul style="list-style-type: none"> • <i>Writing Journal Check #1</i> • Craft Analysis & Class Facilitation: Kingston <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “Hell-Heaven” (Jhumpa Lahiri)
WEEK 5			
T	4 Feb	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Lahiri <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “The Careless Language of Sexual Violence” and “What We Hunger For” (Roxane Gay)
H	6 Feb	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Gay <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “The Empathy Exams” (Leslie Jamison)
WEEK 6			
T	11 Feb	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Jamison <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “Repeat After Me” and “Us and Them” (David Sedaris)
H	13 Feb	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Sedaris <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “Consider the Lobster” (David Foster Wallace)
WEEK 7			
T	18 Feb	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Wallace <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “The Writing Process and Revision” – 1 st Draft of Personal Essay
H	20 Feb	<ul style="list-style-type: none"> • DUE: 1st Draft of Personal Essay • Peer review 	– Complete peer review work
WEEK 8			
T	25 Feb	<ul style="list-style-type: none"> • <i>Writing Journal Check #2</i> • Personal Essay Workshop #1 	– Work on revisions for 2 nd Draft of Personal Essay

H	27 Feb	<ul style="list-style-type: none"> • DUE: 2nd Draft of Personal Essay • Personal Essay Workshop #2 	– Complete peer review work
WEEK 9			
T	3 Mar	<ul style="list-style-type: none"> • Personal Essay Workshop #3 	– Final Draft of Personal Essay
H	5 Mar	<ul style="list-style-type: none"> • DUE: Final Draft of Personal Essay • Screen <i>Nanette</i> 	– Read “Introduction: Conceptualizing Ethnography” (Campbell & Lassiter) and “ Autoethnography: An Overview ” (Ellis, Adams, & Bochner)
WEEK 10			
M - F	9-13 Mar	Spring Break (NO CLASSES)	– ^^see above
WEEK 11			
T	17 Mar	<ul style="list-style-type: none"> • Introduction to Ethnography & Autoethnography • Discuss Campbell & Lassiter and Ellis, Adams, & Bochner 	– Read Autoethnography assignment sheet (Moodle)
H	19 Mar	<ul style="list-style-type: none"> • Introduction to Ethnography & Autoethnography, cont’d. 	– Read “The Formation of In-Groups” (Gordon Allport)
WEEK 12			
T	24 Mar	<ul style="list-style-type: none"> • Discuss Allport 	– Read “The Gender Game: Rewriting the Rules of Basketball Through Autoethnography” (Shellie McParland)
H	26 Mar	<ul style="list-style-type: none"> • <i>Writing Journal Check #3</i> • Discuss McParland • Topic brainstorming and peer feedback 	<ul style="list-style-type: none"> – Watch the following videos from NC State Libraries: Picking Your Topic /S Research and From Idea to Library – Read handout on Database Keyword Searches (Moodle) and bring three separate keyword searches to class
WEEK 13			
T	31 Mar	<ul style="list-style-type: none"> • Conducting scholarly social-scientific research: using the Libraries’ resources (scholarly databases, Tripsaver, etc.) 	<ul style="list-style-type: none"> – Begin searching for relevant journal articles – Read handout on Synthesis Matrices (Moodle)
H	2 Apr	<ul style="list-style-type: none"> • Finding alternative (popular) sources • Synthesis Matrices 	– Read sample student autoethnographies (Moodle)

			– Begin working on Synthesis Matrix	
WEEK 14				
T	7 Apr	<ul style="list-style-type: none"> Discuss sample student autoethnographies 	– Complete Synthesis Matrix	
H	9 Apr	<ul style="list-style-type: none"> DUE: Synthesis Matrix Academic synthesis: joining the conversation 	– 1 st Draft of Autoethnography	
WEEK 15				
T	14 Apr	<ul style="list-style-type: none"> DUE: 1st Draft of Autoethnography Peer review 	– Complete peer review work	
H	16 Apr	<ul style="list-style-type: none"> Autoethnography Workshop #1 	– Work on revisions for 2 nd Draft of Autoethnography	
WEEK 16				
T	21 Apr	<ul style="list-style-type: none"> DUE: 2nd Draft of Autoethnography Autoethnography Workshop #2 	– Complete peer review work	
H	23 Apr	<ul style="list-style-type: none"> <i>Writing Journal Check #4</i> Autoethnography Workshop #3 	<ul style="list-style-type: none"> Final Draft of Autoethnography Prepare for Final Exam (Course Reflection) 	
Final Exam				
H	30 Apr	8:00—11:00 AM; 202 Quad Commons <ul style="list-style-type: none"> DUE: Final Draft of Autoethnography Course Reflection 		
<p>3. List any required field trips, out of class activities, and/or guest speakers. n/a</p>				

SIGNATURE PAGE FOR HON 297sec 001
Writing the Self

RECOMMENDED BY:

Anne C. Ganten 1/27/20
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 1/27/2021
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 1/27/2020
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 297-001: Writing the Self

Spring 2020; 3 credit hours

Tuesdays & Thursdays / 11:45 am – 1:00 pm / 202 Quad Commons

Instructor: Anne Auten
Email Address: acauten@ncsu.edu (best way to reach me)
Office Location: 213 Clark Hall
Office Phone: 919-513-4885
Office Hours: By appointment
Course Website: <https://wolfware.ncsu.edu/>

HSV Fellow: Molly Pruett
Email Address: mpruett@ncsu.edu

COURSE INTRODUCTION

“We tell ourselves stories in order to live . . .” – Joan Didion, *The White Album*

Course Description

Creative nonfiction (CNF) makes meaning of our life experiences and situates those experiences within a larger cultural, historical, and humanist framework. Though our stories may happen specifically to us, in telling them we reach across arbitrary divides between ourselves and others. Our stories are part of human universalism and literary tradition, and our “attempts” to tell them as such involve making important choices as writers in terms of craft. To those ends, we will study, compose, and revise two specific CNF genres: personal essay and autoethnography. To augment our understanding of these genres, students will keep a writing journal (which will include in- and out-of-class assignments) and compose a craft analysis of a chosen text and facilitate class discussion on that text. Through the practice of close reading and critical analysis, students will additionally gain a deeper understanding of the social, historical, economic, and political milieu of a given text; the ability to provide fellow writers with thoughtful and substantive feedback; and revision strategies when writing alone. Overall, this discussion-based, reading- and writing-intensive course will function partly as a seminar in creative nonfiction and partly as a workshop, weaving together various disciplinary perspectives to create new knowledge.

Prerequisites & Restrictive Statements

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

Course Materials

All of the required texts for the course are available in our coursepack, which will be provided to you—free of charge—on the first day of class. Other supplemental readings are available via our course website (Moodle).

NOTE: You will need to print hard copies of various assignments throughout the semester, especially for in-class peer review/workshopping. Please make sure that you have access to a reliable printer and/or a [WolfPrint](#) account to use campus printers. Please do not come to class expecting to print papers or other assignments that are due; you will *not* receive permission to do so, and any such work will be counted late.

Technology Policy: Because this is a discussion-based seminar/workshop, please refrain from using personal devices such as laptops, iPads, etc. in class unless you receive prior approval from me.

GEP Category Objectives: Interdisciplinary Perspectives

Each course in the Interdisciplinary Perspectives category of the General Education Program 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.

GEP Category Objectives: U.S. Diversity

Each course in U.S. Diversity will provide instruction and guidance that help students to achieve at least 2 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.

Learning Outcomes

Upon completion of the course, students will be able to:

1. Distinguish between the distinct approaches of creative nonfiction writing in two disciplines: humanities (literature) and social sciences (sociology)
2. Analyze a variety of creative nonfiction works to explain how authors represent their experiences of marginalization and discrimination in America
3. Analyze a variety of creative nonfiction works to examine how authors represent interactions between different “in-groups” (both ascribed and acquired) in America
4. Identify and explain the similar rhetorical conventions used in the personal essay (literature) and autoethnography (sociology)
5. Synthesize the methodological approaches of the humanities (literature) and social sciences (sociology)
6. Develop rhetorical, research, and revision skills that promote self and cultural learning

COURSE REQUIREMENTS & GRADING
--

Your final grade for the course will be determined as follows:

Personal Essay	1 st Draft: Thursday, February 20; 2 nd Draft: Thursday, February 27; Final Draft: Thursday, March 5 ¹	20%
Autoethnography	Synthesis Matrix: Thursday, April 9; 1 st Draft Tuesday, April 14; 2 nd Draft: Tuesday, April 21; Final Draft: Thursday, April 30	25%
Craft Analysis & Class Facilitation	TBD in class (see Daily Schedule)	15%
Peer Review/Workshopping	Peer review/workshopping dates listed on Daily Schedule	15%
Writing Journal	Includes responses to in- and out-of-class writing prompts; graded quarterly (see Daily Schedule)	10%
Class Participation	Includes contributions to class discussions and other work completed in-class and out-of-class or online*; graded quarterly *NOTE: generally evaluated as Excellent [A], Good [B], Satisfactory [C], Incomplete [D/F], or No Credit [F]	10%
Final Exam² (Course Reflection)	Thursday, April 30 from 8:00-11:00 AM	5%

I will use the following grading scale for major assignments & for your final grade in the course:

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

Below are the general requirements for each letter grade; plus/minus grades reflect relative strength or weakness within these divisions.

A: Excellent work. Fulfills and goes beyond all criteria for the assignment. Contains minimal errors.

B: Strong work. Fulfills almost all criteria, showing weakness in only one or two main criteria. May contain noticeable errors.

¹ **Final Due Dates are subject to change**; always check Moodle for the most up-to-date schedule.

² Please see <https://studentservices.ncsu.edu/calendars/exam/> for the university's complete exam schedule.

- C: Acceptable work. Fulfills most major criteria, though some may be weak, and no more than one may be missing entirely. May contain persistent errors.
- D: Weak work. Fulfills some major criteria. Demonstrates weakness in several major criteria and may be missing one or more entirely. May contain persistent errors.
- F: Unacceptable work. Fails to meet the primary goals and criteria of the assignment.

NOTE: I will not be using the Moodle gradebook to calculate course averages or your final grade in the course. I am happy to discuss your progress in the course (including current averages) at any time.

Coursework Ethics

Imaginative writing is a form of art, not an excuse to shock people. “Dark” subjects and taboo or subversive topics are par for the course in the world of artistic exploration. We will certainly read “dark” and/or “edgy” published work in class and you may choose to write about similar subject matter. We are not here to be comfortable and complacent; we are here to stretch and challenge ourselves as readers, writers, and thinkers. Be prepared to read difficult texts and learn to respond with empathy and sensitivity. With this being said, I do not accept work that relies on excessive shock value: inappropriately graphic violence, blatant pornography, and/or hate speech masquerading as art are not acceptable. Students whose creative work is deemed to be a direct or indirect threat to other students or to the instructor will be taken seriously and handled in accordance with university policy.

Daily Reading Assignments

You will be expected to have completed the reading assignment(s) for each day BEFORE the class meets and will be required to hand in periodic homework or in-class assignments based on that day’s reading. Because of our seminar/workshop setting, meaningful contributions to class discussions are mandatory, which require you to not only complete the reading but also to think critically about the text(s) in question. You are also expected to bring any reading materials to class when they are assigned.

Writing Journal

You will keep a writing journal throughout the semester to chronicle your in- and out-of-class work and progress. You may choose to keep an electronic journal (through Google docs and shared with me: acauten@ncsu.edu) or a physical journal/notebook. Your formal journal entries (i.e., not including freewriting and invention exercises) should be between 200-300 words in length and will be assessed quarterly; please see due dates (Writing Journal Checks) listed on the Daily Schedule.

Peer Review/Workshopping

A vital piece of this course is our reliance on one another for frequent and substantive feedback on our writing. To that end, you will prepare for in-class workshops by reading and annotating your assigned peers’ essays and then writing a typed “workshop letter” for each individual peer/essay. You will bring two copies of each letter on workshop days: one copy for the author, and one for the instructor. We will discuss and agree upon workshop letter etiquette and general

workshop etiquette together as a class.

Workshop discussions are a chance for us all to practice our critiquing skills and to learn both as a reader and writer of creative nonfiction. This requires we hold ourselves to rigorous standards of clarity and respect in sharing our opinions in workshop. Please keep in mind that everyone's emotional connection to their story is different and requires consideration, and that critique is not the same as criticism. That being said, writers should not submit pieces for workshop that deal with subjects about which they are not ready to receive critique.

Craft Analysis & Class Facilitation

You and a partner (or partners) will be assigned a creative nonfiction text (or texts) to analyze in depth through a craft analysis. This assignment asks you to describe, examine, and critically evaluate the writer's most important rhetorical choices. Partners/groups will collaborate on their analyses, but each student will compose their own formal craft analysis essay of 3-4 pages in length. Further, partners/groups will lead class discussion on the day that their reading is assigned to the class. This is not intended to be a lecture; you will first provide some brief biographical information about the author and some context reading the text(s) in question, but the majority of the discussion should engage your classmates in matters of craft (characterization, narrative voice, scene and exposition, etc.). In addition to the craft analysis essay, each student will be evaluated on the following elements of their facilitation of class discussion: organization, subject knowledge, eye contact, elocution, and peer involvement.

Personal Essay

In *The Art of the Personal Essay*, Phillip Lopate argues that "at the core of the [personal] essay is the supposition that there is a certain unity to human experience." This particular essay assignment asks you choose an experience (or series of experiences) that act as a gateway to cultural critique. Using the self as a lens through which to examine a larger cultural, historical, or political issue or trend, you will craft an essay that makes appropriate and dynamic transitions between personal experience and cultural analysis. You will compose a series of drafts in advance of the final essay, which will be between 6-8 pages in length.

Autoethnography

Autoethnography is an approach to research and writing that seeks to describe and systematically analyze personal experience in order to understand cultural experience. A researcher uses tenets of autobiography and ethnography (qualitative research) to do and write autoethnography; thus, as a method, autoethnography is both process and product. We will use social psychologist Gordon Allport's theories on in-group formation and identity as a foundation for our autoethnographies. To this end, you will select and research a particular in-group to which you belong and explore your position within the in-group; synthesize your experiences with others who belong to the in-group; and address challenges that you and your group may face. An autoethnography is not just a personal narrative or essay. You will need to play the part of a social scientist and use your collected research in order to help you analyze the social movements and relationships of your group with some degree of depth. You will compose a series of drafts in advance of the final autoethnography, which will be between 8-10 pages in length.

Final Exam (Course Reflection)

The final exam (on Thursday, April 30 from 8:00-11:00 am) will involve a brief presentation (5-7 minutes) of your polished work over the course of the semester.

Class Participation

Participation is crucial in this class because we will rely on one another for feedback on our thinking and writing processes. Ideally, you will learn as much (or more) from each other as you will from me. Class participation means more than how much you say in class; it's your effort to be present and meaningfully engaged in our discussions. Accordingly, daily (in-class) participation will be evaluated as follows:

Grade	Criteria
A	Present in mind and body, and exceptionally meaningful contributions to the learning environment. What generally distinguishes an A from a B is the depth and quality of engagement with the intellectual tasks of the class (e.g., making innovative connections between concepts during discussions, asking provocative questions that get the class thinking, actively incorporating class readings beyond the day's reading, taking a leadership role during activities and discussions, etc.).
B	Present in mind and body, and actively participating with positive contributions to the learning environment (e.g., engaged, relevant questions and comments during class discussions, a willingness to share and talk about written work, proactive assistance for fellow group members, incorporating the day's readings into comments, etc.).
C	Present in mind and body, but only passively participating. Being prepared and attentive, but not adding to class discussions.
D	Only present in body (e.g. web surfing, doing homework for other classes, checking email, chatting online or in class about topics unrelated to the class, etc.). In-class behavior that shows serious unpreparedness and a lack of engagement with the course. Some mildly disruptive behaviors. Coming to class without the required materials for active participation.
F	Excessively and/or frequently tardy/absent. Unprepared for class. Actively disruptive behavior that makes it difficult for the class to accomplish its learning objectives. For seriously disruptive behavior, I may ask you to leave class, in which case this will count as both a zero in participation and an absence.

COURSE POLICIES & PROCEDURES

Students are responsible for reviewing the University's Policies, Regulations, and Rules (PRR) which pertain to their course rights and responsibilities: <http://oucc.ncsu.edu/course-rights-and-responsibilities>

Course Information & Communication

Though I will send emails to you when necessary, the primary way that I will communicate with you as an entire class (outside of regular class time) is through our course website (<https://wolfware.ncsu.edu/>). Please check this site **regularly** to receive the schedule of assignments and due dates; schedule changes; announcements; assignment sheets & handouts; additional readings; notifications of class cancellation, etc. Almost all of the information on our website is available to download (in .docx or .pdf format) so that you can print it out, etc.

Statement on 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 each other's privacy by not sharing or using such information outside the course.

Anti-Discrimination Statement

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

Disability Services for Students

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

Class Routines & Procedures

- Written work will be recorded in your writing journal, submitted via Moodle, and/or handed in as a hard (i.e., printed) copy. Pay close attention to submission directions for your assignments so that you know when and how to turn in work!
- Assignments are due at the beginning of a formal class meeting or at the time specified on Moodle; please contact me via email BEFORE an assignment is due if you are having trouble understanding it.
- Although I am usually very quick to respond to email queries, note that you must email me **24 hours in advance of a due date** with questions regarding assignments in order to receive a pertinent and timely response.
- Bring any assigned reading as noted on our schedule (from the textbooks and/or additional handouts, articles, etc.) to class.

Plagiarism & Academic Integrity

Plagiarism is defined as copying the language, phrasing, structure, or specific ideas of others and presenting any of these as one's own, original work; it includes buying papers, having someone else write your papers, and improper citation and use of sources. When you present the words or ideas of another (either published or unpublished) in your writing, you must fully acknowledge your sources. **Plagiarism is considered a violation of academic integrity whenever it occurs in written work, including drafts and homework, as well as for formal and final papers.**

Please also note: Revealing or sharing another student's course work to which he or she may have access as a member of the class is considered a form of academic dishonesty prohibited by the Code of Student Conduct. As a condition for enrollment in this class, students may only share another student's course work with third parties after obtaining the express consent of the student author and the course instructor. 'Sharing with third parties' includes posting or causing the course work to be posted on social-networking or other websites. Violations of this condition will be reported to the Office of Student Conduct, which may take further action.

The **NCSU Policies, Regulations, and Rules on Student Discipline** set the standards for academic integrity at this university and in this course. Students are expected to adhere to these standards. Plagiarism and other forms of academic dishonesty will be handled through the university's judicial system and may result in failure for the assignment or for the course. For a complete description of the Code of Student Conduct, please visit <http://policies.ncsu.edu/policy/pol-11-35-01>.

See the **Office of Student Conduct** website for additional information about academic integrity: <http://studentconduct.ncsu.edu/academic-integrity-resources>.

Policies on Attendance

This is a seminar/workshop course, which means that a large part of its value derives from the interactions and discussions during the class meetings. We also meet only twice a week, which means that missing a single class meeting will adversely impact your ability to meet the learning outcomes for this course. Hence, attendance at all class meetings is required and is one of your

fundamental responsibilities as a student. Even your physical attendance alone is not sufficient: you must come to class prepared, and you must be an engaged and fully participating member of the group.

You will be allowed 3 absences, excused or unexcused, for the entire semester. These absences can be used in the case of sickness, family events, school-related functions, or unexpected circumstances. Remember, though, to use these absences wisely; you never know when an emergency may arise later in the semester. **Your final grade will be lowered by 5 points for each day missed over three.** In other words, if you earn a 93 in the course, but have four absences, your final grade would be an 88.

The definition of excused and unexcused absences can be found in the university's attendance regulation (REG02.20.3): <http://policies.ncsu.edu/regulation/reg-02-20-03>. As is the case for all courses, students experiencing extended medical or family emergencies during the semester should consult with the instructor about seeking a medical drop.

No matter the cause of the absence, as a student you are responsible for finding out what material was covered, getting notes, being prepared for class on the day you return, and turning in subsequent assignments on time. Since due dates for major assignments are established at the beginning of the semester, and since these assignments are developed over a series of class periods, students are advised that submitting late work may result in grade penalties. (See *Late Paper Policy*, below.)

⇒ *Late Arrivals*

Students who come late to class will lose Class Participation points. Students late **3 times** will exhaust **1 absence**. If you must be tardy, it is *your responsibility* to let me know that you are in class; otherwise, you will remain marked as "absent." Although I understand that late arrival is occasionally unavoidable, I consider habitual lateness disrespectful to me and to the other members of the class.

Students who arrive to class more than 15 minutes late will be counted absent from that class period.

⇒ *Late Assignment Policy*

Late assignments create problems for everyone and should be avoided at all costs. **Please note that computer issues and/or malfunctions and printer issues are not acceptable reasons for late submission of work.** Think proactively and have in place contingency plans in the event of such technology problems.

A late (or incomplete) first draft will incur a penalty of **3 points** from the final grade for that assignment. **A late final draft** will incur a penalty of **10 points** for every calendar day—including weekends—that it is late. Again, if you know in advance that you will be absent on the day written work is due, submit that work early (this holds true for initial, i.e. first, and final drafts). **Please note that assignments turned in later than 7 days after the due date, without an extension granted, will not be accepted.**

No late assignments will be accepted without evidence of an excused absence.

Policy on Incompletes

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

Formatting & Submission Standards for Written Work

All formal assignments should be submitted in accordance with the following guidelines:

1. Unless otherwise specified, all written homework and all drafts submitted for in-class or online review, or for a grade, must be word-processed. In general, please observe the manuscript conventions of [MLA citation style](#) when preparing materials for submission (unless instructed otherwise).
2. Electronic work **MUST** be submitted to the course website (Moodle), in the correct designated space, and *not* via email, unless the Moodle site is down.
3. Electronic work **MUST** be submitted in **.doc, .docx, or .pdf format** (i.e., NOT .pages or .rtf format) so that I am able to open the file. Corrupted, incomplete, or incorrectly formatted submissions **do not count**; if an assignment is improperly formatted, it must be resubmitted in the proper format and is subject to late penalties.
4. Do not come to class expecting to print papers or other assignments that are due; you will *not* receive permission to do so, and any such work will be counted late.

Daily Class Schedule

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

All readings can be accessed via our coursepack unless otherwise noted.

Date		In Class	Homework
T	7 Jan	<ul style="list-style-type: none"> Overview of course/syllabus 	<ul style="list-style-type: none"> Read “The Fastest-Growing Genre” and “The Particular Challenges of Creative Nonfiction” Read “On Keeping a Notebook” (Joan Didion)
H	9 Jan	<ul style="list-style-type: none"> What is creative nonfiction? Overview of Craft Analysis & Class Facilitation assignment 	<ul style="list-style-type: none"> Read “The Basics of Good Writing in Any Form” and “The Five ‘R’s of Creative Nonfiction” Read “Living to Tell the Tale: The Complicated Ethics of Creative Nonfiction” (Lynn Z. Bloom) Complete Craft Analysis & Class Facilitation survey (Moodle)
WEEK 2			
T	14 Jan	<ul style="list-style-type: none"> What is creative nonfiction? cont’d. The basics of narrative writing 	<ul style="list-style-type: none"> Read “Notes of a Native Son” (James Baldwin)
H	16 Jan	<ul style="list-style-type: none"> Discuss Baldwin Practice close reading techniques 	<ul style="list-style-type: none"> Read “The Love of My Life” (Cheryl Strayed) Read “The Tradition of the Personal Essay” and “How to Write a Personal Essay” (Leslie Jamison) Read Personal Essay assignment sheet (Moodle)
WEEK 3			
T	21 Jan	<ul style="list-style-type: none"> Introduction to Personal Essay Discuss Strayed Practice close reading techniques 	<ul style="list-style-type: none"> Read “Return to Sender” (Mark Doty)
H	23 Jan	<ul style="list-style-type: none"> Craft Analysis & Class Facilitation: Doty 	<ul style="list-style-type: none"> Read “The Fourth State of Matter” (Jo Ann Beard)

		○ Student Presenters: TBD	
WEEK 4			
T	28 Jan	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Beard <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “No Name Woman” (Maxine Hong Kingston)
H	30 Jan	<ul style="list-style-type: none"> • <i>Writing Journal Check #1</i> • Craft Analysis & Class Facilitation: Kingston <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “Hell-Heaven” (Jhumpa Lahiri)
WEEK 5			
T	4 Feb	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Lahiri <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “The Careless Language of Sexual Violence” and “What We Hunger For” (Roxane Gay)
H	6 Feb	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Gay <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “The Empathy Exams” (Leslie Jamison)
WEEK 6			
T	11 Feb	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Jamison <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “Repeat After Me” and “Us and Them” (David Sedaris)
H	13 Feb	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Sedaris <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “Consider the Lobster” (David Foster Wallace)
WEEK 7			
T	18 Feb	<ul style="list-style-type: none"> • Craft Analysis & Class Facilitation: Wallace <ul style="list-style-type: none"> ○ Student Presenters: TBD 	– Read “The Writing Process and Revision” – 1 st Draft of Personal Essay
H	20 Feb	<ul style="list-style-type: none"> • DUE: 1st Draft of Personal Essay • Peer review 	– Complete peer review work
WEEK 8			
T	25 Feb	<ul style="list-style-type: none"> • <i>Writing Journal Check #2</i> • Personal Essay Workshop #1 	– Work on revisions for 2 nd Draft of Personal Essay
H	27 Feb	<ul style="list-style-type: none"> • DUE: 2nd Draft of Personal Essay • Personal Essay Workshop #2 	– Complete peer review work
WEEK 9			
T	3 Mar	<ul style="list-style-type: none"> • Personal Essay Workshop #3 	– Final Draft of Personal Essay

H	5 Mar	<ul style="list-style-type: none"> DUE: Final Draft of Personal Essay Screen <i>Nanette</i> 	<ul style="list-style-type: none"> Read “Introduction: Conceptualizing Ethnography” (Campbell & Lassiter) and “Autoethnography: An Overview” (Ellis, Adams, & Bochner)
WEEK 10			
M - F	9-13 Mar	Spring Break (NO CLASSES)	<ul style="list-style-type: none"> ^^see above
WEEK 11			
T	17 Mar	<ul style="list-style-type: none"> Introduction to Ethnography & Autoethnography Discuss Campbell & Lassiter and Ellis, Adams, & Bochner 	<ul style="list-style-type: none"> Read Autoethnography assignment sheet (Moodle)
H	19 Mar	<ul style="list-style-type: none"> Introduction to Ethnography & Autoethnography, cont’d. 	<ul style="list-style-type: none"> Read “The Formation of In-Groups” (Gordon Allport)
WEEK 12			
T	24 Mar	<ul style="list-style-type: none"> Discuss Allport 	<ul style="list-style-type: none"> Read “The Gender Game: Rewriting the Rules of Basketball Through Autoethnography” (Shellie McParland)
H	26 Mar	<ul style="list-style-type: none"> <i>Writing Journal Check #3</i> Discuss McParland Topic brainstorming and peer feedback 	<ul style="list-style-type: none"> Watch the following videos from NC State Libraries: Picking Your Topic IS Research and From Idea to Library Read handout on Database Keyword Searches (Moodle) and bring three separate keyword searches to class
WEEK 13			
T	31 Mar	<ul style="list-style-type: none"> Conducting scholarly social-scientific research: using the Libraries’ resources (scholarly databases, Tripsaver, etc.) 	<ul style="list-style-type: none"> Begin searching for relevant journal articles Read handout on Synthesis Matrices (Moodle)
H	2 Apr	<ul style="list-style-type: none"> Finding alternative (popular) sources Synthesis Matrices 	<ul style="list-style-type: none"> Read sample student autoethnographies (Moodle)

			– Begin working on Synthesis Matrix
WEEK 14			
T	7 Apr	<ul style="list-style-type: none"> Discuss sample student autoethnographies 	– Complete Synthesis Matrix
H	9 Apr	<ul style="list-style-type: none"> DUE: Synthesis Matrix Academic synthesis: joining the conversation 	– 1 st Draft of Autoethnography
WEEK 15			
T	14 Apr	<ul style="list-style-type: none"> DUE: 1st Draft of Autoethnography Peer review 	– Complete peer review work
H	16 Apr	<ul style="list-style-type: none"> Autoethnography Workshop #1 	– Work on revisions for 2 nd Draft of Autoethnography
WEEK 16			
T	21 Apr	<ul style="list-style-type: none"> DUE: 2nd Draft of Autoethnography Autoethnography Workshop #2 	– Complete peer review work
H	23 Apr	<ul style="list-style-type: none"> <i>Writing Journal Check #4</i> Autoethnography Workshop #3 	<ul style="list-style-type: none"> Final Draft of Autoethnography Prepare for Final Exam (Course Reflection)
Final Exam			
H	30 Apr	8:00—11:00 AM; 202 Quad Commons <ul style="list-style-type: none"> DUE: Final Draft of Autoethnography Course Reflection 	