

Council on Undergraduate Education 2018-2019

September 20th 2019
Talley Student Union 5101
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Kim Bush (photo)
- Remarks and Updates from OUCCAS/DASA
- Presentation from the Office of Assessment
- Approval of CUE September 6th, 2019 Minutes

Old Business

HON Course GEP Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	McGowan, Annett-Hitchcock, Orcutt	IP, GK	HON 293(002) Globalization of China, 1500-1840	1 st Offering Eff Fall 2019

New Business

Consent Agenda

GEP Category	GEP Action	Notes
IP, GK	HON 293 A Global History of American Food and Drink	2 nd Offering Eff Fall 2019
IP	HON 296 Dinomania: A Cultural & Scientific History of Dinos	3 rd and Final Offering Eff Fall 2019
IP	HON 296 Emotion and Reason	4 th and Final Offering Eff Fall 2019
VPA	HON 299 The Limits of Interpretation	2 nd Offering Eff Fall 2019
HUM, VPA, GK	HUMG / VPGE 295 The Music and Arts of Prague	2 nd Offering Eff Summer 2 2020

GER> GEP Review

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
McGowan	Pickworth, Ozturk, Belk	NS	BIO 106 Biology in the Modern World Lab	*Up for review.
Casper	McGowan, Haeseler, Annett-Hitchcock	NS	FOR/PP 318 Forest Pathology	*Up for review.
Beckstead	Lee, Podurgal, Orcutt	NS	HS 200 Home Horticulture	*Up for review.
Lee	Liu, Belk, Casper	NS	PY 124 Solar System Astronomy	*Up for review.
Annett-Hitchcock	Gill, Gilmartin, Minogue	NS	TMS 211 Introduction to Fiber Science	*Up for review.

Courses New to GEP

Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Gilmartin	Beckstead, Podurgal, Annett-Hitchcock	IP	HI 344 Dinomania: Dinosaurs in Culture and Science	New Course
Haeseler	Liu, Gill, McGowan	SS, USD	SOC 212 Race in America	New Course

Discussion: Chair Elect

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 2018-2019

September 6, 2019
Talley Student Union 5101
Call to Order: 1:31 PM

Members Present: Past Chair Daniel Monek (Proxy for Chair), Jillian Haeseler, Carrie Pickworth, Autumn Belk, James Minogue, Carolina Gill, Darby Orcutt, Katherine Annett-Hitchcock, Robert Beckstead, David Gilmartin, Johnathan Casper, Herle McGowan, Tom Koch (DM Proxy)

Members Absent: Chair Kim Bush, Richard Podurgal, Alice Lee, Min Liu, Hatice Ozturk,

Ex-Officio Members Present: Li Marcus, Lexi Hergeth, Rudi Seracino (UCCC Chair), Melissa Williford, Logan Griffin, Bret Smith, Erin Dixon

Guests:

WELCOME AND INTRODUCTIONS

- **Remarks from Proxy Chair Dan Monek** – Had the members and guest introduce themselves and welcomed the committee. Chair explained the various votes used during the meetings, the GER to GEP review process and that courses sunset at this time would have the sunset process close in Fall 2020.
- **Establish Quorum**- Quorum is set at 9 members and approved by the committee.
- **Remarks and Updates from OUCCAS/DASA**
- **Approval of the Minutes from May 3rd 2019** – Approved Unanimously
 - Discussion: Motion to approve the past minutes by member Autumn Belk.

NEW BUSINESS

Consent Agenda - Approved Unanimously

Discussion: Motion to approve the consent agenda by member Herle McGowan.

GER>GEP Review

- **AFS/BI 455/(555) History of the Civil Rights Movement:** (HUM, USD) – Approved Unanimously
Discussion: Motion to approve by member David Gilmartin.
- **BIO 105 Biology in the Modern World:** (NS) – Approved for Sunset
Discussion: Motion to begin sunset process by member Herle McGowan.
- **FOR 414 World Forestry:** (GK) – Approved for Sunset
Discussion: Motion to begin sunset process by member Johnathan Casper.
- **HI 445/(545) Early American Borderlands:** (HUM, USD) - Approved Unanimously with Suggestion
Discussion: Motion to approve by member David Gilmartin. Up for review HUM, new to USD. Presenter suggested on page 4 under the first HUM objective to change the title from frontier to borderlands.
- **HI 446/(546) Topics in Civil War and Reconstruction:** (HUM, USD) – Approved Unanimously
Discussion: Motion to approve by member David Gilmartin.
- **HON 341 Time Travel:** (HUM (Dropping IP)) – Tabled with Suggestion
Discussion: Motion to approve by proxy member Tom Koch. Member commented that the wording in the syllabus and the CIM GEP information doesn't match and needs to. Member suggested wording in the syllabus is more specific and clear than the wording in the CIM fields. Members commented that objective 3 has information repeated twice and that the first outcome is vague. For objective one, the members are uncomfortable approving the information in the CIM fields as it is not enough, if the instructor agrees that the wording in the syllabus the course would be approved pending copying this wording. If the instructor does not wish for the syllabus wording, the action will be tabled to return for further review. Motion approved to amend the motion from Approved to Approved Pending the wording of the first HUM outcome with a suggestion to clean up the repeated information in objective 3. Members discussed Objective 3 and

considered Tabling the action to allow for the instructor to amend and submit for review. Motion approved to amend the motion from Approve Pending to Tabled needing rewording of the first and third outcomes, with the suggestion that the wording in the syllabus could be used.

- **Motion to bundle the three Political Science, members wish to pull PS 241 from the bundle- Motion revised to include PS 202 and PS 314 for SS.**
PS 202 State and Local Government: (SS) – *Approved Unanimously*
PS 314 Science, Technology and Public Policy: (SS) – *Approved Unanimously*
Discussion: Motion to approve by member David Gilmartin. Reviewers indicated both courses are good.
- **PS 241 Introduction to Comparative Politics:** (SS, GK) – *Tabled*
Discussion: Motion to approve by member David Gilmartin. Reviewers commented that the SS measures don't provide insight as to how the outcomes will be measured. The measures seem to repeat the information from the outcome, without providing insight for all three measures. Reviewer indicated the GK outcomes are vague, however the specificity in the measures provides insight to the outcomes. Member motioned to amend the motion from Approved to Tabled based on providing insight beyond repeating the outcome and suggested providing exam question examples and/or reaching out to the office of assessment for guidance. Motion approved to amend the motion from Approved to Tabled awaiting strengthened information or examples for the measures and outcomes in the SS category as a whole to provide clarity.
- **PY 123 Stellar and Galactic Astronomy:** (NS) – *Approved Unanimously with Suggestion*
Discussion: Motion to approve by member Herle McGowan. Reviewers commented that this outcomes and measures were very well done. Member asked if the example in the first outcome "students will learn how and when to apply..." has confusing wording and suggested clarifying the order of operations in the example.
- **SOC 241 Sociology of Agriculture and Rural Society:** (SS) – *Approved Unanimously*
Discussion: Motion to approve by member Jillian Haeseler. Reviewer indicated the outcomes and measures look good.
- **SOC 311 Community Relationships:** (SS) – *Approved Unanimously*
Discussion: Motion to approve by member Jillian Haeseler. Reviewers commented that the outcomes and measures look good.

Courses for GEP Review

- **HI 470/(570) Exploring World History:** (GK) – *Approved Unanimously*
Discussion: Motion to approve by member Jillian Haeseler. Reviewers indicated the outcomes and measures look good, align well, and have thoughtful measures.

Special Topics Courses / Honors Offerings with GEP

- **HON 293 Literature and Science:** (IP, GK) – *Tabled*
Discussion: Motion to approve the by member Autumn Belk. Reviewer indicated there was confusion on objective two IP "Analyze texts and contexts for the purposes of critical argument" and asked if other members were able to identify what is meant by "critical argument". Member also mentioned that for IP there should be information about how the two disciplines are related and work together. Member indicated the two IP disciplines seem to be addressed separately. Member expressed they feel the outcome meets the objective, but the example in the measure of the third outcome provides more insight as to the connections between literature and science.
In the first outcome, the members expressed that the outcome is too vague and doesn't address the interdisciplinary nature.
Member brought attention to the IP box providing the disciplines being covered in IP and suggested moving this box to the top of the form.
Members discussed objective 2 and suggested indicating that the literature being reviewed is 19th century and evolutionary biology specifically.
Members discussed what type of amendment should be. Members reiterated the clarifications from last year that the two disciplines should be covered as well as the connection between the two. How science affects literature and how literature affects science, how the outcomes techniques and concepts are used from both disciplines and the impact on both. Motion amended from Approved to Tabled is approved unanimously.
- **HON 293 (002) Globalization of China, 1500-1840:** (IP, GK) – *Tabled to the next meeting with Suggestion*
Discussion: Motion to approve by member Autumn Belk. Reviewers indicated the IP category has similar issues as the previously discussed course. Reviewer indicated the first IP outcome is a bit vague, but the second IP outcome

provides a bit more information. Member expressed that the “apply ideas from other fields” as an outcome for the first IP objective and that there is no connection between the two in order to make the course interdisciplinary. Members, XONV members and the chair discussed the best course for students, if splitting the vote, approving GK and tabling IP. Members and XONV members discussed the issue of the Honors courses being approved for GEP credit in the same semester that the courses are being taught.

Bret Smith explained that the GEP designation is approved by CUE, for HON special topics courses, for non HON special topics courses, a new course would be approved as a course, if the GEP was not approved, the course would have the GEP information removed in order to complete the approval process to be an existing course offered at NC State. Bret asked the members to not be influenced by the fact that the courses are being offered this semester, and that the vote should be based on if the course meets the GEP standards for any course offered at NC State.

Chair clarified the procedure, there is the option to table, expressing that GK is okay and that the course is tabled for IP; or there is an option to split the vote, approving GK and removing IP and moving the course forward with only one GEP category.

Motion amended to Table the course to the next meeting with the understanding that at the next meeting, if nothing is received the committee will split the two GEP categories to be voted on at the next meeting. Amendment Approved.

➤ **HON 297 Interpreting American Cultures:** (IP, USD) – Tabled

Discussion: Motion to approve the by member Autumn Belk. Reviewer indicated the measures are strong and reiterated the suggestion for the discipline box to be moved up. Reviewer indicated the use of the word “understand” and the use of “one or more” is inappropriate for an IP measure, because if they are using interdisciplinary there is a need for more than one discipline. Members indicated it is not clear by the outcome and the measure that the course is addressing multiple disciplines. Member also indicated the first measure needs more insight. Member also indicated the third IP outcome does not provide insight as to what outcome and application of multiple disciplines are being taught.

➤ **IPGK 295 Research as a Profession:** (IP, GK) – Approved Pending

Discussion: Motion to approve the by member Autumn Belk. Need for form reformation was reiterated for font consistency. Members motioned to amend the motion from Approved to Approved Pending the information in the attachment to be copied into the form for clarification. Amended motion approved.

Discussion: Members discussed the need to set a precedence for the year and for consistency throughout all actions. Nominations for Chair Elect opened. Li Marcus and Bret Smith explained the CIM fields being updated.

Meeting adjourned at 3:06 PM

Respectfully submitted by Lexi Hergeth

HON GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293

Department(s)/Program	History/HON	New GEP Special Topics Offering	<input type="checkbox"/>
Special Topic Title: (30 character limit)	Globalization of China, 1500-1840	Review for 2nd Offering	<input type="checkbox"/>
Term to be Offered	Fall 2019		
Instructor Name/Title	Xiaolin Duan/Assistant 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* [\[Click Here\]](#)

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.

- Apply ideas from other fields, such as art history and geography, to the study of history.

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 be asked to choose one photograph/image/map/artifact and analyze how this image/artifact connects to and sheds light on two or more disciplines. Sample writing assignment #1 is included. This writing assignment takes 15% of the final grade.

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.

- Evaluate cultural, social and psychological values of material goods and their contribution to global connections from multiple disciplinary perspectives (e.g.: history, art history, religious studies).

Measure(s) for above Outcome:

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

Students will be asked to write an analytical review of one of the assigned scholarships (article or book chapter), and they need to evaluate the author's use of different disciplinary research methods. Sample writing #2 is included. This writing assignment takes 15% of the final grade.

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

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

- Design, set up and present exhibitions on a historical theme by synthesizing views of other disciplines.

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 project of this class is to design an exhibit on one theme of China's global connections. Students will be asked to research a material culture-based topic as the academic preparation for the exhibit design. They need to incorporate historical documents, literary collections, geographical maps and material objects in their research. Detailed explanation of the final project is included in the syllabus.

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?

Mainly history and art history, with occasional discussions that involve geography and religious study.

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"?

Students will be asked to read primary documents and secondary scholarship not only in the field of history but also in art history and religious studies (see sample writing assignment #2). The material goods discussed in the class, such as maps, porcelains, copper plate prints, will be analyzed with both historical and art historical approaches (see sample writing assignment #1). Students will be asked to synthesize different disciplinary research methods in their design of the final

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.

- Synthesize research on early modern Chinese history and culture to make arguments about globalization.

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 all the writing assignment (see sample writing assignments #1 and #2) and final project, students will be able to synthesize research on early modern Chinese history and culture to make arguments about globalization.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Global Knowledge Objective 5, 6, or 7:
Obj. 7) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

- Make connections between China and the outside world historically and geographically to evaluate the current development of globalization.

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 project of this class is to design an exhibit on one theme of China's global connections. Detailed explanation of the final project is included in the syllabus. This final project takes 35% of the final grade.

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):
 - Tuesday & Thursday, 3:00-4:15 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type:
I prefer rooms with moveable chairs and tables so group workshops could be feasible.
- 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 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)
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.

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

Anne C. Guter 4/22/19
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] 4/22/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 5/2/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

North Carolina State University

HON 293-002 Globalization of China, 1500-1840

Fall 2019, 3 credit hours

TTH 3:00-4:15 00202 Quad Commons

Dr. Xiaolin DUAN
Office: Withers Hall 464

E-mail: xduan4@ncsu.edu
Office hours: TTH 1:30-2:30 &
by appointment

Course Description

Nowadays, individuals and institutions are connected with and influenced by what is happening in other parts of the world. Such a global world as we see today, however, is not entirely a modern product, and nor is it solely a result of European explorations. This course takes the 16th to the early 19th century as the beginning stage of globalization, and especially focuses on how China was woven into this emerging global network. In roughly chronological order, we will be focusing on China's interaction with the New World, the Dutch, the Great Britain, and the US.

During this early-modern period of intensifying interaction and exchange, "things" travelled more than ever before, and in their movement across various boundaries, they acquired and created new meanings. We will therefore look into commodities such as ceramics, tobacco, tea, and textiles, all of which generated new relations and expanded the cultural horizon of early modern people.

General Method of Instruction

The class focuses on a set of stimulating first-hand records, cutting-edge scholarship and online museum catalogues. The class format will be a combination of interactive lectures, discussion, presentation, group research, and exhibition workshops.

Prerequisites: None

Textbook:

- Marks, Robert. 2007. *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-First Century*. 2nd ed. Lanham: Rowman & Littlefield Publishers. \$25.67
- Brook, Timothy. 2008. *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*. 1st U.S. ed. New York: Bloomsbury Press. \$17.19
- Readings other than the textbook are available **in pdf format on Moodle**.

GEP Category Requirements: Global Knowledge

This course fulfills the NCSU General Education Co-Requisite for Global Knowledge. Each course in Global Knowledge will provide instruction and guidance that help students to achieve the following goals.

1. Identify and compare systematically ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people from different societies.
2. Identify the historical context of ideas and cultural practices and their dynamic relations to other historical contexts;
3. Explain how a culture changes in response to internal and external pressures.

GEP Category Requirements: Interdisciplinary Perspectives

This course fulfills the NCSU General Education Co-Requisite for Interdisciplinary Perspectives objectives. Each course in Interdisciplinary Perspectives objectives will provide instruction and guidance that help students to achieve the following goals.

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.

Learning Objectives:

- Synthesize research on early modern Chinese history and culture to make arguments about globalization.
- Make connections between China and the outside world historically and geographically to evaluate the current development of globalization.
- Apply ideas from other fields, such as art history and geography, to the study of history.
- Evaluate cultural, social and psychological values of material goods and their contribution to global connections from multiple disciplinary perspectives.
- Design, set up and present exhibitions on a historical theme by synthesizing views of other disciplines.

Course Assignments and Grading

Engagement: 20%

Reading Observations: 15%

Writing Assignments: 30% (15% for each)

Exhibit Project: 35%

Grade Scale (standard rounding practices followed):

98.0 - 100 = A+	93.0 – 97.99 = A	90.0 – 92.99 = A-
88.0 – 89.99 = B+	83.0 – 87.99 = B	80.0 – 82.99 = B-
78.0 – 79.99 = C+	73.0 – 77.99 = C	70.0 – 72.99 = C-
68.0 – 69.99 = D+	63.0 – 67.99 = D	60.0 – 62.99 = D-
0 – 59.99 = F		

Engagement

Your participation grade will be based upon your contributions to the class,

especially during discussions (see the rubric at the end of the syllabus for details). They are where you will learn critical thinking and persuasive presentation. You are required to **bring a copy of the readings** to each class period. Absences without excuse and showing up late will affect your participation grade.

Reading Observations:

For each class meeting (not the days for workshop), you are required to write a half-to-one page (200-400 words) observation pulled from that day's readings. Reading observations should be brief comments or questions concerning one of the readings. They are **due on Moodle by 10 AM** on the day of the class. Reading Observations will **not** be accepted late. Each observation counts for one point, and you are allowed to miss two without influencing the grade.

Writing Assignment

For writing assignment one (2-3 pages), you will be asked to evaluate one nonwritten primary sources. For writing assignment two (4-5 pages), you will select one reading that you found the most enlightening during the semester and write a critical review.

Exhibition Project:

Learning history does not only train you with critical thinking and writing, but also with developing the skills that help to make serious history approachable to ordinary audiences. This exhibition project aims to cultivate your skills of collecting, analyzing, and presenting sources, as well as synthesizing research perspectives from different disciplines. Equally important, this is a showcase for you to demonstrate and share what you gained from the class.

You will be divided into groups based on your interest. Each group will propose a topic that elaborates on globalization and how China was involved. The topic could be on an object, a historical person, a specific place, or a general theme. Suggestions will be provided in class.

Through the semester, we will have several workshops that help you to come up with topics, find visual/material evidences, compose label information, and design the physical display. A research guide webpage will be provided as well.

The project takes 35% of the final grade, which consists of the following parts:

1. Two **group conferences** are scheduled through the semester (in week 6 and 11). As a group you need to bring topic ideas, sources from where the group plans to start, and a group task distribution proposal. I will brainstorm with you and help sharpen your ideas. Showing up unprepared will negatively affect your group grade. (5%)
2. You are expected to fully engage with the **workshops** by completing assigned works before, during and after the workshops. (5%)

3. In Week 10, each group will put together a **project proposal** based on what they have accomplished in previous workshops. You will get feedback on the proposal from the instructor, the guest consultants, and peer groups. (5%)
4. The **final exhibition**. Professors from different departments will come, and you can invite your friends and advisors. Each group has 5 minutes to introduce your project. Audiences will ask questions and fill out evaluation forms. (10%)
5. The **final portfolio**. It should include: a). Revised proposal that incorporates feedback you get, b). Annotated bibliography, c). all the label writings and additional research you have done, d). Each member of the group will submit a self-evaluation separately. (10%)

Grading Policies:

Late papers **will not be accepted without evidence of an emergency**. If you have a legitimate reason to request an extension on a paper, email the professor **at least 72 hours in advance of the due date**. Extensions will be granted on a case-by-case basis.

- I will not issue reminders for upcoming deadlines. Please copy the course schedule items into your personal calendar and set up reminders for them.
- Should you be unable to participate in the class due to a personal emergency or serious illness: take appropriate documentation to the Division of Academic and Student Affairs (919-515-2446; academic-student-affairs@ncsu.edu). DASA staff will work with you to verify the absence and report back to me, usually by copying a message to you, the instructor, and your advisor. It is your responsibility to make sure that this is completed in a timely manner.

Professionalism

Attendance is required. You are allowed 3 unexcused absences. **Each additional unexcused absence will result in a 2-point penalty to your final grade**. If you are more than ten minutes late to class without a legitimate excuse, you will be marked as absent.

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 or injury) must be documented by the Student Organization Resource Center 515-3323 within one week of returning to class. Late work will be accepted only in situations where absences were excused.

Please consult the following website for further information on University attendance regulations: <https://policies.ncsu.edu/regulation/reg-02-20-03>.

Cell phones must be silenced and kept out of sight for the duration of the class. Texting, talking and playing on a cell phone is not participating in class.

Laptops are not allowed during lectures and discussions, unless you have a documented disability that requires you to use them or I have given explicit permission for a specified activity.

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

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

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 Services 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>.

Academic Integrity

Regardless of discipline, honest and rigorous scholarship is at the foundation of a Research I institution. Students are bound by the academic integrity policy as stated in NCSU Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. Instructors may require students to write the Pack Pledge on every exam and assignment and to sign or type their name after the pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Violations of academic integrity will result in referral to the Office of Student Conduct with a recommendation of a failing grade for the assignment, and they will be reported to the department head.

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.

*** The syllabus is subject to change at the instructor's discretion. It is the responsibility of students to inform themselves of any changes announced in class.**

Class Schedule

Week 1 8/22 TH	Introduction China in the World
Week 2 8/27 T	A Global world Perspectives and Theory of Globalization <u>Secondary Source:</u> Marks, <i>The Origins of the Modern World</i> , Introduction. Jackson Anna & Amin Jaffer, <i>Encounters: The Meeting of Asia and Europe, 1500-1800</i> , 1-14. <u>Listen to:</u> browse BBC “A History of the World in 100 Objects” (http://www.bbc.co.uk/ahistoryoftheworld/about/british-museum-objects/), especially No. 61-95, pick one that interests you the most and prepare to talk about it in class: How does this object make connections across regions? What does it tell you that textual sources normally could not?
8/29 TH	Group Presentations: Five Centuries of World History
Week 3 9/3 T	The Thirteenth and the Fifteenth Century The Climate Transition and a Global Moment, 1300-1400 <u>Secondary Source:</u> Robert Marks, <i>The Origins of the Modern World</i> , Ch. 1 <u>Primary Source:</u> Marco Polo, <i>The Travels</i> , 113-131 <u>Listen to:</u> BBC 064 The Percival David Vases, 074 Jade Dragon Cup
9/5 TH	The Ming Dynasty and Zheng He’s Voyage <u>Secondary Sources:</u> Marks, <i>The Origins of the Modern World</i> , Ch. 2 Pomeranz & Topik, <i>The World that Trade Created</i> , 47-49
Week 4 9/10 T	The Sixteenth Century Exhibition Workshop I: Where to start?
9/12 TH	Commercial Revolution in Ming China <u>Secondary Source:</u> Valerie Hansen, <i>The Open Empire</i> , 398-407 <u>Primary Source:</u> Ebrey, <i>The Source Book</i> , 213-220 <u>Listen to:</u> BBC 072 Ming banknote
Week 5 9/17 T	The Sixteenth Century Portuguese Settlements and China through the Eye of Matthew Ricci <u>Secondary Source:</u> <i>Encounters</i> , 126-133 <u>Primary Source:</u> <i>China in the 16th Century: The Journals of Matthew Ricci, 1583-1610</i> , selected chapters.
9/19 TH	Exhibition Workshop II: Group division and brainstorm
Week 6	The Seventeen Century

9/24 T	The Maritime World <u>Secondary Source:</u> Brook, <i>Vermeer's Hat</i> , Ch.1-2 (Ch.2 optional)
9/26 TH	Dutch East India Company <u>Secondary Source:</u> <i>Vermeer's Hat</i> , Ch. 3 <i>The World that Trade Created</i> , 126-7.
Week 7	The Seventeen Century
10/1 T	The Silver Flows <u>Secondary Source:</u> <i>Vermeer's Hat</i> , Ch. 6
10/3 TH	Discussion: New Crops, New World and Global Change <u>Secondary Source:</u> Valerie Hansen, <i>The Open Empire</i> , 140-144 Marks, <i>The Origins of the Modern World</i> , Ch. 3
Week 8	The Seventeen Century
10/8 T	Exhibition Workshop III: Campus Tour for sample display cases
10/10 TH	Fall break
Week 9	The Eighteenth Century
10/15 T	Exhibition Workshop IV: Group conference will be scheduled during this week
10/17 TH	The Manchus Came <u>Secondary Source:</u> Jonathan D. Spence, <i>Emperor of China: Self-portrait of Kang Hsi</i> , 61-89.
Week 10	The Eighteenth Century
10/22 T	Discussions: Qing Marches to the West <u>Online Sources:</u> <i>The Conquests of the Qianlong Emperor</i> . Mactaggart Art Collection 2004.19.68 <u>Secondary Source:</u> Laura Newby, "Copper Plates for the Qianlong Emperor: from Paris to Peking via Canton," <i>Journal of Early Modern History</i> 16 (2012): 161-199.
10/24 TH	Exhibition Project Workshop V: Research and annotated bibliography
Week 11	The Eighteenth Century
10/29 T	Western-influenced and Export Art <u>Secondary Source:</u> Musillo, Marco. "Reconciling Two Careers: The Jesuit Memoir of Giuseppe Castiglione Lay Brother and Qing Imperial Painter." <i>Eighteenth-Century Studies</i> , 42.2008, 45-59. <u>Online Source:</u> Exhibition "East and West: Chinese Export Porcelain."
10/31 TH	Gardens: Perceptions of Nature in East and West

Online Sources: Mactaggart Art Collection “Complete View of the Lion Grove ca. 1757”

Secondary Source: David Porter, *The Chinese Taste in Eighteenth-Century England*, Ch. 2.

Week 12
11/5 T

The Eighteenth Century

Textiles: Weaving and Wearing the Global World

Online Source: Exhibition “Interwoven Globe: The Worldwide Textile Trade, 1500–1800.”

Secondary Source: Beverly Lemire and Giorgio Riello, “East & West: Textiles and Fashion in Early Modern Europe,” *Journal of Social History*, Vol.41 (No.4), 887-916.

11/7 TH

Canton Trade and the McCartney Embassy of 1793

Online Source: “Rise and Fall of the Canton Trade System,” “Emperor Qianlong’s Letter”

Secondary Source: Paul Arthur Van Dyke, *The Canton Trade: Life and Enterprise on the China Coast, 1700-1845*, 19-33.

Marks, *The Origins of the Modern World*, Ch. 4

Week 13
11/12 T

The Nineteenth Century

Tea and Opium

Primary Sources: Two units of readings (see Moodle): 1). Chinese point of view, 2). Western point of view.

Secondary Source: *Vermeer’s Hat*, Ch. 5

Pomeranz&Topik, *The World that Trade Created*, “3.7”

11/14 TH

Exhibition Workshop VI: Exhibit proposal

Week 14
11/19 T

Exhibition Project Workshop VII: Second group conference

11/21 TH

American Merchants and Chinese Migrants

Primary Source: Lisa Yun, *The Coolie Speaks*, selected chapters.

Week 15
11/26 T

Exhibition Project Workshop VIII: Logistics and physical design

11/28 TH

Thanksgiving Break

Week 16
12/3 T

Exhibition Project Workshop X: Display Set Up

12/5 TH

Exhibition Presentation Day

12/10 T

Final Exhibition Portfolio due 4 PM

Class Participation Rubric

GRADE	CRITERIA
90-100	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers specific analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.
80-89	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions to other students
70-79	<ul style="list-style-type: none"> • Demonstrates basic preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to the discussion, but contributes to a moderate degree when called on.
60-69	<ul style="list-style-type: none"> • Present but not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in the discussion.
0-59	<ul style="list-style-type: none"> • Absent for more than ten class meetings. • Present but participation is intentionally disruptive & impends others' participation or sense of the classroom as a safe environment.

Writing Assignment #1
due **via Moodle by Thursday, February 21st 5PM.**

You will choose a photograph/image/map/artifact (from either the book or from the class slides, or from your outside research) that relates to one topic discussed in our textbooks. You will then write a 2-3 page paper that provides an analysis of the image/artifact and discuss:

- how the image/artifact compliments and/or challenges the authors' interpretation.
- how this image/artifact connects to and sheds light on one or more disciplines (e.g.: history, art history, anthropology, religious studies, geography, literature, etc..)

Requirements:

- Have a thesis that is concise and arguable
- Attach a copy of the photograph to your paper
- Provide proper footnotes for all citations
- Avoid passive voice

Writing Tips:

- Choose an image or an artifact that allows you to highlight your interpretive skills
- Use the analytical guidelines in *A Student's Guide to History*
- Allow yourself enough time to proofread and revise
- Make good use of my office hours; and you may email your thesis to me if you need feedback

Grading:

- This paper will constitute 5% of your final grade
- I will grade it on the scale of letter grades, see the syllabus for more details
- Your grade will be derived from the following quotients: 1). Your analysis of the image/artifact, 2). Your discussion of the two questions, 3). The conciseness and persuasiveness of your thesis, 4). The connections you can make with our textbooks and in-class discussion; 5). Correct formatting and language

Writing Assignment #2 _ Secondary Scholarship Review

DUE: **November 4th (Friday)**, hardcopy at the beginning of the class.

FORMAT: 4-5 pages, typed, double-spaced, in 12-point font, with 1.00 margins. Follow MLA or Chicago citation style. You need to include a bibliography at the end of the essay.

PROMPT:

Select one secondary reading that you found the most enlightening among what we have covered this semester. You can choose from book chapters and articles, but the online sources are not counted. Write a **analytical review** of the reading, covering a). what question(s) the author addresses and the argument he/she makes, b). the sources he/she uses, c). the research approaches he/she uses, d) the pros and cons of this article, and e). the potential audiences of this scholarship.

REQUIREMENTS:

- You **must make connections** with other readings (primary and/or secondary, at least another one), lectures and our discussions.
- You need to **evaluate the author's use of different disciplinary approaches**.
- This is **not** merely an observation or a summary, but a **critical evaluation** of how this article contributes to our understanding of global connection.
- Make sure to **cite and evaluate specific** discussions from the reading, include the page number.
- While **outside sources** are encouraged, online sources are **not** accepted without permission from the instructor.
- Double check that you have **topic sentences** for each paragraph and a conclusion.

REMINDERS

- The Writing Center is open in Belk Library M-Th 10AM-10PM, F 10AM-4PM, Sun 2-10PM. Writing tutors are there to help you with any aspect of your paper. You can make a reservation online via the library page.
- Let me know if you'd like to meet to talk about ideas, outlines or drafts.
- Late submission will NOT be accepted, unless you get extension ahead of time. Questions regarding the paper should be emailed to me at least 48 hours prior to the due day (by 11/2 10:50AM)

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: <small>(30 character limit)</small>	A Global History of American Food and Drink	Review for final Offering <input checked="checked" type="checkbox"/>	
Term to be Offered	Fall 2019		
Instructor Name/Title	Prof. Charles C. Ludington		
SECTION 1: GEP CRITERIA			
<p><u>Instructions:</u></p> <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] 			
Interdisciplinary Studies			
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <u>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</u></p> <p>Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists, by reading about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by me in class, while both readings and class discussion will teach students about different disciplinary objectives, methods, strengths, and weaknesses.</p>			
<p style="text-align: center;">Measure(s) for above Outcome:</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>Discussion, reading synthesis papers, and a 15 page research paper will require students to incorporate the approaches and arguments of scholars from a wide variety of fields, including history, anthropology, sociology, horticulture, animal husbandry, and nutrition. As part of their term paper, students will be measured by their ability to recognize and integrate these diverse approaches in the arguments they make about food production and consumption in the past and present.</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.

Students will identify and apply connections between multiple disciplines. For instance, students will be able to analyze contemporary American foodways in a broad historical context; to understand the meanings people ascribe to growing, cooking, and eating food, and the social relationships that food both reflects and constructs; to know how plants and animals are grown and produced for consumption; to estimate the economic and social costs of food production and consumption; to be aware of the likely health effects of consuming certain foods and drinks; and to identify the disputes among doctors and nutrition scientists regarding the health effects of various diets.

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, reading synthesis papers, and a 15 page research paper will require students to apply intra and interdisciplinary perspectives on required inclass topics as well as students' own research paper topics. Student success in class discussion and on their papers will be measured by their ability to recognize and understand various disciplinary perspectives, to apply them individually to the question at hand, but to arrive at interpretations that integrate the individual approaches of multiple disciplines into a cohesive argument.

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.

Students will explore and synthesize history, anthropology, sociology, literary analysis, chemistry and biology to understand the differences within and between disciplines, by reading about food production and consumption these different disciplinary perspectives, and by integrating these perspectives into their own oral and written arguments.

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.

Student ability to explore and synthesize multiple disciplinary approaches will be measured by their in-class comments and presentations, reading synthesis papers, and 15 page research papers. For instance, for their research papers, students are required to create bibliographies that exhibit the use of at least three different disciplinary approaches to the same subject.

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, anthropology, sociology, geography, biology, literature, public policy, public health.

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"?

Students will be given a variety of readings from all of the above fields. Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists, by reading about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by me in class, while both readings and class discussion will teach students about different disciplinary objectives, methods, strengths, and weaknesses. Students in relevant majors will be asked to explain to other students the particular approach of scholars in their field, what the methodologies are, and what the strengths and weaknesses of their approach might be. As a consequence, all students should be able to integrate the multiple points of view into their interpretation and understanding of food production and consumption in the human past and present.

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.

Students will identify and describe the foods, production methods and eating practices (foodways) of different cultures around the world. Students will recognize how different food and foodways both reflect and construct ideas of gender, religion, class, ethnicity and nation, around the globe and across time.

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.

Class discussions, presentations, and three papers will ask students to identify and analyze the ways in which food is a form of “language” in every culture, and how food reflects and constructs ideas of gender, religion, class, ethnicity and nation, in places ranging from Ancient China to Mughal India, Classical Greece and Rome to Nineteenth Century France, and finally to the United States. Throughout the class readings and discussions, and in at least one of their three papers, students will identify and examine distinguishing characteristics of people outside the United States.

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

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

Having read about, discussed, and analyzed foods and foodways from around the globe and across time, students will be able to compare and contrast the uses and meanings of foods in a variety of cultures. This emphasis on the diversity of food and foodways reveals the almost limitless diversity, and hence constructed nature of human cultural practices.

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.

Class discussions, presentations, and papers will require students to compare and contrast the uses and meanings of foods in a variety of cultures. Student performance will be measured by their ability to interpret and categorize the uses and meanings of food from cultures around the globe, including the culture(s) of the United States.

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 and Thursdays 3:00 PM – 4:15 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: 461 Riddick Hall
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

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

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

Please see syllabus

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

Please see syllabus

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

Please see syllabus

SIGNATURE PAGE FOR HON 293 sec 006
A Global History of American Food and Drink

RECOMMENDED BY:

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

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

ENDORSED BY:

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

[Signature] 8/26/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

NC State University

Honors 293-006

How did we get here?
A global history of American food and drink
 3:00-4:15 pm, Riddick 461

Prof. Charles C. Ludington

email: ccluding@ncsu.edu

Office: 262 Withers

Office Hours: Monday, 11:30 am-12:30 pm, and by appointment

tel. 919.619.4010

Course Description and Learning Outcomes

This reading intensive course will cover a variety of topics in the history of food and drink. We will begin with the question of how and why one might want to approach history through the subject of food and drink, and conversely, how and why one might approach the subject of food and drink through the discipline of history (as well as other disciplines such as sociology, anthropology, and public health). Part I will examine different meanings of food in both theoretical and historical terms; Part II will look at major food cultures around the world; Part III will examine global food trends from the Columbian Exchange and increased globalization to industrialization. Part IV, looks at food, foodways, and food problems in recent American history. As the course comes to a close, we will think and read more about the benefits and detriments of industrial capitalism and globalization. Ultimately, we will use the global history of food, and what we eat as Americans, as a way to understand the development, the strengths and the weaknesses of modern America within a global context.

Course Prerequisites and Restrictions

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

Course Materials

Warren Bellasco, *Food: The Key Concepts*

Carole Counihan and Penny Van Esterik, eds., *Food and Culture* (3rd ed.)

Paul Freedman, *Out of the East*

Charles C. Ludington, *The Politics of Wine in Britain*

Charles C. Ludington and Matthew Morse Booker, eds., *Food Fights*

Sidney Mintz, Sidney, *Sweetness and Power*

Micheal Pollan, *The Omnivore's Dilemma*

Wolfgang Schivelbush, *Tastes of Paradise*

NB: In addition to these texts, we will be reading a number of essays, chapters and articles from other sources. These items will be made available to you via Moodle.

Extra Credit Films

(0.5 point extra per review on overall course average)

King Corn
Supersize Me

Food Chains
Food Inc.

Fed Up
Mondovino

(1.0 full extra credit point)

Babette's Feast NB: There will be a showing of this movie for the class in DH Hill.

Schedule of Required Reading Assignments

(Required course textbooks are referred to by the author's last name. Reading assignments are subject to change. If this happens, you will be notified via Moodle.)

Part I: Foundations

Class 1: Aug. 22, Introduction: *Who are you? What's your favorite food? How is it made? Why do you like it? Why Study Food History?*

Reading: **(Before Class)** Belasco, *Food: The Key Concepts*, 1-13; Reah Tannahill, *Food in History* (New York, 1988), xv-xvi, 3-5; Jean-Louis Flandrin and Massimo Montanari, "Introduction," in Jean-Louis Flandrin and Massimo Montanari, eds. *Food: A culinary history* (New York, 1999), 1-9.

Class 2: Aug. 27, *National, Regional, and Ethnic Identity: You are what you eat*

Reading: Belasco, *Food*, 15-33; Janet Siskind, "The Invention of Thanksgiving: A Ritual of American Nationality," in Carole M. Counihan, *Food in the USA* (New York, 2002), 41-58; Ludington, *Politics of Wine*, 46-57, 104-118, 163-179.

Class 3: Aug. 29, *Food as text*

Reading: Florence Dupont, "The Grammar of Roman Dining," in Jean-Louis Flandrin and Massimo Montanari, eds. *Food: A culinary history* (New York, 1999), 113-127; Mary Douglas, "The Abomination of Leviticus," in Counihan and Van Esterik, *Food and Culture*, 48-58.

Class 4: Sept. 3, *Geography: Why place matters*

Reading: Marvin Harris, "The Abominable Pig," in Counihan and Van Esterik, *Food and Culture*, 59-71; Amy B. Trubek, "Place Matters," in Carolyn Korsmeyer, ed., *Taste Culture Reader: Experiencing Food and Drink* (Oxford, 2005), 260-271.

Class 7: Sept. 5, Religion: God(s) and food

Reading: Jean Soler, "Dietary Laws of the Ancient Hebrews", in Jean-Louis Flandrin and Massimo Montanari, eds. *Food: A culinary history* (New York, 1999), 46-54; Marvin Harris, "Mother Cow," in *Cows, Pigs, Wars, and Witches* (New York, 1989), 11-32; Carolin Young, "Dining with God," in *Apples of Gold in Settings of Silver* (New York, 2002), 3-17.

Class 8: Sept. 10, Gender: How can food and drink be masculine or feminine?

Reading: Belasco, *Food*, 35-53; Caroline Walker Bynum, "Fast, Feast and Flesh: The Religious Significance of Food to Medieval Women" in Counihan and Van Esterik, *Food and Culture*, 245-65; Ludington, *Politics of Wine*, 183-220.

Class 5: Sept. 12, Taste: Who has it and what does it mean?

Reading: Jean Anthelme Brillat-Savarin, "On Taste" in Korsmeyer, *Taste Culture Reader*, 15-24; *Food Fights*, Section 2, 79-142.

Class 6: Sept. 17, Class: Are we stuck?

Reading: Francis Joannes, "The Social Function of Banquets in the Earliest Civilizations", 32-37, and Allen Grieco, "Food and Social Classes in Late Medieval and Renaissance Italy", 302-312, in Jean-Louis Flandrin and Massimo Montanari, eds. *Food: A culinary history* (New York, 1999); David Brooks, "Getting Radical about Inequality", in *The New York Times* (July 18, 2017), Pierre Bourdieu, *Distinction: A Social Critique of the Judgment of Taste*, trans. Richard Nice (Cambridge, MA, 1984), 177-208.

Part II: Global Origins of the Modern American Palate**Class 9: Sept. 19, From Hunters and Gatherers to the Fertile Crescent**

Reading: Jean-Louis Flandrin, "The Humanization of Eating Behaviors," 13-20, and Catherine Perles, "Feeding Strategies in Prehistoric Times" 21-31, in Jean-Louis Flandrin and Massimo Montanari, eds. *Food: A culinary history* (New York, 1999); Kenneth Kipple, *A Moveable Feast: Ten Millenia of Food Globalization* (Cambridge, 2007), 51-60.

Class 10: Sept. 24, Greece, Rome, India, and China

Reading: Tannahill, *Food in History*, 60-123; Jayanta Sangupta, "India," in P. Freedman, J. Chaplin, K. Albala, eds., *Food in Time and Place* (Oakland, 2014), 68-94; Joanna Waley-Cohen, "The Quest for Perfect Balance," in Paul Freedman, ed., *Food: The History of Taste* (Berkeley, 2007), 99-134.

Class 11: Sept. 26, Germanic vs. Mediterranean: Establishing the European Diet

Reading: Massimo Montanari, "Romans, Barbarians, Christians" and "Production Structures and Food Systems in the Early Middle Ages," in Jean-Louis Flandrin and Massimo Montanari, eds. *Food: A culinary history* (New York, 1999), 165-185; Massimo Montanari, *The Culture of Food* (Oxford, 1994), 1-37 and 38-67.

Class 12: Oct. 1, *Africa and the Middle East*

Reading: Jessica B. Harris, “Out of Africa,” in P. Freedman, J. Chaplin, K. Albala, eds., *Food in Time and Place* (Oakland, 2014), 95-106; Tannahill, *Food in History* (New York, 1998), 141-151; Flandrin and Montanari, “Arab Cuisine and Its Contributions to European Culture”, 207-223.

Class 13: Oct. 3, *Coffee and Coffeehouses in the Ottoman and Arab world*

Reading: Hattox, *Coffee and Coffeehouses*, 3-45, 72-130; Charles II, A Proclamation for the Suppression of Coffee Houses (London, 1675); “The Internet in a Cup”, *The Economist* (Dec. 20, 2003), 88-90.

Class 14: Oct. 8, *Europeans and the desire for Asian Spices*

Reading: Freedman, *Out of the East: Spices and the Medieval Imagination*, 1-163.

Part III: Globalization and Industrialization**Class 15: Oct. 15, *Spices and Globalization***

Reading: Freedman, *Out of the East*, 164-214; Schievelbush, *Tastes of Paradise*, 3-14.

Class 16: Oct. 17, *The Columbian Exchange*

Reading: Kenneth Kipple, *A Moveable Feast: Ten Millenia of Food Globalization* (Cambridge, 2007), 135-162; Jean Andrews, “The Peripatetic Pepper: Diffusion of the Domesticated Capsicums since Columbus,” in Nelson Foster and Linda Cordell, eds., *Chilies to Chocolate: Food the Americas gave the World* (Tuscon, 1992), 81-93. Jared Diamond, *Guns, Germs, Steel*, pages TBD.

Class 17: Oct. 22, *Sugar and the “New Drinks”*

Kenneth Kipple, *A Moveable Feast: Ten Millenia of Food Globalization* (Cambridge, 2007), 163-183; Schievelbush, *Tastes of Paradise*, 15-95.

Class 18: Oct. 24, *Sugar and Slavery*

Reading: Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (New York, 1985), 3-73.

Class 19: Oct. 29, *Sugar and the Industrial Revolution*

Reading: Mintz, *Sweetness and Power*, 74-186.

Class 20: Oct. 31, *Food and Drink in the Industrial Age*

Reading: Jean-Louis Flandrin, “From Industrial Revolution to Industrial Food,” in Jean-Louis Flandrin and Massimo Montanari, eds. *Food: A culinary history* (New York, 1999), 435-441; Jack Goody, “Industrial Food: Toward the Development of a World Cuisine”, in Counihan and Van Esterik, *Food and Culture*, 72-90; Schievelbusch, *Tastes of Paradise*, 147-228.

Class 21: Nov. 5, *French Gastronomy and New Forms of “Upper Class” Food*

Reading: Priscilla Parkhurst Ferguson, “The French Invention of Modern Cuisine, 233-252, and Paul Freedman, “Restaurants, 253-275, in P. Freedman, J. Chaplin, K. Albala, eds., *Food in Time and Place* (Oakland, 2014); Jean-Robert Pitte, “The Rise of the Restaurant”, 471-480, and Julia Csergo, “The Emergence of Regional Cuisines”, 500-15, in Jean-Louis Flandrin and Massimo Montanari, eds. *Food: A culinary history* (New York, 1999).

Part IV: America: Slouching toward McDonald’s? Hopping to Whole Foods?

Class 22: Nov. 7, *American Food: An Overview*

Reading: Harvey Levenstein, *Revolution at the Table: The Transformation of the American Diet* (Berkeley, 2001), 3-43; Harvey Levenstein, “The Perils of Abundance: Food, Health and Morality in American History,” in Jean-Louis Flandrin and Massimo Montanari, eds. *Food: A culinary history* (New York, 1999), 516-29; Sidney Mintz, “Eating American,” in Carole M. Counihan, *Food in the USA* (New York, 2002), 3-33.

Class 23: Nov. 12, *Producing and Regulating Food in America*

Reading: *Food Fights*, sections 1 and 3, 13-78, 143-186

Class 24: Nov. 14, *The McDonaldization of America and the Americanization of the World?*

Reading: Felipe Fernandez-Armesto, *Near a Thousand Tables: A history of food* (New York, 2002), 187-224; Claude Fischler, “The McDonaldization of Culture”, in Jean-Louis Flandrin and Massimo Montanari, eds. *Food: A culinary history* (New York, 1999), 530-547; James Watson, “China’s Big Mac Attack,” 347-358, in Carole M. Counihan, ed. *Food in the USA* (New York, 2002), Belasco, *Food*, 55-104.

Class 25: Nov. 19, *Too Much and Too Little: Critiquing the “Food System”*

Reading: Michael Leahy, “The Food Trap: Why Americans are sentencing themselves to death by overeating,” in *The Washington Post Magazine* (July 18, 2004), 14-19, 28-33; Robert Albritton, “Between Obesity and Hunger: The Capitalist Food Industry”, in Counihan and Van Esterik, *Food and Culture*, 342-44; Alice Julier, “The Political Economy of Obesity: The Fat Pay All”, in Counihan and Van Esterik, *Food and Culture*, 546-62.

Class 26: Nov. 21, *Gender Stops for no (Wo)Man*

Reading: Joan J. Brumberg and Ruth Striegel Moore, “Continuity and Change in Symptom Choice: Anorexia”, in Carole M. Counihan, ed. *Food in the USA* (New York, 2002), 205-18; Susan Bordo, “Not just a White Girl’s Thing: The Changing Face of Food and Body Image Problems”, in Counihan and Van Esterik, *Food and Culture*, 3rd ed., 265-275; *Food Fights*, Section 4, 187-228.

End of Reading Presentations

Class 27: Nov. 26, *What's for dinner? Part I*

Reading: Michael Pollan, *The Omnivore's Dilemma: A natural history of four meals* (New York, 2006), 1-123. No reading summary required!

Class 28: Dec. 3, *What's for dinner? Part II*

Reading: Michael Pollan, *The Omnivore's Dilemma: A natural history of four meals* (New York, 2006), 124-273. No reading summary required!

Class 29: Dec. 5, *Conclusion: Cooking and Eating Food now and in the future*

Reading: *Food Fights*, Section 5, 229-284, Belasco, *Food*, 105-124.

Pot Luck Dinner Party: TBD, 502 Waterside Drive, Carrboro, NC 27510

Date and Time:

Term Paper due in my office by noon on Dec 17.

Grade Determination

Course grades will be calculated in the following manner: class participation = 25%; reading response paper and presentation = 30%; term paper = 45%.

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

Learning Outcomes

By taking this course, students will gain a greater understanding of the complexity of the world, the constructed nature of cultural practices, and interconnectedness of societies across time and space. Furthermore, students will also be able to think critically about the similarities and differences of other cultures, and thus gain a broader perspective on their own cultural beliefs and practices.

GEP Information and Work Requirements

By looking at the history of food and drink through a global and interdisciplinary perspective, this course fulfills the GEP global knowledge co-requisites and the interdisciplinary perspective requirement. See below for details.

Along with completing and writing brief summaries of each reading assignment, students will be required to participate in class discussion. In addition, on two occasions each student will present questions based upon the reading to the rest of the class. Those students who present are then required to turn in a 3-4 page reading synthesis paper at the beginning of the next class. Finally, each student will be required to write a research

paper on a topic of his/her choosing (but after consultation with me). These term-papers are to be roughly 15-20 double-spaced pages in length, not including title page and bibliography, and will be due on the day of the scheduled final exam. To receive extra credit for films, you must write a one page précis for each.

GEP category Global Knowledge

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

Course Outcome: Students will identify and describe the foods, production methods and eating practices (foodways) of different cultures around the world. Students will recognize how different food and foodways both reflect and construct ideas of gender, religion, class, ethnicity and nation, around the globe and across time.

Means of assessment: Class discussions, presentations, and three papers will ask students to identify and analyze the ways in which food is a form of “language” in every culture, and how food reflects and constructs ideas of gender, religion, class, ethnicity and nation, in places ranging from Ancient China to Mughal India, Classical Greece and Rome to Nineteenth Century France, and finally to the United States. Throughout the class readings and discussions, an in at least one of their three papers, students will identify and examine distinguishing characteristics of people outside the United States.

GEP Objective #2: Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Course Outcome: Having read about, discussed, and analyzed foods and foodways from around the globe and across time, students will be able to compare and contrast the uses and meanings of foods in a variety of cultures. This emphasis on the diversity of food and foodways reveals the almost limitless diversity, and hence constructed nature of human cultural practices.

Means of assessment: Class discussions, presentations, and papers will require students to compare and contrast the uses and meanings of foods in a variety of cultures. Student performance will be measured by their ability to interpret and categorize the uses and meanings of food from cultures around the globe, including the culture(s) of the United States.

GEP category Interdisciplinary Perspectives

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

Course Outcome: Students will identify and distinguish between the distinct approaches of historians, anthropologists, sociologists, literary critics, and natural scientists, by reading about food related topics, and often the same topic, from various disciplinary perspectives. These disciplinary perspectives will be articulated by me in class, while both readings and class discussion will teach students about different disciplinary objectives, methods, strengths, and weaknesses.

Means of assessment: Discussion, reading synthesis papers, and a 15 page research paper will require students to incorporate the approaches and arguments of scholars from a wide variety of fields, including history, anthropology, sociology, horticulture, animal husbandry, and nutrition. As part of their term paper, students will be measured by their ability to recognize and integrate these diverse approaches in the arguments they make about food production and consumption in the past and present.

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

Course Outcome: Students will identify and apply connections between multiple disciplines. For instance, students will be able to analyze contemporary American foodways in a broad historical context; to understand the meanings people ascribe to growing, cooking, and eating food, and the social relationships that food both reflects and constructs; to know how plants and animals are grown and produced for consumption; to estimate the economic and social costs of food production and consumption; to be aware of the likely health effects of consuming certain foods and drinks; and to identify the disputes among doctors and nutrition scientists regarding the health effects of various diets.

Means of assessment: Discussion, reading synthesis papers, and a 15 page research paper will require students to apply intra and interdisciplinary perspectives on required inclass topics as well as students' own research paper topics. Student success in class discussion and on their papers will be measured by their ability to recognize and understand various disciplinary perspectives, to apply them individually to the question at hand, but to arrive at interpretations that integrate the individual approaches of multiple disciplines into a cohesive argument.

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

Course Outcome: 5 Students will explore and synthesize history, anthropology, sociology, literary analysis, chemistry and biology to understand the differences within and between disciplines, by reading about food production and consumption these different disciplinary perspectives, and by integrating these perspectives into their own oral and written arguments.

Means of assessment: Student ability to explore and synthesize multiple disciplinary approaches will be measured by their in-class comments and presentations, reading synthesis papers, and 15 page research papers. For instance, for their research papers, students are required to create bibliographies that exhibit the use of at least three different disciplinary approaches to the same subject.

Late Assignment Policies

Nothing will be accepted late without permission from the instructor or without official documentation of an excused absence. For more information on what constitutes an excused absence, see: <http://policies.ncsu.edu/regulation/reg-02-20-03>

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 policies.ncsu.edu/regulation/reg-02-50-03

Academic Integrity Statement

All assignments must include a signed statement of the honor pledge: "I have neither given nor received unauthorized aid on this test or assignment." Any and all instances of plagiarism or cheating will result in an "F" and will be dealt with according to university procedures. If you have any questions regarding what constitutes plagiarism, please ask me or consult: <http://policies.ncsu.edu/policy/pol-11-35-01>

Policies on Attendance

1. You are allowed a total of four unexcused absences. After that, I will drop you from the class.
2. Computers are not allowed in class unless required by the disabilities office.
3. You are responsible for getting class notes. I will not send them to you.
4. Please do not eat during class. Drinking water is fine.
5. Texting or talking about non-class related issues during class will not be tolerated.

6. Come to class on time, be prepared to concentrate, listen, take notes and talk, with an emphasis on the key ideas and events. Please inform me if you need to leave early. Otherwise, I will be concerned that you are either ill or impolite.

7. For any questions, see: <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/>

Students with Disabilities

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

Electronic Component

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 using or sharing such information outside the course.

Class Evaluations

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

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

- Equal Opportunity and Non-discrimination policy statement: <https://policies.ncsu.edu/policy/pol-04-25-05/>
- Code of Student Conduct: <https://studentconduct.dasa.ncsu.edu/code/>
- 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/>

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.

HON 296			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	<input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Dinomania: A Cultural & Scientific History of Dinos	Review for 3rd and final Offering	<input checked="" type="checkbox"/>
Term to be Offered	Fall 2019		
Instructor Name/Title	Paul Brinkman, Adjunct Associate Professor		
SECTION 1: GEP CRITERIA			
<p>Instructions:</p> <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:</i> <i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p>Students will be able to recognize that objects and ideas in science - including dinosaurs – are culturally imbedded and have histories, and so do the values we use to make sense of them.</p>			
<p style="text-align: center;">Measure(s) for above Outcome:</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 write a midterm paper in which they will interpret a dinosaur reconstruction of their choosing. In this paper, they will attempt to address both the cultural and the scientific components of same.</p>			
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2:</i> <i>Obj. 2) Identify and apply authentic connections between two or more disciplines.</i></p> <p>Students will be able to discuss complicated and contentious issues in history and science effectively, which requires speaking precisely, listening carefully, and disagreeing respectfully.</p>			
<p style="text-align: center;">Measure(s) for above Outcome:</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 read numerous books and papers and discuss these readings in class.</p>			

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.*

Students will be able to write clearly and use different kinds of evidence from the natural sciences and the humanities effectively in order to improve their ability to form valid arguments and to communicate them well.

Measure(s) for above Outcome:

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

Students will write a final paper in which they explore the cultural and scientific history of a dinosaur taxon of their choosing.

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

See attached syllabus.

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): Mondays and Wednesdays 3:00 PM – 4:15 PM.
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: Quad Commons, room 202
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

- a. If seats are restricted, describe the restriction being applied.
University Honors and Scholars 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 and Scholars 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.

Please see syllabus.

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

Please see syllabus.

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

Please see syllabus.

SIGNATURE PAGE FOR HON 296 sec 001

Dinomania: A Cultural & Scientific History of Dinos

RECOMMENDED BY:

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

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

ENDORSED BY:

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

[Signature] 8/26/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296: The Last Dinosaur Course

Fall, 2019

Dr. Paul D. Brinkman

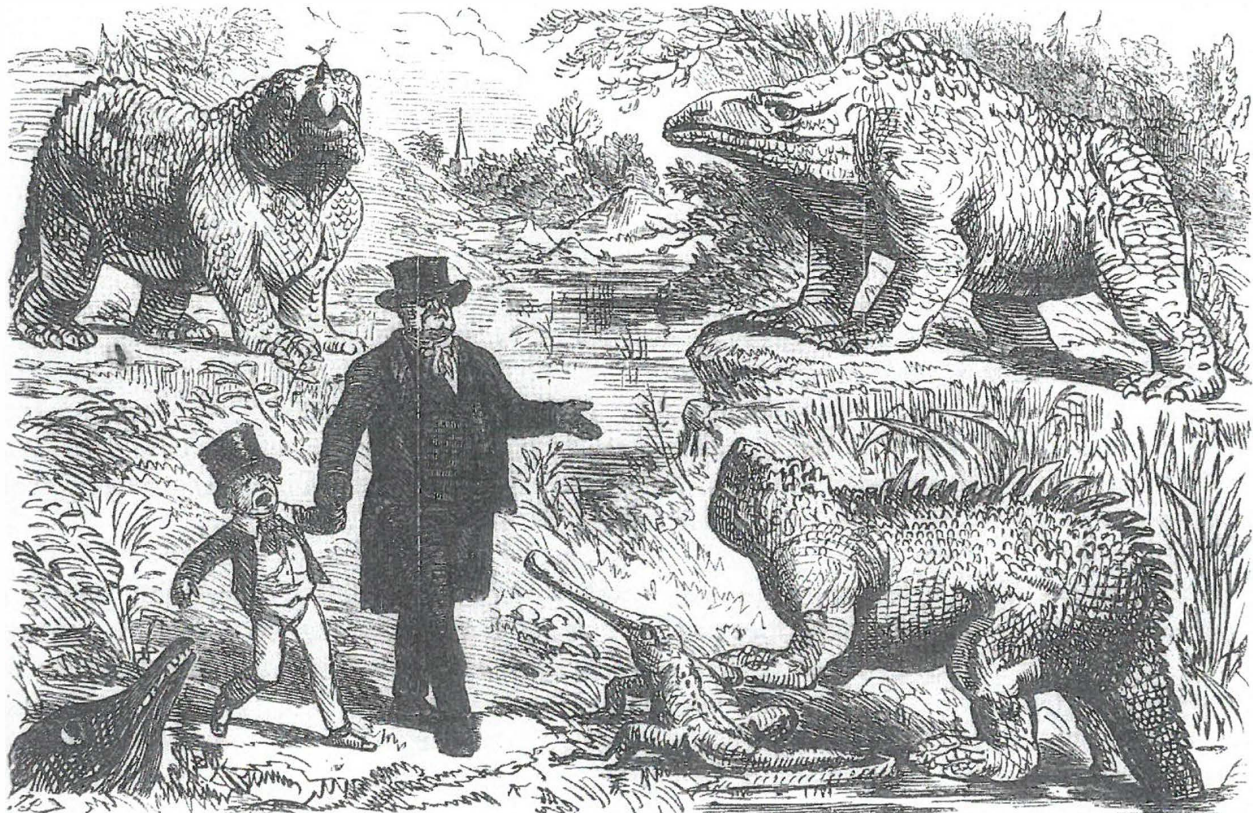
Office: Withers Hall room 252

Phone: 919-707-9282

Office hours: 1:30-3:00pm, Mon., Wed.

or by appointment

Email: pdrbrinkm@ncsu.edu



A VISIT TO THE ANTEDILUVIAN REPTILES AT SYDENHAM—MASTER TOM STRONGLY OBJECTS TO HAVING HIS MIND IMPROVED.

From *Tyrannosaurus rex* to Godzilla to Barney, from *Gertie* to *Jurassic Park*, dinosaurs are both objects of science and pop-culture icons. They are used routinely as metaphors for dominance, failure, obsolescence, hugeness and dim-wittedness. They are the objects by which science museums are judged. Victorians believed that the casual study of dinosaurs improved the mind...and they were right! Some scholars argue that a scientific understanding of dinosaurs can no longer be distinguished from their cultural counterparts. In this course, students will engage with the cultural and scientific history of dinosaurs in an attempt to disentangle the science object from the popular one. Special attention will be paid to early dinosaur discoveries and interpretations; the competitive exploration for dinosaurs in the US West and other exotic places; the origin and international spread of *dinomania*; dinosaurs as cultural icons; and, the ways that dinosaurs have been represented in the media and in public museums. This course will include critical discussion of how natural science is done, how ideas about dinosaurs are culturally embedded, and how and why those ideas change over time. It will explore the jumbled intersection of paleontology and popular culture.

Course information & grade determination:

Class will meet on Mondays and Wednesdays from 3:00 to 4:15pm in room 215 Park Shops. This is designed to be a seminar course. This means that I will rarely, if ever, lecture. Instead, class time will consist of in-depth discussion of the weekly readings.

This course, which is reading and writing intensive, will distinguish between the distinct approaches of history and science. It will train students to identify and apply the connections between history and science as we examine changing ideas about dinosaurs over time.

Each week one or more students will be assigned to take major responsibility for leading discussion of the week's reading assignments. Discussion leaders are expected to come up with topics and questions for class. In addition, all students will circulate – via Moodle – brief written responses to the week's readings by midnight on the day before class meets. Students are encouraged to respond to questions or comments in each other's messages. These can and should be used to generate class discussion.

There will be two *writing assignments* for this course, which will be explained more fully in class. For the **first** writing assignment, students will choose an iconic representation of a dinosaur and write a critique that examines how it is culturally embedded. Discussion can and should include how and why the representation differs from historic and modern scientific understandings of that particular dinosaur. This short assignment should be no more than **three** double-spaced pages long and must be illustrated (30%).

For the **second** writing assignment, students will write a biography of a dinosaur genus or species of their choosing that describes both its cultural and scientific aspects. Possible sources could and should include scientific papers and monographs, movies, television, music, novels, textbooks, cartoons, toys, museum displays, models, roadside attractions, video games, comic books, and more. Students must use at least one primary source and are encouraged to find one that is unpublished. The finished paper should be 10-12 double-spaced pages long and must be well-illustrated (60%).

Students will also present their writing assignments in class. Mid-term presentations will be brief (up to seven minutes) and informal. Final presentations will be up to fifteen minutes long and must be well illustrated. (See below for dates of student presentations.)

In addition to the above assignments, student performance will be assessed by *participation in class discussions, Moodle reading responses, and multiple class presentations* (10%).

Evaluative Rubric for participation

	Strong	Needs development	Unsatisfactory
Active listening (20 points)	Actively listens to peers and instructor. Engaged in the overall discussion (20 points)	Occasionally demonstrates lack of interest in conversation (10 points)	Disengaged from conversation/ lack of interest (0 points)

Critical engagement in discussion (30 points)	Comments are relevant to the discussion, assigned readings, other students' remarks (30 points)	Comments are occasionally irrelevant and overall attitude indicates lack of preparation (20 points)	Comments indicate little engagement and preparation (10 points)
Frequency of participation (30 points)	Regular and respectful participation in appropriate times (30 points)	Irregular participation (15 points)	Rarely participates (10 points)
Provide assignments (20 points)	Regular response to assignments. Responses demonstrate thorough engagement with the material (20 points)	Occasionally responses are not turned in. Responses indicate that little thought is given (10 points)	Infrequent responses with no or little engagement (5 points)

Grading scale:

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

Prerequisites & restrictive statements:

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

Course materials:

Required (readings assigned):

Brinkman, P. D. (2010). *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press. (\$10.00 to \$63.00)

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*. University of Chicago Press. (\$7.00-\$29.00)

Sanz, J. L. (2002). *Starring T. Rex! Dinosaur Mythology and Popular Culture*. University of Indiana Press. (\$12.00-\$30.00)

Wallace, D. R. (1999). *The Bonehunters' Revenge*. Houghton Mifflin Co. (\$6.00-\$47.00)

Some additional weekly readings will be provided via Moodle as PDFs.

Also, students are strongly encouraged to follow and read the blogs Extinct Monsters: <<http://extinctmonsters.net>>, which is written by Ben Miller, and/or Love in the Time of Chasmosaurus: <<http://chasmosaurs.blogspot.com/>>.

Recommended supplementary readings (not specifically assigned):

Farlow, J. O. and Brett-Surman, M. K. (1997). *The Complete Dinosaur*. Univ of Indiana Press.

Lacovara, K. (2017). *Why Dinosaurs Matter*. Simon & Schuster.

Schedule of required reading & assignments (subject to change):

Week 1, Aug. 22: Introductions

Week 2, Aug. 27/29: **“What is a dinosaur?”**

Required readings, Monday:

Delair, J. B. and Sargeant, W. (1975) “The earliest discoveries of dinosaurs.” *Isis* 66(1): 5-25.

Torrens, H. S. (1992) “When did the dinosaur get its name?” *New Scientist* 1815: 40-44.

Required readings, Wednesday:

Torrens, H. S. (1997) “Politics and paleontology: Richard Owen and the invention of dinosaurs.”
In: *The Complete Dinosaur*. University of Indiana Press.

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Chapters 1-13: 2-92.

Week 3, Sept. 5: **“Extinction and evolution.”**

No class on Monday of this week

Required readings, Wednesday:

Sepkoski, D. (2016) “Extinction and biodiversity: a historical perspective.” In: *The Routledge Handbook of the Philosophy of Biodiversity*. Routledge.

Semonin, P. (1997) “Empire and extinction: the dinosaur as a metaphor for dominance in prehistoric nature.” *Leonardo* 30(3): 171-182.

Simpson, G. G. (1985) “Extinction.” *Proceedings of the American Philosophical Society* 129(4): 407-416.

Di Gregorio, M. A. (1982) “The dinosaur connection: a reinterpretation of T. H. Huxley’s evolutionary view.” *Journal of the History of Biology* 15(3): 397-418.

Week 4, Sept. 10/12: **“Deep time.”**

Required readings, Monday:

Marshall, N. R. (2007) “A dim world, where monsters dwell: the spatial time of the Sydenham Crystal Palace dinosaur park.” *Victorian Studies* 49(2): 286-301.

Rudwick, M. J. S. (2005) "Picturing nature in the Age of Enlightenment." *Proceedings of the American Philosophical Society* 149(3): 279-303.

Schneer, C. (1954) "The rise of historical geology in the seventeenth century." *Isis* 45(3): 256-268.

Required readings, Wednesday:

Gould, S. J. (1987) "Charles Lyell, historian of time's cycle." Chap. 4 in: *Time's Arrow, Time's Cycle: Myth and Metaphor in the Discovery of Deep Time*. Harvard University Press.

Week 5, Sept. 17/19: **"Histories."**

Required readings, Monday:

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Chapters 14-25: 95-161.

Required readings, Wednesday:

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Chapters 26-36: 162-227, and Appendix A: 277-278.

Week 6, Sept. 24/26: **"Dinosaurs as objects of science."**

The N. C. Museum of Natural Sciences will be visited on Monday of this week. We will be touring the museum's paleontology research lab and collections with Lisa Herzog, Operations Manager of the Paleontology Research Lab.

Required readings, Wednesday:

Wallace, D. R. (1999) *The Bonehunters' Revenge: Dinosaurs and Fate in the Gilded Age*. Mariner Books.*

*This is a long book, so don't put the reading off until Tuesday night!

Week 7, Oct. 1/3: **"Dinosaurs in museums and on display."**

Required readings, Monday:

Brinkman, P. D. (2010) *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press.*

*This is another long book, so start your reading early! Read through Chapter 7 for this week.

*** The N. C. Museum of Natural Sciences will be visited on Wednesday of this week. We will be touring the museum's dinosaur displays with Roy Campbell, Head of Exhibits.***

Week 8, Oct. 8/10: **"Dinosaur reconstructions."**

Required readings, Monday:

Brinkman, P. D. (2010) *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press.*

*Read Chapter 8-end for this week.

Required readings, Wednesday:

Rieppel, L. (2015) "Plaster cast publishing in nineteenth-century paleontology." *History of Science* 53(4) 456–491.

Manias, C. (2016) "The lost worlds of Messmore & Damon: science, spectacle & prehistoric monsters in early-twentieth century America." *Endeavour*.

Hoagland, C. (1943) "They gave life to bones." *Scientific Monthly* 56: 114-133.

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*, Paleoart: 265-275.

Week 9, Oct. 15/17: Mid-term presentations.

Week 10, Oct. 22/24: **"Dinosaurs in literature."**

Required readings:

Each student will read a dinosaur novel of his/her choice and then present a short report in class as part of a panel. Novels must be approved in advance by instructor.

Week 11, Oct. 29/31: **"Fakes, frauds and hoaxes."**

Required readings, Monday:

Schnabel, J. (1994) "Puck in the laboratory: the construction and deconstruction of hoaxlike deception in science." *Science, Technology, & Human Values* 19(4): 459-492.

Franco, B. (1969) "The Cardiff Giant: a hundred year old hoax." *New York History* 50(4): 420-440.

Rose, M. (2005) "When giants roamed the Earth." *Archaeology* 58(6): 30-35.

Required readings, Wednesday:

Rieppel, L. (2017) "Albert Koch's *Hydrarchos* craze: credibility, identity, and authenticity in nineteenth-century natural history." In: *Science Museums in Transition: Cultures of Display in Nineteenth-Century Britain and America*. University of Pittsburgh Press.

Ehrich, R. W. and Henderson, G. M. (1954) "Concerning the Piltdown hoax and the rise of a new dogmatism." *American Anthropologist* 56(3): 433-436.

Thomson, K. S. (1991) "Marginalia: Piltdown Man: the great English mystery story." *American Scientist* 79(3): 194-201.

Booher, H. R. (1986) "Science fraud at Piltdown: the amateur and the priest." *The Antioch Review* 44(4): 389-407.

Stone, R. (2010) "Altering the past: China's faked fossils problem." *Science* 330(6012): 1740-1741.

Week 12, Nov. 5/7: **"Dinosaurs on film."**

Required readings, Monday:

Sanz, J. L. (2002). *Starring T. Rex! Dinosaur Mythology and Popular Culture*. University of Indiana Press.

Thomson, K. S. (2002) "Dinosaurs, the media and Andy Warhol." *Amer. Scientist* 90(3): 222.

Thomson, K. S. (2005) "Dinosaurs as a cultural phenomenon." *Amer. Scientist* 93(3): 212.

For Wednesday, students are required to watch a dinosaur film of their choice. Each student will then give a brief report on the film in class. Films must be approved in advance by instructor.

Week 13, Nov. 12/14: **"Dinosaurs for sale."**

On Monday we will watch the film *Dinosaur 13*.

Required readings, Wednesday:

Public Law 111-011: Paleontological Resources Preservation Act.

Dalton, R. (2008) "School of rock." *Nature* 455: 858-860.

Roberts, D. (1998) "Digging for dinosaur gold." *Smithsonian* 28(12): 40-53.

Engber, D. (2014) "Dinosaur cowboy." *Men's Journal*.

Sax, J. L. (1999) "Antiquities business." In: *Playing Darts with a Rembrandt*. The University of Michigan Press.

Week 14, Nov. 19: **"Celebrity science."**

Required readings, Monday:

Higuchi, R., Bowman, B., Freiberger, M., Ryder, O., and Wilson, A. 1984. "DNA sequences from the quagga, an extinct member of the horse family." *Nature*, 312, 282-284.

Jeffreys, A. 1984. "Raising the dead and buried." *Nature*, 312, 198.

Jones, E. D. 2018. "Ancient DNA: a history of the science before *Jurassic Park*." *Studies in History and Philosophy of Biological and Biomedical Sciences*.

Jones, E. D. 2018. "Ancient DNA: Celebrity and Credibility in a Data-Driven Practice." *Biology and Philosophy*.

No class on Wednesday this week.

Weeks 15/16, Nov. 26/28, Dec. 3/5: **Student presentations of their final writing assignments.**

Final papers are due on 7 November. There is no final exam.

Learning outcomes:

Students will be able to:

Recognize that objects and ideas in science – including dinosaurs – are culturally imbedded and have histories, and so do the values we use to make sense of them; explore how scientific knowledge shapes cultural values, and how those values in turn condition our response to science; engage and appraise sophisticated arguments from a number of different scholarly approaches; write clearly and use evidence effectively in order to improve your general capacity to form valid arguments and to communicate them well; define and complete an original research project with curiosity and rigor; collaborate effectively on complex projects; discuss complicated and contentious issues effectively, which requires speaking precisely, listening carefully, and disagreeing respectfully.

GEP information:

GEP Category: Interdisciplinary Perspectives

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

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

Course outcome: Students will be able to recognize that objects and ideas in science – including dinosaurs – are culturally imbedded and have histories, and so do the values we use to make sense of them.

Means of assessment: Students will write a midterm paper in which they will interpret a dinosaur reconstruction of their choosing. In this paper, they will attempt to address both the cultural and the scientific components of same.

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

Course outcome: Students will be able to discuss complicated and contentious issues in history and science effectively, which requires speaking precisely, listening carefully, and disagreeing respectfully.

Means of assessment: Students will read numerous books and papers (see above for details) and discuss these readings in class.

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

Course outcome: Students will be able to write clearly and use different kinds of evidence from the natural sciences and the humanities effectively in order to improve their ability to form valid arguments and to communicate them well.

Means of assessment: Students will write a final paper in which they explore the cultural and scientific history of a dinosaur taxon of their choosing.

Late assignment policies:

No late assignments will be accepted without prior permission of the instructor. Assignments turned in late without prior approval will receive a zero.

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 of 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:

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

It is the student’s responsibility to know what constitutes plagiarism and how to avoid it. For questions regarding appropriate scholarly use of sources and citation, see the History Department’s website *What is Plagiarism?* at http://history.ncsu.edu/pages/what_plagiarism and *How to Identify and Avoid Plagiarism* at http://history.ncsu.edu/pages/avoid_plagiarism. Specific questions or problems can also be addressed to the professor. Students caught in an act of plagiarism or any other form of academic dishonesty will receive a grade of zero for that assignment.

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

Policy on attendance:

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

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

This class will meet twice at the North Carolina Museum of Natural Sciences, 11 W. Jones St., in downtown Raleigh. We will arrange transportation and parking in advance in class (see below for dates).

Statement for students with disabilities:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Suite 304, 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 \(REG02.20.01\)](#)

Class evaluations:

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

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

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.

Electronic Course Components

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

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

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.

HON 296			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	<input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Emotion and Reason	Review for 4th and Final Offering	<input checked="" type="checkbox"/>
Term to be Offered	Fall 2019		
Instructor Name/Title	Sanem Soyarslan, Assistant Professor		
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:</i> <i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <p>By the end of the course, students will be able to distinguish between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.</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>In-class discussion questions, paper, exams. (Sample in-class discussion question: "What differences do you observe between how Antonio Damasio supports his somatic marker hypothesis and how Plato grounds his tripartite division of the soul?")</p>			
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2:</i> <i>Obj. 2) Identify and apply authentic connections between two or more disciplines.</i></p> <p>By the end of the course, students will be able to draw connections between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.</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>In-class discussion questions, paper, exams. (Sample in-class discussion question: "How does philosopher Jesse Prinz make use of the connection between the findings of cognitive neuroscience and moral philosophy of David Hume?")</p>			

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.*

By the end of the course, students will be able to appreciate in what ways the findings of cognitive neuroscience bear on one particular area of philosophy, namely, moral philosophy.

Measure(s) for above Outcome:

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

In-class discussion questions, paper, exams. (Sample exam question: "What are the moral implications of neuroscientific moral psychology?")

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?

Psychology, cognitive neuroscience, and philosophy.

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

Please see course syllabus.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Monday & Wednesday 10:15 AM – 11:30 AM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seatype: Clark Hall, room 205
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

Please see syllabus.

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

Please see syllabus.

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

Please see syllabus.

SIGNATURE PAGE FOR HON 296 sec 002

Emotion and Reason

RECOMMENDED BY:

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

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

ENDORSED BY:

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

[Signature] 8/26/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296: Emotion and Reason - Fall 2019
Mon, Wed 10:15am-11:30am in 205 Clark Hall

Course Syllabus

Professor: Sanem Soyarslan

E-mail: ssoyars@ncsu.edu (best way to contact me)

Office Hours: Mon, Wed 11:45am-12:45pm and by appointment

Office Location: Withers Hall, 427

Phone: 919-515-6460

COURSE DESCRIPTION

Consider the range of emotions that one experiences in a lifetime, from the joy of being with your loved ones to the fear of losing them, from the thrill of success to the sadness of defeat. Pleasant or aversive, emotions play a central role in our lives, and are an integral part of what makes life worth living. Despite their obvious importance, emotions have been considered by many philosophers to be inferior to another distinctive faculty in human beings, namely reason. The idea that emotions are primitive, irrational and dangerous and thus to be controlled and constrained by reason has been embraced by eminent thinkers from Plato and the Stoics to Kant. In this course, we will focus on the relationship between reason and emotion in moral cognition and cognition more generally, and we will investigate how/to what extent reason can be said to be distinct from and superior to emotion. Are emotions really irrational or non-rational feelings that should not be allowed to intrude into the mechanisms of reason? How does the nature of the distinction and/or relationship between reason and emotion bear on moral theory? What is the primary basis of our moral judgments: reason, emotions, or both? We will explore these questions as they are asked and answered by philosophers such as Plato, Aristotle, Hume, Kant, and Spinoza, and more contemporary authors such as Martha Nussbaum and Jesse Prinz. In addition, we will look at recent work in psychology and cognitive neuroscience on the impact of emotion on reason, including that of Jonathan Haidt and Antonio Damasio.

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

STUDENT LEARNING OUTCOMES

Successful completion of this course (HON 296) counts for three credit hours, and fulfills GEP requirement in Interdisciplinary Perspectives.

In accordance with GEP Interdisciplinary Perspectives Requirements, this course has the following student learning outcomes:

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

Student Learning Outcome: By the end of the course, students will be able to distinguish between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.

Outcome Measure: In-class discussion questions, paper, exams. (Sample in-class discussion question: “What differences do you observe between how Antonio Damasio supports his somatic marker hypothesis and how Plato grounds his tripartite division of the soul?”)

GEP Objective #2: Identify and apply authentic connections between two or more disciplines.^{[[SEP]]}

Student Learning Outcome: By the end of the course, students will be able to draw connections between the empirical method employed by disciplines such as psychology and cognitive neuroscience, and the argumentative approach of the discipline of Philosophy.

Outcome Measure: In-class discussion questions, paper, exams. (Sample in-class discussion question: “How does philosopher Jesse Prinz make use of the connection between the findings of cognitive neuroscience and moral philosophy of David Hume?”)

GEP Objective #3: Explore and synthesize the approaches or views of the two or more disciplines.^{[[SEP]]}

Student Learning Outcome: By the end of the course, students will be able to appreciate in what ways the findings of cognitive neuroscience bear on one particular area of philosophy, namely, moral philosophy.

Outcome Measure: In-class discussion questions, paper, exams. (Sample exam question: “What are the moral implications of neuroscientific moral psychology?”)

COURSE MATERIALS

All required course readings are either accessible online or available in PDF format as specified below in Schedule of Readings section.

COURSE STRUCTURE, REQUIREMENTS AND GRADING

This course is in lecture/discussion/class work format only.

Handouts: I will email you a handout the night before or the day of almost all of our class meetings in the first half of the semester. These handouts are supposed to provide you with the important quotations and points from the readings as well as critical questions that we will be addressing during our class meetings. Please make sure to bring them to class.

Course grade: Course grade will be based on **(1) Class participation: 5%, (2) 16 short written assignments: 15% (1 point each), (3) In-Class Group Presentation: 5%, (4) One short paper (about 1,500 words in length) due in class on **October 22: 25%, (5) One in-class midterm examination including essay, T/F, multiple-choice, and fill in the blanks type questions on **October 2: 20%, (6) Cumulative in-class final examination (including 2 long essay questions in addition to some possible T/F, multiple-choice, and fill in the blanks type of questions) on **December 16 between 9am-11am: 30%.********

Field trip: In addition to the above stated course requirements that will contribute towards course grade, students are also required to attend a field trip that will be organized by our honors fellow, Allison Garrett, to the Virtual Reality studio in DH Hill Library. The date and time of this trip will be determined within the first week of our class.

Full Credit for Participation: Throughout the semester you will be given ample opportunity to participate in class and via email exchanges with me. In order to earn full credit for the participation

component of your grade, you need to show (either in class or via email) that you are consistently well prepared for this class. A consistently well-prepared student is one who volunteers often with pertinent answers or questions and whose participation reflects that she does the assigned readings, and that she follows the lectures and in-class discussions well.

Participation-via-email Option: Even though participation in class discussions is highly desirable and necessary for a full participation credit, I understand that some of you might not prefer to participate in class. If you have such a preference then you are encouraged to participate by emailing me with any thoughts, questions and comments you have regarding assigned readings and/or in-class discussion. As long as you do so, you will not lose any participation points.

Short Written Assignments: The prompts regarding short assignments will be posted on the Moodle site in advance. No late assignments will be accepted. However, there will be a bonus assignment, which will give you a chance to make-up for credit due to a missed assignment.

In-class Group Presentations: There will be eight group presentations starting from October 24. Group size (as seen below in the course schedule) will vary depending on the length of the reading to be presented. Each group should present and highlight the main ideas in the reading that they are responsible for, come up with questions to direct the discussion, and be prepared to answers the questions that their classmates might have regarding the topic.

Short paper: As specified above, your paper should be around **1,500 words in length (NO LONGER THAN 6 DOUBLE-SPACED WORD DOCUMENT PAGES and NO SHORTER THAN 4 DOUBLE-SPACED WORD DOCUMENT PAGES)**.

I will announce the paper topic on **September 11**. You are required to submit a detailed one-two page outline of your paper on **September 30**.

A **hard-copy** of your final paper is due in class on **October 21**. **Late submissions or electronic submissions will not be accepted!!!**

Letter Grades: Letter grades are valued as follows: A+=97%; A=93%; A-=90%; B+=87%; B=83%; B-=80%; C+=77%; C=73%; C-=70%; D+=67%; D=63%; D-=60%; F=59-0%.

*Note that the scores will be rounded up (for instance, 96.5% will be valued as A+).

COURSE RIGHTS AND RESPONSIBILITIES

According to the N.C. State Policies, Regulations, and Rules (PRR): “Students are responsible for reviewing the NC State University PRR’s located at **<http://oucc.ncsu.edu/course-rights-and-responsibilities>** which pertains to their course rights and responsibilities.”

COURSE EVALUATION

Online class evaluations will be available for students to complete during the last two weeks of the term. Students will receive an email message directing them to a website where they can login and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <https://oirp.ncsu.edu/classeval/for-students/>

MAKE-UP EXAMS, MISSED WORK, INCOMPLETES

Exam dates are clearly stated above and are not subject to change. Students who cannot take an exam on the scheduled day for good reason must contact me as soon as possible. If a reasonable excuse can be offered (such as illness attested by a medical record, or family or personal emergency), I will arrange a schedule with each individual student for completing missed work. All such work must be completed by the end of term, or else the student must arrange with me to have an incomplete.

An incomplete grade (IN) may be given to students whose work suffers a serious interruption not caused by their own negligence (e.g., a serious medical condition). Such grades apply only 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. An IN grade must be made up by the end of the next regular semester in which the student is enrolled or by the end of twelve months, whichever is shorter, or by the extended deadline authorized by the instructor or department offering the course and recorded by the Department of Registration and Records; otherwise it will automatically become an F grade and will count as a course attempted. For more information see the [official university policy](#).

AUDITING STUDENTS

Registered students may audit this course with the approval of their advisor, the Department of Philosophy and Religious Studies, and the instructor. They will be expected to do the assigned reading and to attend class regularly, but not to complete any of the other assignments. For more information see the [official university policy](#).

ATTENDANCE

Please make sure you read the university attendance policy online:

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php. Since this is a 200-level class, I take attendance. However attendance does not form a component of your grade.

ACADEMIC INTEGRITY STATEMENT

It is your responsibility to understand the provisions of the university policy on academic integrity found in the student code of conduct at

http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php. For all work in this course, every student must abide by this policy. Putting your name on a test means that you have abided by the University's Honor Pledge, i.e., that you have neither given nor received any unauthorized aid. Cases of suspected academic misconduct will be referred to the Student Judiciary Board for investigation.

DISABILITY ACCOMMODATION

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/>

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. 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 had been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 513-314

IMPORTANT NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE COURSE SCHEDULE AND SYLLABUS CONTENT WITH APPROPRIATE NOTIFICATION TO STUDENTS.

SCHEDULE OF READINGS

August 21: Introductions, Overview of the Syllabus, What is this course about? Why does the relation between emotion and reason matter for philosophers, psychologists, and cognitive neuroscientists? (No assigned reading)

August 26: What is philosophy? Philosophical argumentation and its rules, Validity, Soundness (No assigned readings)

August 28: Movie Screening

September 2: Labor Day, No Class.

Part I: Emotion and Reason in the History of Philosophy

September 4: Discussion of the movie; Contextual Introduction to the Birth of Philosophy in Ancient Greece (No assigned reading)

September 9: Plato, *Republic*, Book IV, which is accessible online at <http://classics.mit.edu/Plato/republic.5.iv.html>

September 11: Aristotle, selections from *Nicomachean Ethics*, which is accessible online at <http://classics.mit.edu/Aristotle/nicomachaen.html>, Book I, Book II 1-7.

Short-paper topic to be announced in class.

September 16: Aristotle, selections from *Nicomachean Ethics*, which is accessible online at <http://classics.mit.edu/Aristotle/nicomachaen.html>, Book III.1-6, Book VI.1-5.

September 18: Aristotle, selections from *Nicomachean Ethics*, which is accessible online at <http://classics.mit.edu/Aristotle/nicomachaen.html>, Book VII, 1-10.

September 23: Stoics, selections from A. Long and D. N. Sedley, 1987, *The Hellenistic Philosophers*, reading to be provided in PDF format.

September 25: Epictetus, *Encheiridion* (selections), <http://classics.mit.edu/Epictetus/epicench.html>.

September 30: An Overview of Emotion and Reason in Ancient Philosophy

One-two page outline for the short-paper due in class.

October 2: In-class Midterm Examination

October 7: Hume, *A Treatise of Human Nature*, Book 3, Part I, Sections I and II, which is accessible online at http://www.gutenberg.org/files/4705/4705-h/4705-h.htm#link2H_4_0083

Feedback on Paper Outlines will be returned.

October 9: Kant, "Morality and Rationality," pp.385-405, reading to be provided in PDF format.

October 14: Kant, continued.

October 16: Spinoza, *Ethics*, <http://frank.mtsu.edu/~rbombard/RB/Spinoza/ethica-front.html>, Part III and selections from Part IV

October 21: Overview of Emotion and Reason in the History of Philosophy

PAPER DUE DATE!!! HARD-COPY TO BE SUBMITTED IN-CLASS!!!

Part II: Emotion and Reason in Cognitive Neuroscience

October 23: **PRESENTATION 1 [group of 2]**

William James (1884) "What is an Emotion?" *Mind*, 9: 188-205, which is accessible online at <http://psychclassics.yorku.ca/James/emotion.htm>

October 28: **PRESENTATION 2 [group of 2]**

Antonio Damasio, selections from *Descartes' Error: Emotion, Reason, and the Human Brain*, pp. 3-20, and pp.245-252, reading to be provided in PDF format.

October 30: **PRESENTATION 3 [group of 2]**

J.D. Greene and J.Haidt, "How (and where) does moral judgment work?" pp. 517-523, which is accessible online at <http://www.protevi.com/john/Morality/Greene-Haidt-TiCS-02.pdf>.

November 4: **PRESENTATION 4 [group of 2]**

J.D. Greene "From neural "is" to moral "ought": what are the moral implications of neuroscientific moral psychology?" 847-850., which is accessible online at

<https://static.squarespace.com/static/54763f79e4b0c4e55ffb000c/t/5477cd28e4b07cb49aa8fff8/1417137>

[448835/from-neural-is-to-moral-ought-what-are-the-moral-implications-of-neuroscientific-moral-psychology.pdf](https://www.psychologytoday.com/us/blog/one-among-many/201006/reason-and-emotion-note-plato-darwin-and-damasio)

November 6: Please read the piece by Joachim Krueger posted at <https://www.psychologytoday.com/us/blog/one-among-many/201006/reason-and-emotion-note-plato-darwin-and-damasio>, Review of Part II

Part III: Emotion and Reason in Moral Judgment

November 11: **PRESENTATION 5 [group of 2 people]**

Jesse Prinz, “Emotional Basis of Moral Judgment,” pp. 30-42, in *Philosophical Explorations*, reading to be provided in PDF format.

November 13: **PRESENTATION 6 [group of 3 people]**

Jonathan Haidt, “The emotional dog and its rational tail: A social intuitionist approach to moral judgment,” pp. 814-834, which is accessible online at

http://www.rudygarns.com/class/neuroethics/lib/exe/fetch.php/a/haidt.2001.emotional_dog_rational_tail.pdf

November 18: Further discussion of Prinz and Haidt papers.

November 20: **PRESENTATION 7 [group of 5 people]**

Martha Nussbaum, *Upheavals of Thought: The Intelligence of Emotions*, Chapter I “Emotions as Judgments of Value,” pp. 19-88, reading to be provided in PDF format.

November 25: **Presentation 7 continued**

November 27: No class, Thanksgiving Break.

December 2: **PRESENTATION 8 [group of 3 people]**

Robert Solomon “Emotions and Choice,” pp. 251–81, reading to be provided in PDF format.

December 4: Review of the semester.

HON GEP Visual and Performing Arts Special Topic Shell Offering

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

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

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

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

HON 299			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	
Special Topic Title: <small>(30 character limit)</small>	The Limits of Interpretation	Review for 2nd Offering	<input checked="checked" type="checkbox"/>
Term to be Offered	Fall 2019		
Instructor Name/Title	JMark Searce, Professor of Art + Design, Music		
SECTION 1: GEP CRITERIA			
<p>Instructions:</p> <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> Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.</p> <p>Identify and explain differing modes/levels of communication in artistic media.</p>			
<p style="text-align: center;">Measure(s) for above Outcome:</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>The two exams require students to articulate the role of aesthetics in communicating meaning both linguistically and artistically. Sample question: Using the Pickles cartoon, the Galway Kinnell poem Oatmeal, my essay "We'll Always Have Paris" and/or the butterfly epiphany, discuss the role of mediator in the process of interpretation.</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> 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.</p> <p>Analyze in what ways aural structures encode meaning.</p>			
<p style="text-align: center;">Measure(s) for above Outcome:</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>The interpretive essay and research paper measure students' capacity to analyze aural structures based on learned elements such as melody, harmony, rhythm, timbre, as well as literary tools and devices. Sample question: What makes Glenn Gould and The Goldberg Variations the perfect central character in Thomas Bernhard's The Loser?</p>			

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.*

Differentiate among the literal and figurative as well as metaphorical and metaphysical uses of music using accepted criteria of evaluation.

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 research paper and in-class presentations require students to compare and contrast differing art forms through language, borrowing accepted terminology and metaphorical practice to communicate the process of creation and recreation through writing.

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): Tuesday and Thursday 10:15 AM – 11:30 AM
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: Clark Hall, room 205
- 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 Programs
- 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.
Students in the University Honors and Scholars Programs

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

None

SECTION 3: ADDITIONAL INFORMATION

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

1. Title and author of any required text or publications.
Please see syllabus.

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

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

SIGNATURE PAGE FOR HON 299 sec 002
The Limits of Interpretation

RECOMMENDED BY:

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

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

ENDORSED BY:

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

[Signature] 8/26/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON299-001 The Limits of Interpretation

Instructor: Dr. JMark Searce

Email: jmark_searce@ncsu.edu

Phone: 919.414.9106

Meeting Time: T/R 10:15-11:30

Office Hours: Appointment only

Location: Clark Conference Room

COURSE DESCRIPTION

The eponymous course The Limits of Interpretation will assign selected readings from the semiotic work of Eco, while concentrating on two pairs of art works with shared inspiration: Bernhard's Loser, utilizing both Gould and his performances of the Goldberg as characters in his novel, and the Balzac short story, itself a parable of modern art, and its transformation/ realization in Rivette's film wherein the process of painting is filmed. Using the Gould 1955 and 1981 interpretations of Goldberg to introduce the concept of interpretation, either in re-creation or as springboard for inspiration of new work, concepts of medium and message can be explored as well as various forms of meaning in Art. By tying together writing, music, painting, and acting, this cross-disciplinary course is intended as a meaningful study of interpretation using art as metaphor.

STUDENT LEARNING OUTCOMES

Students will be able to:

1. Identify and explain differing modes/levels of communication in artistic media.
2. Analyze in what ways aural structures encode meaning.
3. Differentiate among the literal and figurative as well as metaphorical and metaphysical uses of music using accepted criteria of evaluation

GEP Category

Visual and Performing Arts

GEP OBJECTIVES, OUTCOMES & ASSESSMENTS

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

OUTCOME: Identify and explain differing modes/levels of communication in artistic media.

ASSESSMENT: The two exams require students to articulate the role of aesthetics in communicating meaning both linguistically and artistically.

Sample question: Using the Pickles cartoon, the Galway Kinnell poem Oatmeal, my essay "We'll Always Have Paris", and/or the butterfly epiphany, discuss the role of mediator in the process of interpretation.

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

OUTCOME: Analyze in what ways aural structures encode meaning.

ASSESSMENT: The interpretive essay and research paper measure students' capacity to analyze aural structures based on learned elements such as melody, harmony, rhythm, timbre, as well as literary tools and devices.

Sample question: What makes Glenn Gould and The Goldberg Variations the perfect central character in Thomas Bernhard's *The Loser*?

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

4. **OUTCOME:** Differentiate among the literal and figurative as well as metaphorical and metaphysical uses of music using accepted criteria of evaluation
- o **ASSESSMENT:** The research paper and in-class presentations require students to compare and contrast differing art forms through language, borrowing accepted terminology and metaphorical practice to communicate the process of creation and recreation through writing.

PREREQUISITES AND RESTRICTIONS

No prerequisites. Restricted to members of the University Honors Program and to other by permission of the University Honors Program and instructor.

TEXTS [available in the University Bookstore]

Thomas Bernhard, *The Loser* **\$12**

Honore de Balzac, *Le chef-d'oeuvre inconnu* **\$14**

J.S.Bach, score of Goldberg Variations **\$12**

You are also responsible for acquiring both the 1955 and 1981 recordings of Glenn Gould's interpretations of J.S. Bach, Goldberg Variations available in a single recording at

Amazon.com as follows—

http://www.amazon.com/State-Wonder-Complete-Goldberg-Variations/dp/B00006FI7C/ref=sr_1_1?ie=UTF8&s=music&qid=1216830496&sr=1-1
\$25

Readings from Umberto Eco, *The Limits of Interpretation*, viewing of the film *La Belle Noiseuse* by Jacques Rivette, and others provided

COURSE SCHEDULE

The first half of the course will primarily cover the Bach Goldberg Variations in both '55 and '81 Gould recordings, along with its use in the Bernhard novel, *The Loser*. The second half of the course will primarily concern itself with the Balzac story, *Le chef-d'oeuvre inconnu* and its adaptation into the Rivette film, *La Belle Noiseuse*.

The last two weeks of class will involve class presentations of the final paper.

Week 1—Aug 23

Syllabus, Introductions to music and text

Week 2—Aug 28, 30

Bernhard, 1-40

Bach, 1955, Aria plus Var 1-15

Week 3—Sept 4, 6

Bernhard, 40-80

Bach, 1955, Var 15-30 plus Aria

Week 4—Sept 11, 13

Bernhard, 80-120

Bach, 1981, Aria plus Var 1-15

Week 5—Sept 18, 20

Bernhard, 120-160

Bach, 1981, Var 15-30 plus Aria

Week 6—Sept 25, 27

Bernhard, 160-200

Bach, Comparative Listening

Week 7—Oct 9, 11

Review and Exam #1

Interpretive essay due

Week 8—Oct 16, 18

Balzac, Chapter 1

Week 9—Oct 23, 25

Balzac, Chapter 2

Week 10—Oct 30, Nov 1

Rivette, Parts I and II

Week 11—Nov 6, 8

Rivette, Parts III and IV

Week 12—Nov 13, 15

Rivette Discussion and Review

Week 13—Nov 20

Exam #2

Week 14—Nov 27, 29

Student Presentations

Week 15—Dec 4, 6

Student Presentations

NO Final Exam

COURSE REQUIREMENTS

Two Essay Exams

Two exams, primarily in essay format, will constitute the sole testing of the course. They will be held during class time Oct 11 and Nov 20.

Interpretative Essay

Due: no later than Oct 11

Write a paper of no less than 1,000 words comparing and contrasting the 1955 and 1981 Glenn Gould recordings of the Goldberg Variations, centering primarily on one variation in two interpretations.

Research Paper

Due: no later than Nov 27

Write a major paper of no less than 2,500 words that explores the topic of the course in any artistic medium, comparing and contrasting no fewer than two and no more than half-a-dozen different interpretations.

Class Presentation

Due: Nov 27, 29, Dec 4, 6

Present to the class a reduction of your research paper in 5-7 minutes, with handouts and the visual or aural support required, considering this presentation a formal miniteaching opportunity.

COURSE GRADE

Two Exams	40% (20% each)
Interpretative Essay	20%
Research Paper	30%
In-class Presentation	10%

This course uses Standard NCSU Letter Grading. Standard rounding procedures apply.

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

ATTENDANCE

Attendance is mandatory and will be taken. The following scale will be used to reduce your cumulative course grade due to unexcused absences:

- 1-2 absences = no reduction in the cumulative course grade
- 3-4 absences = reduction of 15 percentage points in the cumulative course grade.
- 5-6 absences = reduction of 25 percentage points in the cumulative course grade.
- 7-8 absences = reduction of 35 percentage points in the cumulative course grade
- 9 or more absences = automatic F

Excused absences must be documented properly, including family deaths.

An email or phone call prior to the missed class is appreciated whenever possible.

Notes for any class missed are the responsibility of the student and should be sought from a fellow student and not from the instructor. Further questions please consult:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

CLASS PARTICIPATION

Learning comes by doing. Ideas are best explored in conversation. And so, your participation is directly tied to your learning in this course. Participation means that you come prepared to discuss the readings of the day. If you have points to add, questions of clarity, and items of related interest, it is your responsibility to bring these to the attention of the class. It is important that we deal with one another with respect and open minds in order to cultivate a positive learning environment. This is art we're dealing with--controversy will follow; be adult and be prepared. This is not graded, but expected as a part of what it means to be in college now.

LATE WORK

Late work will be marked down one letter grade per day. Extensions will only be granted in extenuating circumstances.

INCOMPLETE GRADE: An "incomplete" is a temporary grade, given as a result of documented serious event. An IN is only appropriate when the student's record in the course is such that the successful completion of course expectations missed as a result of a documented serious event would enable that student to pass the course.

<http://policies.ncsu.edu/regulation/reg-02-50-03>

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>

STUDENTS WITH DISABILITIES: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Resource Office (<http://www.ncsu.edu/dso>) 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 at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

NON-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://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.

STUDENTS ARE RESPONSIBLE FOR REVIEWING THE NC STATE UNIVERSITY PRR'S WHICH PERTAIN TO THEIR COURSE RIGHTS AND RESPONSIBILITIES:

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

ALL REQUIRED STATEMENTS ABOVE ARE COMPLETE AND CONSISTENT WITH UNIVERSITY POLICY WHOSE URLS ARE STATED THEREIN.

GEP Humanities & Global Knowledge Special Topic Shell Offering (HUMG 295)

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

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

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

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

Each course in **GEP Global Knowledge objectives** will provide instruction and guidance that help students to ***achieve goal #4 plus at least one of #5, #6, or #7.***

4. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technology 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 these distinguishing characteristics relate to their cultural and/or historical contexts in the U.S. society.
7. Explain how these distinguishing characters change in response to internal and external pressures on the non-U.S. society.

HUMG 295

Department(s)/Program	Music	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: (30 character limit)	The Music and Arts of Prague	Review for 2nd Offering X
Term to be Offered	Summer 2, 2020	
Instructor Name/Title	Tom Koch, 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*** [\[Click Here\]](#)

Humanities

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

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

Students will interpret specific works by musicians and artists working in Prague within their historical, cultural, and political 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.

After reading about and attending a performance of Mozart's *The Marriage of Figaro* or *Don Giovanni*, students will explain in their Journal Mozart's relationship with Prague society and interpret this opera within Prague's social and political contexts.

Effective Fall 2014

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Humanities Objective 2: **Obj. 2) *Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.***

Students will articulate the ways that Prague artists have interpreted their role and that of their art in contemporary society.

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.

In their Journal, students will choose a Prague musician or artist and, applying assigned readings and citing specific works, analyze the ways that this individual has interpreted his/her role and that of his/her art in society.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Humanities Objective 3: **Obj. 3) *Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.***

Students will apply at least two models of art criticism to selected works of art.

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.

After reading excerpts from Feldman (1970) and Barrett (1994) on models of art criticism, students will apply these authors' categories of Description, Analysis, Interpretation, and Evaluation to selected visual and performing works of art in their Journals.

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 ideas, values, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.***

Students will explain the distinguishing characteristics of the music and art of Prague from the Middle Ages to the present

Measure(s) for above Outcome:

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

Sample test question: Discuss the primary characteristics of Black Light Theater and explain how its disruption of "reality" and "image" mirrors the perception of Czech life under Soviet authority.

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

Outcome for Objective 3 (*Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society*)

Students will articulate how political circumstances in Czechoslovakia during the 20th century affected the production and dissemination of popular art forms in that country.

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.

On the test and in the Journal, students will compare the impact of post-war Communism in Czechoslovakia on the creation and reception of popular music and art and develop an interpretation of the current state of popular art forms in that country.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Effective Fall 2014

GEP student learning outcomes.

Special Topics Term Scheduling:

List below the course scheduling detail:

- Meeting time and day(s): Daily over the course of 3 weeks during Summer 2
- Seat count: 8-12
- Room assigned or room preference including needed classroom technology/seat type: TBD
- 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.
- b. Is this restriction listed in the course catalog description for the course?

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

- None

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

- None

SECTION 3: ADDITIONAL INFORMATION

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

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

Please see syllabus

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


Please see syllabus

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

Please see syllabus

SIGNATURE PAGE FOR HUMG 295

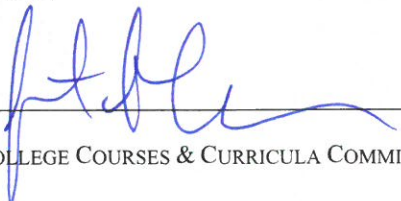
RECOMMENDED BY:

 9-5-18


DEPARTMENT/PROGRAM DATE HEAD,

**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:

 9/9/19

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 9/11/19

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

GEP Visual and Performing Arts Special Topic Shell Offering (VPGE 295)

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.

VPGE 295		
Department(s)/Program	Music	New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	The Music and Arts of Prague	Review for 2nd Offering X
Term to be Offered	Summer 2, 2020	
Instructor Name/Title	Tom Koch, Teaching Associate Professor	
SECTION 1: GEP CRITERIA		
<p><u>Instructions:</u></p> <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. <input type="checkbox"/> 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: Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.</i></p> <p>Students will articulate the aesthetic, cultural, and historical dimensions of artistic traditions in Prague.</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>On the test and in the journal, students will connect important events in the history of Prague to the music and art of the time, including the dates of important political, social, and cultural events and the relationship of those events to specific artists and their works.</p>		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Visual and Performing Arts Objective 2: Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.</i></p> <p>Students will apply terms and methodologies for describing and interpreting works of art.</p>		

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.

Based on assigned readings and group discussions, students will use appropriate terms to describe selected works of music and art and apply accepted methodologies of description, analysis, and interpretation to arrive at reasonable interpretations of those works.

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 evaluate art based upon techniques and standards appropriate to the genre.

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.

In journal entries and class discussion, students will apply the methodologies for describing, analyzing, and interpreting artworks to the process of evaluation, which must be supported by relevant information, aesthetic theories, and student observations.

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): Daily over the course of 3 weeks during Summer 2
 - Seat count: 8-12
 - Room assigned or room preference including needed classroom technology/seat type: TBD
- 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.
- b. Is this restriction listed in the course catalog description for the course?

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

- None

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

- None

SECTION 3: ADDITIONAL INFORMATION

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

Title and author of any required text or publications.

Please see syllabus


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

Please see syllabus

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

Please see syllabus

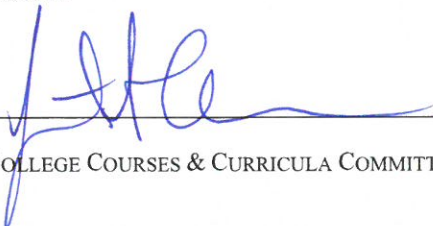
RECOMMENDED BY:

 7-12-15


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:

 9/9/19

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 9/10/19

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HUMG/VPGE 295 Course Syllabus

HUMG/VPGE 295 – The Music and Arts of Prague

Section xxx

Summer 2, 2020, 3 Weeks

3 Credit Hours

Special Notes

This course is a Special Topics course first offered in Maymester 2018, when it was held in Prague and Vienna and entitled The Music and Arts of Prague and Vienna. For this second offering in Summer 2, 2020, we are scheduling it as a 3-week course that removes the Vienna component. All three weeks will be spent in Prague, with daytrips to nearby cities. GEP outcomes and measures have been updated to reflect this change. The course prefix/number remains the same; the title has been revised to omit “Vienna.”

Course Description

This course explores the music and arts of Prague from the Middle Ages to the present. Both classical and popular traditions are examined in music, architecture, painting, film, dance, and theater. From castles to cathedrals, coffee houses to opera houses, and jazz clubs to Black Light Theater, daily excursions enable students to recognize the impact of the visual and performing arts in contemporary society. Taught as a Summer study abroad, this course receives GEP credit in either Visual and Performing Arts or Humanities as well as Global Knowledge.

Learning Outcomes

1. Students will interpret specific works musicians and artists working in Prague within their historical, cultural, and political contexts.
2. Students will articulate the ways that Prague artists have interpreted their role and that of their art in contemporary society.
3. Students will apply at least two models of art criticism to selected works of art
4. Students will articulate the aesthetic, cultural, and historical dimensions of artistic traditions in Prague.
5. Students will apply terms and methodologies for describing and interpreting works of art.
6. Students will evaluate art based upon techniques and standards appropriate to the genre.
7. Students will explain the distinguishing characteristics of the music and art of Prague from the Middle Ages to the present.
8. Students will articulate how political circumstances in Czechoslovakia during the 20th century affected the production and dissemination of popular art forms in that country.

Course Structure

This course will be taught Summer 2, 2020: June 29-July 18, 2020 (*dates are tentative pending published schedule*). This course is taught at the NC State European Center in Prague. All materials and lectures are available through Moodle.

Prague excursions (selections)

Prague Castle, St. Vitus Cathedral, Lobkowitz Palace, Strahov Monastery and Library, Old Town Square, astronomical clock, Tyn Church, Charles Bridge, Jewish Quarter, Museum of Medieval Art, Museum of Decorative Arts, Wenceslas Square, Mucha Museum, Municipal House, Museum of Communism, Dvorak Museum, Smetana Museum, National Theater, Czech Museum of Music, Petrin Hill, St. Nicholas Church, Wallenstein Palace Garden, Terezin concentration camp, Black Light theater, Estates Theatre

Course Policies

This is a study abroad course with approval from the NC State Study Abroad Office and NC State European Center in Prague.

Instructors

Tom Koch (tdkoch) – Teaching Associate Professor

Email: tdkoch@ncsu.edu

Phone: 919-515-0149

Office Location: Broughton Hall 2412

Office Hours: By appointment

Course Meetings

Daily meetings. Class times TBD pending classroom availability and scheduling for excursions and other activities.

Course Materials

Textbooks

Students will read excerpts from these texts, available on Moodle

Art Talk - Rosalind Ragans

Edition: 4th (2005)

Cost: Provided by instructor

This textbook is required and is available on Moodle

Prague: A Cultural and Literary History - Burton, Richard

Edition: 1st (2003)

Cost: \$14.40 at Amazon

This textbook is optional.

Prague: A Cultural Guide (Interlink Cultural Guides) - Andrew Beattie

Edition: 1st (2014)

Cost: \$16.96 at Amazon

This textbook is optional.

Practical Art Criticism - Edmund Feldman

Edition: 1st (1994)

Cost: \$43.37

This textbook is optional.

Criticizing Art: Understanding the Contemporary - Terry Barrett

Edition: 3rd (2011)

Cost: \$36.99 at Amazon

This textbook is optional.

Expenses

Resources Statement

The budget for the study abroad program is self-supporting and will be established under the existing study abroad model where students subsidize program costs by paying a program fee, instead of regular on-campus tuition. This model makes the program more affordable for students and covers the costs associated with an academic and logistical standpoint.

The tentative program fee for students is estimated to be \$3,000. This fee covers the following expenses: cost of instruction for # credit hours, accommodations throughout the overseas portion of the program, cultural events and excursions, travel health insurance, faculty stipends and travel expenses. It does not include personal expenses, most meals or airfare between the United States and Europe. These additional fees to the student are similar to any other study abroad experience.

Emergency Response While Abroad:

The Study Abroad Office is available 24 hours a day, 365 days a year to assist students and faculty while on study abroad programs. Study Abroad will consult with members of the Study Abroad Emergency Response Team (SAERT), as needed, and connect the individual to appropriate resources.

Additional information: <https://studyabroad.ncsu.edu/emergency-assistance/>

Travel Insurance Policy:

All students participating in study abroad programs or other university-affiliated international travel are required to be enrolled in the GeoBlue international health insurance policy for the duration of their program. This policy is utilized by the entire UNC System and provides comprehensive, low-cost health insurance coverage.

Materials

Smart Phone for photography - <\$500

This material is required.

Laptop - <\$500

This material is required.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Humanities

GEP Category Outcomes

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

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

Outcomes:

1. Student Learning Outcome for Objective #1: Students will interpret specific works by musicians and artists working in Prague within their historical, cultural, and political contexts.
2. Student Learning Outcome for Objective #2: Students will articulate the ways that Prague artists have interpreted their role and that of their art in contemporary society.
3. Student Learning Outcome for Objective #3: Students will apply at least two models of art criticism to selected works of art.

How This Course Will Fulfill GEP Category Outcomes

1. Measure for Outcome #1: After reading about and attending a performance of Mozart's *The Marriage of Figaro* or *Don Giovanni*, students will explain in their Journal Mozart's relationship with Prague society and interpret this opera within Prague's social and political contexts.
2. Measure for Outcome #2: In their Journal, students will choose a Prague musician or artist and, applying assigned readings and citing specific works, analyze the ways that this individual has interpreted his/her role and that of his/her art in society.
3. Measure for Outcome #3: After reading excerpts from Feldman (1970) and Barrett (1994) on models of art criticism, students will apply these authors' categories of Description, Analysis, Interpretation, and Evaluation to selected visual and performing works of art in their Journals.

GEP Category

Visual and Performing Arts

GEP Category Outcomes

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.

Outcomes:

1. Student Learning Outcomes for Objective #1: Students will articulate the aesthetic, cultural, and historical dimensions of artistic traditions in Prague.
2. Student Learning Outcomes for Objective #2: Students will apply terms and methodologies for describing and interpreting works of art.
3. Student Learning Outcomes for Objective #3: Students will evaluate art based upon techniques and standards appropriate to the genre.

How This Course Will Fulfill GEP Category Outcomes

1. Measures for Outcome #1: On the test and in the Journal, students will connect important events in the history of Prague to the music and art of the time, including the dates of important political, social, and cultural events and the relationship of those events to specific artists and their works.
2. Measures for Outcome #2: Based on assigned readings and group discussions, students will use appropriate terms to describe selected works of music and art and apply accepted methodologies of description, analysis, and interpretation to arrive at reasonable interpretations of those works.
3. Measures for Outcome #3: In Journal entries and class discussion, students will apply the methodologies for describing, analyzing, and interpreting artworks to the process of evaluation, which must be supported by relevant information, aesthetic theories, and student observations.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

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

Objective #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

Objective #3: Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society

Outcomes:

1. Student Learning Outcome for Objective #1: Students will explain the distinguishing characteristics of the music and art of Prague from the Middle Ages to the present.
2. Student Learning Outcome for Objective #3: Students will articulate how political circumstances in Czechoslovakia during the 20th century affected the production and dissemination of popular art forms in that country.

How This Course Will Fulfill GEP Co-requisite Outcomes

1. Measure for Outcome #1: Sample test question: Discuss the primary characteristics of Black Light Theater and explain how its disruption of “reality” and “image” mirrors the perception of Czech life under Soviet authority.
2. Measure for Outcome #2: On tests and in the Journal, students will compare the impact of post-war Communism in Prague on the creation and reception of popular music and art and develop an interpretation of the current state of popular art forms in both cities.

Transportation

Transportation will be provided by: This is a Study Abroad course and public transportation is included in cost of program. Non-scheduled class time for field trips or out-of-class activities may be required for this class.

Safety & Risk Assumptions

Study Abroad in foreign countries (Czech Republic)

Grading

Grade Components

Component	Weight	Details
Final exam	35	Exam will include material covered in class lectures and readings, and on excursions. Students will create their own exam (combination of multiple-choice and short answer) that addresses the diversity of arts issues and objects encountered during the course. Questions should be a mixture of historical, aesthetic, and critical subjects.
Arts Journal	65	Students will keep a journal of their aesthetic experiences by writing insightful and investigative accounts of the places they visited and works of visual and

Component	Weight	Details
		performing arts experienced. The journal should be an opportunity to develop their capacity to experience, evaluate, and enjoy the great variety of artistic and cultural resources available in contemporary urban life. The journal will be graded with comments in two installments (in the middle and at the end of the course).

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

All assignments must be completed and submitted on the final day of class without exception.

Attendance Policy

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

Attendance Policy

Attendance Policy: Attendance is mandatory and is taken at each class.

<http://policies.ncsu.edu/regulation/reg-02-20-03>

- **Class Attendance:** Any absence must be authoritatively documented as an emergency (hospitalization, accident, etc.). Any absence that is not documented will result in the following course deductions:
 - **First undocumented absence** = reduction of 20 percentage points in the cumulative course grade
 - **Second undocumented absence** = reduction of 40 percentage points in the cumulative course grade
- Two tardies of 10 or more minutes will result in an undocumented absence

Absences Policy

See "Attendance Policy"

Makeup Work Policy

None.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

None.

Academic Honesty

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

None.

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: Moodle discussions

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 \(REG02.20.01\)](#)

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.

Course Schedule

NOTE: The course schedule is subject to change.

Untitled Week — TBD – TBD

Provisional Schedule, Summer 2, 2020:

- June 29 (Mon), arrive in Prague (leave RDU Sunday evening)
- June 30 (Tue), Orientation to Prague
- July 1 (Wed), Classes begin
- July 18 (Sat): Classes end; return to USA
- July 20 (Mon): Journals and exam due

Representative Schedule from Prague/Vienna, Maymester 2018

Mon, May 14:

- 2:35: Prague airport transfer pickup for 6 (680 Kc)
- Students driven to Belgicka, Tom to Adria
 - Staff will be waiting for you at Belgicka with keys
- [Moodle Reading: Art Talk textbook, ch 2, pp. 25-39]
- [Moodle Reading: Analyzing Artwork]
- [Moodle Reading: A Summary of the Feldman Method of Art Criticism]
- [Moodle Reading: Czech History]
- [Listening: Czech national anthem "Where is My Home?"]
<https://www.youtube.com/watch?v=cPTwOZWnm6E>
- [Listening: Austrian national anthem "Land of Mountains, Land by the River"]
<https://www.youtube.com/watch?v=AQfp888IRpo>

Tue, May 15:

- 7:45: NC State Prague staff (Anael) to meet you at Belgicka entrance to bring you to the Center via public transportation
 - Bring (1) name tag, (2) Litacka travel pass, (3) locker key and access card
- 8:15: Orientation at Center (group); breakfast is provided
- 1:30: Meet student assistant at Welcome Hall for Pragulic Tour
- 2:00: Pragulic Tour
- [Moodle Reading: Old Town_Prague]
- [Moodle Reading: Saint Agnes Convent_Medieval Art]

Wed, May 16:

- 9:00 Architectural tour (Tom); meet at Old Town Square
- 11:00 Convent of St Agnes of Bohemia Medieval Art in Bohemia and Central Europe 1200–1550 (free under 26)
- [Viewing: Amadeus]
- [Moodle Reading: Castle Quarter]

Thu, May 17: St. Vitus; Prague Castle (Circuit B); Schwarzenberg Palace Art from the Rudolfine Era to the Baroque in Bohemia

- 10:00 Take Tram #22 to Kravloski; walk Royal Gardens; enter castle from Northern entrance
- 11:00 Castle, booked (Circuit B), English guide
- After castle – head to Schwarzenberg Palace, then Strahov for lunch
- [Moodle Reading: Little Quarter_Prague]
- [Moodle Reading: Visual & Performing Arts_Beattie]
- [Online reading: “Mozart and Prague: https://en.wikipedia.org/wiki/Wolfgang_Amadeus_Mozart_and_Prague]
- [Online listening or reading: “The Estates Theatre--Prague’s Oldest Stage, and Mozart’s Favourite” <http://www.radio.cz/en/section/spotlight/the-estates-theatre-pragues-oldest-stage-and-mozarts-favourite>
- [Reading: Plot of *The Marriage of Figaro* <https://www.metopera.org/user-information/Nozze-di-Figaro/>

Fri, May 18: Czech Museum of Music; Lennon Wall; Mozart opera at Estates Theatre

- [Listening: Smetana, *Ma vlast*; Dvorak, *Slavonic Dances*;
- 10:00 Czech Museum of Music
- 12:00 Walk to Lennon Wall
- 7:00 Mozart opera, *The Marriage of Figaro*

Sat. May 19:

- 11:00: Choral performance at St. Nicholas, Old Town, by the NC State chorale
- [Moodle Reading: Terezin Memorial]

Sun, May 20: Terezin, Litomerice, Rip Mountain

- TBD: Meet bus
- 10:30 Tour of Chalice House at Litomerice
- 11:00-12:30 Lunch in Town Square
- 1:00: Terezin tour
- On return home, stop by Rip Mountain
- [Moodle Reading: Vysehrad]

- [Moodle Reading: Czech Food]

Mon, May 21: Vysehrad fort

- TBD: Food tour; Vysehrad fort
- [Moodle Reading: Jewish Quarter]

Tue, May 22: Jewish Quarter

- [Moodle Reading: Black Light Theatre and Music of Resistance]
- [Moodle Reading: New Town_Prague]
- [Online Reading: "Black Light Theatre" https://en.wikipedia.org/wiki/Black_light_theatre]
- [Listening: Plastic People of the Universe *Egon Bondy's Happy Hearts Club Banned*]
- [Reading: Plastic People of the Universe: http://munster-records.com/static/documents/MR294_plasticpeople_en_es.pdf]

Wed, May 23 : Wenceslas Square, Museum of Communism; Mucha Museum; Blacklight Theatre at Srnec (Antologia)

- 9:00 meet at St. Wenceslas statue
- 10 AM, Mucha Museum, English guide
- Museum of Communism
- 8:00 PM Black Light Theatre at Srnec

Thu, May 24: Veletrzní Palace (or Trade Fair Palace); jazz at Agharta

- TBD: Veletrzní Palace (or Trade Fair Palace): Czech (and international) art from 19th century to the present
- Night: Jazz at Agharta

Fri, May 25: Free day

- [Moodle Reading: Austria History]

Sat, May 26: Leave for Vienna

- Bus to Vienna - Vienna Pass
- 3:25: Arrive at U2 Stadion
- Settle in hotel
- 7:00 Dinner at Naschmarkt
- [Moodle Reading: Sites in Vienna]

Sun, May 27: Intro to Vienna

- AM: Hop-on hop-off bus
- PM: Schoenbrunn Palace (Intro to the Habsburgs)
- [Moodle Reading: Vienna City Walk]
- [Moodle Reading: Viennese Entertainment]

Mon, May 28: Vienna as a music capital

- AM Wien Museum, Karlsplatz

- PM Haus der Musik (House of Music), followed by city walk
- [Moodle Reading: St. Stephen's Cathedral]
- [Moodle Reading: Kunsthistorisches Museum]

Tue, May 29: Vienna in all its splendor

- AM: Mozarthaus; St. Stephen's Treasury
- PM: Kunsthistorisches Museum
- Evening: Mozart concert at Musikverein

Wed, May 30: Turn of the Century Vienna

- AM: Belvedere followed by walk to Secession/Art Nouveau buildings
- PM: Leopold Collection
- [Moodle Reading: Viennese Cafe and Wine Culture]

Thu, May 31: Vienna, home of musicians

- AM: Arnold Schoenberg Center
- PM: Beethoven Pasqualatihaus, Schubert birth house, Mahler's grave, Beethoven in Heiligenstadt
- Evening: Mayer Heuriger for dinner

Fri, June 1: Free day; Albertina recommended

Sat, June 2: Depart Vienna for USA