

Council on Undergraduate Education 2019-2020

January 10th 2020
Talley Student Union 5101
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Kim Bush
- Remarks and Updates from OUCCAS/DASA
- Fall 2019 Presentation
- Approval of CUE November 15th, 2019 Minutes

Old Business

Returning Courses				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Beckstead, Podurgal Annett-Hitchcock	HUM, GK	ENG 385 Biblical Backgrounds of English Literature	*Up for review in HUM, adding GK. Returning from 15 Nov. 2019 Mtg.
Beckstead	Lee, Podurgal, Orcutt	NS	HS 200 Home Horticulture	*Up for review. Returning from 20 September 2019 & 1 November 2019 meetings
Gilmartin	Beckstead, Podurgal Annett-Hitchcock	NS	NSGE 295 Environmental Change (Italy: Study Abroad)	Returning from 15 Nov 2019 Meeting, removed GK attribute.

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
HUM, IP	ENG 232 Literature and Medicine	No change to GEP information
GK	FLF 202 Intermediate French II	No change to GEP information
HUM	HI 452/(552) Recent America	*Up for review Dropping GEP
HUM, USD	HI 453/(553) United States-Latin American Relations Since 1823	*Up for review Dropping GEP
HUM	HI 459/(559) The Early American Republic	*Up for review Dropping GEP
HUM, GK	HI 461/(561) Civilization of the Old South	*Up for review Dropping GEP
HUM	HON 294 Honors Special Topics-Humanities	No change to GEP information
IP	HON 296 Honors Special Topics – Interdisciplinary Perspectives	No change to GEP information
USD	HON 398 Honors Special Topics	No change to GEP information
GK, HUM	REL 412 Advanced Readings in the Christian Gospels	No change to GEP information
GK, HUM	REL 413 The Life and Letters of the Apostle Paul	No change to GEP information
GK, HUM	REL 489 Interpretations of Religion	No change to GEP information

GER> GEP Review				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Orcutt, Beckstead, Casper	GK, SS	ANT 325 Andean South America	*Up for SS, review both categories.
Haeseler	Annett-Hitchcock, Lee, Pickworth	GK, HUM	ENG/FL 246 Literature of the Holocaust	*Up for HUM, review both categories.
Haeseler	McGowan, Belk, Minogue	HUM, USD	ENG/WGS 305 Women and Literature	*Up for HUM, review both categories.
Haeseler	Moore, Lee, Gill	HUM	ENG 460 Major British Author	*Up for review
Haeseler	Beckstead, Podurgal, Annett-Hitchcock	VPA	HA 201 History of Art from Caves to the Renaissance	*Up for review
Haeseler	Orcutt, Monek, Podurgal	VPA	HA 202 History of Art From the Renaissance Through the 20th Century	*Up for review
Haeseler	Moore, Liu, Belk	VPA	HA 203 History of American Art	*Up for review

Gilmartin	Minogue, Pickworth, Casper	HUM, USD	HI/WGS 447/(547) Women in America: From Contact to the Civil War	*Up for HUM, review both categories.
Gilmartin	Orcutt, Annett-Hitchcock, Beckstead	HUM, USD	HI/WGS 448/(548) American Women in the Twentieth Century	*Up for HUM, review both categories.
Gilmartin	Belk, Liu, McGowan	SS	SOC 205 Jobs and Work	*Up for review
Gilmartin	Gill, Lee, Moore	SS	SOC 300 Social Research Methods	*Up for review
Gilmartin	Liu, Casper, Lee	SS	SOC 301 Human Behavior	*Up for review
Gilmartin	Belk, Casper, McGowan	HUM, SS	SOC/REL 309 Religion and Society	*Up for review in both
Gilmartin	Gill, Minogue, Orcutt	SS, GK	SOC 342 International Development	*Up for SS, review both categories

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Minogue	Gilmartin, Liu, Haeseler	IP, USD	ECI 305 Equity and Education	New to GEP
Monek	Haeseler, Gill, Moore	USD	THE 340 African American Theatre	New to GEP

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Monek	Minogue, Podurgal, Liu	IP	HON 296 (003) Arts Entrepreneurship	1 st Offering, Eff Date Spring 2020
Belk	Gill, Podurgal, Moore	SS, USD	SSUS 295 Children and Childhood	1 st Offering, Eff Date Maymester 2020

Discussion: OIED Seat (Li)

Notes:

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

Council on Undergraduate Education 2019-2020

November 15, 2019
Talley Student Union 5101
Call to Order: 1:30 PM

Members Present: Chair Kim Bush, Past Chair Daniel Monek, Autumn Belk, Jillian Haeseler, Carolina Gill, Johnathan Casper, Robert Beckstead, Carrie Pickworth, Herle McGowan, David Gilmartin, Nancy Moore, Richard Podurgal, Katherine Annett-Hitchcock, Alice Lee, Min Liu, Maria Collins,

Members Absent: James Minogue, Darby Orcutt

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

Guests: Tom Koch, Karen Young, Miriam Ferzli, Stephan Ferguson

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Kim Bush** – Had the proxies and guest introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** –
- **Approval of the Minutes from November 1st 2019** – Approved Unanimously
 - Discussion: Motion to approve the past minutes by member Daniel Monek.

OLD BUSINESS

- **BCH 220 Role of Biotechnology in Society:** (IP) – Approved Unanimously
Discussion: Motion to approve by member Carrie Pickworth. Reviewer indicated the information looks fine.

NEW BUSINESS

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

AFS 343- Outcome could be rewritten from “demonstrate knowledge in religious beliefs”, recommending a different action verb at the beginning as a suggestion.

ENG/FL 224- The first outcome use a more measurable term instead of “recognize” to use a more measurable term such as “describe” as a suggestion.

PHI 333- the third HUM objective's outcome suggestion to update to “Develop their reasoning skills...”

Committee moved to approve the suggestions from assessment for the courses on the consent agenda that have not updated the GEP information.

GER>GEP Review

- **BIO 181 Introductory Biology: Ecology, Evolution and Biodiversity:** (NS) – Approved Unanimously
Discussion: Motion to approve by member Alice Lee and introduced guest Miriam Ferzi. Reviewer indicated the course looked good and that it was clear the scientific method is being used.
- **FW 465 African Ecology & Conservation:** (NS, GK) – Sunset Unanimously
Discussion: Motion to Sunset by member Johnathan Casper.
- **HS 303 Ornamental Plant Identification I:** (NS) – Approved Pending
Discussion: Motion to approve by member Carrie Pickworth. Reviewer indicated the outcomes and measures aligned. Reviewer indicated it took a double take to understand. Member brought attention to the second outcomes saying “students will be able to identify about 175 plants commonly found ... develop an understanding...and an appreciation” and wondered if the language is unmeasurable. Members had issue with the term “appreciate”
Identify - Suggestion to remove 175.
Develop an Appreciation should be removed.
Motion to amend the motion form approved to approve pending the removal of “develop an appreciation” for the outcome.
- **PP 222 Kingdom of Fungi:** (NS) – Sunset Unanimously

Discussion: Motion to Sunset the course by Robert Beckstead

- **ENG 377 Fantasy:** (HUM) – Approved Unanimously
Discussion: Motion to approve the course by Jillian Haeseler
- **ENG 385 Biblical Backgrounds of English Literature:** (HUM, GK) – Tabled
Discussion: Motion to approve the course by Jillian Haeseler. Reviewer indicated the HUM category looks good, but in the Global Knowledge measure indicated the measure “use biblical materials” to write an essay which did not align with the outcome. In the second outcome’s measure indicates students could use an American author. Reviewer indicated there is a way students could fulfill the measure without referencing a British author.
Motion to amend the motion to tabled. Member indicated it seems the bible is used as a European text. Members decided tabling is best.
- **ENG 390 Classical Backgrounds of English Literature:** (HUM, GK) – Approved Unanimously
Discussion: Motion to approve the course by Jillian Haeseler. Reviewer indicated it looks fine. Members discussed if the same issues for the GK apply to this course as well. Members indicated this course provides more information that includes American text, but forces students to compare it with ancient Greek or other text.

Courses New to GEP

- **SOC 211 Community and Health:** (SS, USD) – Approved Unanimously
Discussion: Motion to approve the course by David Gilmartin. Member brought attention to the first SS outcome to see if the outcomes is measurable, but the measure seems to prove the outcome is measurable.

HON or Special Topics Courses

- **HON 299 Turning Points in Contemporary Music History:** (VPA) – Approved Unanimously
Discussion: Motion to approve the course by Daniel Monek. Reviewers indicated it looks fine.
- **HUMU/IPUS 295 Black Culture Through Sports:** (HUM, IP, USD) – Approved Pending
Discussion: Motion to approve the course by David Gilmartin. Lexi Hergeth clarified that these are cross listed courses. Member brought attention to the IP objective’s first outcome “recognize and express”, members asked if the “distinguish between” the two disciplines. Guest Stephen Ferguson spoke on the course indicating this is a comparison based on the modern area and the contemporary modern area. This is based on the empirical work because of segregation the records were not considered based on the records and when segregation was in effect. This is a categorization and empirical issue. Member indicated the explanation provided was excellent. Members discussed if this is a historical look, guest indicated today there is neglect toward women in US sports. Member suggested indicated not indicating the “best” players. Guest indicated this is how he will ask. Member suggested adding “discuss this based on the American inequality based on structural inequalities”.
Pending in the measure’s example question, adding “based on structural inequalities” to the sample question.
Motion to amend the motion to approve pending for USD- Amendment Approved.
IP-Disciplines are African American Studies and Philosophical. Member indicated in the measure it needs to provide a little more to explain the contribution to philosophy. Members indicated that the outcome is a restatement of the objective which doesn’t provide any context for philosophy and the measure doesn’t provide insight either. Guests and members discussed disciplines in and the difficulty of the committee for IP when there are interdisciplinary courses where the disciplines overlap. Empirical vs. Conceptual in terms of the value. The office of Assessment suggested including “value theory”.
Member indicated this could be adjusted to “Use a philosophical theory approach to evaluate arguments for who was the best hitter in the MLB: Josh Gibson or Babe Ruth?”
“Contrast an African American studies argument with a philosophical argument to determine who was the best hitter...”.
Motion to amend the motion form approved to approved pending the above adjustment to the course, approved.
- **IPGE 295 From Quills to Phones: Text Tech:** (IP) – Approved Unanimously
Discussion: Motion to approve the course by David Gilmartin, guest Karen Young provided an explanation of the course.
- **NSGK 295 Environmental Change:** (NS,GK) – Tabled.

Discussion: Motion to approve the course by David Gilmartin. Member brought attention to the GK outcome indicating the framing of the measure doesn't highlight anything that would be culturally significant about Italy. Member indicated as it's written, the outcome does not meet the objective and the measure doesn't align either. The measure seems to indicate the population and historical role. Member indicating on the outcome doesn't provide a society or culture outside the United States. Members said it seems like they should consider past and current as opposed to society and culture, which is not the case.

- Discussion: OIED seat discussion. Bret Smith indicated that he reached out to OIED for them to provide a presentation at our first January 10, 2020 meeting. Based on today's discussion, member had concerns about something being an important topic and that overshadowing the responsibility of the committee. Bret emphasized that the questions from the committee were to support the committee as an academy. Bret indicated the presentation will provide insight as to how OIED will serve the committee. Member wants OIED to clearly articulate how having an OIED seat will assist in our role as a committee and add value. Member suggested having a representative speak with the chair or chair elect prior to the presentation. Members indicated although this is a public committee where OIED would certainly be welcome.

Meeting adjourned at 2:58 PM

Respectfully submitted by Lexi Hergeth

GEP Natural Sciences Special Topic Shell Offering (NSGE 295)

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

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

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

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

NSGE 295

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

SECTION 1: GEP CRITERIA

Instructions:

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

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

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

Measure(s) for above Outcome:

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

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

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Natural Sciences Objective 2:*
Obj. 2) Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.

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

Measure(s) for above Outcome:

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

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

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

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

BIO 181 OR BIO 183

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

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

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

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

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

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

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

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

SIGNATURE PAGE FOR NSGE 295**RECOMMENDED BY:** 11/25/2019_____
HEAD, DEPARTMENT/PROGRAM_____
DATE

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

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

APPROVED EFFECTIVE DATE _____

NSGE 295 – Environmental Change (Italy: Study Abroad)

Section TBD

Summer I, 5 Week 2020

3 Credit Hours

Course Description

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

Learning Outcomes

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

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

Course Structure

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

Instructor

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

Email: jfflore2@ncsu.edu

Office Phone: 919-515-0474

Cell Phone: 704-654-0462

Office Location: 232 David Clark Labs

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

Course Meetings

Days: MTWHFS/Su

Time: 8:00am - 5:00pm

Campus: Main

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

This meeting is required.

Course Materials

Textbooks

Introduction to Modern Climate Change - Andrew Dessler

Edition: 2nd

ISBN: 978-1-107-48067-4

Cost: ~\$30

This textbook is required.

Expenses

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

Materials

None.

Requisites and Restrictions

Prerequisites

BIO 181 OR BIO 183

Co-requisites

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

Restrictions

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

General Education Program (GEP) Information

GEP Category

Natural Sciences

GEP Category Outcomes

1. Identify and explain the basic data and concepts behind modern and ancient climate change.

2. Examine the mechanisms that have changed past climates on Earth and determine the likelihood they are affecting the modern climate.

How This Course Will Fulfill GEP Category Outcomes

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

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

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

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

How This Course Will Fulfill GEP Co-requisite Outcomes

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

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

Transportation

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

Safety & Risk Assumptions

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

This course and study abroad program have field trips and excursions inside and outside each city that will require walking in excess of 5 miles per day. On a few excursions, we will be climbing steps in tight spaces to observation areas over a hundred meters off the ground as well as riding in glass-enclosed gondolas up a mountain to tour villages and geological sites. If you are prone to claustrophobia or acrophobia, please inform your instructors so that we can consider alternative activities for you. Each of the cities that we are visiting have normal crime activities for places frequented by tourists (e.g. pickpockets and petty theft), please be vigilant about your surroundings and the surroundings of your peers and if you see something, say something! We will discuss tips and suggestions for dealing with all of these safety issues at our pre-departure meetings.

Grading

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

Component	Weight	Details
Daily Journal	100 points (20%)	Students will maintain a daily journal of activities and lessons for the entire course through Italy. These entries should be reflective in nature. Journal prompts will be provided each week and daily entries will be valued at 10 points.

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

This course cannot be audited.

Policies on Incomplete Grades

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

Late Assignments

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

Attendance Policy

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

Attendance Policy

Attendance is mandatory at all scheduled events unless previously discussed.

Absences Policy

Since we will be located in a foreign country for entirety of the course, all absences will require verification by the instructors. If for some reason you have an extended illness (3 or more days), we may need to consider alternate assignments as well as changing grading requirements. Each situation will be handled on a case by case basis.

Makeup Work Policy

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

Academic Integrity

Academic Integrity

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

We will use Moodle for this course.

Accommodations for Disabilities

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

Non-Discrimination Policy

NC State provides equal opportunity and affirmative action efforts, and prohibits all forms of unlawful discrimination, harassment, and retaliation ("Prohibited Conduct") that are based upon a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, "Protected Status"). Additional information as to each Protected Status is included in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure). NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at

<http://policies.ncsu.edu/policy/pol-04-25-05> or <https://oied.ncsu.edu/divweb/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule and Trip Itinerary

NOTE: The course schedule is subject to change.

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

Trip logistics and basic background material.

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

Rome — 05/18/2020 - 05/22/2020

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

Florence — 05/22/2020 - 05/28/2020

- Day 0 (5/22): Arrival by train; Take students to tour the city and give them the day to wander
 - **Evening Assignment: *Journal***
- Day 1 (5/23): Dome and tower climb (morning) - **Inside classroom time in the afternoon (1-4pm)**
 - **Evening Assignment: *Read Ch. 3 IMCC; Review Uffizi artworks; Journal***
- Day 2 (5/24): Museo Uffizi (morning) - **Inside classroom time in the afternoon (1-4pm) – Reading Quiz #4 (Ch3)**
 - **Evening Assignment: *Read Ch. 4 IMCC; Journal***

- Day 3 (5/25): Museum of Natural History - Field work and paleo-site visits with Dr. Stefano Dominici, Curator, Museum of Geology and Paleontology, University of Florence- **Outside classroom (8am-8pm)**
 - **Evening Assignment: Read "Wine War", NPR Piece on Roman Grapes, review Paleogenomic grape paper; Journal**
- Day 4 (5/26): Wine Tour and cooking class at Il Mercato (with science lesson) - **Outside classroom (all day)**
 - **No reading; Journal**
- Day 5 (5/27): Basilica of San Lorenzo OR Villa Galileo – **Reading Quiz #5 (Ch4 and other readings)**
 - **Evening Assignment: Read Ch. 5 IMCC; Journal; Pack for Padua!**

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

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

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

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

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

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

Return Home.

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

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

DATE	TENTATIVE ITINERARY
ROMA Monday, May 18	<p>Arrival in Rome (independent arrangements for transfer to hotel)</p> <p><u>Check in at Hotel Al Manthia (4 nights, breakfast included)</u></p> <p>Via dei Giardini 35/B - Roma Tel. +39.06.79844142 /Fax +39.06.79800131 www.almanthiahotel.com</p> <p>Students in double/triple rooms 2 Faculties in 2 double-for-single-use rooms</p> <p>Orientation at LdM-Rome</p> <p>Welcome Dinner</p>
ROMA Tuesday, May 19	<p>Classroom space 3 hrs/day time TBC</p> <p>Survival Italian language class (2 hrs.)</p> <p>Entrance tickets for Colosseo/Palatino/Foro provided (2-day ticket)</p>
ROMA Wednesday, May 20	<p>Classroom space 3 hrs/day time TBC</p> <p>Survival Italian language class (2 hrs.)</p> <p>Entrance tickets for Colosseo/Palatino/Foro provided (2-day ticket)</p>
ROMA Thursday, May 21	<p>Classroom space 3 hrs/day time TBC</p>
ROMA – FIRENZE Friday, May 22	<p>Morning time TBC</p> <p>Check out from Hotel Al Manthia</p> <p>Leave from Roma-Termini station with Frecciarossa train arriving Firenze S.M.N. station</p> <p><u>Check in at PLUS Florence Hostel (6 nights, with breakfast included)</u></p> <p>Via Santa Caterina D'Alessandria, 15 https://plushostels.com/it/firenze</p> <p>Orientation at LdM-Florence</p>

	Welcome Dinner
FIRENZE Saturday, May 23	10AM TBC Reservation for climb to the Duomo Cupola (tickets provided are also valid for access within 72 hours to the Museo dell'Opera del Duomo, Duomo, Giotto's bell tower, Baptistery, Crypt)
FIRENZE Sunday, May 24	9AM TBC Reservation for entrance to Uffizi Gallery (with 3-day Combination ticket also for Pitti Palace and Boboli Garden)
FIRENZE Monday, May 25	Museum of Natural History - Field work and paleo-site visits with Dr. Stefano Dominici, Curator, Museum of Geology and Paleontology, University of Florence
FIRENZE Tuesday, May 26	<p><u>Day trip to Chianti Winery</u> 9:00AM leave with private transfer to Chianti winery. 10:30AM approx. arrival in Chianti winery. Visit of the winery with lunch and wine tasting included 3:30PM leave with private transfer back to Florence 5:00PM arrival in Florence</p> <p><u>6:00-9:00PM Cooking class at LdM CUCINA with LdM Professor - San Lorenzo Market, second floor – Via dell'Ariento 10/14</u> Menu TBA</p>
FIRENZE Wednesday, May 27	Classroom space 3 hrs/day time TBC FREE DAY
FIRENZE-PADOVA Thursday, May 28	<p>Check out from accommodation</p> <p>Leave from Firenze S.M.N. station with Frecciarossa train arriving Padova station</p> <p><u>Check in at Hotel Majestic Toscanelli Padua</u> (3 nights, with breakfast included) ADDRESS Via dell'Arco, 2 35122 Padova Italia PHONE +39 049 663 244 FAX +39 049 876 0025 E-MAIL majestic@toscanelli.com</p> <p>Students tour the city; Welcome Dinner</p>
PADOVA Friday, May 29	University of Padova tour (Palazzo Bo) (10:30am on 5/29, Tour in English is confirmed with UniPD); Natural History Museum in the afternoon and then and/or Botanical Gardens - (classroom time in the morning)
PADOVA- VENICE- PADOVA Saturday, May 30	Train to Venice in the morning, Visit Venice, Natural History Museum, Discussion of rising water levels (acqua alta); Return to Padova in the evening
PADOVA-BOLZANO Sunday, May 31	<p>Check out of hotel; train to Bolzano-Bozen</p> <p>Check in to Hotel Greif Address: Bozen, Südtirol, Italy Walther Platz Phone: +39 0471 318 000 Fax: +39 0471 318 148 Email: info@greif.it</p>

	Students tour city
BOLZANO Monday, June 1	South Tyrol Museum of Archaeology (Bank Holiday – Small shops will be closed but restaurants and bars should be open)
BOLZANO Tuesday, June 2	REPUBLIC DAY! (National Holiday - Small shops will be closed but restaurants and bars should be open)
BOLZANO Wednesday, June 3	Renon Cable car up to Soprabolzano to see Dolomites and Earth Pyramids
BOLZANO Thursday, June 4	Museum of Natural History
BOLZANO Friday, June 5	Day trip to Ortesei to walk the plateau OR GEOPARK (Bletterbach)
BOLZANO- VENICE Saturday, June 6	Check out of Hotel Greif and travel by train to Venice. Check in to TBD
VENICE Sunday, June 7	Check out of Venice Hotel TBD; Return to U.S.

Suggested Apps for travel to Italy:

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

Things to know:

- **Walking: you can expect to walk 10-15km per day on most days. We will walk to most places within each city and do not plan on taking public transportation within the city. This allows us to see more and do more. Bring comfortable walking shoes that have been broken in (it is not recommended to buy new shoes for the trip; likewise, be smart with wearing appropriate shoes for the situation and don't worry too much about looking good).**
- **Water bottle and small backpack: it may seem odd to drink from a public water fountain but there are public water fountains all over Italy where you can (and should) fill your water bottle from. The water is safe and clean to drink and it is usually cold. You will also appreciate**

having a small pack to carry most days (not on museum days) in case you have items you purchase or need to carry (like a water bottle).

- **Heights:** we will be climbing a couple of monuments using narrow stairways (436 steps, ~90m. high) and taking at least one 15min gondola ride 1000m up a mountain. Please keep this in mind when considering this program.
- **Trains:** we will be traveling extensively by high speed train. The trains are extremely safe and on occasion they can reach speeds up to 250km/h. If you are prone to motion sickness you might need to take precautions when riding these trains.
- **Pickpockets and petty thieves** are found in major cities around the world. Be vigilant and smart and you shouldn't have any issues. Carry small amounts of cash, wear clothes with front pockets, bring a crossbody bag, bring a small backpack (remember you are walking 7-10 miles a day!), you can even bring/buy a money belt (probably not what you are envisioning) or "fanny pack". Don't be flashy with tons of jewelry and don't plan on hand carrying your phone around (definitely **DO NOT PLACE YOUR CARDS IN A CELL PHONE WALLET**). A good rule to remember when traveling is don't bring anything that you would not be okay losing or leaving behind.
- **Street sellers** are in all of the major cities. These are not the market sellers with booths but individuals on random streets and squares trying to sell trinkets. They will approach you, try to shake your hand, drop something on the ground for you to pick up, ask where you are from and attempt to sell you a bracelet or something similar. Once you engage, you are going to have a very tough time getting away. Our nature may be to respond and be kind but the best approach is to ignore them (no reason to be rude but just act as if you don't hear them), do not make eye contact, do not respond to them and to keep walking. Most are very respectful and will move on to the next person. By the end of the trip, you might develop the "I'm a local" look and they won't even approach you!

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 sec 003

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	<input checked="" type="checkbox"/>	
Special Topic Title: (30 character limit)	Arts Entrepreneurship	Review for 2nd Offering	<input type="checkbox"/>	
Term to be Offered	Spring 2020			
Instructor Name/Title	Kathryn L. Brown, Lecturer in Arts Entrepreneurship			

SECTION 1: GEP CRITERIA

Instructions:

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

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

Outcome: Distinguish between how arts and business view and apply the concept of aesthetics.

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.

Measure: Sample journal question

- If aesthetics is the study of beauty and typically restricted to Art objects, why is there no similar philosophical discipline dedicated to the study of non-Art objects? Also, discuss how the concept of "aesthetic meaning" may or may not be applied to non-Art objects in non-Arts market spheres.

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

Outcome: Identify consistencies and connections in how art and business approach marketing products.

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.

Measure: Sample short answer test questions

- Identify the similarities and differences in how a large musical instrument chain retailer and a "big box retailer" presents their floor inventory in both a "brick and mortar" and online context.
- Is the "buying experience" the same for Art purchased at an Art gallery as it is at Wal-Mart?

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

Outcome: Synthesize how business and arts industries approach markets and marketing to communicate value.

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.

Measure: Sample final project reflection question

• Arts businesses are unique in that their value is primarily an aesthetic one. This is not true for many other types of businesses. How did this reality impact your team's approach to marketing your client's arts business? Were there instances where traditional "Schools of Business" approaches to marketing were ineffective? Were there instances where your artist was resistant to marketing their art as a business?

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? Arts and business
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"? The instructor will adapt traditional entrepreneurship pedagogy and analytical tools such as the Business Model Canvas, SWOT analysis, and ecological systems models for the exploration of entrepreneurial practices in the arts, specifically.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Tuesdays & Thursdays 1:30 PM – 2:45 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Quad Commons 202
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

How to Think Like Leonardo da Vinci by Michael J. Gelb (New York: Random House, 2004) \$10.99 ISBN 978-0-307-57352-0

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

- Introduction to Class
- Discuss Final Project
- What is “Arts Entrepreneurship?”
- Arts Venture Startup Model
- Hybrid Models
- Arts and Geography
- Arts Business Canvas
- Arts Markets
- Aesthetics and Arts Entrepreneurship
- Experiential Consumption Models
- Utilitarian Consumption Models

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

- **Lucky Tree Gallery & Cafe:** 3801 Hillsborough St Raleigh, NC, 27607 (Accessible via Wolfline)
- **Sonorous Road Theater Company:** 3801 Hillsborough St Raleigh, NC, 27607 (Accessible via Wolfline)
- **Imurj:** 300 South McDowell Street, Raleigh, NC 27601 (Downtown, accessible via GoRaleigh city bus)
- **Visual Art Exchange:** 309 W Martin St, Raleigh, NC 27601 (Downtown, accessible via GoRaleigh city bus)

SIGNATURE PAGE FOR HON 296 sec 003
Arts Entrepreneurship

RECOMMENDED BY:

Anne C. Asten 11/18/19
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] 11/18/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 11/18/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296-003 –ARTS ENTREPRENEURSHIP

Spring 2020

NORTH CAROLINA STATE UNIVERSITY

SYLLABUS

Course Information

Course Title	Arts Entrepreneurship (Section 003)
Credit Hours	3
Class Meeting Time	T&Th 1:30 – 2:45
Location	Quad Commons 202
Course Prerequisites/ Co-requisites	None
General Education Program (GEP) Applicable	Interdisciplinary Perspectives
GEP Interdisciplinary Perspectives Objectives	<ul style="list-style-type: none">• Distinguish the fundamental and distinct approaches of the arts and business when considering starting an art business.• Identify and apply authentic connections between the arts and business• Explore and synthesize the approaches or views of both the arts and business

Instructor Information

Instructors	Prof. Kathryn Brown
Office Location	Broughton 2414
Office Hours	M&W 12:30 – 2:30
Telephone	919-515-8455
Email	klbrown8@ncsu.edu

Catalog Description

HON 296: Arts Entrepreneurship: This course introduces students to the basic components of an entrepreneurial lifestyle in the arts for those interested in starting an arts business. By exploring fundamental issues critical to arts entrepreneurs, students are exposed to the unique and interdisciplinary negotiations entrepreneurs confront daily. HON 296 examines the intersections between the arts and entrepreneurship, particularly, entrepreneurship in an arts context. Individual artists and arts organizations face unique challenges in designing, marketing, launching, and sustaining arts-related ventures. Students will examine these challenges through a mixture of activities and lesson formats including the examination of business models in the arts, class discussion, hands-on activities in groups, off-campus excursions to local arts businesses and organizations, and opportunities to discuss arts entrepreneurship with visiting artist-entrepreneurs. Throughout the semester, students will work in teams to develop marketing strategies and audio-visual marketing content for artist-entrepreneurs in the Triangle. Course content represents an inclusive, broad range of visual and performing arts ventures spanning multiple visual and performing arts disciplines and traditions.

NOTE: This course occasionally requires students to travel off campus. Students must provide their own transportation. However, all visits are accessible via the NCSU Wolfline and/ or the GoRaleigh transit system. Students may purchase a GoPass online for \$5.00, providing unlimited GoRaleigh fare. For details, visit <https://transportation.ncsu.edu/local-transit/>

Student Learning Outcomes for this Course

Upon completion of this course, students will:

GEP Outcomes:

- Distinguish between how arts and business view and apply the concept of aesthetics.
- Identify consistencies and connections in how art and business approach marketing products.
- Synthesize how business and arts industries approach markets and marketing to create value.

Additional Learning Outcomes:

- Identify the risks and rewards inherent an entrepreneurial lifestyle in the arts provides.
- Articulate how arts cultures and aesthetics effects the development phase of an arts venture
- Describe and discuss fundamental arts venture startup procedures, business models and transitioning strategies
- Identify the value in for-and non-profit arts ventures that center on both the Fine and popular arts.
- Articulate how one's innate creativity, intellect, training, assets, and experience are channeled into an entrepreneurially focused arts (or arts related) career.

Course Requirements

- Attendance: Attendance will be taken each class session. Each student is allotted **two unexcused absences** without penalty. **Three** unexcused absences over the course of the semester **will reduce the final grade by 10%.** **Each additional absence will reduce the final grade by an additional 5%.** If a student needs to miss class for any reason, the instructor must be notified by email ASAP and an evaluation will be made at that time based upon the University Attendance Regulation (REG 02.20.3).¹
- Class Participation: Students are expected to be attentive during lectures, ask questions, contribute comments to class discussions and should come to each class having read the required assignment and prepared to discuss and comment upon the issues raised by the readings. (The reading schedule appears in the Course Schedule below). Students must come to each class having read the assigned readings and demonstrate their engagement by participating actively and thoughtfully in the in-class discussions. Students will receive participation grades monthly in Moodle.
 - *Student preparation for and participation in class will be evaluated using the following criteria and is worth **15% of the final grade:***
 - A - Student is consistently well prepared and participates actively; student is attentive, responds when called upon and volunteers often with pertinent questions and comments. The student exhibits excellent participation on a regular basis.
 - B - Student is usually prepared and always responds when called upon; student volunteers on occasion. Overall, the student exhibits “above average” participation.
 - C - The student occasionally volunteers in class with pertinent questions and comments, but not consistently and not often. The student is attentive more often than not, but may exhibit some evidence of being unprepared. Overall, the student’s level of participation is just “average.”
 - D - Student may exhibit **any** of the following behaviors on a consistent basis: unpreparedness, inattentiveness, arrives late, leaves early, rarely volunteers. Overall, the student’s level of participation is “below average.”
 - F - The following will result in an automatic “F” for participation: sleeping in class, doing work for another class, engaging in non-class activities (games online, Facebook, texting, etc.), not staying on-task during group work, or exhibiting an overall lack of concern for the class. An “F” grade = 0%.

¹ See <http://policies.ncsu.edu/regulation/reg-02-20-3>

- **A note about electronic devices:** Students are actually encouraged to use laptops and other devices in class (except during tests). However, these devices are to be used for class activities only, such as market research, note-taking, running a search on a discussion point, etc. Abuse of this privilege will result in an automatic “F” for Participation. (Please see the guidelines above.)
- **Required Textbooks:** Required Textbooks: *How to Think Like Leonardo da Vinci* by Michael J. Gelb (New York: Random House, 2004) \$10.99 ISBN 978-0-307-57352-0
- **Tests:** There are **two tests (each worth 15% of the final grade)**. See *Incomplete Grades, Late Assignments and Rescheduling Missed Tests*, for making up missed tests, below.
- **Final Project:** There is one final project worth **30% of the final grade**. The final project involves collaborating in peer groups to design and create original audio-visual marketing content for a local arts entrepreneur or arts organization “clients.” Each team will conduct an initial consultation interview with the client and maintain regular contact with the client through weekly email updates. In addition to creating the film, students will submit individual reflection papers at the end of the semester. Final Drafts will be viewed by the entire class on Final Exam Day.
- **Journal:** The Journal (**25% of final grade**) is an opportunity for students to reflect on in-class discussions, lectures, activities and business explorations, short readings (to be completed in preparation for class, TBA), and track the progress of the final project. All journal entries are to be submitted via Moodle.

Final Grade Determination

<i>2 Tests (15% Each)</i>	<i>30%</i>
<i>Journal</i>	<i>25%</i>
<i>Class Participation</i>	<i>15%</i>
<i>Final Project</i>	<i>30%</i>
<i>Attendance</i>	<i>Penalty applied for three or more unexcused absences. See Attendance Policy.</i>
Total	100%

A+ (97-100), A (93-96.9), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), C- (69-72.9), D+ (67-69.9), D (63-66.9), D- (60-62.9), F (0-59.9)

COURSE SCHEDULE

Week	Topics	Assignments Due
1 Module I – Arts Venture Models	-Introduction to Class -Discuss Final Project	N/A
	-What is “Arts Entrepreneurship?”	1. Journal #1 2. Gelb: -“Preface” -“Introduction: Your Brain is Much Better than You Think” -“Learning from Leonardo” -“A Practical Approach to Genius”
2	-D.H. Hill Library Tech Consultation	
	-Arts Venture Startup Model #1: For-Profit Arts Businesses	1. Journal #2 2. Gelb:
3	MLK DAY- NO CLASS	MLK DAY- NO CLASS
	-Arts Ventures Startup Model #2: Non-Profit Arts Projects -Hybrid Models	1. Journal #3 2. Gelb: -“The Renaissance, Then and Now”

	-Arts and Geography	
4	Arts Business Canvas	1. Journal #4 2. Gelb: -“The Life of Leonardo DiVinci” -“Major Accomplishments”
	Arts Business Canvas	1. Journal #5 2. Gelb: “The Seven DaVincian Principles” -Initial Consultation Questions
5	Review	
	TEST 1	
6 Module II – Arts Marketing	Client Interviews	
	Client Interviews	
7	Client Interviews	
	Client Interviews	
8	Core Value	1. Journal #6 2. Gelb: “Curiosita”
	Storyboarding	1. Journal #7 2. Gelb: “Dimostrazione”
9	Arts Markets	1. Journal #8 2. Gelb: “Sensazione”
	Arts Markets	1. Journal #9 2. Gelb: “Sfumato”
10	SPRING BREAK- NO CLASS	SPRING BREAK- NO CLASS
	SPRING BREAK- NO CLASS	SPRING BREAK- NO CLASS
11 Module III – Why and How the Arts are Unique	Aesthetics and Arts Entrepreneurship	1. Journal #10 2. Gelb: “Arte/Scienza”
	*Arts Entrepreneur Visit/ Guest (TBA)	Journal #11
12	Experiential Consumption Models	1. Journal #12 2. Gelb: “Corporalita”
	*Arts Entrepreneur Visit/ Guest (TBA)	Journal #13
13	Utilitarian Consumption Models	1. Journal #14 2. Gelb: “Conessione”
	*Arts Entrepreneur Visit/ Guest (TBA)	Journal #15
14	Review	Gelb: “Conclusion: Leonardo’s Legacy”
	TEST 2 (Covers Modules II and III)	
15 (Final Project Workdays/ Inter-Team Collaboration)	*Entrepreneurship Garage Visit	
	Documentary Rough Draft Screenings & Peer Review	FP Documentary Rough Draft Due
16	Final Project Workday	
	Final Project Workday	
EXAM WEEK	Prof. Brown Previews Videos	Final Video

	Documentary Screening with Artists	Reflection Paper
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***Potential Off-Campus Visit Locations**

- **Lucky Tree Gallery & Cafe:** 3801 Hillsborough St Raleigh, NC, 27607 (Accessible via Wolfline)
- **Sonorous Road Theater Company:** 3801 Hillsborough St Raleigh, NC, 27607 (Accessible via Wolfline)
- **Imurj:** 300 South McDowell Street, Raleigh, NC 27601 (Downtown, accessible via GoRaleigh city bus)
- **Visual Art Exchange:** 309 W Martin St, Raleigh, NC 27601 (Downtown, accessible via GoRaleigh city bus)

Incomplete Grades, Late Assignments and Rescheduling Missed Tests

- An “incomplete” is a temporary grade, given as a result of documented serious event as outlined in REG 2.50.3.² 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.
- Late assignments will not be accepted.
- If a student is unable to be present for any tests or unable to complete an assignment due to a documented serious event, reasonable accommodations will be made to make up either the test or assignment as outlined in University Attendance Regulation REG 02.20.3.³

Additional Statements

- Students in this course will not incur additional expenses beyond the cost of all required textbooks.
- This course has no lab. However, students are required travel outside of the classroom.

Academic Integrity

- * The instructor of this course fully expects student (the student) to complete all tests and assignments honestly. Students who violate University rules on academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and /or dismissal from The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on academic integrity will be strictly enforced.
- All students should be aware of the University’s policy on academic integrity found in the Code of Student Conduct Policy (POL11.35.1).⁴
- The Honor Pledge, "I have neither given nor received unauthorized aid on this test or assignment" will be signed on each test or assignment verifying that student have neither given nor received unauthorized aid.

For Students with Disabilities

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

Electronic Components

- This course may involve electronic sharing or posting of personally identifiable student work or other information with persons not taking or administering this course. Students will be asked to sign a consent form

² See <http://policies.ncsu.edu/regulation/reg-02-50-3>

³ See <http://policies.ncsu.edu/regulation/reg-02-20-3>

⁴ See <http://policies.ncsu.edu/policy/pol-11-35-1>

allowing disclosure of their personally identifiable work. No student is required to sign the consent form as a condition of taking the course. If a student does not want to sign the consent form, he or she has the right to ask the instructor for an alternative, private means of completing the coursework.

Anti-Discrimination Statement

- NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05>. 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. The use of illegal drugs, tobacco products, and alcoholic beverages are prohibited.

GEP Social Sciences and U.S. Diversity Special Topic Shell Offering (SSUS 295)

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

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

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

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

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

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



SSUS 295

Department(s)/Program		New GEP Special Topics Offering	X
Special Topic Title: (30 character limit)	Children and Childhood	Review for 2 nd Offering	
Term to be Offered	Maymester 2020		
Instructor Name/Title	Martha Crowley, Associate Professor, Dept. of Sociology and Anthropology		

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

Social Sciences

Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.

- Compare the cultural view and roles of children across different time periods. (SS#1)

Measure(s) for above Outcome:

Essay question – Example prompt: Explain how the cultural view and roles of children have changed since 1900, focusing in particular on their roles with respect to production, consumption, and leisure.

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

- Demonstrate how social scientific methods are used to study behavioral variations and organizational processes at play in reproduction of class disadvantage in families and schools (SS#2)

Measure(s) for above Outcome:

Essay question – Example prompt: Two studies assigned in this course (one qualitative and one quantitative) address the role of cultural capital in social reproduction. For each study, explain the data and methods employed, what the author found, and the unique benefits and limitations of these data for understanding the processes under investigation.

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

- Apply sociological concepts to identify how institutional and organizational practices within education produce inequality in educational opportunity by race and social class. (SS#3)

Measure(s) for above Outcome:

Short answer question – Example prompts: (Example 1) Define institutionalized discrimination, list two practices within education where it manifests, and explain how it produces unequal access to educational resources and opportunities by race and/or social class. (Example 2) What is cultural capital? Where does it come from, who evaluates it and on what basis, and what are the implications for opportunity among children from disadvantaged and minority backgrounds?

U.S. Diversity

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

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

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

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

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

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

- Analyze how children's identities are shaped by cultural and social influences based on class, race, and gender variations in children's orientations and behavior at school and the implications for educational outcomes and employment trajectories. (USD#1)

Measure(s) for above Outcome:

Essay question: Explain the social and cultural forces at play in producing variations in identities, orientations and behavior in school among children from different class, race and gender backgrounds. Be certain to address the role of socialization and spatial inequality in producing variations among children, along with any evidence of intersecting class/race/gender inequalities that you can provide. What are the implications of these identities, orientations and behaviors for long-term educational and employment outcomes?

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

- Categorize and compare historical, social, and political processes producing (or ameliorating) structured class and racial inequalities among children, particularly with respect to exposure to poverty and neighborhood disadvantage. (USD#2)

Measure(s) for above Outcome:

Essay question- Example prompt: Explain the historical, social, and political factors that have contributed to the following challenges facing economically disadvantaged African American children: residential segregation, concentrated poverty, and segregated schools. Explain the effect of these phenomena for equality of educational opportunity among children from different race and class backgrounds.

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

- Examine perceptions of and behavior toward children by individuals from different class and race backgrounds and implications for children's experiences, identity, behavior and long-term well-being. (USD#4)

Measure(s) for above Outcome:

Essay question – Example prompt: Explain how adults' perceptions of children and behavior toward children in schooling environments are influenced by children's race and class background. What are the consequences for children's educational outcomes, identity, and life chances?

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): 11:40am-2:40pm; M, Tu, W, Th, F
 - Seat count: 20 total (10 for SSUS 295, 10 for SOC 295)
 - Room assigned or room preference including needed classroom technology/seat type: If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295) SOC 295

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

- a. If seats are restricted, describe the restriction being applied. No restrictions
- b. Is this restriction listed in the course catalog description for the course? N/A

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

See syllabus

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

See syllabus

3. List any required field trips, out of class activities, and/or guest speakers. Students will visit a nearby retail store to observe selections for children; students will visit a local neighborhood and park to observe overall environment, activity and interactions. – See syllabus

SIGNATURE PAGE FOR SSUS 295

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM

DATE

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

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

SIGNATURE PAGE FOR SSUS 295

RECOMMENDED BY:

William R Smith Dec. 19, 2019
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

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

[Signature] 12/19/2019
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

Children and Childhood
SOC/SSUS 295-001 Maymester 2020 Meeting Times: 11:40am-2:40pm M-F
Course Credit Hours: 3 **Prerequisites/Co-Requisites/Restrictions:** None
GEP Fulfillment: Social Sciences (SS), U.S. Diversity (USD) if taken as SSUS 295

INSTRUCTOR

Martha Crowley
E-mail: martha_crowley@ncsu.edu
Phone: (919) 515-9022
Office: 1911 Bldg, Room 325
Office Hours: TBA *and by appointment*

COURSE OVERVIEW

This course analyzes the structural, cultural and interactional forces that shape children's experiences, identities, behaviors and life chances across a range of contexts, with a focus on inequality and variations influenced by children's locus on spectrums of class, race and gender. Content will address 1) historical change in cultural understandings of childhood; 2) processes reproducing structural inequalities in families, neighborhoods, schools and communities, 3) long-term implications for children's well-being and life chances, and 4) how children and adolescents themselves perpetuate and challenge inequalities, and contribute to cultural change.

INSTRUCTIONAL MATERIALS

Rios, Victor. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York: NYU Press. (\$26.00)
All other materials available via NCSU Library Electronic Reserves (<https://reserves.lib.ncsu.edu>)

TECHNOLOGY

We will utilize Moodle in this course. If you have questions or concerns about the course content, please email me immediately. If, however, you experience a technical problem with Moodle, contact NCSU's Technical Support (help@ncsu.edu or call 919-515-4357). On our Moodle page, a box at the right-hand side provides you with helpful links about how to use Moodle.

TRANSPORTATION, SAFETY AND RISK ASSUMPTION

Students will participate in one field trip (the class will walk to the Target Store on Hillsborough Street across from the NCSU campus). Students will also be required to visit one Wake County neighborhood and public park (students will provide their own transportation to that location). Students assume all risk associated with these activities.

GEP FULFILLMENT

This course meets the General Education Program (GEP) category requirements for Social Sciences and GEP co-requisite requirements for U.S. Diversity.

GEP Social Sciences Objectives met in this course include:

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

GEP U.S. Diversity Objectives met in this course include:

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

GEP STUDENT LEARNING OUTCOMES

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

- Compare the cultural view and roles of children across different time periods. (SS#1)
- Demonstrate how social scientific methods are used to study behavioral variations and organizational processes at play in reproduction of class disadvantage in families and schools (SS#2)
- Apply sociological concepts to identify how institutional and organizational practices within education produce inequality in educational opportunity by race and social class. (SS#3)
- Analyze how children's identities are shaped by cultural and social influences based on class, race, and gender variations in children's orientations and behavior at school and the implications for educational outcomes and employment trajectories. (USD#1)
- Categorize and compare historical, social, and political processes producing (or ameliorating) structured class and racial inequalities among children, particularly with respect to exposure to poverty and neighborhood disadvantage. (USD#2)
- Examine perceptions of and behavior toward children by individuals from different class and race backgrounds and implications for children's experiences, identity, behavior and long-term well-being. (USD#4)

ADDITIONAL STUDENT LEARNING OUTCOMES

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

- Analyze how children's perceptions of themselves and their needs are shaped by cultural and societal influences

COURSE REQUIREMENTS AND EVALUATION

Each class, students are expected to show their classmates and instructor respect by:

- arriving to class on time (see details under *Attendance*)
- reading the assigned reading prior to class
- engaging in in-class discussions and activities (see details under *Participation*)
- refraining from the use of cell phones during class (see details under *Professionalism*)
- respecting diverse backgrounds, experiences, and contributions of your classmates (see details under *Professionalism*)

Attendance is fundamental to learning the material. If your name appears on the course roster and you are not in class, you will be counted absent. Students are allowed one unexcused with no penalties to your grade. *Each additional unexcused absence will result in a two-percentage-point drop in your final grade (with a maximum of a ten-percentage-point reduction).* Excused absences may only be secured in a limited number of situations, and documentation is required. A maximum of two absences may be excused. See this website for information about which kinds of absences are excused and how to document them:

<http://policies.ncsu.edu/regulation/reg-02-20-03>. Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., official university functions, court attendance, religious observances, military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence. Emergency absences (e.g., student illness, injury, death of a family member) must be documented by the university Absence Verification Officer) within one week following the emergency. Documentation must specify the *exact dates* to be excused. *The last day of class is the deadline to check your record of attendance with the TA* (if the course has one, or with me if the course does not). See the section on "Professionalism" below for important additional considerations (behavior in class) that may affect your record of attendance. Please consult the following website for further information on University attendance regulations: <http://policies.ncsu.edu/regulation/reg-02-20-03>

Cancellations: I will notify you by e-mail at least 45 minutes in advance (much earlier if possible) if class is cancelled due to inclement weather or another emergency. Otherwise, class will occur as scheduled. I reserve the right to adjust the attendance policy and I have sole discretion in deciding what adjustments may be made.

Readings must be completed before class on the day for which they are assigned. They provide an important foundation for learning and participation, and students must do the reading on time in order to pass the course.

Participation enhances your own and others' learning. Students who do not feel comfortable contributing to the general discussion can make valuable contributions in small group activities,

so long as conversations remain on topic. Students who speak a lot can contribute to others' learning both through their contributions and by holding back a bit so others can contribute. All contributions to large and small group discussions are to be made in a respectful, professional and constructive fashion. Unprofessional, argumentative and disrespectful comments and/or behavior debase the classroom environment and impede student learning. Name-calling and denigration, whether directed at an individual or a social group, are never appropriate, regardless of whether a member of the social group is present in the classroom. Alternative perspectives *offered in a respectful, professional and constructive manner* are always welcome.

Participation in this class requires reading the assigned materials *before* the class day on which they are assigned and completion of online assignments by their due dates. Participation also includes actively engaging in class and small group discussions as well as small group activities. I will grade participation based on the following criteria:

A = Contributions in class and/or small groups are frequent and reflect exceptional preparation. Consistently volunteers answers and asks questions in class and/or small groups that assist the learning of the class as a whole. Class activities are enthusiastic and reflect diligence.

B = Contributions in class and/or small groups are frequent and reflect thorough preparation. Often volunteers answers to questions in class and/or small groups. Frequently asks questions that assist the learning of the class as a whole. Class activities are approached with seriousness and diligence.

C = Contributions in class and/or small groups are infrequent but reflect adequate preparation. Rarely volunteers answers to questions. Infrequently asks questions, but they are appropriate and helpful to class. Class activities are approached with diligence, but does not complete all.

D = Participates little or not at all in class or small groups. Does not show evidence of preparation. Does not complete in-class activities.

F (0 points) = A pattern of disrespectful interactions and/or behavior in class.

Professionalism is required, not only in classroom discussion (see above), but in more general classroom behavior. Contrary to popular belief, students and their behavior are highly visible to both their instructors and to other students. Conversations during class and use of class-time for non-class activities, especially (email, internet and texting) are highly visible to instructors, TAs and other students. These behaviors are disrespectful and are not allowed. Excessive tardiness, leaving early, and exiting/reentering class are also disruptive and disrespectful. Three instances of any combination of these will count as an unexcused absence. If you must come late, leave early or exit/reenter during class, notify both the TA (if there is one) and myself before class begins (or afterward if necessary).

Reflection papers will determine a significant portion of your course grade. One reflection paper will be required for each day of reading. In the first paragraph(s), you will summarize

the main ideas of each readings. In general, you will probably need to write a paragraph of summary for each piece you read for a day (for example, if you read two chapters, the summary portion of your reflection is likely to be two paragraphs long).

Do not simply state what the pieces are about; rather, you should summarize the authors' main arguments as you would describe it to someone you know, in your own words, in a few (approximately five) sentences beginning with a statement such as "Pugh makes the case that..." Describe any relevant data that were employed. Note: You should not look at the piece while you are summarizing it, as this can easily result in plagiarism (evidence of which will result in a report to the Office of Student Conduct and result in a grade of zero on the assignment and/or a grade of zero in the course in accordance with the sanctions imposed by the Office of Student Conduct).

Your summary will be followed by at least one paragraph in which you will write about your reflection on the readings. This does not mean to simply state that you learned something new or that you agree or disagree. Instead, talk about what the reading means for your understanding of children and childhood and/or how the main ideas compare or contrast with those encountered in other readings, in other courses, and/or your life experiences. Be very specific here. This is the part of the assignment where you show that you are integrating the material into your thinking on the topic.

To complete your reflection, add a discussion question pertaining to at least one of the assigned readings. Then proofread your reflection paper and revise it for clarity.

Your two lowest reflection scores will be dropped. All other scores will count toward your final grade.

Reflection papers must be posted via Moodle 2 hours prior to the start of class. If you have difficulty posting your reflection, you may email it to me as a one-time solution. Your two lowest reflection scores will be dropped.

Late Paper Policy

Late reflections are not accepted. The sole exceptions include a documented excused absence (see below). In those cases, the reflection paper may be submitted in-person during the next class period (not by email or by another student), and it must be accompanied by documentation for the absence (see the attendance policy above).

Two non-cumulative examinations will consist of objective, short answer and essay questions (no particular ratio of question format is implied). Any class material may appear on the exams. *You must study for exams in order to pass this class. Study guide questions will be provided after each class via Moodle.*

Makeup examinations will count toward your grade only if you have a documented excused absence for the exam day (see NCSU policy regarding both excused absences and documentation). Any makeup examination will take place on the first business day that I am able to make time available for you to take it, and you must provide documentation prior to taking the exam. The exam may include different questions and an alternative exam format.

Seek out assistance if you need it. We are here to help. Academic assistance is also available through the Undergraduate Tutorial Center (<https://tutorial.dasa.ncsu.edu>). I encourage you

to contact the Counseling Center (<https://counseling.dasa.ncsu.edu/>) if personal, academic or vocational problems are interfering with your coursework. Resources are also available at the Women's Center (<https://oied.ncsu.edu/divweb/womenscenter/>), the Student Health Center (<https://healthypack.dasa.ncsu.edu>), the Career Development Center (<https://cdc.dasa.ncsu.edu>), and the Undergraduate Research Center (<https://undergradresearch.dasa.ncsu.edu>).

Adhere to Course policies. The terms of this course are outlined in full and every student can expect the policies outlined here to be applied consistently. I will not provide extra work at the end of the term for students who are failing the course, as it would be unfair to give any student an opportunity that is not available to all. If you are unable to meet the expectations/requirements listed here, I recommend that you drop this course and take it another time. If problems arise during Maymester, be certain that you make arrangements complying with the course policies noted above. If you have serious problems warranting withdrawal after the drop deadline, you can learn more about your options by contacting the Counseling Center (information above).

Notice

To pass this course, you must attend class, complete readings on schedule, study for your exams and turn in assignments on time. If you are unwilling or unable to make these commitments, I strongly recommend that you take this course another time. By remaining in this class, you are acknowledging that you understand and will adhere to the expectations/requirements noted on the syllabus.

GRADE DETERMINATION

Reflections	30%
Participation	20%
Exam 1	25%
Exam2	25%
<hr/>	
Total	100%

Final scores will be rounded to the nearest whole number.

All grades will be posted at the same time. Please do not ask for your grade to be calculated early.

A Range:	A- (90-92%)	A (93-96%)	A+ (97% and above)
B Range:	B- (80-82%)	B (83-86%)	B+ (87-89%)
C Range:	C- (70-72%)	C (73-76%)	C+ (77-79%)
D Range:	D- (60-62%)	D (63-66%)	D+ (67-69%)
Failing:	(59% and below)		

Incomplete Grades

I will not give any incompletes in this course except in the case of severe illness. Relevant documentation (university-approved) will be required. For the NC State policy on grading and

IN grades, see <http://policies.ncsu.edu/regulation/reg-02-50-03>. Students are subject to the grade they earned on the work they performed for the class. Incompletes must be made up before the end of the next regular semester in which the student is enrolled and in no case may be made up more than 12 months after the end of the semester in which the “incomplete” is given (unless the teacher or department offering the course is not able to provide the student with an opportunity to make up incomplete work in which case the period can be extended).

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

Academic Integrity

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. You may be required to write the Pack Pledge on every exam and assignment and to sign or type your 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.

NC State University Policies, Regulations and Rules

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

COURSE SCHEDULE (Subject to change with adequate notice)

WED, MAY 13

INTRODUCTION TO COURSE

CHANGING SOCIAL ROLES

THURS, MAY 14

Historical Transformation of Childhood

Field Trip: Target

Lombard "*Huck's Raft: A History of American Childhood*, by Steven Mintz"

Horn "Pricing the Priceless Child, by Viviana Zelizer"

Schor "Born to Buy"

Schwab "Will Toys Ever Go Beyond Blue and Pink?"

FRI, MAY 15

Consumption, Identity and Relationships

Pugh "Longing and Belonging" Chapter 1, and pp. 66-71

Rueb "Schools Find a New Way to Combat Student Absences: Washing Machines"

Williams "Kids in Toyland"

NEIGHBORHOODS AND FAMILIES

MONDAY, MAY 18

Segregation and Concentrated Poverty

Massey and Denton "American Apartheid" pp. 27-42

This American Life "Doppelgangers (Act Two only)"

TUESDAY, MAY 19

Neighborhoods and Stress

Rios *Punished*, Chapter 2 (Context)

Rios *Punished*, Chapter 4 (Family Life and Peers)

This American Life "Back to School"

WEDNESDAY, MAY 20

Class and Family Life

Lareau *Unequal Childhoods*, Chapter 1 (Concerted Cultivation and Natural Growth)

Lareau *Unequal Childhoods*, Chapter 3 (Garrett Tallinger)

Gray "The Decline of Play and the Rise of Psychopathology in Children and Adolescents"

THURSDAY, MAY 21

Exam 1

SCHOOLS, COMMUNITIES AND BEYOND

FRIDAY, MAY 22

School Segregation

In-Class Data Analysis; Weekend Neighborhood/Park Visits Assigned

Orfield, Kucsera and Siegel-Hawley "E Pluribus...Separation: Deepening Double Segregation for (pp. 181-186 and 189-192 only)

Samuels "A Losing Fight to Keep Schools Desegregated"

MONDAY, MAY 25 – MEMORIAL DAY – NO CLASS

TUESDAY, MAY 26

Institutionalized Discrimination and Cultural Capital

Roscigno and Ainsworth-Darnell "Tracking Matters"

Roscigno and Ainsworth-Darnell "Race, Cultural Capital, and Educational Resources" (marked passages only)

WEDNESDAY, MAY 27

Institutional Context, Interactions, Identity, Behavior

DiPrete and Buchmann "The Growing Gender Gap in Education and What it Means for American Schools (Briefing Paper)"

Simmons *Odd Girl Out*, Chapter 1 (The Hidden Culture of Aggression in Girls)

THURSDAY, MAY 28

Institutional Context, Interactions, Identity, Behavior

Morris *Learning the Hard Way* Chapter 4 "Too Cool for School"

Kimmel *Guyland*, Chapter 4 (High School)

FRIDAY, MAY 29

Institutional Context, Interactions, Identity, Behavior

Rios *Punished* Chapter 5 (Labeling), Chapter 6 (Hypermasculinity); Chapter 7 (Dilemmas)

Ferguson *Bad Boys*, pp. 1-3, 80-90

Recommended for further reading: Bettie *Women without Class: Girls, Race and Identity* (Latinas)

MONDAY, JUNE 1

Online Communities and Social Change

Livingstone *Children and the Internet*, pp. 1-8, 10-11, 15-16, 30

TUESDAY, JUNE 2

Exam 2

(GRADES DUE THURSDAY, JUNE 4 BY 11:59 P.M.)