

**Council on Undergraduate Education 2019-2020**

January 24<sup>th</sup> 2020  
**Talley Student Union 5101**  
1:30pm-3:00pm

**Call to Order 1:30pm**

- Welcome and Introductions Chair Kim Bush
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE January 10<sup>th</sup>, 2020 Minutes

**New Business**

GER> GEP Review				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Pickworth	Gilmartin, Podurgal, Casper	NS	<a href="#">HS 304 Ornamental Plant Identification</a>	*Up for review.
Casper	Beckstead, Haeseler, Orcutt	SS	PRT 152 Introduction to Parks, Recreation and Tourism	*Up for review.
Casper	Annett-Hitchcock, Belk, Liu	IP	<a href="#">FOR 248 Forest History, Technology and Society</a>	*Up for review.
Lee	Monek, Casper, Pickworth	NS	<a href="#">BIO 183 Introductory Biology: Cellular and Molecular Biology</a>	*Up for review.
McGowan	Gill, Moore, Minogue	NS	<a href="#">CH 102 General Chemistry Lab</a>	*Up for review.

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Gilmartin	Podurgal, Minogue, Pickworth	HUM	<a href="#">ENG 485 Shakespeare: Revisions and Resources</a>	New Course

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Gill, Minogue, Moore	IP, USD	HON 297 Globalizing North Carolina	1 <sup>st</sup> offering 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**January 10, 2020  
Talley Student Union 5101  
Call to Order: 1:32 PM

**Members Present:** Chair Kim Bush, Past Chair Daniel Monek, Autumn Belk, Jillian Haeseler, Carolina Gill, Johnathan Casper, Robert Beckstead, Carrie Pickworth, Herle McGowan, David Gilmartin, Nancy Moore, Alice Lee, James Minogue, Darby Orcutt,

**Members Absent:** Min Liu, Richard Podurgal, Katherine Annett-Hitchcock,

**Ex-Officio Members Present:** Li Marcus, Lexi Hergeth, Samantha Rich, Bret Smith, Erin Dixon, Tim Petty, Kyle Pysner, Marta Klesath, Julia Law

**Guests:** Kathryn Brown, Mia Self, Sarah Cannon

**WELCOME AND INTRODUCTIONS**

- **Remarks from Chair Kim Bush** – Had the proxies and guest introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Lexi Provided a presentation of the fall 2019 actions.
- **Approval of the Minutes from November 15<sup>th</sup> 2019** – Approved Unanimously
  - Discussion: Motion to approve the past minutes.

**OLD BUSINESS**

- **ENG 385 Biblical Backgrounds of English Literature** (HUM,GK) – Approved Unanimously  
Discussion: Motion to approve by member Jillian Haeseler.
- **HS 200 Home Horticulture** (NS) – Approved Unanimously  
Discussion: Motion to approve by member Robert Beckstead.
- **NSGE 295 Environmental Change (Italy: Study Abroad)** (NS) – Approved Unanimously  
Discussion: Motion to approve by member David Gilmartin.

**NEW BUSINESS**

- **Consent Agenda** Approved with Suggestions.  
Discussion: Motion to approve the consent agenda by member Daniel Monek.

GER>GEP Review

- **ANT 325 Andean South America** (GK, SS) – Approved Unanimously  
Discussion: Motion to approve by member Jillian Haeseler.
- **ENG/FL 246 Literature of the Holocaust** (GK, HUM) – Approved Unanimously  
Discussion: Motion to approve by member Jillian Haeseler.
- **ENG/WGS 305 Women and Literature** (HUM,USD) – Approved with Suggestion  
Discussion: Motion to approve by member Jillian Haeseler. Presenter indicated the USD outcome one was difficult to understand, but the measure seemed clear. Members and chair discussed that this is asking for an explanation on how race or sexuality can also impact the female experience and were able to see the how students would learn the impact. Member brought attention to outcome three, asking where the social actions are in the outcome. Members suggested making a distinction about when the social action is occurring, is this being discussed through the literature. Members suggested substituting “frames” with “perspectives” or adding “as represented in various authors literary works.”
- **ENG 460 Major British Author** (HUM) – Approved Unanimously  
Discussion: Motion to approve by member Jillian Haeseler.

Motion to consider all 3 HA courses at the same time.

- **HA 201 History of Art from Caves to the Renaissance** (VPA) – *Approved Unanimously*  
**HA 202 History of Art From the Renaissance Through the 20th Century** (VPA) – *Approved Unanimously*  
**HA 203 History of American Art** (VPA) – *Approved Unanimously*  
 Discussion: Motion to approve by member Jillian Haeseler
  
- Motion to discuss the two HI/WGS courses at once.
- **HI/WGS 447/(547) Women in America: From Contact to the Civil War** (HUM,USD) – *Approved Unanimously*  
**HI/WGS 448/(548) American Women in the Twentieth Century** (HUM,USD) – *Approved Unanimously*  
 Discussion: Motion to approve by member David Gilmartin. Member asked if it's okay to use the same measure, the committee responded, yes, as long as it addresses the outcome.
- **SOC 205 Jobs and Work** (SS) – *Tabled*  
 Discussion: Motion to approve by member David Gilmartin. Assessment commented that the first outcome indicated the working conditions were addressed in the measure, but didn't see how the workplaces are organized. Member brought attention to the measure, that a person reflecting on their own experience is not the same as learning about different environments. Members discussed that the measure is not supporting both aspects of the outcome. Motion to amend motion to table by Daniel Monek, motion approved.
- **SOC 300 Social Research Methods** (SS) – *Approved Unanimously*  
 Discussion: Motion to approve by member David Gilmartin.  
**SOC 301 Human Behavior** (SS) – *Approved Unanimously*  
 Discussion: Motion to approve by member David Gilmartin
- **SOC/REL 309 Religion and Society** (HUM,SS) – *Tabled*  
 Discussion: Motion to approve by member David Gilmartin. Member brought attention to the third measure and outcome and indicated there seems to be confusion between humanities and humanism. The exam question deals with humanism. Motion to amend the motion from approved to tabled rewriting the measure to address the outcome. Member also brought attention to objective two, asking if becoming aware of the act of interpretation and seeing if the act of interpretation of their own interpretation. Members discussed that the outcome indicates that the interpretation in the outcome is not focused on their own interpretations. Members asked for clarification how the outcome and the measure support the act of interpretation as a critical form of knowing. Members voted to amend the motion from approve to table, motion approved.
- **SOC 342 International Development** (SS,GK) – *Approved Suggestion*  
 Discussion: Motion to approve by member David Gilmartin. Objective 3 in the SS, member suggested providing an example of the sociological concepts.

#### Courses New to GEP

- **ECI 305 Equity and Education** (IP, USD) – *Approved Unanimously*  
 Discussion: Motion to approve the course by James Minogue and introduced guest Sarah Cannon.
- **THE 340 African American Theatre** (USD) – *Approved Unanimously*  
 Discussion: Motion to approve the course by Daniel Monek and introduced guest Mia Self. Member asked about objective four, member indicated they didn't see the different interactions when looking at the measurement and how the theatres construct the black identity. Guest indicated there are white theatre there is white authorship attempting to tell the story of African-Americans and others are written by black authors and students will see the differences in the interpretations of African-American Theatre. Members agreed this meets the objective.

#### HON or Special Topics Courses

- **HON 296 (003) Arts Entrepreneurship** (IP) – *Approved Unanimously*  
 Discussion: Motion to approve the course by Daniel Monek and introduced Kathryn Brown.
- **SSUS 295 Children and Childhood** (SS, USD) – *Approved Unanimously*  
 Discussion: Motion to approve the course by Autumn Belk.

Discussion: OIED seat, Li provided insight to Dr. Swab and discussed how OIED can get involved more in an ad-hoc basis. They would like to be added to the CUE google group to see the agenda. The office may attend meetings later in the semester to observe and present. Appointments to the committee come to at the end of the academic year.

Meeting adjourned at 2:36 PM

*Respectfully submitted by Lexi Hergeth*

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

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

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

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

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

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

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

### HON 297

<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b> <input type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	Globalizing North Carolina	<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>
<b>Term to be Offered</b>	Spring 2020	
<b>Instructor Name/Title</b>	Carol Ann Lewald	

### 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.*

Compare, contrast and evaluate various scholarly articles from cultural anthropology and history that present research on the impact of global and transnational forces on specific communities within North Carolina since 1940.

**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 Reading Responses with Reflections-- Synthesize, analyze, and assess research by historians and anthropologists and identify and explain the research methods, evidence or data, and the authors' argument. Reflect on the significance of the claims, methods, or evidence within the context of the course material.

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 apply concepts, theories, and/or methods relevant to historical and anthropological research and analysis to social, political, and demographic shifts in North Carolina post 1940.

**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.*

Bi-Weekly Research Assignments

Sample prompts:- 1) interview a current or former farmer, mill worker, or manufacturing employee and examine and interpret changes in work and to social community the interviewee presents 2) identify, examine, and interpret 3 primary archival sources presented in various online digital archives.

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.*

Explain the social, economic, and political impact of globalization on local communities in North Carolina and evaluate the consequences of these transnational flows and global forces on specific North Carolina communities, especially marginalized populations by integrating historical and anthropological perspectives.

**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 final digital media research project integrates scholarly sources from anthropological and historical literature as well as potential primary and secondary sources. The project synthesizes, analyzes, and assesses research findings on a consequence or event that reflects transnational flows or global processes such as immigration in a specific community or recent social protests (HB2 and Black Lives Matter and the Charlotte Riots).

**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?

Cultural Anthropology and History

- 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"?

This course takes a hands-on approach to the material by requiring students to actively participate in and facilitate class discussions, complete bi-weekly individual research assignments where they research the historical and social context of an issue. In particular, students will identify relevant sources in the Digital Southern Historical Collection (UNC), analyze primary sources, conduct interviews, write reading responses as well as attend relevant field trips or guest lectures. While participating and facilitating discussions enables students to articulate their grasp of both historical and anthropological material, one of the central innovations in this class revolves around the individual research project. The research assignments begin on the first day of class and the weekly research assignments require students to develop a robust knowledge on a specific North Carolina community, while integrating their findings from the discipline specific readings and in class discussions. The reading responses, ongoing independent research, potential field trips, and final

research paper allows students to blend both historical and anthropological perspectives in a cohesive fashion. Specific case studies or events emphasize the local impact of global or transnational forces. See attachment with a breakdown of discipline specific readings. See attachment with a discipline specific breakdown of the readings.

### *U.S. Diversity*

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

**(Objective 4 Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.)**

Evaluate, compare and contrast how global influences and processes have transformed racial, ethnic, gender, and class based relations in North Carolina and how these influences and processes impact diversity, equality, and structured inequalities on a local, state, and national level.

#### *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.*

Following field trips or guest lectures (International Civil Rights Museum in Greensboro and the Khayrallah Center for Lebanese Diaspora) students will write response papers and explore and critically examine the social and historical context of the issues presented during the field trip or guest lecture.

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

**Objective. 6) Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.**

Interpret and evaluate case studies describing how social actions shaped equality and social justice for gender, ethnic, racial, class, and sexual orientation groups.

#### *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.*

Bi-Weekly Research Assignment—Examine one of the case studies and identify reputable news sources reporting on the case. Compare and contrast the news reports on the cases in order to demonstrate how the specific social actions shaped a particular social justice, making sure to integrate course readings into the response.

## 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):
  - Seat count:
  - 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? 100 %

- a. If seats are restricted, describe the restriction being applied.  
Honors
- b. Is this restriction listed in the course catalog description for the course?  
None

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

See Readings attachment and attached syllabus for assigned readings.

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

Assess, evaluate, and analyze the social and historical impact of: the disappearing agriculture and manufacturing industry, the emergence of banking and knowledge sector, and increased urbanization. Also analyze new challenges or unexpected consequences of growth such as increased infrastructural demands, increased educational and income inequity, food security, affordable housing, race relations, human trafficking, migration and immigration concerns.

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

Students visit various museums which may include the North Carolina Museum of History and the North Carolina Museum of Natural Science, and/or other locations depending on speakers contracted for a particular offering of the course.



## HON 297: Globalizing North Carolina (3 cr) Spring 2020

Professor: Dr. Carol Ann Lewald  
Email: [calewald@ncsu.edu](mailto:calewald@ncsu.edu)  
Office: 1911 Bldg. room 107D  
Office hours: TuTh 11:45-1:00 PM or [schedule an appointment using this link](#)  
Course schedule: TBD  
Course location: 204 Cox Hall  
Prerequisites: None  
GEP: 3 credits of the GEP Interdisciplinary Perspectives requirement;  
US Diversity co-requirement

### **REQUIRED READINGS**

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Reading assignments are available on the NCSU Libraries website as Course Reserves. A link to Course Reserves is also available via the course Moodle website. On this syllabus, readings are designated by the author's last name followed by the title of the article and the page range. Contact the professor immediately, if a reading is not available on Course Reserves or if the page range is unclear.

### **CATALOG DESCRIPTION**

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Examines from an anthropological and historic perspective the impact of transnational and global forces on specific communities in North Carolina post World War II. Emphasis placed on studying the consequences of urban growth and economic shifts away from the agricultural and manufacturing industries and toward financial services, scientific and technological research, and the knowledge-based industries. Consequences include increased infrastructural demands, environmental issues, increased income and educational inequalities, food production, socio-cultural clashes, and migration and immigration concerns. Course requires students to visit 1 to 2 museums or archives outside of class times. There are no fees associated with these trips but students are expected to provide their own transportation.

### **COURSE DESCRIPTION**

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Transnational flows and global forces over the past 60 years have transformed the once rural North Carolina with its prosperous tobacco, textile, furniture, and emerging military industries. North Carolina is now home to the 2<sup>nd</sup> largest banking center in the US and to two of the nation's top ten fastest growing urban areas as well as the largest research park in the nation, and the largest military base in the world. This course examines how transnational flows and global forces have transformed North Carolina over the past 60 years. The course offers students the opportunity to observe and analyze, from both an historical and anthropological perspective, the impact these global, countervailing forces have had on specific communities and diverse populations. For example, students will assess how a town with a historically prosperous tobacco, poultry, hosiery, and furniture industry, such as Siler City, has adjusted to the loss of its economic base as well as to the sudden influx of Hispanic immigrants that make up 49% of the total population. How have communities adapted to the loss of these once vibrant industries that defined North Carolina's economy? How has the disappearance of the idyllic, rural 1960s Mayberry and the growth of urban regions impacted income inequality or ethnic and racial divides? This course examines the consequences, often unforeseen, of these transnational flows and globalizing forces on specific communities in North Carolina on a local, regional, and statewide level. There will be several required field trips and the students are expected to

provide their own transportation.

### STUDENT LEARNING OUTCOMES

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

1. Identify and analyze the impact of the transnational flows in goods, services, and information on North Carolina post 1940.
2. Identify and analyze the impact of global forces, such as shifts in economic markets, technological advances, increased urbanization, and trade or finance on North Carolina post 1940.
3. Assess and apply concepts, theories, and/or methods relevant to historical and anthropological research and analysis to recent social, political, and demographic shifts in North Carolina.
4. Compare, contrast and evaluate various anthropological or ethnographic articles and book chapters and historiographic articles and book chapters that present research on the consequences of transnational flows and global forces on specific communities within North Carolina.
5. Identify the social, economic, and political implications of globalization on local communities in North Carolina and evaluate the consequences of globalization on specific North Carolina communities, especially marginalized populations by integrating historical and anthropological perspectives.
6. Assess and evaluate the social and historical impact of the disappearing agricultural and manufacturing industries and the emergence of banking and knowledge sector on income inequality, class, and race relations in North Carolina.
7. Assess and evaluate how the unexpected consequences of globalization correspond to new challenges, such as increased urbanization and infrastructural demands, increased educational and income inequity, food security, affordable housing, race relations, human trafficking, migration and immigration concerns.

### COURSE REQUIREMENTS

### VALUE OF REQUIREMENTS

<i>MODULE 1 TOTAL VALUE</i>	<i>25 %</i>
<ul style="list-style-type: none"> <li>• PARTICIPATION &amp; ATTENDANCE</li> <li>• DAILY/WEEKLY MODULE ASSIGNMENTS</li> <li>• IN CLASS ESSAY EXAM (ON TU, 02/04)</li> </ul>	2.5% 7.5% 15%
<i>MODULE 2 TOTAL VALUE</i>	<i>25 %</i>
<ul style="list-style-type: none"> <li>• PARTICIPATION &amp; ATTENDANCE</li> <li>• DAILY/WEEKLY MODULE ASSIGNMENTS</li> <li>• FINAL PODCAST AND FINAL SCRIPT (DUE ON MOODLE BY 11:55PM ON FR, 03/06 10/15)</li> </ul>	2.5% 7.5% 15%
<i>MODULE 3 TOTAL VALUE</i>	<i>25 %</i>
<ul style="list-style-type: none"> <li>• PARTICIPATION &amp; ATTENDANCE</li> <li>• DAILY/WEEKLY MODULE ASSIGNMENTS</li> <li>• RESPONSE PAPER &amp; FINAL PROJECT PROPOSAL (DUE ON MOODLE BY 11:55PM ON TU, 04/07)</li> </ul>	2.5% 7.5% 15%
<i>MODULE 4 TOTAL VALUE</i>	<i>25 %</i>
<ul style="list-style-type: none"> <li>• PARTICIPATION &amp; ATTENDANCE</li> <li>• DAILY/WEEKLY MODULE ASSIGNMENTS</li> <li>• FINAL PROJECT &amp; IN CLASS ESSAY DUE (DUE DURING FINAL EXAM PERIOD- TH., 04/30 FROM 8:00-11:00AM)</li> </ul>	2.5% 7.5% 15%

Grade Scale (standard rounding practices followed):

98-100 = A+   87-89.9 = B+   77-79.9 = C+   67-69.9 = D+   below 60 = F  
93-97.9 = A   83-86.9 = B   73-76.9 = C   63-66.9 = D  
90-92.9 = A-   80-82.9 = B-   70-72.9 = C-   60-62.9 = D-

## **COURSE REQUIREMENTS**

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A brief description of the course requirements, including the goals and expectations, appears below. The specific requirements for attendance and participation, module assignments, and end of module essays or projects and will be posted in a timely manner to the course Moodle site. These specific requirements will also be discussed in depth in class. In short, the course is divided into 4 modules and each module is worth 25% of your grade. Attendance and participation are mandatory and count for 2.5% of each module grade and 10% of your total course grade. Your participation grade hinges upon your performance in class discussions and your active participation in and preparation for all activities. In order to effectively participate in class discussions and in-class activities, students must attend class and complete the required readings that are listed per class period on the course schedule prior to the designated class period. Students will also complete almost daily assignments or digital media training activities as part of each module and instructions will appear on the course Moodle site as well as be presented in class. These assignments count towards 7.5% of each module grade and 30% of your total course grade. In order to receive full credit for these assignments, blogs, and activities, students must complete the requisite work prior to the stated deadline and actively contribute to the class activities, if the assignment is completed in class. Each module also has an end of the module essay, exam, or project and the end of the module essay, exam, or project is worth 15% of the module grade and 60% of your total course grade.

**In completing the assignments, activities, and projects, students will complete the Digital Media Makers certificate offered by NC State Libraries.** This is a unique feature of the class and students will receive training throughout the semester in order to complete the certificate. The Final Research Project and In Class Essay are due during the Final Exam period (Tu., 12/17 8:00-11:00AM). This exam period is scheduled by the university and students are required to be present in order to complete the course requirements.

## **GEP CATEGORY OBJECTIVES (INTERDISCIPLINARY PERSPECTIVE) AND OUTCOMES**

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1. Compare, contrast and evaluate various scholarly articles from cultural anthropology and book chapters from history that present research on the impact of global and transnational forces on specific communities within North Carolina since 1940.

Weekly Reading Responses— Synthesize, analyze, and assess research by historians and anthropologists and identify and explain the research methods, evidence or data, and the authors' argument. For example, students collected employment, income, race, age, education, ethnic, religious demographic data between 1945-2017 from the Office of State Budget and Management's and the State's Data Center websites on one of 10 urban counties. They then submitted a synthesis and analysis of the demographic data and assessed how the data related to specific arguments or shifts presented in Link's "Postwar NC Transformation" chapter.

2. Identify and apply concepts, theories, and/or methods relevant to historical and anthropological research and analysis to social, political, and demographic shifts in North Carolina post 1940,

especially those emphasizing the local impact of global or transnational forces.

Weekly Research Assignments-- Sample assignment— Students visited the NC History Museum as well as the American Anthropological Associations’ Race Exhibit at the NC Museum of Natural Science and completed a worksheet that required them to identify examples and to explain how the example illustrates concepts or themes in the readings such as such as NC’s “progressive” or modernizing agenda versus “traditionalist” values that emerge in the resistance to desegregation or unions in NC mills.

3. Explain the social, economic, and political impact of globalization on local communities in North Carolina and evaluate the consequences of these transnational flows and global forces on specific North Carolina communities, especially marginalized populations, by integrating historical and anthropological perspectives.

Each Essay Exam requires students to integrate course readings from anthropologists and historians as well potential primary and secondary sources. For example, an essay required students to identify, examine two distinct social and historical examples of what the readings refer to as the North Carolina paradox, and to integrate evidence from the readings that supports their analysis of the how the specific paradoxes shaped North Carolina’s social, political, and/or economic landscape both in the past and present.

### **GEP CATEGORY OBJECTIVES (US DIVERSITY) AND OUTCOMES**

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1. Evaluate, compare and contrast how global influences and processes have transformed racial, ethnic, gender, and class based relations in North Carolina and how these influences and processes impacts diversity, equality, and structured inequalities on a local, state, and national level.

Weekly Reading Response— Students compare and contrasted racial, ethnic, gender, and class relations in the historic account of Guatemalans working for Case Farms in Morganton as well as evaluate anthropological accounts of the religious and social shifts in Siler City resulting from the growing Latino population and how these shifts underscore structured inequalities.

2. Interpret and evaluate case studies describing how social actions shaped equality and social justice for gender, ethnic, racial, class, and sexual orientation groups.

Weekly Research Assignment— Students research and examine, news reports, court documents on the Greensboro Massacre, as well as read an article by David Cunningham and watch the documentary, Greensboro: Closer to the Truth. Students then evaluate and assess the role race, gender, and class played in two court cases as well as the search for social justice by the Greensboro Truth and Reconciliation Commission.

### **CLASS POLICIES AND PROCEDURES**

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A brief description of the class policies and procedures that conform to NCSU policies are listed below. Relevant links to NCSU policies are also included.

#### **Attendance Policy**

Attendance and active participation in classroom activities and discussions are mandatory. Come prepared to participate in all class activities and to share your research project with members of the class. Missing class without a written explanation that conforms to university policy for excused absences will negatively impact your grade (see Attendance and Participation section). Six or more unexcused absences will result in an automatic failing grade for the course. Refer to [NCSU's Attendance Regulations](#) for further explanation of what constitutes an excused absence and refer to

[DASA's Class Absence Verification](#) system for information about additional verification. Likewise, all coursework/assignments must be completed by the scheduled date. Refer to the Makeup Work, Late Coursework & Assignment Policy for further explanation of specific course guidelines for completing missed coursework or assignments. The professor reserves the right to make exceptions in very rare cases as long as the exception does not conflict with NCSU policies.

### **Makeup Work and Late Coursework/Assignments Policy**

All coursework and/or assignments must be completed by the scheduled date. If you miss class when coursework and assignments are due and it is not an excused absence, you must submit your coursework or assignment on Moodle or email the assignment to the professor **before** the start of class in order to receive full credit for the work. Coursework received **after** the start of the class session on the due date will be marked as late and will be deducted one letter grade for each 24 hour period that the coursework or assignment is late. Late coursework or assignments will not be accepted after 5 days without prior consent from the professor.

Late coursework or assignments will not be penalized with a grade deduction, if you (a) encounter an unanticipated event or have a conflict that the university recognizes as a reasonable excuse and (b) can provide written proof of the event or conflict. If you meet both of these criteria, then please make adequate arrangements with the professor prior to the due date or the absence or within one class session after your return to class from the unanticipated event or conflict. **It is the student's responsibility to make these arrangements** and failure to make arrangements or to fulfill the agreed upon arrangements will result in late point deductions as outlined in this section. Failure to provide written proof of the event or conflict, make adequate arrangements, or fulfill the agreed upon arrangements, will be penalized with the grade deductions outlined in this section. Other rare exceptions may be made at the professor's discretion, but require advance consultation and authorization. In addition, incomplete grades for the course will not be permitted.

### **Policy on Discrimination:**

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. Follow these links to access [NC State's Equal Opportunity and Non-Discrimination Policy](#) and [NC State's Office for Institutional Equity and Diversity \(OIED\)](#). Any person who feels they have experienced prohibited discrimination, harassment, or retaliation should [review the resources for reporting concerns](#) provided by OIED. Feel free to confidentially contact the instructor with any concerns or to seek advice from the resources listed above.

### **Accommodations for Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01).

<https://policies.ncsu.edu/regulation/reg-02-20-01>.

### **Academic Integrity:**

Students are bound to uphold the university's honor pledge, known as Pack Pledge, and cheating, plagiarism, and academic dishonesty are not tolerated. Students must properly cite or reference all sources of information that appear in their written coursework. Using someone else's ideas or writing without citing the source is plagiarism. Plagiarism is in direct violation of the Pack Pledge. Students must sign the terms and agreement for *Turnitin*, an online plagiarism detection program, when submitting essays or other relevant writing assignments on Moodle as a way to uphold academic integrity and to help detect unauthorized assistance on coursework. See the [NCSU Code of Student Conduct](#) for further information on the university's stance on plagiarism, academic integrity, dishonesty, and cheating. Submission of any and all coursework, regardless of whether it is via *Turnitin*, is expected and understood to uphold the university's honor code, which means that students did not give or receive unauthorized assistance or aid. Dr. Lewald will report all alleged academic integrity violations to the [Office of Student Conduct](#).

Students are encouraged to contact the instructor during office hours or via email with any questions or concerns about the coursework. For writing advice or help, feel free to contact the [Writing and Speaking Tutorial Services](#).

### **Policies on Incomplete Grades**

In general, incomplete grades for the course will *not* be permitted. Rare exceptions may be made at the professor's discretion, but require advance consultation and authorization. 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. The burden of fulfilling an incomplete grade is the responsibility of the student. Follow the following link for a complete explanation on the university policy on [incomplete grades](#).

### **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.

### **NC State University Policies, Regulations, and Rules**

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

### **Online Course Evaluations:**

Students will receive an email that directs them to complete online course evaluations during the last two weeks of class. These evaluations are completely confidential and not available to instructors until after the semester ends.

SCHEDULE\*

<b>MODULE 1: NORTH CAROLINA, THE SOUTH, AND GLOBALIZATION</b>	
<b>READINGS</b>	
Tu, 01/07	Review syllabus and discuss course Steger (2009) “Ch 1: Globalization: Contested Concept.” In <i>Globalization a Very Short Introduction</i> . Oxford: OUP. Pg 1-17
Th, 01/09	Christensen (2010) “Introduction” in <i>The Paradox of Tar Heel Politics</i> . Chapel Hill, NC: UNC Press Coclanis and Gitterman (2011) “Introduction” in <i>A Way Forward: Building a Globally Competitive South</i> . Chapel Hill: UNC Press. Pg. 8-11
Tu, 01/14	Link, William (2017) “Chapter 15: Depression, New Deal, and WWII. North Carolina: Change and Tradition in a Southern State, Second Edition. SKIM pg. 361-377, READ 377-391 Coclanis and Kyriakoudes (2011) “The Rural South and the Burden of the Past” in <i>A Way Forward: Building a Globally Competitive South</i> . Chapel Hill: UNC Press. Pg. 17-24
Th, 01/16	Link, William (2017) “Chapter 15: Depression, New Deal, and WWII. North Carolina: Change and Tradition in a Southern State, Second Edition. SKIM pg. 361-377, READ 377-391 <b><i>In class training from Digital Media Librarians</i></b>
Tu, 01/21	Alderman, D. (2012) “Transforming Mount Airy into Mayberry: Film-Induced Tourism as Place-Making” <i>Southeastern Geographer</i> , 52(2) 2012: pg. 212-235
Th, 01/23	Coclanis “Selling Which South? Economic Change in Rural and Small-Town North Carolina in an Era of Globalization, 1940–2007” pg. 86-100 Carlton and Coclanis (2011) “Southern Economic Commentary in Historical Perspective.” In <i>A Way Forward: Building a Globally Competitive South</i> . Chapel Hill: UNC Press. Pg. 12-16
Tu, 01/28	Holland (2007) “Chapter 2: Landscapes in Transition” In <i>Local Democracy Under Siege</i> . New York: NYU Press. pg. 18-31. Conway and Gitterman (2011) “Toward a “Globally Competitive” Southern Workforce.” In <i>A Way Forward: Building a Globally Competitive South</i> . Chapel Hill: UNC Press. Pg. 67-72
Th, 01/30	<i>In Class Archival Research- Oppositional &amp; Contradictory Forces</i>
Tu, 02/04	<b><i>Module 1: Essay Exam in Class</i></b>
<b>MODULE 2: RACE AND POLITICS</b>	

Th, 02/06	Rushing, Wanda (2000) "Cold War Racial Politics and Global Impression Management: NC Economic Development as Case Study" <i>Current Sociology</i> , Vol. 48, Issue 2, pp. 51 - 69. pg. 51-65
Tu, 02/11	Link "Chapter 17: The Civil Rights Revolution" pg. 395-412 <b><i>Podcast Training in DH Hill Library in ITTCI</i></b>
Th, 02/13	Oakley, C.A. (2008) "When Carolina Indians Went on the Warpath": The Media, the Klan, and the Lumbees of North Carolina. <i>Southern Cultures</i> , Volume 14, Number 4, Winter 2008, pp. 55-84
Tu, 02/18	Cunningham "Chapter 3: The Rebirth of the Klan Counters Moderate Action in State" pg. 72-99
Th, 02/20	Guillory, Ferrel (2008) Mass Media in North Carolina. In: <i>New Politics of North Carolina</i> pg. 101-123 Guillroy "A Political Paradox: North Carolina's Twenty-Five Years Under Jim Hunt and Jesse Helms" pg. 52-61
Tu, 02/25	Link "Chapter 18: Modernizers and Traditionalists" pg. 413-440
Th, 02/27	Strain (2004) Soul City, North Carolina: Black Power, Utopia, and the African American Dream. <i>The Journal of African American History</i> , Vol. 89, No. 1 (Winter, 2004), pg. 57-74.
Tu, 03/03	Seales, Chad (2013) "Introduction: Secularism" in <i>Secular Spectacle</i> . Oxford: Oxford University Press. pg. 1-24
Th, 03/05	<b><i>Tech consultation and podcast workshop</i></b> <b><i>Module 2: Podcast and Final Script due by 11:55PM on Fr, 03/06</i></b>
	<b><i>Spring Break 03/09 - 03/13 *No Class</i></b>
<b>MODULE 3: ENVIRONMENTAL ISSUES &amp; AGRICULTURAL INDUSTRIES</b>	
Tu, 03/17	Benson "Tobacco Talk: Reflections on Corporate Power and the Legal Framing of Consumption" pg 1-18
Th, 03/19	Weiss, B (2016) "Pigs on the Ground" <i>Real Pigs: Shifting Values in the Field of Local Pork</i> . Durham, NC: Duke University Press. pg. 21-57
Tu, 03/24	Norton, J (2007) Race, Wealth, and Solid Waste Facilities in North Carolina. <i>Environmental Health Perspectives</i> , Vol. 115, No. 9 (Sep., 2007), pg. 1344-1350
Th, 03/26	Kelly-Reif "Urban-Rural Exploitation: An underappreciated dimension of environmental injustice" pg. 350-357 [Optional] Wing "Environmental Injustice in North Carolina's Hog Industry" pg. 225-230

Tu, 03/31	Ribas, V (2015) “Ch 1: Introduction: Lives on the Line” in <i>On the Line: Slaughterhouse Lives and the Making of the New South</i> . Berkley: University of California Press pg 1-27
Th, 04/02	DeVries, D (2017) “Temporal Vulnerability and the Post-Disaster ‘Window of Opportunity to Woo:’ a Case Study of an African-American Floodplain Neighborhood after Hurricane Floyd in North Carolina” <i>Human Ecology</i> 45:437–448
Tu, 04/07	No readings assigned- in class workshop, bring laptop or digital device <b>Module 3: Take Home Response Paper and 1 Final Project Proposal Due by 11:55PM on 04/07</b>
<b>MODULE 4: SOCIAL AND POLITICAL SHIFTS</b>	
Th, 04/09	Fink, L and A. Dunn (2003) “Introduction” and “The Way It Is in Moganton” in <i>The Maya of Morganton: Work and Community in the Nuevo New South</i> . Chapel Hill, NC: UNC Press. pg. 1-6 and 7-33
Tu, 04/14	Seales, C. (2008) Parades and Processions: Protestant and Catholic Ritual Performances in a Nuevo New South Town. <i>Numen</i> , 55(1), pg. 44-67
Th, 04/16	Holland, D., N. Nonni(2007) “Imagining Local Futures: Who Sets Priorities for the Present” <i>Local Democracy Under Siege</i> . New York: NYU Press pg. 130-154
Tu, 04/21	Lutz, C. (2002) “Military Restructuring, Civilian Camouflage, and Hot Peace” <i>Homefront: A Military City and the American 20th Century</i> . Boston: Beacon Press. pg. 222-265
Th, 04/23	Westermeyer, William (2016) “Local Tea Party Groups and the Vibrancy of the Movement” <i>PoLar: Political and Legal Anthropology Review</i> , Vol. 39 (S1), pg. 121 – 138.
Th, 04/30 8:00-11AM	<b>Module 4: Final In-Class Essay and Final Project Due</b>

\*The schedule is subject to change at the instructor’s discretion.