

Council on Undergraduate Education 2019-2020

September 6th 2019
Talley Student Union 5101
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Kim Bush
- Remarks and Updates from OUCCAS/DASA
- Establish Quorum
- Approval of CUE May 3, 2019 Minutes

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
SS	ANT 389 Fundamentals of Archaeological Research	*Up for review, dropping SS
SS	AS 321 Leading People and Effective Communication I	Dropping SS, title change
GK	EC 449 International Finance	Term offering change only
VPA	ENG 384 Introduction to Film Theory	*Up for review, dropping VPA
HUM	HI 441/(541) Colonial and Revolutionary U.S.	*Up for review, dropping HUM
IP, GK	HON 293 Music and Asia	2 nd Offering Eff Fall 2019
IP, GK	HON 293 Music and Oppression	3 rd Offering Eff Fall 2019
IP, GK	HON 293 Food: Culture, Insecurity, and Ethics	2 nd Offering Eff Fall 2019
SS	HON 295 The Winners and Losers of U.S. Agricultural Policy	2 nd Offering Eff Fall 2019
IP	HON 296 Patterns & Pandemonium	2 nd Offering Eff Fall 2019
IP, USD	HON 297 Rockin' America: Popular Music as Social Protest	2 nd Offering Eff Fall 2019
VPA	HON 299 (001) Popular Songs and Communication	2 nd Offering Eff Fall 2019

GER> GEP Review				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Gilmartin	Annett-Hitchcock, Pickworth, Podurgal	HUM, USD	AFS/HI 455/(555) History of the Civil Rights Movement	*Up for HUM, review both categories.
Lee	Ozturk, Liu, Monek	NS	BIO 105 Biology in the Modern World	*Up for review
Casper	Orcutt, Belk, Annett-Hitchcock	GK	FOR 414 World Forestry	*Up for review
Gilmartin	Casper, Beckstead, Annett-Hitchcock	HUM, USD	HI 445/(545) Early American Borderlands	*Up for HUM, review both categories (USD New)
Gilmartin	Belk, Monek, Pickworth	HUM, USD	HI 446/(546) Topics in Civil War and Reconstruction	*Up for HUM, review both categories.
Monek	Lee, Podurgal, Gilmartin	HUM (IP)	HON 341 Time Travel	*Up for HUM review, removing IP
Gilmartin	Belk, Liu, McGowan	SS	PS 202 State and Local Government	*Up for review
Gilmartin	Minogue, Beckstead, Podurgal	SS, GK	PS 241 Introduction to Comparative Politics	*Up for SS, review both categories
Gilmartin	Gill, Beckstead, Podurgal	SS	PS 314 Science, Technology and Public Policy	*Up for review
McGowan	Gilmartin, Haeseler, Minogue	NS	PY 123 Stellar and Galactic Astronomy	*Up for review
Haeseler	Casper, Gill, Ozturk	SS	SOC 241 Sociology of Agriculture and Rural Society	*Up for review
Haeseler	Gill, Belk, Lee	SS	SOC 311 Community Relationships	*Up for review

Courses for GEP Category - Review				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Minogue, Orcutt, Lee	GK	HI 470/(570) Exploring World History	Revisions

Special Topics Courses / Honors Offerings - New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Ozturk, Haeseler, Gill	IP, GK	HON 293 Literature and Science	1 st Offering Eff Fall 2019
Belk	McGowan, Annett-Hitchcock, Orcutt	IP, GK	HON 293(002) Globalization of China, 1500-1840	1 st Offering Eff Fall 2019
Belk	Pickworth, Minogue, Liu	IP, USD	HON 297 Interpreting American Cultures	1 st Offering Eff Fall 2019
Belk	Lee, Gilmartin, Minogue	IP, GK	IPGK 295 Research as a Profession	SpTp 1 st offering

Discussion: Nominations for Chair Elect. CIM Fields Update- Li and Bret

Notes:

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

Council on Undergraduate Education 2018-2019

May 3, 2019
Talley Student Union 5101
Call to Order: 1:31 PM

Members Present: Chair Daniel Monek, Past Chair Ghada Rabah, James Knowles, Carrie Pickworth, Richard Podurgal, Autumn Belk, James Minogue, Hatice Ozturk, Chair Elect Kimberly Bush, Tania Allen, Darby Orcutt, Katherine Annett-Hitchcock, Robert Beckstead, Alice Lee, William Kimler (Proxy DG)

Members Absent: David Gilmartin, Charan Saravanan, Min Liu, Tiffany Kershner,

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

Guests: Annie Carlson Welch, Zachary Lewis, Carolyn Veale, Jason DeRousie, Werner Dogelogh, Melissa Edwards Smith

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Daniel Monek** – Had the members and guest introduce themselves and welcomed the committee and thanked everyone for their dedication in this academic year.
- **Remarks and Updates from OUCCAS/DASA** – Bret Smith informed the committee that the associate deans have been discussing procedures for the approval process and encouraged members to review the draft that was sent and provide comments and feedback before June 1, 2019. He indicated a large portion of the conversation has been about the instructor's individual approach to a course verses the CIM course record and the concerns with indicating "see syllabus" in CIM fields implying that the attached syllabus would be the official record which is hardly ever the initiator of the action's intent. Bret indicated the college would be responsible for ensuring the syllabus meets the requirements and is up to standard based on the syllabus regulation page. Bret explained what members find in the syllabus wouldn't necessarily need to be in the university record as some of this information has to do with timing within the course and the ongoing discussion will hopefully lead to an easier process with only the necessary, university record information prompted in the CIM form for the university level committees to review. Li indicated she will resend the draft after the meeting and asked for feedback to be sent to her in written format (any written format) to ensure the feedback is considered.
- **Approval of the Minutes from April 5th 2019** – Approved Unanimously
 - Discussion: Motion to approve the past minutes by member Robert Beckstead.

OLD BUSINESS

- **COM/HSS 392 International and Crosscultural Communication:**(GK) - Approved Unanimously
Discussion: Motion to approve by proxy member William Kimler. (Approved for SS and USD, and Tabled to the next meeting for GK at the April 5, 2019 CUE Meeting). Chair read the minutes from the meeting the course was tabled to remind the committee. Members indicated the course meets the GK requirement with the revisions.
- **PY 211 University Physics I:** (NS) – Approved
Discussion: Motion to approve by member Alice Lee. (Tabled with FS at Feb. 1, 2019 CUE Meeting). Chair read the minutes from the meeting the course was tabled to remind the committee. Member indicated the revisions address the issue from the last meeting. Reviewers indicated the instructor addressed the items requested at the meeting in which it was tabled.

NEW BUSINESS

Consent Agenda (CH204, HESS245, PB205, PS204) Approved Unanimously

Discussion: Motion to approve the consent agenda by member Tania Allen.

GER>GEP Review

- Motion to combine the first three ENG courses for Review
 - **ENG 206 Studies in Drama:** (HUM) – Approved Unanimously (All 3)
 - ENG/FL 224 Contemporary World Literature II:** (HUM, GK) – Approved
 - ENG 249 Native American Literature:** (HUM, USD) – Approved Unanimously
- Discussion: Motion to approve by member James Knowles. Reviewers confirmed the courses looks good.

- **ENG/AFS 349 African Literature in English:** (HUM, GK) - Approved Unanimously
Discussion: Motion to approve by member James Knowles. Reviewers confirmed the course looks good.
- **ENG/AFS 448/(548) African-American Literature:** (HUM, USD) – Approved Unanimously
Discussion: Motion to approve by member. Reviewers confirmed the course looks good.
- **FOR 339 Dendrology:** (NS) – Approved for Sunset
Discussion: Motion to begin the sunsetting process by member Kimberly Bush. No further discussion.
- **HON 202 Inquiry, Discovery, and Literature:** (HUM) – Approved Pending with Friendly Suggestions
Discussion: Motion to begin approve by member Autumn Bellk. Member brought attention to Objective 2 and make a suggestion to remove “the subjective nature of interpretation...” and the office of assessment indicated the verb “understand” could also be amended to a stronger verb. Member motioned to amend the motion to approved pending using the term “analysis” in place of “understanding”. Reviewer indicated the syllabus was clear.
- PS 361 Introduction to Political Theory:** (HUM) – Approved Unanimously
Discussion: Motion to approve by proxy member William Kimler. Reviewers indicated the course was well done and complimented the verb choice in the outcomes.
- **PY 131 Conceptual Physics:** (NS) – Approved Unanimously
Discussion: Motion to approve by member Ghada Rabah. Reviewers indicated the course looks good.

Courses for GEP Review

- **HESM 328 Dance Composition – Group Forms:** (VPA) – Approved Unanimously
Discussion: Motion to approve by member Autumn Belk. Reviewers indicated the course looks good. Member asked why this course was not on the consent agenda as it has similar actions, Lexi explained that the instructor provided the GEP information, so the new information is reviewed by CUE.

Courses New to GEP

- **E 480 Namibia Wildlife Aerial Observatory:** (IP, GK) – Approved Unanimously
Discussion: Motion to approve the new course by member Hatice Ozturk. Reviewers indicated the course looks good.
- **IS 250 Globalizing North Carolina:** (IP, USD) – Approved Unanimously
Discussion: Motion to approve the new course by member Hatice Ozturk. Reviewers indicated the course looks good and a reviewer complimented the clarity provided for the IP category.
- **M 380 Doing Business Globally:** (IP) – Approved Pending
Discussion: Motion to approve by member Richard Podurgal, guest Jason DeRousie provided a bit of background on the course as a study abroad experience. Reviewer indicated the objectives 1 and 2 were not clear on how they are distinguishing the disciplines and indicated it seems the students are looking at the political outcomes. Member indicated the measures provide clarity, but the outcome could be reworded for more clarity because the outcomes indicate one discipline each, and the reviewer expected to see both disciplines represented in each outcome. The first objective is to “distinguish between the distinct approaches of two or more disciplines” and reviewers stated this should provide both views from the political and economic disciplines. Members discussed amending the motion from approved to either approved pending or tabled, the language of the outcome would be reworked, but if the motion is approved pending the onus is on OUCCAS. Li Marcus explained that if the committee members indicate the motion is pending the inclusion of both disciplines in the first two outcomes.
- **PRT 385 Environmental Education in Practice:** (IP) – Tabled
Discussion: Motion to approve the new course by member Kim Bush. Reviewer indicated the disciplines seem to be focused on education in objective 1 and objective 3 and that the outcomes are not contrasting educational techniques with environmental science because that is teaching a concept within education but not reaching the higher level of thinking in environmental science. Members discussed that any education course that involves another topic (such as math) would have to be IP by this standard. Members indicated this isn't enough for IP they see the education discipline but don't see the environmental discipline. Member suggested wording such as “using environmental practices...”, potentially breaking apart what the disciplines within environmental science are covered in the course. Presenter indicated this course was modeled after another course instructed by Gail Jones, who also assisted with the creation of this course. Members indicated more discussion of the environmental education and how it synthesizes environmental science within education. Member

indicated something such as learning the scientific theory would provide evidence that environmental science is a discipline. Member motioned to amend the motion to tabled to provide articulation of the environmental science approach in objectives 1 and 3. Member indicated objective 1 and 3 need the synthesis of the two approaches. Member indicated developing lesson plans to teach a subject is not the same as problem solving or instruction specifically in environmental science.

Chair reminded the committee of the procedural process that PRT 385 will move forward to be established as a regular course (without GEP attribute) then will return to CUE in the Fall for CUE review.

➤ **USC 260 Research as a Profession:** (IP, GK) – *Split Vote to Approve IP and Tabled for GK with Friendly Suggestions*

Discussion: Motion to approve the new course by member Autumn Belk. Reviewer indicated the measures were good and realistic but indicated he didn't understand the "global process". Guest Annie Carlson Welch explained that while research can be conducted in one place the impact can be global.

Study Abroad course experiences apply to the GK requirement; however, if a course has a GK attribute, the committee will review the course's academic content for alignment with the GK Objectives.

Reviewer indicated there was a need for clarity on GK component and indicated the second GK outcome could be stronger. Member indicated the outcome is to identify and examine distinguishing characteristics and the questions provided in the measure could be used for a variety of topics. Members indicated the syllabus provides clarity as a support mechanism, other members indicated in preparation for the future, when syllabi may not be required, the outcomes and measures will need to be able to stand alone. Members asked how the students are fulfilling objective 1 in GK and the measure isn't providing clarity.

XONV member suggested splitting the vote, approving IP, as this course will have a GK component through study abroad, and can come back to

Member suggested moving IP objective 3's type of measure be moved down to support for the GK measure. Member indicated they weren't able to identify two disciplines, Li explained that this course has multiple disciplines (5) and that there are two ways to view IP, having fewer disciplines with a deep dive and having many disciplines with a more shallow overview.

Member motioned to amend the motion to a split vote, approving IP and tabling GK. Member indicated the case studies need to be contextualized, but understands this may be limiting because the site of the course may change.

Member made the suggestion to correct the typo in the second GK objective.

Member motioned to split the voting to distinguish which category is being voted on, approved. 4 oppositions(Will Kimler, James Knowles, Hatice Ozturk, and Robert Beckstead) to IP and 1 abstention (KB), motion passes. Tabled GK vote unanimously.

Meeting adjourned at 2:51 PM

Respectfully submitted by Lexi Hergeth

HON GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	
Special Topic Title: <small>(30 character limit)</small>	Music and Asia	Review for 2nd Offering X	
Term to be Offered	Fall 2019		
Instructor Name/Title	Alison Arnold, Teaching Assistant Professor		

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Studies

List the Instructor's student learning outcomes for the course that are relevant to GEP **Interdisciplinary Perspectives Objective 1:**
Obj. 1) Distinguish between the distinct approaches of two or more disciplines.
 Distinguish between disciplinary methodologies by which various aspects of musical experience are understood, i.e. Musicology, Ethnomusicology, and Anthropology.

Measure(s) for above Outcome:

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

In our unit on music and dance in South Asia, you have read two studies on Indian dance, one by anthropologist Pallabi Chakravorty and the other by ethnomusicologists T. Viswanathan and Matthew Allen. While the first concerns the globalization of Indian dance and the second focuses on dance in South India, both present a brief history of Indian dance including the *devadasi* tradition and major socio-political changes in the 20th century that affected Indian dance (and music). Discuss each of these two approaches in turn, explaining what aspects of Indian dance you learn about from each perspective and how each author presents his or her research and experience. Then, in a final paragraph, summarize and contrast the anthropological and ethnomusicological approaches presented in these two writings.

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.

Explain the differences between various aspects of a society, such as the relationship between music and social life (Anthropology).

Measure(s) for above Outcome:

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

In the late 1980s, Cui Jian introduced rock music into China. This coincided with the 1989 protest movement launched in Beijing by students expressing their dissatisfaction and disillusionment with the Chinese government and calling for democracy, for greater freedoms of speech and of the press. Cui Jian's song "Having Nothing," sung during the Tiananmen Square protests, became an anthem of the student movement and "came to symbolize China's new revolution of the reform era" (Baranovitch, 32). By the mid 1990s the Chinese "rock spirit" and ideology lost momentum and rock music went into decline. Drawing on your reading of Baranovitch and videos of Cui Jian's concerts and interviews, discuss the relationship between rock music and the socio-political climate in China in the late 1980s/early 90s. In what ways did Cui Jian's songs and performances embody the "rock spirit" and simultaneously express themes common to the political movement? Cite specific songs in your response. Then, what were some of the major political, social, and musical causes of the decline in rock music?

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

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

Synthesize from these multiple perspectives a comprehensive sense of music in human culture and music as human culture in Asia.

Measure(s) for above Outcome:

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

In our class unit on Chinese music and dance, you have explored through readings, video clips, and audio recordings, various musical styles of the peoples and cultures of China: traditional instrumental music (*koto*, *shakuhachi*, *shamisen*), Beijing opera, popular musics, ritual music, and regional ethnic traditions. Describe how musicians in each of these categories express their identity through music, theater, and/or dance.

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?

Musicology, Ethnomusicology, and Anthropology

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

Musical examples will be presented both in terms of musicological analysis and in terms that anthropologists use to describe components of human culture. Course readings, written by ethnomusicologists and anthropologists, will also present the two differing approaches. Through these two disciplinary lenses, students will be able to synthesize a comprehensive view of music in human life.

Global Knowledge

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

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

Identify and critically evaluate ideas and conclusions in writings on musical practices based on the evidence provided by authors.

Measure(s) for above Outcome:

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

Based on your reading of Deschenes and Eguchi's article, "Embodied Orality: Transmission in Traditional Japanese Music," explain in your own words the meanings of "orality" and "embodiment," and how they relate to Japanese expressive culture. Then choose one of the authors' three examples—*nihon buyo* (traditional dance), *kouta* (short lyrical song), or *shakuhachi* (bamboo flute) music—and discuss how the transmission of knowledge in the art form takes place through "embodied orality." Draw on both the reading and video recordings of your chosen dance, song, or music tradition.

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

Interpret and analyze music on the basis of its structural, stylistic, and aesthetic elements and its social and historical contexts.

Measure(s) for above Outcome:

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

You have attended a workshop to learn to play instruments in the Javanese Gamelan (percussion orchestra) and have read about the ensemble in Capwell's "Music of Indonesia" (2017). Drawing on these experiences, first describe the various instrument groupings in a Javanese gamelan and explain their function in the ensemble. Also explain the spiritual aspects of gamelan music and the "power of the gong." Then consider the cultural and historical significance of the Javanese gamelan and its music. What roles have gamelans and gamelan music played in Javanese culture and society, and what roles do they play today both in Indonesia and elsewhere?

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
Tues./Thurs. 11:45am-1:00pm
 - Seat count:
20
 - Room assigned or room preference including needed classroom technology/seat type:
QC 210
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

No required texts. All readings are on e-reserve.

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

Major topics are the music and culture of four major regions of Asia: South Asia/India, East Asia/China, Southeast Asia/Indonesia, and East Asia/Japan.

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

Guest speakers/artists:

Viswas Chitnis (sitar) and Ajay Dholakia (tabla), North Indian Classical Music
Professor Anne K. Rasmussen (College of William and Mary), Islamic Music in Indonesia.
Japanese drumming workshop with Triangle Taiko.

Out of class activities:

Price Music Center Lecture/Concert: Vrinda Acharya, Karnatak Vocalist, Broughton Hall. Free
Price Music Center Lecture: Professor Anne K. Rasmussen, Women and Islamic music in Indonesia. Free

Field trip:

Javanese Gamelan workshop playing Nyai Saraswati Gamelan at UNC-Chapel Hill.

SIGNATURE PAGE FOR HON 293

Music and Asia

RECOMMENDED BY:

Anne C. Guter 2/25/19
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

ftt 2/25/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

mm 7/18/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 293 Course Syllabus

HON 293 – Music and Asia

Section 004

Fall 2019

3 Credit Hours

Course Description

This course examines music and music making within cultural, social, historical, political, and religious contexts in three major regions of the world's largest continent: South Asia (India and Pakistan), East Asia (China and Japan), and Southeast Asia (Indonesia and Vietnam). We will explore diverse musical and dramatic genres ranging from historical to contemporary and sacred to secular, to develop an understanding of the components of Asian music cultures and the ways that tradition and change, social structures, belief systems, and ideologies are encoded and made manifest in Asian musical practices. We will consider the relationship between music and social life, and the musical expression of identity in modern Asian societies and cultures. Students completing this course will gain first-hand experience of ethnomusicological and anthropological research methods through carrying out interviews with local artists and musicians of Asian heritage.

Learning Outcomes

By the end of the course, students will demonstrate that they are able to:

1. Interpret and analyze music on the basis of its structural, stylistic, and aesthetic elements and its social and historical contexts.
 2. Identify and apply basic concepts and terms used in musical investigation to specific performances of music in India, China, Japan, and Indonesia.
 3. Distinguish and examine the roles of music in expressing social identity.
 4. Identify and critically evaluate ideas and conclusions in writings on musical practices based on the evidence provided by authors.
 5. Analyze the roles music and dance play in enhancing human social life.
 6. Distinguish between disciplinary methodologies by which various aspects of musical experience are understood, i.e. Musicology, Ethnomusicology, and Anthropology.
 7. Explain the differences between various aspects of a society, such as the relationship between music and social life (Anthropology).
 8. Synthesize from these multiple perspectives a comprehensive sense of music in human culture and music as human culture in Asia.
-

Course Structure

Class meetings will include class discussions based on readings and videos, interactive lectures, and class participation in two workshops, one during class meeting time and one on a field trip. Students are also required to attend two concert/lectures outside of class.

Course Policies

Computers or other electronic devices may be used in class only when directed by the instructor to work on class assignments. Expected class behavior includes: no sleeping, no talking unless class related, no eating or drinking during class, and no working on assignments for other classes.

Instructors

Dr Alison E Arnold (aearnold) - *Instructor*

Email: aearnold@ncsu.edu

Phone: 919-605-0761

Fax: 919-515-4204

Office Location: Price Music Center, Rm. 209

Office Hours: By appointment

Course Meetings

Seminar

Days: TH

Time: 11:45am - 1:00pm

Campus: Main

Location: Honors Village Commons, Rm. 202

This meeting is required.

Course Materials

Textbooks

None.

Expenses

Possible expense related to student's chosen final project - 0 This expense is optional.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

HON 293 is restricted to University Honors Program students. Open to other students by permission of the UHP.

General Education Program (GEP) Information

GEP Category**Interdisciplinary Perspectives****GEP Category Outcomes**

1. Distinguish between disciplinary methodologies by which various aspects of musical experience are understood, i.e. Musicology, Ethnomusicology, and Anthropology.
2. Explain the differences between various aspects of a society, such as the relationship between music and social life (Anthropology).
3. Synthesize from these multiple perspectives a comprehensive view of music in human culture and human culture in Asia.

How This Course Will Fulfill GEP Category Outcomes

1. In Writing Assignment #1:

In our unit on music and dance in South Asia, you have read two studies on Indian dance, one by anthropologist Pallabi Chakravorty and the other by ethnomusicologists T. Viswanathan and Matthew Allen. While the first concerns the globalization of Indian dance and the second focuses on dance in South India, both present a brief history of Indian dance including the *devadasi* tradition and major socio-political changes in the 20th century that affected Indian dance (and music). Discuss each of these two approaches in turn, explaining what aspects of Indian dance you learn about from each perspective and how each author presents his or her research and experience. Then, in a final paragraph, summarize and contrast the anthropological and ethnomusicological approaches presented in these two writings.

2. In Writing Assignment #2:

In the late 1980s, Cui Jian introduced rock music into China. This coincided with the 1989 protest movement launched in Beijing by students expressing their dissatisfaction and disillusionment with the Chinese government and calling for democracy, for greater freedoms of speech and of the press. Cui Jian's song "Having Nothing," sung during the Tiananmen Square protests, became an anthem of the student movement and "came to symbolize China's new revolution of the reform era" (Baranovitch, 32). By the mid 1990s the Chinese "rock spirit" and ideology lost momentum and rock music went into decline. Drawing on your reading of Baranovitch and videos of Cui Jian's concerts and interviews, discuss the relationship between rock music and the socio-political climate in China in the late 1980s/early 90s. In what ways did Cui Jian's songs and performances embody the "rock spirit" and simultaneously express themes common to the political movement? Cite specific songs in your response. Then, what were some of the major political, social, and musical causes of the decline in rock music?

3. In Writing Assignment #2:

In our class unit on Chinese music and dance, you have explored through readings, video clips, and audio recordings, various musical styles of the peoples and cultures of China: traditional instrumental music (*koto*,

shakuhachi, shamisen), Beijing opera, popular musics, ritual music, and regional ethnic traditions. Describe how musicians in each of these categories express their identity through music, theater, and/or dance.

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

Musicology, Ethnomusicology, and Anthropology

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

Musical examples will be presented both in terms of musicological analysis and in terms that anthropologists use to describe components of human culture. Course readings, written by ethnomusicologists and anthropologists, will also present the two differing approaches. Through these two disciplinary lenses, students will be able to synthesize a comprehensive view of music in human life.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

Global Knowledge objective 1.

Learning Outcome: Identify and critically evaluate ideas and conclusions in writings on musical practices based on the evidence provided by authors.

Global Knowledge objective 3.

Learning Outcome: Interpret and analyze music on the basis of its structural, stylistic, and aesthetic elements and its social and historical contexts.

How This Course Will Fulfill GEP Co-requisite Outcomes

1. In Writing Assignment #4:

Based on your reading of Deschenes and Eguchi's article, "Embodied Orality: Transmission in Traditional Japanese Music," explain in your own words the meanings of "orality" and "embodiment." and how they relate to Japanese express culture. Then choose one of the authors' three examples--nihon buyo (traditional dance), kouta (short lyrical song), or shakuhachi (bamboo flute) music--and discuss how the transmission of knowledge in the art form takes place through "embodied orality." Draw on both the reading and video recordings of your chosen dance, song, or music tradition.

2. In Writing Assignment #3:

You have attended a workshop to learn to play instruments in the Javanese Gamelan (percussion orchestra) and have read about the ensemble in Capwell's "Music of Indonesia" (2017). Drawing on these experiences, first describe the various instrument groupings in a Javanese gamelan and explain their function in the ensemble. Also explain the spiritual aspects of gamelan music and the "power of the gong." Then consider the cultural and historical significance of the Javanese gamelan and its music. What roles have gamelans and gamelan music played in Javanese culture and society, and what roles do they play today both in Indonesia and elsewhere?

Transportation

Students will be required to provide their own transportation for this class. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Four written assignments	Each assignment 20% of the final grade	Four, 1000+ word writing assignments during the semester, based on the four units of the course, each 20% of the final grade. Note: Partial grades will not be given for incomplete assignments. These will be returned to the student for completion.

Final project	20%	Final Research Presentation and Paper (20%). The final research project consists of a 2000+ word written paper and a ten-minute oral presentation to the class. Note: A partial grade will not be given for an incomplete paper. This will be returned to the student for completion.
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Letter Grades

This Course uses Standard NCSU Letter Grading Scale

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

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>. Note: Courses taken to fulfill any degree requirement may not be taken on a credit-only (pass/fail) basis.

Requirements for Auditors (AU)

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

Students wishing to audit the course must first consult with the instructor and must have approval from their advisor and the Honors Program. Auditors are expected to attend class regularly. For further details refer to the [NCSU Regulation on Audits](#).

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>. As stated in the university grading policy, "An IN must not be used...as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request (e-mail is fine) submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption in a student's work not caused by his/her own negligence.

Late Assignments

Students must submit and upload to Moodle all assignments by their due date stated in the class schedule. If students need to request an extension due to extenuating circumstances, they may do so by sending an email to the instructor BEFORE the deadline, with a cogent reason for the lateness and a reasonable date when the assignment in question will be submitted. Whether or not there is a grade reduction penalty will be determined by the instructor on a case by case basis.

Attendance Policy

For complete attendance and excused absence policies, please see

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

Attendance Policy

Regular attendance in class is required. Students must be present for the entire class to be counted present. All anticipated absences must be cleared with the instructor at least one week in advance. For complete attendance and excused absence policies, see the [NCSU Attendance Regulations](#). Furthermore, regular and thoughtful participation in class discussions is required. Students must come to class prepared, and must be an engaged and fully participating class member. Occasionally students may be assigned small group projects for presentation to the class.

Absences Policy

Students are allowed two unexcused absences without penalty. Each unexcused absence after the second will lower your final grade by 1%. In the event of an absence due to one of the defined emergency situations, notification and documentation are required within a week after your return to campus.

Makeup Work Policy

For all absences, students are responsible for making up work missed. Students must contact the instructor before, or as soon as possible after, the absence to determine the make-up work required and the deadline for completing it.

Additional Excuses Policy

None

Academic Integrity**Academic Integrity**

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

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.
None.

Honor Pledge

Your name on your written assignments indicates your compliance with the University Honor Pledge:

"I have neither given nor received unauthorized aid on this test or assignment." 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.

Electronically-Hosted Course Components

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

Electronically-hosted Components: The course Moodle site provides the syllabus, class schedule, course readings, and drop boxes where students submit written assignments. Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Accommodations for Disabilities

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

Non-Discrimination Policy

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

University Policy, Regulations & Rules

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

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

Course Schedule

NOTE: The course schedule is subject to change.

Seminar TH 11:45am - 1:00pm — Week 1

Course introduction and overview

Seminar TH 11:45am - 1:00pm — Week 2

SOUTH ASIA

Tu: Introduction to India and Pakistan - Hindustani music

Reading: Jim Sykes. 2017. "Music of South Asia." In *Excursions in World Music*, 7th ed. New York, NY: Routledge, pp. 18-61.

Th: Religious and Devotional Music

Readings:

George Ruckert. 2004. "Affect." In *Music in North India*. New York: Oxford University Press, pp. 18-32.

Regula Qureshi. 1995. "The Qawwali Experience and Ethnomusical Questions (Introduction)," and "The Background." In *Sufi Music of India and Pakistan: Sound, Context and Meaning in Qawwali*. Chicago: University of Chicago Press, pp. 1-5, 79-98.

Seminar TH 11:45am - 1:00pm — Week 3

SOUTH ASIA

Tu: Guest Artists: Viswas Chitnis, sitarist, and Ajay Dholakia, tabla player. Hindustani (North Indian classical) music

Th: Bollywood music and dance

Reading:

Ken Hunt. 2009. "India-Film Music: Soundtrack to a Billion Lives." In *Rough Guide to World Music: Europe, Asia & Pacific*, ed. Simon Broughton et al. New York: Rough Guides Ltd., pp. 578-585.

Seminar TH 11:45am - 1:00pm — Week 4

SOUTH ASIA

Tu: Indian Dance: Classical and "Global"

Reading: Pallabi Chakravorty. 2011. "Global Dancing in Kolkata." In *A Companion to the Anthropology of India*, ed. Isabelle Clark-Deces. Malden, MA: Wiley-Blackwell, pp. 137-133.

Th: Karnatak (South Indian classical) music

Reading: T. Viswanathan and Matthew Allen. 2004. "Contextualizing South Indian Performance, Socially and Historically," *Music in South India*. New York: Oxford University Press, pp. 70-102.

FINAL PROJECT PROMPT (semester-long project)

Seminar TH 11:45am - 1:00pm — Week 5

SOUTH ASIA

Tu: Music in Pakistan, Afghanistan, Sri Lanka

Reading: Regula Qureshi. 2000. "Music, the State, and Islam." In *Garland Encyclopedia of World Music, Vol. 5: South Asia*, ed. Alison Arnold. New York: Routledge, pp. 744-750.

WRITING ASSIGNMENT 1 PROMPT

EAST ASIA

Th: Introduction to China - Chinese Traditional Instrumental Music

Reading: Isabel Wong. 2012. "Music of China." In *Excursions in World Music*, 6th ed. Upper Saddle River, NY: Prentice-Hall, pp. 88-133.

Seminar TH 11:45am - 1:00pm — Week 6

EAST ASIA

Tu: Chinese Music and Ideology: Confucianism and Communism

Reading: Frederick Lau. 2008. "Music and Ideology." In *Music in China*. New York: Oxford University Press, pp. 117-140.

WRITING ASSIGNMENT 1 DUE

Th: Beijing Opera

Reading: Wong pp. 105-111.

Seminar TH 11:45am - 1:00pm — Week 7

EAST ASIA

Tu: Rock Music in China

Reading: Nimrod Baranovich. 2003. "The Rise of Chinese Rock and Roll (*Yaogun*)," and "Resistance to the State in Rock Music." In *China's New Voices*. Berkeley: University of California Press, pp. 31-53, 237-240.

FINAL PROJECT PROPOSAL DUE

Th: FALL BREAK - No Class

Seminar TH 11:45am - 1:00pm — Week 8

EAST ASIA

Tu: Popular Music in China

Readings:

Joeren de Kloet and Anthony Fung. 2017. "Dressing Up the Future: Chinese Youth Today." In *Youth Cultures in China*. Malden, MA: Polity Press, pp. 48-69.

Joanna Lee. 2009. "China/Hong Kong: Pop and Rock." In *The Rough Guide to World Music: Europe, Asia & Pacific*, ed. Simon Broughton et al. New York: Rough Guides Ltd., pp. 513-519.

Th: Ritual and Regional Music: Shanxi, Xinjiang, Tibet

Reading: Stephen Jones. 2007. "Lives of Shawm Band Musicians." In *Ritual and Music of North China: Shawm Bands of Shanxi*. Farnham, UK: Ashgate, pp. 1-10.

Seminar TH 11:45am - 1:00pm — Week 9

EAST ASIA

Tu: Tan Dun, "The Map" [Concerto for Cello, Video, and Orchestra] (2002) Readings:

Ken Smith. 2004. "Synopsis"

(<http://tandun.com/composition/the-map-concerto-for-cello-video-and-orchestra/>)

Mary Joe Hughes. 2005. "Voices of the Soul in Tan Dun's *The Map*." *The New Arcadia Review*, vol. 3 [web]

WRITING ASSIGNMENT 2 PROMPT

SOUTHEAST ASIA

Field Trip to UNC-Chapel Hill. Javanese Gamelan Nyai Saraswati workshop, with gamelan director, John Caldwell.

Th: Introduction to Indonesia - Javanese Gamelan music

Reading: Charles Capwell. 2017. "Music of Indonesia." In *Excursions in World Music*, 7th ed. New York: Routledge, pp. 226-259.

Seminar TH 11:45am - 1:00pm — Week 10

SOUTHEAST ASIA

Tu: Javanese Puppet Theatre: Wayang Kulit

Reading: Benjamin Brinner. 2008. "Shadows and Tales." In *Music in Central Java*. New York: Oxford University Press, pp. 97-116.

WRITING ASSIGNMENT 2 DUE

Th: Guest lecturer, Professor Anne Rasmussen. Islam in Indonesia.

Reading: Anne Rasmussen, "Hearing Islam in the Atmosphere." In *Women, the Recited Qur'an, and Islamic Music in Indonesia*. Berkeley: University of California Press, pp. 49-77.

Seminar TH 11:45am - 1:00pm — Week 11

SOUTHEAST ASIA

Tu: Balinese Dance Drama: Calonarang, Kecak

Reading: Lisa Gold. 2005. "The World of Stories: Integration of Music, Dance, and Drama in Traditional Balinese Theater." In *Music in Bali*. New York: Oxford University Press, pp. 71-91.

Th: Indonesian Popular Music

Reading: Charles Capwell, pp. 251-256.

WRITING ASSIGNMENT 3 PROMPT

Seminar TH 11:45am - 1:00pm — Week 12

EAST ASIA

Tu: Introduction to Japan - Japanese Traditional Instrumental Music

Reading: Linda Fujie. 1992. "East Asia/Japan." In *Worlds of Music*, ed. Jeff Todd Titon. New York: Schirmer, pp. 318-375.

Th: Music Drama and Theater: Noh, Kabuki, Bunraku.

Readings:

Fujie, pp. 341-346.

"Introducing the World of

Noh" (web) WRITING

ASSIGNMENT 3 DUE

Seminar TH 11:45am - 1:00pm — Week 13

EAST ASIA

Tu: Geisha Music and Dance

Reading: Bruno Desroches and Yuko Eguchi. 2018. "Embodied Orality: Transmission in Traditional Japanese Music," *Asian Music*, 49/1: 58-79.

Th: Workshop with Triangle Taiko.

WRITING ASSIGNMENT 4 PROMPT

Seminar TH 11:45am - 1:00pm — Week 14

EAST ASIA

Tu: Japanese Festival and Ritual Music.

Reading: Fujie, pp. 350-360.

Th: THANKSGIVING - No Class

Seminar TH 11:45am - 1:00pm — Week 15

EAST ASIA

Tu: Japanese Popular Music and Karaoke

Reading: Shuhei Hosokawa. 2005. "Popular Entertainment and the Music Industry." In *A Companion to the Anthropology of Japan*, ed. Jennifer Robertson. Malden, MA: Blackwell, pp. 297-313. WRITING ASSIGNMENT 4 DUE

Th: Japanese Popular Music: Enka

Reading: Christine Yano. 2002. "Producing Enka: Lessons in Perseverance." In *Tears of Longing: Nostalgia and the Nation in Japanese Popular Song*. Cambridge: Harvard University Asian Center, pp. 45-76.

Seminar TH 11:45am - 1:00pm — Week 16

Tu: Final Presentations

Th: Final Presentations

FINAL PAPERS DUE

HON GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	
Special Topic Title: (30 character limit)	Music and Oppression	Review for 3rd and final Offering X	
Term to be Offered	Fall 2019		
Instructor Name/Title	Kristen M. Turner, Lecturer		
SECTION 1: GEP CRITERIA			
Instructions:			
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 			
Interdisciplinary Studies			
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <u>Interdisciplinary Perspectives Objective 1</u>:</p> <p style="text-align: center;">Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</p> <p>Differentiate between disciplinary perspectives such as sociology, musicology, history, and African American studies on oppression and resistance to oppression.</p>			
<p style="text-align: center;">Measure(s) for above Outcome:</p> <p style="text-align: center;"><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>The reading reflection requires students to distinguish between disciplinary approaches reflected in the reading assignments students choose. The reading assignments come from a variety of disciplines including musicology, ethnomusicology, sociology, history, African American studies, immigrant studies, and cultural studies. Class discussion will also frequently revolve around this outcome. Some of the short quiz prompts will ask students to distinguish between the disciplinary approaches to the topic we are studying at that time.</p>			

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Interdisciplinary Perspectives Objective 2:

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

Compare disciplinary perspectives on oppression and resistance to oppression.

Measure(s) for above Outcome:

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

The reading reflection requires students to create connections between disciplinary approaches reflected in the reading assignments they choose. The reading assignments come from a variety of disciplines including musicology, ethnomusicology, sociology, history, African American studies, immigrant studies, and cultural studies. Class discussion will also frequently revolve around this outcome. Some of the short quiz prompts will ask students to connect between the disciplinary approaches to the topic we are studying at that time.

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.

Differentiate between disciplinary perspectives on oppression and resistance to oppression; Compare disciplinary perspectives on oppression and resistance to oppression; Evaluate how music contributes to systems of oppression.

Measure(s) for above Outcome:

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

The final project requires students, through a role-playing exercise, to explore and synthesize approaches and views of two or more disciplines. They must understand the sociological, cultural, and political mechanisms of oppression and resistance in order to create a podcast and write the accompanying explanatory essay that accurately reflects their character's viewpoint. Class discussion will also frequently revolve around this outcome. Some of the short quiz prompts will ask students to synthesize the disciplinary approaches to the topic we are studying at that time.

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?

Sociology, musicology, history, and African American studies

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

Please see syllabus

Global Knowledge

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

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

Analyze how music is used to construct cultural, ethnic, national, racial, and/or gender identity

Measure(s) for above Outcome:

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

The discussion starter assignment is designed to encourage students to engage with the reading assignments, many of which address this course outcome. The only way for students to think of meaningful questions or comments is to identify and examine the music, culture, and society of an area outside of the United States.

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

Analyze how music can be used to construct and reinforce cultural, ethnic, national, racial, and/or gender identity; Analyze how people living in different societies outside of the United States have used music in projects of oppression and resistance to oppression.

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.

Several of the short quiz assignments require students to think of a piece of music, which relates to a cultural and/or historical concept under discussion and explain their choice. In order to accomplish this assignment, students must be able to explain the distinguishing characteristics of the cultural and/or historical context. In order to understand how music works within systems of oppression, students must understand how music is used as a marker for identity as this is the primary way music functions as a tool of oppression or resistance to oppression.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

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

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

- If seats are restricted, describe the restriction being applied.
New Freshman standing in the University Honors Program or the University Scholars Program
- 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.

Restricted to students in the UHP

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

None

SECTION 3: ADDITIONAL INFORMATION

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

- Title and author of any required text or publications.

See syllabus

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

See syllabus

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

Students must attend at least one of three concerts in the NC Live series. Tickets will be free to students. See syllabus for more details

SIGNATURE PAGE FOR HON 293
Music and Oppression

RECOMMENDED BY:

Anne C. Guter 2/25/19
HEAD, DEPARTMENT/PROGRAM DATE

mission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.

ENDORSED BY:

[Signature] 2/25/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] ~~3/~~ 4/10/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE

SYLLABUS: Music and Oppression
201 Quad Commons

HON 293-005
Fall 2019

Mondays/Wednesdays 11:45AM – 1:00PM

Instructor: Kristen Turner, Ph.D.

Phone Number: 919-319-6262 (between 8 a.m. and 11 p.m.)

E-mail: kristen_turner@ncsu.edu

Office: 2405 Broughton Hall

Office Hours: Fridays, 11:45–12:45 or by appointment

Course Description

Music and Oppression will examine how people use music both as a tool of oppression and a method of resisting oppression. Course topics will include the use of western classical music by colonial powers; music and torture; music during World War II (including the use of music in concentration camps and as propaganda in Allied and Axis countries); music in Indian Boarding Schools; music in the American Civil Rights Movement; and hip hop as the music of oppressed populations in Europe and the United States. Reading assignments will come from a wide range of sources and disciplinary perspectives including scholarly articles, book chapters, and personal memoirs. We will listen to and discuss music from multiple genres including hip hop, pop, jazz, folk, and the western classical tradition. No previous musical experience as a performer is required to be successful in this class. We consider such questions as: How effective is music as a political tool? Why do people turn to music when resisting oppression? How do authoritarian governments create and use musical propaganda?

Embedded throughout the content of this course, you will become adept at using the intellectual standards for critical and creative thinking in evaluating the work of others, as well as solving problems/addressing questions in music history. You will also be introduced to tools to help you reflect on your own thinking (i.e. metacognition).

Pre-Requisites and Restrictive Statements

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

Course Materials

There is no textbook.

The main class resource will be the Moodle site. You will find the following resources on Moodle:

1. All homework assignments – reading, listening, and viewing resources
2. Links through which to turn in most written assignments
3. Any handouts distributed in class

Since this is a discussion-based class, students who do not do the homework will be at a severe disadvantage because you will not have the background to be able to contribute to the discussion. Some of the Moodle links are to Youtube videos. Since Youtube videos can be removed without notice at any time, please let me know if one of the videos has been taken down.

Although it is unlikely, 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.

Grade Determination

Written Assignments

- **Discussion Starter:** After many reading assignments, you'll be asked to think of a discussion starter which you will turn in at the beginning of class. These starters are designed to help you to think critically about what you are reading. For instance, you might ask a question about a particular passage that was confusing, or ask a question about a broader issue that you thought about while reading the assignment. You could phrase your idea as a comment or a question that you hope would lead to further discussion such as "I disagree with X because of Y, what do other people think?" or "When I listened to the music, I had a completely different experience than that described in the assignment. I experienced X." Some readings may make you think of an experience you've had that you'd like to contribute to the discussion, and you could write about that. The discussion starter **MUST** be turned in at the beginning of class **ON PAPER**. I will endeavor to keep your name out of the discussion so that if you are nervous about your question for any reason (maybe you don't want to admit to being confused by something, for instance) then you won't be "outed." Of course, in some cases that may not be possible (for example, if you've contributed a story about your grandmother it would be pretty hard to keep you anonymous). If you must be absent, you may turn in your questions via email, but don't do that if you are going to be in class. Discussion starters are due by 1:30 p.m. You'll be graded for contributing, however, if it is clear that you have not done the reading, then I will not give you credit for the assignment.
- **Short Quizzes:** Multiple times throughout the semester, I have posted prompts for short essays (generally one to two paragraphs long) which you should turn in via the appropriate Moodle link by 1:30 p.m. the day they are due. For the purposes of this assignment, a paragraph is three to five sentences. These will be graded for participation, but I will take off points if it is obvious you have put no thought into the answers.
- **Reading Reflection:** A rhetorical précis and a short essay reflecting on some of the readings from the first half of the semester. I will distribute a separate handout explaining this project in detail
- **Final Project:** Your final project will consist of a podcast, script, and accompanying essay. I will distribute a separate handout explaining this project in detail.
- **Self-Reflection:** A series of questions relating to your final project and your experiences this semester.

Reading Assignments: All reading assignments will be posted on Moodle.

Listening Assignments: Listening to music is PART OF YOUR HOMEWORK whether or not there is a written component to go along with the listening. Every piece you will be asked to listen to will be posted on Moodle.

Class participation

All students start with a 100 in class participation. There are two ways to lose points on participation. The first is consistently displaying behavior that indicates you are not participating in and engaging with the class material. Such behavior includes: not talking in class, not participating in small-group discussions and activities, being persistently tardy to class, and not turning in daily assignments, clearly and persistently not paying attention during class meetings as evidenced through sleeping, not following the discussion, or inappropriate use of the computer and other electronic devices. The second is through excessive absences. All students are allowed two unexcused absences, but the participation grade will be lowered by 10 points for each unexcused absence over two.

Program Assessment Statement

This course is a part of the NC State effort to enhance students' critical and creative thinking skills. As a student in this course, you have some special responsibilities in helping us assess the effectiveness of teaching and learning for the critical and creative thinking (TH!NK) initiative. Each student will receive an email from the Office of Assessment, asking you to take an on-line survey at the end of the semester. This is important in evaluating the success of the program. You **must** complete this assessment, but your performance will **NOT** impact your grade. I will receive notification from the Office of Assessment when you have completed your survey. Participation in this assessment will count as one quiz. If you complete the assessment, you will receive a 100 on the quiz. If you do not complete the assessment, you will receive a 0 on that quiz. **To receive credit for participation, you must complete the survey online within the requested timeframe.**

Some of the assignments that are a part of this class will also be shared with the Office of Assessment. Your work will remain confidential. Your work will never be reported on individually, but may be part of a group report after identifying information is removed.

Extra Credit

There will be a few opportunities for extra credit in this class. See the Moodle site for details

Submitting Assignments

Written assignments should be submitted through the link on the Moodle site or on paper the day they are due. If something is wrong with Moodle, you may always email me an assignment. I always respond with a "thanks" when I receive an emailed assignment, therefore if you don't get a response from me within 24 hours, please resend your file. **ALL work should have the student's name in the document itself.** Files should be in MICROSOFT WORD (.doc or .docx), and named with the student's last name, and a description of the assignment. EX: Turner_reflection

Makeup Work

Students are expected to make up any work they missed due to an excused or unexcused absence. If at all possible, students should complete and send all assignments to me the day they are due even if they are not in class. Assignments that are directly related to the reading or class discussion are due by 1:30 p.m. If it is an undue burden due to sickness to turn in an assignment on time, contact me as soon as possible, preferably before an assignment is due.

The course ends at 5:00 p.m. on December 14, 2018. No work of any type will be accepted after that date and time.

Grading Scale I WILL NOT BE USING THE MOODLE GRADE BOOK. PLEASE CONTACT ME AT ANY TIME IF YOU WANT TO KNOW YOUR CURRENT GRADE

Assignments will be weighted as explained below:

35%	Podcast Project
20%	Reading Reflection Essay
15%	Quizzes
13%	Class Participation/attendance
12%	Self Reflection Questions
<u>5%</u>	Discussion Starters
100%	

This Course uses Standard NCSU Letter Grading:

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

Learning Outcomes

Students who complete this course will be able to:

1. Analyze how music is used to construct and reinforce cultural, ethnic, national, racial, and/or gender identity.
2. Differentiate between disciplinary perspectives on oppression and resistance to oppression.
3. Compare disciplinary perspectives on oppression and resistance to oppression.
4. Analyze how people living in different societies outside of the United States have used music in projects of oppression and resistance to oppression.
5. Evaluate how music contributes to systems of oppression.
6. Evaluate the work of others using the intellectual standards for critical and creative thinking.

7. Apply critical and creative thinking skills and behaviors in the process of solving problems or addressing questions.
8. Reflect on their own thinking and the thinking of others.

GEP Information

This course fulfills the GEP Interdisciplinary Perspectives and Global Knowledge categories

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

1. Distinguish between the distinct approaches of two or more disciplines
 - Course Outcome: Differentiate between disciplinary perspectives such as sociology, musicology, history, and African American studies on oppression and resistance to oppression.
 - Means of Assessment: The reading reflection requires students to distinguish between disciplinary approaches reflected in the reading assignments students choose. The reading assignments come from a variety of disciplines including musicology, ethnomusicology, sociology, history, African American studies, immigrant studies, and cultural studies. Class discussion will also frequently revolve around this outcome. Some of the short quiz prompts will ask students to distinguish between the disciplinary approaches to the topic we are studying at that time.
2. Identify and apply authentic connections between two or more discipline
 - Course Outcome: Compare disciplinary perspectives on oppression and resistance to oppression.
 - Means of Assessment: The reading reflection requires students to create connections between disciplinary approaches reflected in the reading assignments they choose. The reading assignments come from a variety of disciplines including musicology, ethnomusicology, sociology, history, African American studies, immigrant studies, and cultural studies. Class discussion will also frequently revolve around this outcome. Some of the short quiz prompts will ask students to connect between the disciplinary approaches to the topic we are studying at that time.
3. Explore and synthesize the approaches or views of two or more disciplines
 - Course Outcome: Differentiate between disciplinary perspectives on oppression and resistance to oppression; Compare disciplinary perspectives on oppression and resistance to oppression; Evaluate how music contributes to systems of oppression.
 - Means of Assessment: The final project requires students, through a role-playing exercise, to explore and synthesize approaches and views of two or more disciplines. They must understand the sociological, cultural, and political mechanisms of oppression and resistance in order to create a podcast and write the accompanying explanatory essay that accurately reflects their character's viewpoint. Class discussion will also frequently revolve around this outcome. Some of the short quiz prompts will ask students to synthesize the disciplinary approaches to the topic we are studying at that time.

Global Knowledge: Each course in Global Knowledge category will meet the following outcome:

1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.
 - Course Outcome: Analyze how music is used to construct cultural, ethnic, national, racial, and/or gender identity
 - Means of Assessment: The discussion starter assignment is designed to encourage students to engage with the reading assignments, many of which address this course outcome. The only way for students to think of meaningful questions or comments is to identify and examine the music, culture, and society of an area outside of the United States.
2. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.
 - Course Outcome: Analyze how music can be used to construct and reinforce cultural, ethnic, national, racial, and/or gender identity; Analyze how people living in different societies outside of the United States have used music in projects of oppression and resistance to oppression.
 - Means of Assessment: Several of the short quiz assignments require students to think of a piece of music, which relates to a cultural and/or historical concept under discussion and explain their choice. In order to accomplish this assignment, students must be able to explain the distinguishing characteristics of the cultural and/or historical context. In order to understand how music works within systems of oppression, students must understand how music is used as a marker for identity as this is the primary way music functions as a tool of oppression or resistance to oppression.

Academic Policies

Late Assignments

You may turn in the Rhetorical Précis, Reading Reflection, Topics, Synthesis Matrix, Final paper/podcast/script, and Self-Reflection Questions up to 5 days late with a grade deduction of 5 points for each day the assignment is late. The discussion starters and quizzes are keyed to the discussion topic of the day and may not be turned in late. Relevant Moodle links will remain open until the late period is over. Students who feel that an extenuating circumstance has prevented them from completing an assignment on time may consult with me about an extension, but I reserve the right to decline the request. Students who contact me before an assignment is due will have a more sympathetic reception.

Incompletes

As stated by the university grading policy, "An IN must not be used...as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a

written student request [e- mail is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption a student's work not caused by his/her own negligence. The university's policy on incompletes REG 02.50.03) can be found at policies.ncsu.edu/regulation/reg-02-50-03

Academic Integrity Statement

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

Policies On Attendance

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) *must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence*. Emergency absences (e.g., student illness, injury or death of immediate family member, *must be documented by the Student Organization Resource Center 515-3323*) within one week following the emergency. Please consult the following website for further information on University attendance regulations:

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

This is a seminar course. For this class to be a success, students must attend each class meeting prepared to engage with the course material and their classmates in productive and respectful discussion. Thus, regular class attendance is a key component to the success of this course. *All students are allowed two unexcused absences. The participation grade will be lowered by 10 points for each unexcused absence over two.*

It is disruptive and disrespectful to the class as a whole when a student is late. Three tardies will equal one unexcused absence, and a pattern of being late to class will result in an additional deduction to the class participation grade.

Statement for Students with Disabilities

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

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

It is my goal to make my classroom and assignments as accessible to all students as possible. Whether or not you have a documented disability, do not hesitate to contact me if you are having problems in the class that could be alleviated with some changes on my part, and we can talk about your concerns.

Class Evaluations

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

- Evaluation website: <https://classeval.ncsu.edu> • Student help desk: classeval@ncsu.edu
- More information about ClassEval: <https://oirp.ncsu.edu/surveys/classeval/about-classeval/>

Anti-Discrimination Statement

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

Student Resources

Helpful streaming services: [Naxos music library](#) and [Naxos video library](#) can be accessed through the Database Locator on the NCSU library website. These are good resources to find examples of music from film scores, classical or jazz genres as well as videos of operas, musical performances, ballets, documentaries, etc.

University Tutorial Center: <https://bit.ly/2LbOZLE>

Writing and Speaking Tutorial Services:

<https://tutorial.dasa.ncsu.edu/wsts-overview-programs/wsts/>

University Career Development Center: <http://bit.ly/Ublsgg>

Adverse Weather: Read the class cancellations policy here: <http://bit.ly/UblzZf> Check email, news, the NCSU home page, or call 919-513-8888 for the latest information.

Class Schedule

Wednesday, Aug. 21

Introduction

Monday, Aug. 26 Introductory Concepts

Read:

1. Morton Deutsch, "A Framework for Thinking about Oppression and Its Change," *Social Justice Research* 19/1 (March 2006): 7–41. [disciplinary perspective: sociology]
2. Systemic Oppression

Written: Discussion Starter (see the "Written Assignment" section earlier in the syllabus for instructions for this assignment)

Wednesday, Aug. 28

Quiz: Oppression & Music

Monday, Sept. 2

NO SCHOOL – Labor Day Holiday

Wednesday, Sept. 4

Read: Martin Stokes, "Introduction: Ethnicity, Identity and Music" in *Ethnicity, Identity and Music: The Musical Construction of Place*, ed. Martin Stokes (Oxford: Berg Publishers, 1994). [disciplinary perspective: musicology, sociology]

Written: Discussion Starter

Monday Sept. 9

Quiz: Music & Identity

Wednesday, Sept. 11 Music and Colonialism

Read:

1. David Smith, "Colonial Encounters through the Prism of Music: A Southern African Perspective," *International Review of the Aesthetics and Sociology of Music* 33/1 (June 2002): 31–55 [disciplinary perspectives: sociology]
2. Kira Thurman, "Classical Music and the Civilizing Mission Ideology," from *Schenkerian Gang Signs Blog* [disciplinary perspective: history]

Written: Discussion Starter

Monday, Sept. 16

Read:

1. Tim Barringer, "Sonic Spectacles of Empire: The Audio-Visual Nexus, Delhi-London, 1911–12," in *Sensible Objects: Colonialism, Museums and Material Culture*, eds. Edwards, Gosden and Phillips (Oxford: Berg, 2006), 169–196. [disciplinary perspectives: history, museum studies]
2. "India: Pioneering Musical Encounters" by Nalini Ghuman from *Musicology Now* blog [disciplinary perspective: musicology]

Listen: "March of the Mogul Emperors" from *The Crown of India* by Edward Elgar
Quiz: Music & Colonialism

Wednesday, Sept. 18

Read: John W. Troutman, *Indian Blues: American Indians and the Politics of Music, 1879–1934* (Norman: University of Oklahoma Press, 2009), Chapters 3 & 4
[disciplinary perspectives: Native American studies, musicology]
Written: Discussion Starter

Monday Sept. 23

Read: SWOTI Cultural Appropriation/Exploitation Test

Listen:

1. "Manabus Tells the Ducks to Shut Their Eyes," recorded by Frances Densmore
2. Arthur Farwell, *Four American Indian Songs*: No. 2, "The White Dawn is Stealing"
3. "I'm an Indian Too" by Irving Berlin

Quiz: Civilizing Mission

Wednesday, Sept. 25 Music and the War Period

Read: Alex Ross, *The Rest is Noise: Listening to the Twentieth Century*, 215–236.
[disciplinary perspective: musicology]

Listen:

1. Excerpt from *Lady Macbeth of the Mtsensk District* by Dmitri Shostakovich
2. "Arise Ye People of Russia" by Serge Prokofiev

Written: Discussion Starter

Monday, Sept. 30

Listening:

1. *The United States of Anxiety*, Episode 4: Music, McCarthy and the Sound of Americana
2. *Fanfare for the Common Man* by Aaron Copland

Quiz: Music & Nationalism

Wednesday, Oct. 2

Topic for Final Project Due (see instructions posted on Moodle)

Continue Discussion

Monday, Oct. 7

Read:

1. Handout on Ludwig van Beethoven
2. David B. Dennis, *Beethoven in German Politics, 1870-1989* (New Haven, CT: Yale University Press, 1996), chapter 4 [disciplinary perspective: history]
3. Estaban Buch, *Beethoven's Ninth: A Political History*, trans. Richard Miller (Chicago: University of Chicago Press, 2003), chapter 10 [disciplinary perspective: musicology]

Listen: Choose **one** of the following:

1. Beethoven, Symphony #5, 1st movement
2. Beethoven, Symphony #9, 4th movement ("Ode to Joy")

Quiz: Universalism

Wednesday, Oct. 9

Read:

1. Handout on Richard Wagner
2. Hans Rudolf Vaget, "Hitler's Wagner: Musical Discourse as Cultural Space," in *Music and Nazism: Art Under Tyranny, 1933–1945* ed. Michael H. Kater and Albrecht Riethmüller (Laaber: Laaber-Verlag, 2003). [disciplinary perspective: history]

Listen: Richard Wagner, *Die Meistersinger von Nürnberg*, finale Act III

Written: Discussion Starter

Monday, Oct. 14

Rhetorical Précis for the Reading Reflection Essay Due (see instructions posted on Moodle)

Read:

1. Guido Fackler, "Music in Concentration Camps, 1933-1945," *Music and Politics* 1/1 (Winter 2007): 1-25. [disciplinary perspective: history, musicology]
2. Excerpt from John Eckhard, "Music and Concentration Camps: An Approximation," *Journal of Musicological Research* 20/4 (2001): 286-294 [I am posting the entire article but you are only required to read pp. 285-294] [disciplinary perspective: sociology]
3. Daniel K., "Singing Ode 'To Joy' in Auschwitz: A Ten-Year-Old's Story," *The Beethoven Journal* 10/1 (Spring 1995): 2-5.

Listen:

1. Finale of *Brundibar* by Hans Krasa – Listen from 30:28 until the end
2. "Wir sind Moorsoldaten" ("We are the Moor Soldiers" or "The Peat-Bog Soldier's Song")
3. "Choral Z Piekla Dna" ("Choral from the Depths of Hell")
4. "Kolysanka Dla Synka W Krematorium" ("Lullaby for My Little Son in the Crematorium")

Written: Discussion Starter

Wednesday, Oct. 16 Music and White Supremacy Today

Read: "Encountering John Powell: Virginian, Musician, Eugenacist" by Petrina Jackson on *Notes from Under Grounds* Blog

"Anti-Semitism: The Controversy Over Richard Wagner" by Lili Eylon

"At G-20, Beethoven Sends a Mixed Message to Trump" by Corinna da Fonseca-Wollheim, *New York Times*

Quiz: Ethical Listening

Monday, Oct. 21

Reading Reflection Essay Due (see instructions posted on Moodle)

Catch up day

Wednesday, Oct. 23 Music and the American Civil Rights Movement

Read:

1. James T. Patterson, "The Civil Rights Movement: Major Events and Legacies"

2. TV Reed, *Art of Protest: Culture and Activism from the Civil Rights Movement to the Streets of Seattle* (Minneapolis: University of Minnesota Press, 2005), chapter 1
[disciplinary perspective: political science, African American studies]

Listen:

1. "We Shall Overcome"
2. "Been in the Storm so Long"
3. "This Little Light of Mine"
4. "Which Side Are You On"

Written: Discussion Starter

Monday, Oct. 28

Read: "Remembering Medgar Evers"

Listen:

1. "Ballad of Medgar Evers" by Matthew Brown
2. "Only a Pawn in their Game" by Bob Dylan

Quiz: Medgar Evers in Music

Wednesday, Oct. 30 – MEET IN THE LIBRARY

Concert Reflection Due

Library day – learn how to make a podcast

Monday, Nov. 4

Read: Ruth Feldstein, "'I Don't Trust You Anymore': Nina Simone, Culture, and Black Activism in the 1960s," *Journal of American History* 91/4 (March 2005): 1349-1379.
[disciplinary perspective: African American Studies]

Listen:

1. "Mississippi Goddam"
2. "Go Limp"
3. "Which Side are you on?" from *Songs of Selma*
4. "Burn Baby Burn"

Written: Discussion Starter

Wednesday, Nov. 6

Synthesis Matrix for the Final Project Due by 11:55 (see instructions on Moodle)

Quiz: Protest Music Today

Monday, Nov. 1 Music and Torture

Read:

1. Suzanne G. Cusick, "'You are in a Place that is Out of the World...': Music in the Detention Camps of the 'Global War on Terror,'" *Journal of the Society for American Music* 2/1 (2008): 1-26. [disciplinary perspective: ethnomusicology]
2. "The NYPD Claimed its LRAD Sound Cannon Isn't a Weapon. A Judge Disagreed" by Nathan Tempey

Written: Discussion Starter

Wednesday, Nov. 13
Continue discussion

Monday, Nov. 18 Hip Hop as Music of Oppressed Communities

OPTIONAL: You may turn in a rough draft of your essay or script on or at any time before this date

Read: Marcyliena Morgan and Dionne Bennett, "Hip-Hop & the Global Imprint of a Black Cultural Form," *Daedalus* 140, no. 2 (Spring 2011): 176-196 [disciplinary perspective: sociology]

Wednesday, Nov. 20

Quiz: Global Hip Hop

Monday, Nov. 25

Final Project Due by 11:55 p.m.

Read: "'By the Time I Get to Arizona': Hip Hop Responses to Arizona SB 1070" by Marcos Del Hierro from *Indigenous Pop* [disciplinary perspective: Immigrant studies, ethnomusicology]

Listen: Willy Northpole, "Back to Mexico"

Written: Discussion Starter

Wednesday, Nov. 27

NO SCHOOL – Thanksgiving Holiday

Monday, Dec. 2

Continue discussion

Wednesday, Dec. 4

Self-Reflection Due by 11:55 p.m.

Be prepared to talk about your podcast project with the class

HON GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293

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

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Studies

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

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

Measure(s) for above Outcome:

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

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

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

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

Measure(s) for above Outcome:

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

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

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

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

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

Measure(s) for above Outcome:

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

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

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

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

Global Knowledge

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

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

Measure(s) for above Outcome:

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

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

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

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

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

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

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

Experiential Learning Options:

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

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

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

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

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

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

Measure(s) for above Outcome:

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

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

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

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

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

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

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

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

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

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

Please see attached syllabus

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

Please see attached syllabus.

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

Please see attached syllabus.

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

RECOMMENDED BY:

Anne C. Guten 2/25/19
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 2/25/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 7/18/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

Summary of consultation meeting with Natalie Cooke and Suzie Goodell

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

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

A description of both courses is listed below:

Introduction to Community Food Security

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

Food and Culture

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

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

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

- A place at the Table
- Interfaith Food Shuttle

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

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

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

HN 293 Course Syllabus

HN 293 – Food: Culture, Insecurity, and Ethics

Section 001

Spring 2019

3 Credit Hours

Course Description

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

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

Instructor

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

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

Email: smoleary@ncsu.edu

Phone: 919-515-0946

Office Location: 113 Berry

Office Hours: By appointment

Course Meetings

Seminar

Days: TR

Time: 1:30pm - 2:45pm

Campus: Main

Location: Quad Commons (Multipurpose Room)

Learning Outcomes

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

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

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

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

Course Structure

The Dining Experience: Participation (GK)

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

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

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

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

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

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

The Main Course: Self-chosen Project (GK)

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

Dessert: Class Workshop presentations

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

Course Materials

Textbooks/Expenses

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

Requisites and Restrictions

Prerequisites/Co-requisites/Restrictions

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

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

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

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

How This Course Will Fulfill GEP Category Outcomes

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

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

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

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

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

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

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

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

How This Course Will Fulfill GEP Co-requisite Outcomes

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

Transportation

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

Grading

Grade Components

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

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

Participation

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

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

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

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

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

Late Assignments

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

Attendance Policy

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

Attendance Policy

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

Absences Policy

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

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

Makeup Work Policy

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

Academic Integrity

Academic Integrity

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

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

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

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

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

Class Evaluations

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

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

Accommodations for Disabilities

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

Non-Discrimination Policy

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

Campus Resources

Writing and Speaking Tutorial Services

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

Moodle

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

Ask a Librarian

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

Campus Safety

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

NCSU's GLBT Center

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

Counseling Center/Assisting Students of Concern

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

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

SCHEDULE

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

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

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

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

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

HON GEP Social Sciences Special Topic Shell Offering

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

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

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

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

HON 295

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

SECTION 1: GEP CRITERIA

Instructions:

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

List the Instructor's student learning outcomes for the course that are relevant to GEP *Social Sciences Objective 1*:

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

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

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

Measure(s) for above Outcome:

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

Exam questions, class discussion, debate prompts

Exam Questions:

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

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

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

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

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

Measure(s) for above Outcome:

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

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

Group Paper Questions:

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

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

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

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

Measure(s) for above Outcome:

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

Exams, final oral presentation, and class discussion.

Oral Presentation:

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

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

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

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

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

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

University Honors Program Students

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

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

Effective Fall 2014

RECOMMENDED BY:

Anne C. Guten 2/25/19
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 2/25/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 7/18/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

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

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

202 Quad Commons

3 credit hours

Lead Instructor: Julianne Treme

Office: 4304 Nelson Hall

Email address: jtreme@ncsu.edu

Phone: 919-513-8060

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

COURSE DESCRIPTION

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

COURSE PREREQUISITES

No prerequisites. Restricted to University Honors Program students.

REQUIRED COURSE TEXT

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

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

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

STUDENT LEARNING OUTCOMES

At the conclusion of the course:

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

GEP INFORMATION

GEP Category: Social Sciences

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

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

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

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

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

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

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

Sample Group Paper Questions:

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

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

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

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

Oral Presentation:

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

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

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

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

POLICIES AND PROCEDURES

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

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

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

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

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

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

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

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

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

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

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

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

This course uses the Standard NCSU Letter Grading Scale:

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

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

CRITICAL DATES:

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

IN-CLASS POLICIES

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

- **Instructor's commitment.** You can expect your instructor to be courteous, punctual, well-organized, and prepared for lecture and other class activities; to answer questions clearly; to be available during office hours or to notify you beforehand if they are unable to keep them; and to grade uniformly and consistently according to the posted guidelines.
- **Academic integrity.** Students should refer to the University policy on academic integrity found in the Code of Student Conduct (found in Appendix L of the Handbook for Advising and Teaching). It is the instructor's understanding and expectation that the student's signature on any test or assignment means that the student contributed to the assignment in question (if a group assignment) and that they neither gave nor received unauthorized aid (if an individual assignment). Authorized aid on an individual assignment includes discussing the interpretation of the problem statement, sharing ideas or approaches for solving the problem, and explaining concepts involved in the problem. Any other aid would be unauthorized and a violation of the academic integrity policy. This includes referring to homework from previous semesters. All cases of academic misconduct will be submitted to the Office of Student Conduct. If you are found guilty of academic misconduct in the course, you will be on academic integrity probation for the remainder of your years at NCSU and may be required to report your violation on future professional school applications. It's not worth it!
- Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:
 Equal Opportunity and Non-Discrimination Policy Statement: <https://policies.ncsu.edu/policy/pol-04-25-05>
 Code of Student Conduct: <https://policies.ncsu.edu/policy/pol-11-35-01>
 Grades and Grade Point Average: <https://policies.ncsu.edu/regulation/reg-02-50-03>
 Credit-Only Courses: <https://policies.ncsu.edu/regulation/reg-02-20-15>
 Audits: <https://policies.ncsu.edu/regulation/reg-02-20-04>
- **Electronically Hosted Component statement.** Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.
- **Accommodations for Disabilities.** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Suite 304, Holmes Hall, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) <https://policies.ncsu.edu/regulation/reg-02-20-01/>

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

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

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

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

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

HON GEP Interdisciplinary Perspectives Special Topic Shell Offering

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

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

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

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

HON 296			
Department(s)/Program	Honors Program	New GEP Special Topics Offering	<input type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Patterns & Pandemonium	Review for 2nd Offering	<input checked="" type="checkbox"/>
Term to be Offered	Fall 2019		
Instructor Name/Title	Karen Daniels, Professor of Physics		
SECTION 1: GEP CRITERIA			
Instructions:			
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 			
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1:</i></p> <p style="text-align: center;">Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</p> <p>Obj#1: differentiate random vs. chaos processes, and explain what limits they set on predicating the future: (using a mathematical approach)</p> <p>Obj#6: appraise how these ideas appear in popular culture/media: (using a narrative approach)</p>			
<p>Measure(s) for above Outcome:</p> <p><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p>			
<p>(1) written "journal entry" comparing/contrasting random vs. chaotic processes; (2) written "journal entry" using a mathematical random walk to describe a diffusive process of the students own choosing; (3) in-class discussion of the ongoing curation of a set of Central Concepts (see below)</p>			
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 2:</i></p> <p style="text-align: center;">Obj. 2) Identify and apply authentic connections between two or more disciplines.</p> <p>Obj#2: investigate how coherent patterns arise through randomness and describe how interactions between agents/objects in a situation are responsible for these collective behaviors</p> <p>Obj#3: formulate a network description of a system and identify key characteristics of that network as they relate to such properties as communities and robustness</p> <p>Obj#7: connect technical knowledge to its social implications</p> <ul style="list-style-type: none"> tipping points/catastrophes appear in many contexts, and understanding the interactions (Obj#2) and the network of connections (Obj#3) provides a route for mapping out the similarities in systems drawn from a variety of disciplines. In many cases, these collective behaviors will have societal consequences to be evaluate (Obj#7) 			

Measure(s) for above Outcome:

Effective Fall 2014

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

- (1) written "journal entry" mathematically mapping out the network of connections between characters in the movie "Contagion" and tracing the epidemic that forms the plot of the movie; (2) written "journal entry" comparing and contrast physical and social/economic segregation based on both readings and computer simulations

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.

Obj#4: examine the general mechanisms through which systems reach a tipping point and construct an argument for which parameter changes will cause that tipping point

Obj#5: assess which of the tools from the course are relevant to a particular pattern/pandemonium situation

Measure(s) for above Outcome:

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

- (1) Beginning exercise: Find a newspaper/magazine report of a collapse/disaster (physical, economic, social, medical, etc.) that got significant coverage during the past year or so. Examine whether the newspaper report either did (or didn't, but should have) referred to the Class Themes. (2) The final paper/project will require mastery of this GEP Objective.

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? The quantitative techniques are largely drawn from network/graph theory (math), dynamics systems (math) and phase transitions (physics), while the topics to which these are applied include sociology, economics, political science, civil engineering, geophysics, epidemiology, meteorology. In addition, we will draw on popular culture (books, movies, video games) representations of these concepts to spur discussion.
- 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"? To make the mathematics/physics concepts clear, I will use pre-written computer simulations and live laboratory experiments/demonstrations. Student will make and interpret graphs of these controlled situations to provide a concrete understanding of the key concepts. Learning Objective #5 will be assisted by developing a set of 9-12 Central Concepts. On at least one occasion, we will make use of the Hill Library multimedia room for students to present findings drawn from popular sources to their classmates.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Mondays and Wednesdays from 1:30-2:45 pm
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Quad Commons (require seminar-table type format where we can all sit in a circle; an LCD projector or large video monitor visible to whole class)
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295) n/a

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

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

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

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

none

SECTION 3: ADDITIONAL INFORMATION

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

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

Please see syllabus.

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

Please see syllabus.

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

n/a

SIGNATURE PAGE FOR HON 296
Patterns and Pandemonium

RECOMMENDED BY:

Anne C. Auten
HEAD, DEPARTMENT/PROGRAM

DATE 2/25/19

**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]
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE 2/25/19

[Signature]
COLLEGE DEAN

DATE ~~3/1~~ 4/10/19

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE

HON 296-003, Fall 2019

Patterns and Pandemonium

Instructor: Dr. Karen Daniels, Dept. of Physics
Office: 258C Riddick Hall (office hours)
Phone: (919) 513-7921
Email: kdaniel@ncsu.edu (please use HON 296 in the subject line)
My Research Webpage: <http://danielslab.physics.ncsu.edu>

Class Meeting Times & Location: Mondays & Wednesdays 1:30 PM - 2:45 PM (Location TBD)
(3 credit hours)

Moodle: link to Moodle (calendar, assignments, grades, etc.)

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

GEP Category: *Interdisciplinary Perspectives*. Each course in this category will provide instruction and guidance that helps students to:

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

Textbooks and Media: There is no required textbook. Readings and other audiovisual materials will be made available through Moodle and/or the library electronic reserves: <http://reserves.lib.ncsu.edu>
The purchase of a copy of Isaac Asimov's *Foundation* is optional (Any used edition is fine.)

Course Description: How did the neighborhoods we live in come to be segregated by race, economics, and lifestyle? The Nobel Prize-winning work of economist Thomas Schelling shows how community-scale patterns arise from small biases in our personal preferences. How do epidemics such as Ebola and measles spread through a network of social and transportation links, and what sets the threshold for a global pandemic? As explored in the 2011 disaster movie "Contagion", epidemiological models show that not only worldwide patterns of connectivity and vaccination, but also small random connections, both play an important role. How do civil engineers and insurance companies design structures and set insurance rates to protect us from earthquakes and hurricanes? The idea of a predictable "100 year flood" has been replaced by models which account for extreme, unpredictable, events. Taking into account chaos theory and the butterfly effect, can we predict the future? The sociological implications of these ideas have been popularized in the Foundation Series by Isaac Asimov, and seen success in our increasing ability to make long-range weather predictions. In this seminar, we will explore these and other questions exploring the role of predictability and unpredictability in our lives. To do this, we will use a variety of approaches: reading both popular literature and primary research, examining mathematical trends in real data, and conducting laboratory and computer experiments.

Course Components: Class meetings will most frequently consist of group discussions of the day's assigned readings, sometimes in conjunction with interactive computer-laboratory exercises. The

instructor may schedule optional class meetings (once or twice during the semester) for students to watch a movie together as that week's "reading"; it will be acceptable for a student to instead watch this on their own. No field trips are planned at this time.

Schedule Overview

Each topic below will be covered over the course of approximately 3 weeks. At the beginning of each section, a mini-syllabus will be posted online, containing details about the readings and assignments associated with that topic.

Topic 1: (Un)Predictability: Random vs. Chaotic What does random behavior look like? Can random behavior lead to predictability? What distinguishes, random, deterministic, and chaotic systems? Does the distinction have practical consequences? How do scholars model physical, economic, and social systems using mathematics? What limits do randomness and chaos set on predicating the future? How do these ideas appear in popular culture/media?

Topic 2: Collective Behaviors Oil and vinegar don't mix, but what about people? How do patterns of social and economic segregation arise, and why are they difficult to break up? How do dense swarms/flocks of animals form and remain stable? Where do traffic jams come from? What interactions between the players in each of these situations are responsible for the collective behaviors?

Topic 3: Networks What types of mathematics governs networks of bus routes or social media or power grids? Does it matter whether the connections are physical or virtual or constrained by geography? How can we automatically identify communities within networks? How can we measure how susceptible a network is to failure? What types of statistics allow us to distinguish different types of networks?

Topic 4: Tipping Points How much weight can you add to a bridge before it fails? How many power stations can out before a massive blackout occurs? How do fads or illnesses spread out to cover the globe, and when will they stay a local phenomenon? How do polarizing opinions develop in a democracy? What allows "herd immunity" to work as a vaccination strategy? How can extreme value statistics help evaluate risk?

Topic 5: Presentation of Final Papers/Projects topics to be determined by student interest

Key Learning Outcomes

- **Obj#1:** differentiate random vs. chaos processes, and explain what limits they set on predicating the future
- **Obj#2:** investigate how coherent patterns arise through randomness and describe how interactions between agents/objects in a situation are responsible for these collective behaviors
- **Obj#3:** formulate a network description of a system and identify key characteristics of that network as they relate to such properties as communities and robustness
- **Obj#4:** examine the general mechanisms through which systems reach a tipping point and construct an argument for which parameter changes will cause that tipping point
- **Obj#5:** assess which of the tools from the course are relevant to a particular pattern/pandemonium situation
- **Obj#6:** appraise how these ideas appear in popular culture/media
- **Obj#7:** connect technical knowledge to its social implications

Course Objectives

By the close of the course, students will be able to:

- read and analyze secondary scholarly literature to understand the mechanisms involved and evaluate the quality of an argument
- apply appropriate lexical and graphical vocabulary to new situations
- connect technical knowledge to its social implications
- communicate clearly, effectively and efficiently, expressing ideas in either written or oral contexts
- listen and evaluate ideas within class discussions
- make an argument using supporting statements/examples that adhere to a logical progression
- develop basic computer simulation and data analysis skills

Grading

Reading Reactions (10%): For each class's reading, you will write a short reaction answering these two questions:

- "What was the most difficult/tricky part of the reading for you?"
- "What was the most interesting/surprising part of the reading for you?" This will be something reflective about the reading (*e.g.* how it connects to earlier topics or other classes you're taking, a way it might be applied to a different situation, something you're curious about, something you disagree with, etc).

This written response will be handed in through the Moodle website by 9 am prior to the start of each class for which there was assigned reading. You will hopefully bring up these ideas and questions during the day's discussions of the readings. *Each Reading Reaction will be given a grade of 0 (non-existent), 1 (weak or late), or 2 (satisfactory). You will be forgiven one missed reading reaction, and the entirety of the submission quality will be considered in the final grade calculation.*

Journal Entries (40%): Throughout the course, you will write texts of varying length that react to and/or build upon the course topics. Sometimes, these texts will be accompanied by a graph or figure created from data that you analyzed. These entries will be handed in through the Moodle website by the deadline specified for each assignment. *These will each be graded on a 100 point scale; late assignments will lose 10 points per day unless alternate arrangements are made prior to the due-date. During final grading, the entirety of the submissions will be considered in the final grade calculation, with longer assignments being weighted more heavily than shorter.*

Final paper/project (30%): Each student will create a final paper/project (approximately 10 pages if written as a paper) based on themes covered in the class. The paper/project can involve library research, making a topical video with detailed notes, creating and describing a computer simulation or experiment, using a campus MakerSpace, or other similar activities by mutual agreement of the student and instructor. We will meet individually to lay out a plan and a grading rubric. During the last two weeks of class, each student will present their topic to the class. *These will be graded on a 100 point scale, with a deadline matching the assigned "final exam" specified by the Registrar: No submissions will be accepted after this time.*

Attendance (10%) and class participation (10%): This is a seminar course, which means that a large part of its value derives from the interactions and discussions which take place during the class meetings. Since missing a single class meeting will adversely impact your ability to meet the learning outcomes for this course, attendance at all class meetings is required. *Each unexcused absence will*

result in the loss of half of your attendance points and the third unexcused absence will result in failure of the course. Of course, attendance alone is not sufficient: you must come to class on time and prepared, and you must be an engaged and fully participating member of the group.

The [University Attendance Policy](#) applies and excused absences need to be arranged prior to the missed class. In the event of an excused absence, note the requirement in the university policy for prior notification or (in the event of one of the defined emergency situations) notification and documentation within a week after your return to campus. As excused absences will adversely affect your ability to achieve the learning outcomes of this course, each will require an additional written assignment to take the place of the missed discussion, to be agreed upon by meeting with the course instructor prior to the missed class.

Honor Pledge: For all assignments, the instructor will assume that the student has upheld the NCSU Honor Pledge: “I have neither given nor received unauthorized aid on this test or assignment.” Please refer to the [Code of Student Conduct Policy](#) for details.

Students with disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Suite 304, Holmes, 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 ([REG02.20.1](#))

Calculation of Final Grades: Grades are not curved, so it is possible for every student in the class to get an A by doing high-quality work. For the purposes of this class, the minimum score (without rounding) to achieve each letter grade is:

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

For information on a grade of IN (incomplete), please see the university's [Grading Policy](#).

Group Expectations

We agree to all:

- be open in our communications
- maintain courteous and respectful interactions
- be prepared for class each day
- keep appointments (or provide advance notification of changes)

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 PRR

- Equal Opportunity and Non-Discrimination Policy Statement
<https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at
<https://oied.ncsu.edu/equity/policies/>

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

Professor's Statement on the Learning Environment

I embrace the diversity of age, background, beliefs, ethnicity, gender, gender identity, gender expression, national origin, religious affiliation, sexual orientation, abilities, and other visible and nonvisible categories that you bring with you to our shared study of physics. We will all be working closely together throughout the semester, and I expect all of us to contribute to a respectful, welcoming and inclusive environment. This respect includes being addressed in the manner that you prefer: if you have a preferred name/pronoun, please let me know. If you have any kind of disability or special circumstance (whether apparent, non-apparent, learning, emotional, physical, family, etc.) and you require some type of accommodation in order to succeed, please feel free to contact me to discuss reasonable accommodations to allow you to learn effectively. If you find that uncertainty about your food, mental or physical health, housing, home situation, or safety is affecting your performance in the course, please contact me or the Counseling Center <http://counseling.dasa.ncsu.edu/> for advice about how to access support on campus. Finally: everybody in the community is invited to send anonymous concerns about fellow students in distress to <https://studentsofconcern.dasa.ncsu.edu>.

Draft Course Calendar

(Un)Predictability: Random vs. Chaotic

Aug 21: Introduction to Course Themes

- before class: read syllabus, Mitchell Chapter 1
- during class: introduction to class themes

Aug 26: Random Walks & Diffusion

- before class: read Berg Chapter 1 + Reading Reaction
- during class: Random Walker Computer Lab (bring a laptop)
- after class: finish lab, if needed
- Journal Entry 1: Pick a diffusive-like process and discuss how you would model it with a random walk. What would you keep/modify from the examples in class? (300 words, due Aug 28)

Aug 28: Chaos

- before class: read Gleick "Butterfly Effect"; Mitchell Chapter 2 + Reading Reaction
- during class: Chaos Computer Lab (bring a laptop)
- after class: finish lab, if needed

Sep 2: *Labor Day, no class*

Sep 4: Representations in Popular Culture

- before class: read Asimov "Foundation" Part I.1-8, Part II.7, Part III.9, Part V.18; watch first 15 minutes of "Sliding Doors" and first 10 minutes of "Contagion"; re-read Mitchell Chapter 1 + Reading Reaction
- during class: link readings/viewings and journal entries
- after class: Journal Entry 2: (600 words, due Sep 9)

Sep 9: Disaster Discussion

- before class: Journal Entry 3: (200-300 word draft)
- during class: activity using your drafts & articles as raw material
- after class: Journal Entry 3 (600 words, final version due Sep 11)

Date TBD: when the (as-usual) fall hurricane arrives, this activity will be inserted into the calendar

- collect news reports and videos and photos which connect the weather event to the class themes; the Reading Reaction for this class is to have participated in posting information; come prepared to discuss what others have posted
- during class: evaluate the media coverage, accuracy of predictions from various sources, relationship to class themes, etc.

Collective Behavior

Sep 11: Segregation I: People

- before class: read Tobar; explore Cooper Center Demographics and/or Mapping Segregation site; Reading Reaction
- during class: Parable of the Polygons Computer Lab(bring a laptop). <https://ncase.me/polygons/> You will want to take notes on (1) what changes are made to the simulation at each step along the way, (2) sketch a copy of your graphs at step, (3) try to figure out why your observations do/don't change along the way.
- after class: want to know more? see the Schelling article and the Nobel Prize website

Sep 16: Segregation II: Physical Objects

- before class: look around the natural world for materials that segregate based on some physical process
- during class: connect readings and physical demonstrations to (1,2,3) results from Sep 8
- Journal Entry 4: compare and contrast physical and social/economic segregation (600 words, due Sep 18)

Sep 18: Flocking & Swarming

- before class: read Hadlock Ch 3 + Reading Reaction; post a YouTube video link to the Forum; watch what others have posted
- during class: connect readings and videos
- Journal Entry 5: relate at least one of the videos to the contents of our readings (600 words, due Sep 23)

Sep 23: Simulating Collective Behavior

- before class: write a Reading Reaction post which poses a specific question to answer, inspired by Hadlock Ch. 3
- during class: NetLogo demos ccl.northwestern.edu/netlogo (bring a laptop)
- after class: continue investigations in preparation for JE5

Sep 25: Traffic

- before class: read Beatty and Budiansky URLS + Reading Reaction
- during class: discussion and topic wrap-up
- Journal Entry 6: present your answer to your NetLogo question, showing data and drawing on course readings (1000 words, due Sep 30)

Networks

Sep 30: Introduction to Networks

- before class: read Barabási Ch 2,3; Reading Reaction; write a Forum post listing 3 networks not mentioned in the text (state what are the edges, what are the nodes?) and not previously posted by a classmate
- during class: discuss reading

Oct 2: Types of Networks

- before class: read Barabási Ch 4,5,7; Reading Reaction
- during class: discuss reading, start network classification activity

Oct 7: Community Detection

- before class: read Porter 2009 (if you want to see more details, look at Newman Ch 6); Reading Reaction
- during class: discuss reading

Oct 9: Network Failures

- before class: read Barabási Ch 9; Wolchover article; Buldyrev [excerpt] + Reading Reaction
- during class: discuss readings
- Journal Entry 6: pick one network (e.g. from the Forum) and find a "picture" (could be a graph) of it, describe its key features (nodes, edges) and classification and how form is related to function/disfunction (due Oct 14, 700 words)

Tipping Points

Oct 14: Stability and Instability

- before class: read Hadlock Chapter 5 [surf the math, don't spend much time on it] + Gladwell

Ch1&2 + Reading Reaction + Hill ideas

- during class: demos, discussion

Oct 16: Heavy Tailed Distributions

- before class: Hadlock Ch 2 and Clauset paper [don't spend too much time on the math: just get a sense of what's going on] + Reading Reaction
- during class: plotting histograms from the Clauset data webpage (bring a laptop)

Oct 21: Disaster 1 (meet in Hill Library Visualization Studio)

Oct 23: Disaster 2 (meet in Hill Library Visualization Studio)

- students will vote on an disaster to investigate in more depth and share items they've found: scientific, mathematical, popular culture, and news reports are all valid contributions

Oct 28: Earthquakes

- before class: Schultz 2015 + reading reaction

Oct 30: Library Resources

- Reading Reaction due before the start of class: 3-5 ideas for your final paper/project
- before class: submit 3-5 possible topics as a Reading Reaction
- during class: guest lecturer from Hill Library staff
- after class: work on finding resources for topics, draft proposal for final

Nov 4: Contagion (Movie)

- before class: download and print a character list from IMDB that you can mark up
- during class make an adjacency matrix of the characters
- this date will likely be moved to an evening event, to allow viewing of the whole movie

Nov 6: Herd Immunity

- before class: read Fine 2011 and <http://www.vaccines.gov/basics/protection/> + Reading Reaction
- during class: Herd Immunity Computer Lab (bring a laptop); discuss effect & ethics

Nov 11: Democracy and Peace

- before class: read Cranmer 2015 + Reading Reaction. There's some political philosophy vocabulary that you should look up before class if you don't know it, and try do see if you can make sense of the graphs without having to know the math.
- during class: discuss + details about final paper

Nov 13: Plotting Networks

- before class: prepare a 10-20 node network using your data from Contagion or any other source, saving it from Excel into CSV format
- during class: graph networks using <http://gephi.github.io/> (bring a laptop)

Final Presentations

Nov 18: Student Presentations

- 4 students

Nov 20: Student Presentations

- 4 students

Nov 25: Student Presentations

- 4 students

Dec 2: Student Presentations

- 4 students

Dec 4: Student Presentations

- 4 students

Dec ??: Assigned Final Paper: due by the end of the assigned final exam period

Course Readings

- Hadlock, Charles. *Six Sources of Collapse* (2012) <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=320101>
- Mitchell, Melanie. *Complexity : a guided tour*. New York : Oxford University Press, 2009. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=323409>
- Berg, Howard C. *Random walks in biology*. Princeton, N.J. : Princeton University Press, c1983. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=323410>
- Asimov, Isaac. *Foundation*. New York : Bantam Spectra Books. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=320103>
- Gleick, James. *Chaos : making a new science*. New York: Penguin, 1988, c1987. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=320281>
- Movie: *Sliding Doors*. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=323763>
- Movie: *Contagion*. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=323408>
- Schroeder, Manfred. *Fractals, chaos, power laws : minutes from an infinite paradise*. New York : W.H. Freeman, 1991. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=320323>
- Strogatz, Steve. *Nonlinear dynamics and chaos : with applications to physics, biology, chemistry, and engineering*. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=320280>
- Newman, Mark. Power laws, Pareto distributions and Zipf's law. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=320282>
- Gladwell, Malcolm. *The tipping point : how little things can make a big difference*. Boston : Little, Brown, c2000. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=320102>
- Barabasi, Albert-Laszlo. *Linked: the new science of networks*. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=323860>
- Barabasi, Albert-Laszlo. *Linked : how everything is connected to everything else and what it means for business, science, and everyday life*. New York : Plume, c2003. <https://reserves.lib.ncsu.edu/?cmd=viewReserve&reserve=323868>
- Beatty, William. Traffic Waves. <http://trafficwaves.org/>
- Budiansky, Stephen. The Physics of Gridlock. Atlantic Monthly, December 2000. <http://www.theatlantic.com/magazine/archive/2000/12/the-physics-of-gridlock/378457/>
- Buldyrev et al. "Catastrophic cascade of failures in interdependent networks". Nature (2010) [Intro + Fig 1 info] <http://proxying.lib.ncsu.edu/index.php?url=http://dx.doi.org/10.1038%2Fnature08932>
- Tobar, Héctor. Viva Gentrification!, The New York Times, 21 March 2015. <http://www.nytimes.com/2015/03/22/opinion/sunday/viva-gentrification.html>
- Wolchover, "Treading Softly in a Connected World". Quanta Magazine (2013). <https://www.quantamagazine.org/20130318-treading-softly-in-a-connected-world/>
- c 2009 Society for Industrial and Applied Mathematics
- Clauset, Shalizi, and Newman. "Power-Law Distributions in Empirical Data" SIAM Review. 51:661. 2009.
- Cranmer, Menninga, Mucha. "Kantian fractionalization predicts the conflict propensity of the international system." PNAS 112: 11812 (2015).
- Erdos & Renyi. "On random graphs" 1959.
- Paul Fine, Ken Eames, and David L. Heymann. "*Herd Immunity*": A Rough Guide. Vaccines. 52: 911 (2011).
- Travers & Milgram. "An Experimental Study of the Small World Problem." Sociometry. 32: 425 (1969)

- Porter, Onnela, & Mucha. "Communities in Networks." Notices of the AMS. 56: 1082 (2009).
- Schulz. "The Big One." The New Yorker. July 20, 2015.
- Schelling. "Dynamic Models of Segregation." Journal of Mathematical Sociology. 1: 143 (1971)
- Dodds, Muhamad, Watts. "An Experimental Study of Search in Global Social Networks." Science. 301: 827(2003)

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

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

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

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

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

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

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

HON 297

Department(s)/Program	University Honors Program	New GEP Special Topics Offering
Special Topic Title: (30 character limit)	Rockin' America: Popular Music as Social Protest	Review for 2nd Offering X
Term to be Offered	Fall 2019	
Instructor Name/Title	Tom Koch, Teaching Associate Professor	

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Perspectives

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

Differentiate between disciplinary approaches (music and sociology) in the acquisition of musical meaning, specifically in the ways musical messages are sent and meaning constructed.

Measure(s) for above Outcome:

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

The reading assignments come from the disciplines of music and sociology. Group Discussion and Critical Responses require students to differentiate musical and sociological perspectives on the acquisition of musical meanings. Group Discussion and the Song Profile Paper require students to construct a variety of musical meanings of specific songs based on (1) an analysis of the musical content and lyrics of those songs, and (2) the social framework in which those songs are transmitted, received, and contextualized.

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.

Compare the ways that music and musical participation serve a function for social movements.

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.

Group Discussion and Critical Responses require students to apply case studies, analyses of lyrics and musical content, and their own social experiences to the variety of ways that music and musical participation may serve to educate, recruit, mobilize, and convert audiences toward social movements.

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.

Articulate the impact of protest music on society in general and social movements in particular.

Measure(s) for above Outcome:

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

The Final Project consists of a term paper and individual class presentation requiring students to apply what they have learned about the impact of protest music on society and social movements that we have not studied or have only broached in class. Students are measured in part by their ability to recognize and integrate diverse approaches in the arguments they make about the impact of music on social movements.

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

Beginning with an investigation of the musical and sociological perspectives on the acquisition of musical meaning, this course applies those meanings to the role of music in serving and impacting social movements. Students not only investigate specific songs associated with specific movements but also learn that the content of a song as well as the artist's intended message may not equate to an audience's received message. Among the questions we grapple with are what makes a song a protest song and how are such songs received and used by members of social groups. By examining the functions that music serves for social movements, students more

clearly recognize what power music has in effecting change for social movements and social life generally.

U.S. Diversity

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

4. Analyze the ways that protest music in the US addresses issues of cultural identity, including race, gender, and sexual orientation.

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.

4. The Group Presentation and Final Project require students to engage with readings and new research that investigate the transmission, reception, and contextualization of songs associated with social movements, including anti-war, civil rights, feminism, LGBT, global justice, and the environment.

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

5. Categorize and compare the historical links between social protest and popular music in the US and the methods these links share in seeking equality for members of social movements.

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.

5. The Group Discussion and Critical Responses require students to engage with readings, including those that show how popular music may be received by unrelated groups expressing similar grievances toward a movement's goal of equality, such as Labor movements in the 1930s-40s, African-American communities in the rural south in the early 1960s, or Feminist groups in the Pacific Northwest in the 1990s.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail: Meeting time and day(s): T/H 10:15-11:30
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type:
Honors Village Commons 201. Needed: moveable seats, audiovisual set-up
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

This course is restricted to University Honors Program students.

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.

See Syllabus

SIGNATURE PAGE FOR HON 297 sec 001
Rockin' America: Popular Music as Social Protest

RECOMMENDED BY:

Anne C. Sutton 2/25/19
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 2/25/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 4/10/17
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 297 Course Syllabus

HON 297 – Rockin' America: Popular Music as Social Protest

Section 002

Fall 2019

3 Credit Hours

Course Description

This course examines popular music as a tool of social protest in the United States from the 1950s to the present. It specifically explores the complex relationships between music and social movements and the extent to which music can both reflect and affect social change. By comparing specific songs associated with specific social movements to social theories about the acquisition of musical meaning, students assess whether and how protest music actually serves to advance the cause of social movements. Students are required to attend and provide their own transportation to one on-campus music concert at \$8. This course is restricted to University Honors Program students.

Learning Outcomes

1. Differentiate between disciplinary approaches (music and sociology) in the acquisition of musical meaning, specifically in the ways musical messages are sent and meaning constructed.
 2. Compare the ways that music and musical participation serve a function for social movements.
 3. Articulate the impact of protest music on society in general and social movements in particular.
 4. Analyze the ways that protest music in the US addresses issues of cultural identity, including race, gender, and sexual orientation.
 5. Categorize and compare the historical links between social protest and popular music in the US and the methods these links shared in seeking equality for members of social movements.
-

Course Structure

This is not a lecture-based course. The in-class learning experience derives from students' engagement in group discussion and class presentation, in which issues encountered in reading and listening assignments are raised and challenged in small settings before being presented cogently by the group to the class. As an extension of the group discussion, the final project enables students to apply reasoning and persuasion to individual research on a chosen topic of the music-movement link and then to present their arguments to the class. Students are required to attend the following on-campus music concert (choose one date):

DEEP CUTS: The Spirit of FM Radio
Thursday and Saturday, September 6 and 8, 2018
8:00 p.m.
Stewart Theatre
\$8 student w/ID
<https://arts.ncsu.edu/quadriviumproject/>

Course Policies

Students are expected to demonstrate adult behavior. Closed-container drinking is permitted as long as the container is removed from the room afterward. Laptops may be used for word processing and reference, but are not permitted for anything unrelated to the course. Another other use of laptops will result in a private discussion with the instructor and one absence.

Instructors

Thomas Koch (tdkoch) - *Instructor*

Email: tdkoch@ncsu.edu

Phone: 919-515-0149

Office Location: Broughton Hall 2412

Office Hours: T/H 12:30-1:30

Course Meetings

Lecture

Days: TH

Time: 10:15am - 11:30am

Campus: Main

Location: Honors Village Commons (HVC) 201

This meeting is required.

Course Materials

Textbooks

Playing for Change: Music and Musicians in the Service of Social Movements - Rob Rosenthal and Richard Flacks

Edition: 1

ISBN: 978-1594517884

Cost: Rental cost of \$18.48 from publisher:

<https://www.routledge.com/Playing-for-Change-Music-and-Musicians-in-the-Service-of-Social-Movements/Rosenthal-Flacks/p/book/9781594517891>

This textbook is required.

Additional readings will be taken from the following sources and assigned on a weekly basis. These will be available either on Moodle or on Library Reserve:

- Brown, Courtney. *Politics in Music: Music and Political Transformation from Beethoven to Hip-Hop*.
- Chang, Jeff. *Can't Stop Won't Stop: A History of the Hip-Hop Generation*.
- Comtois, Kevin, and Jennifer Shaw. *Troubadours & Troublemakers: The Evolution of American Protest Music*.
- Denisoff, R. Serge, and Richard Peterson. *The Sounds of Social Change: studies in popular culture*.
- Eyerman, Ron, and Andrew Jamison. *Music and Social Movements: Mobilizing Traditions in the Twentieth Century*.
- Friedman, Jonathan. *The Routledge History of Social Protest in Popular Music*.
- Lynskey, Dorian. *33 Revolutions per Minute: A History of Protest Songs, from Billie Holiday to Green Day*.
- McAdam, Doug. "Culture and social movements" in *New Social Movements* (1994), 36-57.
- Peddie, Ian. *The Resisting Muse: Popular Music and Social Protest*.
- Roy, William. *Reds, Whites, and Blues: Social Movements, Folk Music, and Race in the United States*.

- Ward, Brian. *Just My Soul Responding: Rhythm And Blues, Black Consciousness And Race Relations: Rhythm and Blues, Black Consciousness and Race Relations Since 1945.*
- Weissman, Dick. *Talkin' 'Bout a Revolution: Music and Social Change in America.*

Expenses

On-campus concert attendance - \$8.00

This expense is required.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

Restricted to University Honors Program students.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

1. Differentiate between disciplinary approaches (music and sociology) in the acquisition of musical meaning, specifically in the ways musical messages are sent and meaning constructed.
2. Compare the ways that music and musical participation serve a function for social movements.
3. Articulate the impact of protest music on society in general and social movements in particular.

How This Course Will Fulfill GEP Category Outcomes

1. The reading assignments come from the disciplines of music and sociology. Group Presentation and Critical Responses require students to differentiate musical and sociological perspectives on the acquisition of musical meanings. Group Presentation and the Song Profile Paper require students to construct a variety of musical meanings of specific songs based on (1) an analysis of the musical content and lyrics of those songs, and (2) the social framework in which those songs are transmitted, received, and contextualized.
2. Group Presentation and Critical Responses require students to apply case studies, analyses of lyrics and musical content, and their own social experiences to the variety of ways that music and musical participation may serve to educate, recruit, mobilize, and convert audiences toward social movements.
3. The Final Project consists of a term paper and individual class presentation requiring students to apply what they have learned about the impact of protest music on society and social movements that we have not studied or have only broached in class. Students will be

measured in part by their ability to recognize and integrate diverse approaches in the arguments they make about the impact of music on social movements.

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

Music and Sociology

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

Beginning with an investigation of the musical and sociological perspectives on the acquisition of musical meaning, this course applies those meanings to the role of music in serving and impacting social movements. Students not only investigate specific songs associated with specific movements but also learn that the content of a song as well as the artist's intended message may not equate to an audience's received message. Among the questions we grapple with are what makes a song a protest song and how are such songs received and used by members of social groups. By examining the functions that music serves for social movements, students more clearly recognize what power music has in effecting change for social movements and social life generally.

GEP Co-requisites

U.S. Diversity

GEP Co-requisite Outcomes

1. Analyze the ways that protest music in the US addresses issues of cultural identity, including race, gender, and sexual orientation
2. Categorize and compare the historical links between social protest and popular music in the US and the methods these links share in seeking equality for members of social movements.

How This Course Will Fulfill GEP Co-requisite Outcomes

1. The Group Presentation and Final Project require students to engage with readings and new research that investigate the transmission, reception, and contextualization of songs associated with social movements, including anti-war, civil rights, feminism, LGBT, global justice, and the environment.
2. The Group Discussion and Critical Responses require students to engage with readings, specifically those that show how popular music is received by unrelated groups expressing similar grievances toward a movement's goal of equality, such as Labor movements in the 1930s-40s, African-American communities in the rural south in the early 1960s, or Feminist groups in the Pacific Northwest in the 1990s.

Transportation

Students are required to attend and provide their own transportation to one on-campus music concert at \$8

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Group Discussion and Presentation	25	<p>Students will come to class with a contextualized question (a question that is set up and framed by the reading) based on an issue raised in the reading or on the musical content/lyrics of an assigned song. Students must submit their questions to Moodle by 10:00 on the due date. Due dates will be announced in class and emailed in advance.</p> <p>At the start of class, students will divide into groups of four. Each student will present their question to their group and lead a discussion. The group will discuss and draw conclusions about the issues raised by each question based on their own assessment of the reading—citing or pointing to passages from the reading as evidence of having done the reading.</p> <p>With input from the instructor, each group will select 1 issue from the 3 discussed to present to the class for further discussion and response.</p> <p>Group Discussion and Presentation grading rubric:</p>
		<div><div>90-100</div><ul style="list-style-type: none">• Composes a thought-provoking contextualized question relevant to the assigned reading or listening• Demonstrates exceptional consideration of and engagement with all course materials and class exercises• Offers specific description and analysis of the materials and class exercises• Body language is actively engaged and encourages others to respond with greater commitment and awareness• Consistently and thoroughly engages in discussion through active questioning, thoughtful and supported answers, and active consideration of diverse or different opinions</div>
		<div><div>80-89</div><ul style="list-style-type: none">• Composes an acceptable contextualized question relevant to the assigned reading or listening• Demonstrates knowledge of reading, materials or activity assigned and engages in class exercises with commitment and awareness• Engages in discussion through probing questions or supported examples• Body language is open to engaging in discussion• Responds constructively to diverse or different opinions, openly offers considers ideas that may run counter to your own</div>
		<div><div>70-79</div><ul style="list-style-type: none">• Composes a question that is either without context or irrelevant to the assigned reading or listening• Demonstrates basic preparation for class (brings materials or assignments assigned for the session) and</div>

		<p>attempts class exercises but lacks commitment or awareness</p> <ul style="list-style-type: none"> Does not volunteer to contribute but will offer basic information-based contributions (either questions or answers) when called upon or will attempt an exercise when requested Body language is neutral neither inviting nor discouraging others from engaging in conversation, "in your own world" most of the class Disengaged from diverse or different opinions, ignoring others' views in discussion <p>60-69</p> <ul style="list-style-type: none"> Composes a question that is neither contextualized nor relevant to the assigned reading or listening; clearly shows no thought to the assignment Present but not disruptive Attempts class exercise but lacks both commitment and awareness Infrequently involved in discussion Body language discourages others from engaging in discussion Disregards diverse or different opinions, responding negatively to others <p>0-59</p> <ul style="list-style-type: none"> Has not composed a question Present but participation is intentionally disruptive & impedes others' participation or sense of the classroom as a safe environment
Critical Responses	20	Throughout the semester, I will post on Moodle questions based on the reading and listening assignments that require students to provide a brief critical response of 2 paragraphs (a paragraph is 4-5 sentences). Students will submit their responses to Moodle.
Song Profile paper	20	Students will write a 4-5 page paper (double-space, 12-pitch font, 1" margins) on a protest song of their choice, describing its history and social function within a particular protest movement or across several movements.
Final Project	35	<p>The final project will consist of a final paper of 10 pages (double-space, 12-pitch font, 1" margins) and a visual component (such as a poster or short video) that students will share with the class during the final exam time. In addition to individual research, you must refer to readings and discussions presented during the semester. Suggested topics:</p> <p>-- How the work of an artist or group has been affected by a social movement</p>

		-- How a particular social movement has used or been affected by music -- How your association with a social movement or that of people you know has been affected by music -- Another topic you consider relevant to the course, with my approval.
--	--	---

Letter Grades

This Course uses Standard NCSU Letter Grading:

$\frac{9}{7} \leq \mathbf{A+} \leq 100$

$\frac{9}{3} \leq \mathbf{A} < 97$

$\frac{9}{0} \leq \mathbf{A-} < 93$

$\frac{8}{7} \leq \mathbf{B+} < 90$

$\frac{8}{3} \leq \mathbf{B} < 87$

$\frac{8}{0} \leq \mathbf{B-} < 83$

$\frac{7}{7} \leq \mathbf{C+} < 80$

$\frac{7}{3} \leq \mathbf{C} < 77$

$\frac{7}{0} \leq \mathbf{C-} < 73$

$\frac{6}{7} \leq \mathbf{D+} < 70$

$\frac{6}{3} \leq \mathbf{D} < 67$

$\frac{6}{0} \leq \mathbf{D-} < 63$

$0 \leq \mathbf{F} < 60$

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an

incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

1. Group Discussion questions will not be accepted late (i.e., after 10:00 on the due date) and students will be deducted 50% for that day's group discussion grade.
2. Critical Responses, the Song Profile paper, and the Final Project will receive 10% deduction for each day they are submitted after the due date.

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 and is taken at each class. Refer to university reg

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

- The first two (2) absences are permitted for ANY reason (whether excused or unexcused) without penalty in the cumulative course grade.
- Upon your 3rd and each subsequent absence, you must provide official documentation to me by the subsequent class in order to avoid the course penalties outlined below (see "Class Attendance"). **NOTE:** EACH absence beyond the second must be accompanied by its own documentation; for instance, if you are absent on Tuesday and again two days later on Thursday, I will require one document with Tuesday's date and another document with Thursday's date. Only emergency or pre-approved absences will be acceptable forms of absence (emergency absences constitute death or serious injury in the family, serious illness or injury of the student, and court appearances, as allowed by university policy).
- If you realize within the first week of class that (1) the anticipated number of absences will exceed the number of excused absences permitted in the course, or (2) your schedule necessitates regular tardiness or early dismissals, you should discuss the situation with me right away.
- Two (2) tardies of 5 or more minutes will result in one (1) absence.
- Each instance of behavioral disturbance, sleeping in class, working on outside homework, cell phone usage, texting, eating, or other extracurricular activity will result in one absence.

Absences Policy

Class Attendance: Two (2) absences are allowed without documentation and penalty. The following scale will be used to reduce your cumulative course grade due to excess absences:

1-2 absences = no reduction in the cumulative course grade

3-4 absences = reduction of 5 percentage points in the cumulative course grade (e.g., 95% becomes 90%)

5-6 absences = reduction of 20 percentage points in the cumulative course grade

7+ absences = reduction of 40 percentage points in the cumulative course grade

NOTE: This course requires individual and group discussion and presentation. Students who are absent for 7+ classes regardless of reason are recommended to speak with their advisor about withdrawing from the course.

Makeup Work Policy

Unless the instructor states otherwise, all assignments are due on Moodle the day specified, even if you are absent on that day. This includes the Group Discussion questions, Critical Responses, Song Profile, and Final Project.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

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

Electronically-hosted Components: This course requires students to submit assignments to Moodle, although no individual's submitted information—other than Group Discussion questions--will be shared with other students.

Accommodations for Disabilities

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

Non-Discrimination Policy

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

University Policy, Regulations & Rules

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

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

Course Schedule

NOTE: The course schedule is subject to change.

Lecture TH 10:15am - 11:30am — Week 1

What is a protest song? Introduction to social movement theory.

Reading: Rosenthal & Flacks (R&F) chapter 1

Lecture TH 10:15am - 11:30am — Week 2

On the acquisition of musical meaning. Folk vs. popular music.

Reading: R&F chapter 2

Lecture TH 10:15am - 11:30am — Week 3

The social functions of protest music.

Reading: R&F chapter 3

Lecture TH 10:15am - 11:30am — Week 4

Artists' relations with social movements. The music industry.

Reading: R&F chapter 4

Critical response #1 due

Lecture TH 10:15am - 11:30am — Week 5-6

Music and government.

Reading: R&F chapter 5-6

Lecture TH 10:15am - 11:30am — Week 7-8

Music and race.

Reading: R&F chapter 7

NOTE: There will be no class due to Fall Break

Lecture TH 10:15am - 11:30am — Week 9-10

Music and gender

Reading: R&F chapter 8-9

Critical response #2 due

Lecture TH 10:15am - 11:30am — Week 11

Music and orientation

Reading: R&F chapter 10

Lecture TH 10:15am - 11:30am — Week 12

Music and class

Reading: R&F chapter 11

Song Profile paper due

Lecture TH 10:15am - 11:30am — Week 13

Music and global justice

Reading: R&F chapter 12

Critical response #3 due

Lecture TH 10:15am - 11:30am — Week 14

Music and environment

Lecture TH 10:15am - 11:30am — Week 15

Presentation and submission of Final Projects. If necessary, these presentations will continue into the exam period on

Lecture TH 10:15am - 11:30am — Week 16

HON GEP Visual and Performing Arts Special Topic Shell Offering

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

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

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

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

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

Measure(s) for above Outcome:Effective Fall
2014

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

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

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.*

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

Measure(s) for above Outcome:

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

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

SECTION 2: REQUISITES AND SCHEDULING**General guidelines:**

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
Mondays and Wednesdays, 8:30 – 9:45
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: Broughton 3216
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295) N/A

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

- a. If seats are restricted, describe the restriction being applied.
restricted to University Honors Program students. Open to other students by permission of the UHP.
- b. Is this restriction listed in the course catalog description for the course? N/A

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

See syllabus

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

See syllabus

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

Students are required to attend an event where popular songs are performed in public (such as a concert, open mic, or song swap). There will probably be one guest speaker during the semester—someone from North Carolina who has been an important part of the popular music scene in the area. Past speakers in my classes include Katherine Whalen (Squirrel Nut Zippers), Robert Sledge (Ben Folds Five), and Ninth Wonder (hip-hop producer who has worked with legends such as Jay-Z and Kendrick Lamar).

SIGNATURE PAGE FOR HON 299 sec 001

Popular Songs and Communication

RECOMMENDED BY:

Anne C. Auten 2/25/19
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 2/25/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 7/18/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE

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

Fall 2019

3 credit hours

Tues/Thurs 4:30-5:45 PM

Room: 2112 Williams Hall

Instructor: Dr. Will Boone

Phone Number: (919) 579-4144

E-mail: wtboone3@ncsu.edu

Office: Broughton 2408

Office Hours: before class or by appointment

Course Description

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

Pre-Requisites and Restrictive Statements

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

Course Structure

This course will consist of lectures and discussions.

Course Materials

No Required Textbook

Readings will be accessible through the internet or posted on Moodle

Course Expenses

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

Transportation

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

Assignments / Grade Components

PARTICIPATION

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

LISTENING and DISCUSSION PREPARATION JOURNAL

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

REFLECTIONS

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

LIVE SONGS PAPER

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

PODCAST

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

SONGWRITING PROJECT

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

Grade Determination

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

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

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

Learning Outcomes

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

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

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

GEP Information

GEP Category: Visual and Performing Arts

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

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

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

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

Late Assignments Policy

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

Policy on Incompletes

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

Academic Integrity Statement

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

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

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

Policies on Attendance

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

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) *must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence*. Emergency absences (e.g., student illness, injury or death of immediate family member, *must be documented by the Student Organization Resource Center 515-3323*) within one week following the emergency. Please consult the following website for further information on University attendance regulations: <http://policies.ncsu.edu/regulation/reg-02-20-03>.

Makeup Work Policy

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

Statement for Students with Disabilities

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

Class Evaluations

Online class evaluations will be available for students to complete during the last two weeks of class.

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

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

Anti-Discrimination Statement

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

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

Schedule (subject to change)

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

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

HON GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293			
Department(s)/Program	University Honors Program	New GEP Special Topics Offering	<input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Literature and Science	Review for 2nd Offering	<input type="checkbox"/>
Term to be Offered	Fall 2019		
Instructor Name/Title	Dr. John Morillo, Associate Professor, English		
SECTION 1: GEP CRITERIA			
<u>Instructions:</u> <ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 			
<i>Interdisciplinary Studies</i>			
List the Instructor's student learning outcomes for the course that are relevant to GEP <u>Interdisciplinary Perspectives Objective 1:</u> <i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i> Identify techniques of literary expression and engagement (Literature) in scientific domains (e.g., Evolutionary Biology)			
<i>Measure(s) for above Outcome:</i> <i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i> Midterm question: Why does Gillian Beer think it is so important to understand the role of metaphors in Charles Darwin's <i>Origin of Species</i> ?			

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.

Analyze texts and contexts (from Literature and Science) for the purposes of critical argument

Measure(s) for above Outcome:

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

Paper question: How does H. G. Wells use a gothic plot in *The Island of Dr. Moreau* to reveal ethical problems in science?

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

Explain literature in its changing historical relations to scientific culture

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.

Paper question: how does the 21st-century novel *Timothy* critique Gilbert White's 18th-century assumptions in *Natural History of Selbourne* about the value of observing live animals in natural history?

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? **Literature and science, especially evolutionary biology**
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"? **By having students read primary texts by scientists as well as literary ones by poets, novelists, and playwrights.**

Global Knowledge

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

Explain the distinct features of British scientific culture

Measure(s) for above Outcome:

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

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

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

Explain historical changes in the ways science was valued in Britain.

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.

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

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Monday, Wednesday 10:15-11:30
 - Seat count: 21
 - Room assigned or room preference including needed classroom technology/seat type: 201 Quad Commons
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295) n/a

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

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

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

None

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

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

Anne C. Guten 4/22/19
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 4/22/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] # 5/2/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

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

3 credit hours

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

Office: Tompkins 270 morillo@ncsu.edu

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

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

Course Description and rationale

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

Catalog Description

Seminar for University Honors Program students, repeatable if content varies, meeting
GEP

requirements in Interdisciplinary Perspectives and Global Knowledge co-requisite.
Interdisciplinary in character, and often team-taught.

Objectives

During the semester, students will:

1. Read primary and secondary texts to understand the evolving relationship between literature and science across multiple historical periods

2. Distinguish among rhetorical and expressive techniques for how literature elucidates or critiques scientific ideas
3. Propose, critique, and produce written arguments about the emergence of and relations among disciplines

Student Learning Outcomes

Students who complete this course will be able to:

- Identify techniques of literary expression and engagement in scientific domains
- Explain literature in its changing historical relations to scientific culture
- Explain the distinct features of British scientific culture
- Explain historical changes in the ways science was valued in Britain
- Analyze texts and contexts for the purposes of critical argument
- Evaluate peer writing and critical literature and formalize reasoned responses
- Express literary interpretations in focused, coherent writing
- Formulate and produce creative projects that demonstrate inventive understanding of course ideas

General Education Program (GEP) Information

This course meets the following GEP requirements: **Interdisciplinary Perspectives and Global**

Knowledge. Students should review their degree audit to ensure they receive proper credit for this course.

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

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

Course Learning Outcome: Identify techniques of literary expression and engagement (Literature) in scientific domains (e.g., Evolutionary Biology).

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

Course Learning Outcome: Analyze texts and contexts (from Literature and Science) for the purposes of critical argument.

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

Course Learning Outcome: Explain literature's changing historical relations to scientific inquiry.

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

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

Course Learning Outcome: Explain the distinct features of British scientific culture.

GEP Objective #6: Explain how these distinguishing characteristics relate to their cultural

and/or historical contexts in the non-U.S. society.

Course Learning Outcome: Explain historical changes in the ways science was valued in Britain.

Required Print Texts:

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

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

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

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

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

Required Print Texts:

See links in syllabus to web sites and pdfs.

Course Requirements

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

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

Student Evaluation Methods:

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

total = 100%

How I Figure Your Grades

Percentages for each required graded category are figured via a percentage of a 12-pt. scale in which an A+ =12 and an F=0 points. For example, a B+ on paper 2, final version, would net you 9 x20 or 1.8 points. Or, a C for the midterm nets you 5 x .15 or .75, and an A on the final nets you 11 x .20 or 2.2 points. I then add up the percentage points for each required category to determine your grade from 0 to 12. For example,

an 8.2 final score = B for the class. If you are within .2 of the higher grade I may curve up.

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

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

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

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

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

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

Disabilities:

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

Academic Integrity Assumption

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

Electronic Course Components

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

Honor Pledge:

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

Recommended further Readings:

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

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

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

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

Square brackets = date of first publication

Types of Texts &**Sciences**

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

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

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

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

Final Exam TBD during exam week
Paper 2 final version due at exam

HON GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

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

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

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

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

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

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

And at least one of the following:

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

HON 293			
Department(s)/Program	History/HON	New GEP Special Topics Offering	<input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Globalization of China, 1500-1840	Review for 2nd Offering	<input type="checkbox"/>
Term to be Offered	Fall 2019		
Instructor Name/Title	Xiaolin Duan/Assistant professor		
SECTION 1: GEP CRITERIA			
<u>Instructions:</u> <ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 			
<i>Interdisciplinary Studies</i>			
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Interdisciplinary Perspectives Objective 1: Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i></p> <ul style="list-style-type: none"> Apply ideas from other fields, such as art history and geography, to the study of history. 			
<p style="text-align: center;"><i>Measure(s) for above Outcome:</i></p> <p style="text-align: center;"><i>Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.</i></p> <p>Students will be asked to choose one photograph/image/map/artifact and analyze how this image/artifact connects to and sheds light on one or more disciplines. The sample writing assignment is included. This writing assignment takes 15% of the final grade.</p>			

List the Instructor's student learning outcome(s) for the course that are relevant to GEP Interdisciplinary Perspectives Objective 2:

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

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

Measure(s) for above Outcome:

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

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

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

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

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

Measure(s) for above Outcome:

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

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

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

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

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

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

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

Global Knowledge

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

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

- Establish knowledge of early modern Chinese history and culture.

Measure(s) for above Outcome:

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

Through all the writing assignment and final project, students will be able to establish knowledge of Chinese history and culture.

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

- Make connections between China and the outside world through time and space to evaluate the current development of globalization.

Measure(s) for above Outcome:

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

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

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
Tuesday & Thursday, 3:00-4:15 PM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type:
I prefer rooms with moveable chairs and tables so group workshops could be feasible.
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

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

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

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

Anne C. Guter 4/22/19
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 4/22/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 5/2/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

North Carolina State University

HON 293-002 Globalization of China, 1500-1840

Fall 2019, 3 credit hours

TTH 3:00-4:15 00202 Quad Commons

Dr. Xiaolin DUAN
Office: Withers Hall 464

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

Course Description

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

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

General Method of Instruction

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

Prerequisites: None

Textbook:

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

GEP Category Requirements: Global Knowledge

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

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

GEP Category Requirements: Interdisciplinary Perspectives

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

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

Learning Objectives:

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

Course Assignments and Grading

Engagement: 20%

Reading Observations: 15%

Writing Assignments: 30% (15% for each)

Exhibit Project: 35%

Grade Scale (standard rounding practices followed):

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

Engagement

Your participation grade will be based upon your contributions to the class, especially during discussions (see the rubric at the end of the syllabus for details).

They are where you will learn critical thinking and persuasive presentation. You are required to **bring a copy of the readings** to each class period. Absences without excuse and showing up late will affect your participation grade.

Reading Observations:

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

Writing Assignment

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

Exhibition Project:

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

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

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

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

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

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

Grading Policies:

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

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

Professionalism

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

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations.

Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence.

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

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

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

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

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

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

Accommodations for Disabilities

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

Academic Integrity

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

Electronically-hosted Course Components

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

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

Class Schedule

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

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

Online Sources: Mactaggart Art Collection “Complete View of the Lion Grove ca. 1757”
Secondary Source: David Porter, *The Chinese Taste in Eighteenth-Century England*, Ch. 2.

Week 12
 11/5 T

The Eighteenth Century

Textiles: Weaving and Wearing the Global World

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

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

11/7 TH

Canton Trade and the McCartney Embassy of 1793

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

Secondary Source: Paul Arthur Van Dyke, *The Canton Trade: Life and Enterprise on the China Coast, 1700-1845*, 19-33.
 Marks, *The Origins of the Modern World*, Ch. 4

Week 13
 11/12 T

The Nineteenth Century

Tea and Opium

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

Secondary Source: *Vermeer’s Hat*, Ch. 5
 Pomeranz&Topik, *The World that Trade Created*, “3.7”

11/14 TH

Exhibition Workshop VI: Exhibit proposal

Week 14
 11/19 T

Exhibition Project Workshop VII: Second group conference

11/21 TH

American Merchants and Chinese Migrants

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

Week 15
 11/26 T

Exhibition Project Workshop VIII: Logistics and physical design

11/28 TH

Thanksgiving Break

Week 16
 12/3 T

Exhibition Project Workshop X: Display Set Up

12/5 TH

Exhibition Presentation Day

12/10 T

Final Exhibition Portfolio due 4 PM

Class Participation Rubric

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

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

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

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

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

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

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

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

HON 297		
Department(s)/Program	University Honors Program	New GEP Special Topics Offering: YES
Special Topic Title: (30 character limit)	Interpreting American Cultures	Review for 2nd Offering: NO
Term to be Offered	Fall 2019	
Instructor Name/Title	Dr. Jennifer Nolan, Assistant Professor, English	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u> <ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. □ For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<i>Interdisciplinary Perspectives</i>		
List the Instructor's student learning outcomes for the course that are relevant to GEP <u><i>Interdisciplinary Perspectives Objective 1:</i></u> <i>Obj. 1) Distinguish between the distinct approaches of two or more disciplines.</i> Outcome: Identify and distinguish between approaches for interpreting American cultures from disciplines including English, Anthropology, History, and American Studies		

Measure(s) for above Outcome:

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

Assessment: Methods Exam Questions

Questions on the Methods Exam will require that students can understand, distinguish between, and apply the approaches of one or more discipline(s) (e.g., questions on the exam will ask students to apply the methods of material culture analysis (taught in class) to analyze an object for its cultural significance within its historical context)

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, analyze, and apply connections between two or more disciplines (listed above) by studying how scholars utilize methodologies from more than one discipline to understand American culture(s)

Measure(s) for above Outcome:

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

Assessment: Class Preparation Assignments (i.e., 1-2 page assignments written in preparation for class)

Students will complete a series of class preparation assignments that are designed cumulatively to facilitate their fulfillment of this outcome. Each assignment will require students to analyze or apply the approaches of one or more discipline(s) represented in our readings, the end result being that they will understand how scholars incorporate the approaches of several disciplines (listed above) to explore American cultures

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: Apply and synthesize the approaches of more than one discipline to produce interdisciplinary research using the methods learned

Measure(s) for above Outcome:

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

Assessment: Life History Project

This class will culminate with a final project that requires students to research and write a life history of a person with at least one significant cultural difference from themselves, thereby demonstrating their ability to apply and synthesize the approaches of more than one discipline taught in this course. They will use ethnographic methods (Anthropology/American Studies) to choose an appropriate participant and conduct the research. To analyze the results of their research will require using cultural and historical frameworks combined with close reading skills, and their final written project will require a combination of literary methods (e.g., attention to audience, construction of the narrative, use of quotes) with an analysis of the person's multiple cultural influences (Anthropology/American Studies).

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

- A. Which disciplines will be synthesized, connected, and/or considered in this course?
English, Anthropology, History, and American Studies
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?

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

U.S. Diversity

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

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

Measure(s) for above Outcome:

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

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

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

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

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

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

Measure(s) for above Outcome:

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

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

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

SECTION 2: REQUISITES AND SCHEDULING**General guidelines:**

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

Special Topics Term Scheduling:

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

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

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

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

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

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

See Attached Syllabus

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

See Attached Syllabus

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

See Attached Syllabus

SIGNATURE PAGE FOR HON 297
Interpreting American Cultures

RECOMMENDED BY:

Anne C. Spaten 4/22/19
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

[Signature] 4/22/19
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 5/2/19
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 297: Interpreting American Cultures
Fall 2019, T/Th 10:15 – 11:45 am
201 Quad Commons (Multipurpose Room)

Professor: Dr. Jennifer Nolan
(please call me Dr. or Professor Nolan)
Office: 202 Tompkins Hall

E-mail: janolans@ncsu.edu
Office Hours: Friday 10 – 11 am
& by appointment

Course Description

What does it mean to be an American? How can studying American cultures help us to address this question? This course will provide students with an introduction to the interdisciplinary study of American cultures and identities through considering questions asked and methods used for studying popular texts, everyday objects, and individual people. Cultural products we will explore include literary texts, documentaries, advertisements, clothing, toys, museum exhibits (including a field trip to the International Civil Rights Center and Museum in Greensboro), and ethnographic accounts from a broad range of twentieth-century American perspectives. By the end of the course, students will be able to produce cultural analyses of print and visual media and physical objects, as well as conduct research with living people using ethnographic tools, and will gain a richer understanding of the complexity of American lives and cultures.

Please note – as a seminar, class discussions and exercises focused on our readings and your research will constitute a large portion of this course and your participation is mandatory. Learning to contribute actively to our classroom community involves essential social and intellectual skills including listening to, learning from, and responding constructively and respectfully to your classmates' contributions, as well as formulating and articulating your own. Students are expected to come to class prepared to share their ideas about the topics we are considering and to discuss them thoughtfully with others. NC State identifies diversity as "critical to our academic mission" and this classroom will be "an environment of inclusive excellence for all."

Respect for individual identities is a fundamental aspect of this course. Please let me know if you wish to be referred to using a name and/or pronouns other than that which is listed in the student directory.

Course Restrictions

This course is restricted to students in the University Honors Program and is open to other students by permission of the UHP. No prerequisites are required.

Required Texts

This course requires one course packet, which will be our primary text for the first half of the semester, and two books, which we will use after Fall Break:

- Course Packet, (price to be determined) (available at NC State Bookstores)
- *Negotiating Cultures and Identities*, John Caughey (2006), ISBN-13: 978-0803264663, \$29.95
- *Sugar's Life in the Hood*, Sugar Turner & Tracy Ehlers (2003), ISBN-13: 978-0292701953, \$25 (if you order in advance, many used copies of this book are available on Amazon & half.com for under \$10)

We will refer to these frequently in class and thus you should bring the appropriate text each time a reading is assigned from it. A failure to do so will negatively impact your participation grade.

Field Trip

There will be one required field trip to the International Civil Rights Center & Museum in Greensboro, NC (<https://www.sitinmovement.org/>), which will take place at the end of September. The class will negotiate the date and time of the field trip early in the semester to ensure that the greatest number of students are able to attend. Transportation and admission costs will be covered by the University Honors Program. Students with scheduling conflicts will need to make alternate arrangements.

Objectives for courses in the Interdisciplinary Perspectives GEP Category:

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

- Distinguish between the distinct approaches of two or more disciplines
- Identify and apply authentic connections between two or more disciplines

- Explore and synthesize the approaches or views of the two or more disciplines

Course Learning Outcomes

Each of the following learning outcomes corresponds to one or more of our GEP objectives and will be accomplished through our readings, class discussions, exam, and assignments. Students who have successfully completed this course will be able to do the following:

1. Identify and distinguish between approaches for interpreting American cultures from disciplines including English, Anthropology, History, and American Studies
2. Identify, analyze, and apply authentic connections between two or more disciplines (listed above) by studying how scholars utilize methodologies from more than one discipline to understand American culture(s)
3. Apply and synthesize the approaches of more than one discipline to produce interdisciplinary research using the methods learned

Objectives for courses in the U.S. Diversity GEP Co-Requisite Category:

Each course in U.S. Diversity will provide instruction and guidance that help students to achieve at least 2 of the 4 stated objectives. This course meets the objectives of the U.S. Diversity co-requisite in the following manner:

- Objective 1: Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences

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

- Objective 2: Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.

Outcome: Examine and compare the historical, social, political, and economic processes producing diversity, equality, and/or structured inequalities in the U.S. in the nineteenth and twentieth centuries through topics such as Irish, Italian, and Jewish immigrant experiences, the Chinese Exclusion Act, the Treaty of Guadalupe Hidalgo and the racial classification of Chicanos, and the Jim Crow South.

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

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

Anti-Discrimination Statement

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, gender, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, gender, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. 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 and Equity at 919-515-0574.

Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu>

Assignments & Grading

Projects & Exams

Methods Exam (35%)

Tuesday, October 8

There will be one written exam, which will test your ability to understand and apply the methods learned in the first half of the course.

Life History Project & Final Reflection – Contemporary American Cultures in Practice

Life History Project (30%): This course will culminate with a project in which you will put our final methodology into practice through researching and writing a mini life history exploring your interviewee's participation in multiple American cultures. This project will consist of several components with due dates throughout the second half of the semester; failure to submit any of these **on time** will result in a 10% reduction in your final grade for this project. Due Tuesday, November 26

Reflection (15%): Once your project is completed, your final exam will consist of a reflection upon the methodological and theoretical considerations that informed your work. Due Monday, December 9

Class Engagement: Reading Quizzes, Participation, & Class Preparation Assignments

As a methods course, this class comes with particularly high expectations for your participation. The following assignments have been structured to ensure that you are ready to meet this challenge:

Class Preparation Assignments (10%)

To guide your preparations for class you will be asked to complete a series of mini-assignments. All class preparation assignments will be announced in class and noted on our course schedule on Moodle.

These assignments will be graded using $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$, NC (no credit), wherein \sqrt{s} will be awarded for successful completion of the assignment, $\sqrt{+}$ s for particularly insightful or thorough work, and $\sqrt{-}$ s for essentially **complete** but less thorough or thoughtful work. Successful completion of all assignments with a $\sqrt{}$ will result in a 95% for this portion of your final grade – each $\sqrt{+}$ will add one percentage point to this grade and each $\sqrt{-}$ will subtract one percentage point. Each missed assignment will be factored into the grade as a 0. Wise students will quickly realize that this is an easy way to earn an A for one portion of your grade while simultaneously improving your ability to participate and your grades on your project and exam.

If you are absent the day one of these is due, please make sure to email the completed assignment to me by the time class begins so that you are still eligible for your credit. **No late assignments will be accepted without evidence of an excused absence.**

Participation & Quizzes (10%)

Completing and thinking critically about your readings is an important prerequisite for effective participation. Quizzes will be unannounced and structured to ensure that you are doing this. These will occur during the first 20 minutes of class and latecomers will not be permitted to make them up. If you miss a class, it is your responsibility to contact me at least 24 hours **before** our next class meeting to make up any missed quizzes.

The remainder of this grade will be determined by your **active participation** in this course. To receive an A for participation, you must be an engaged student who completes and thinks critically about **all of the readings** in preparation for class, contributes regularly to class discussion with insightful comments and/or relevant questions, comes to class on time, brings print copies of each reading, and does not engage in any inappropriate behavior such as sleeping, texting, reading outside materials, or working on assignments for another class. Cell phones should be put on silent and not be visible during class. Due to their tendency to distract you, those around you, and/or me, laptops are also not appropriate in this type of course.

Late Assignments

Since your class preparation assignments are a key part of our class discussion on the day they are due, they cannot be accepted after class begins without evidence of an excused absence. Late submissions of any portion of your life history project will result in a 10% reduction of your final grade for the project on the day the portion of the assignment is due and an additional 10% for each day it is late.

Grading

Assignments in this course will be evaluated using the scale below. At the end of the semester, any letter grades will be converted to the numbers they represent. Then each grade will be multiplied by $[\text{.01} \times (\% \text{ value})]$; e.g., the grade you earn on your Methods Exam will be multiplied by .35 because it is worth 35% of your final grade. These will then be added together and rounded to the nearest whole number (.5 will round up) to determine your final grade.

A+: 98-100	B+: 87-89	C+: 77-79	D+: 67-69	F: below 59
A: 93-97	B: 83-86	C: 73-76	D: 63-66	
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62	

Grading in this course will be consistent with university-level grading standards wherein A's will be awarded for *excellent* work, B's for *good* work, C's for *adequate or satisfactory* work, D's for *marginal or poor* work, and F's for work that *fails* to meet the minimum requirements. Please be advised that simply doing the minimum amount required to complete the assignment qualifies you for only a C.

Incomplete Policy

As stated by the university grading policy, "An IN must not be used . . . as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [email is fine] submitted to the instructor before 5:00 on the last day of classes (Friday, December 6); (2) at the instructor's discretion; and (3) because of a serious interruption in a student's work not caused by his/her own negligence. The university's policy on incompletes can be found at: <http://policies.ncsu.edu/regulation/reg-02-50-03>

Special Circumstances

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

Academic Integrity

Students in this course are responsible for understanding what constitutes a violation of academic integrity and abiding by the Code of Student Conduct. All work submitted must be your own and all ideas from outside sources must be cited. Your submission of all assignments for this course will be assumed to be accompanied by your agreement with the Honor pledge: "I have neither given nor received unauthorized aid on this assignment." For further details concerning university policies on academic integrity, please refer to the Code of Student Conduct policy (POL 11.35.01): <http://policies.ncsu.edu/policy/pol-11-35-01>.

If you commit an act in violation of the Code of Student Conduct, **you will receive an F for the course** and your name will be forwarded to the Office of Student Conduct for further disciplinary action.

Additional Course Policies

Attendance

Attendance is a requirement in this class. Much of what you will learn this semester will come from your interactions with me and your fellow students in the classroom, and active participation is an important component of this course. After your first two absences, the first unexcused absence will result in a deduction of 1 point from your final grade and all subsequent absences will deduct 3 points; e.g., if your final average is an 89 and your third and fourth absences are unexcused, your final grade will be an 85. Any work due on the day of an unexcused absence must be emailed to me by the time class begins. Additionally, all unexcused absences will result in no credit for participation on the day of each absence.

As per university policy, anticipated excused absences (e.g., university-sanctioned absences, religious observances, etc.) must be cleared with me before the absence and a schedule must be approved for making up any missed work. In the event of an emergency absence, I ask that you contact me as soon as you can to set up a plan for making up any missed work. Proper documentation is required within a week of the absence for any absence to be excused.

See Attendance Regulation (REG02.20.03) to review university definitions of excused absences:
<http://policies.ncsu.edu/regulation/reg-02-20-03>

Tardiness & Packing Up Early

Coming late and packing up early take time away from our classes, so they hold the same penalty. Often important announcements are made and questions are answered at the beginning and end of classes. You will be allowed two warnings, but the third time you are tardy or pack up early it will result in a 1/3 letter grade drop in your participation grade, as will each tardy from then on. I understand that you have other obligations that you must balance with this class, and I will not take up any more time than is allowed for this class. Respecting class time will benefit us all. If you come more than 10 minutes late, you will be marked as absent.

Electronic Course Components

Students will be expected to check our course Moodle site on a regular basis (<https://wolfware.ncsu.edu/>) in order to access many of our materials, including the most up-to-date list of our reading schedule and directions for all class preparation assignments. Online submission of some materials will also be required.

Students will also 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.

Course Evaluations

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

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

Student help desk: classeval@ncsu.edu

N.C. State Policies, Regulations, and Rules (PRR)

Students are responsible for reviewing the NC State University PRRs, which pertain to their course rights and responsibilities. See <http://oucc.ncsu.edu/course-rights-and-responsibilities>.

Class Schedule

This schedule is subject to change. For the most up-to-date list of our readings and descriptions of our class preparation assignments, please refer to our Moodle site (<http://wolfware.ncsu.edu/>). Items in blue can be found in our course packet unless otherwise indicated.

Key Issues & Definitions in Interpreting American Cultures

- Thurs, Aug 22 Introduction to the Course
- Tues, Aug 27 Foundational Concepts
Richard Horwitz "Roots of American Studies," *The American Studies Anthology* (2001) & Ronald Takaki "A Different Mirror," *A Different Mirror: A History of Multicultural America* (1993)
- Thurs, Jan 29 Defining American – A Historical Perspective
Matthew Jacobson "Introduction: The Fabrication of Race" and "Anglo-Saxons and Others, 1840-1924," *Whiteness of a Different Color* (1998)
- Tues, Sept 3 W.E.B. DuBois "Of Our Spiritual Strivings" (1903), Richard Wright "The Ethics of Living Jim Crow" (1937), Langston Hughes, "I, Too" (1925) and Gwendolyn Brooks "Negro Hero" (1945)
- Thurs, Sept 5 Complicating the Narrative – Late Twentieth-Century American Experiences
In-class viewing of "First Person Plural"
- Tues, Sept 10 Gloria Anzaldua "How to Tame a Wild Tongue," *Borderland, La Frontera* (1987) & Gish Jen "Mona Gets Flipped," *Mona in the Promised Land* (1996)

Methodological Approaches

Unit 1: Studying Popular Texts & Contexts: Advertising

- Thurs, Sept 12 Print: Katherine Frith "Undressing the Ad" (1997)
- Tues, Sept 17 Television & Media: Arthur Berger "Analyzing Television Commercials," *Ads, Fads, & Consumer Culture* (2011)

Unit 2: Studying Objects: Material Culture and the Object as Subject

- Thurs, Sept 19 Jules Prown "Mind in Matter: An Introduction to Material Culture Theory and Method," *Winterthur Portfolio* 17.1 (Spring 1982)
- Tues, Sept 24 Leslie Miller "The Many Figures of Eve: Styles of Womanhood Embodied in a Late-Nineteenth Century Corset," *American Artifacts: Essays in Material Culture* (2000)
- Thurs, Sept 26 Jo Paoletti "Unisex Child Rearing and Gender-Free Fashion," *Pink and Blue* (2012), "Curating the Recent Past: The Woolworth Lunch Counter, Greensboro, North Carolina," *Exhibiting Dilemmas: Issues of Representation at the Smithsonian* (1997) and selections from *Legacies: Collecting America's History at the Smithsonian* (2001)

Friday, Sept 27 or Saturday, Sept 28 Field Trip to International Civil Rights Center and Museum

- Tues, Oct 1 Discuss International Civil Rights Center & Museum Field Trip
- Thurs, Oct 3 Bringing it all together/Exam Review: Emma Newcombe, "Camping, Climbing, and Consumption: The Bean Boot, 1912-1945," *Material Culture* (2016)
- Tues, Oct 8 **Methods Exam**
- Thurs, Oct 10 **Fall Break**

Unit 3: Studying People: Ethnography & Life History Research

Tues, Oct 15	Introduction to Multiple Cultures & Identities John Caughey Preface & Introduction, Lila Shah "Being Indian in America" Introduce Life History Project
Thurs, Oct 17	Self-Reflection & Choosing Participants (HSRP), Caughey p. 7-27
Tues, Oct 22	Interview Techniques in Ethnographic Research, Caughey p. 33-36
Thurs, Oct 24	Ethical Considerations in Ethnographic Research Elizabeth Murphy & Robert Dingwall "The Ethics of Ethnography" <i>Handbook of Ethnography</i> (2001) and Caughey p. 28-33 Human Subjects Review Packet Due (can submit Oct 22)
Tues, Oct 29	Conducting Life History, Elizabeth Clark-Lewis "The Sound of It Stayed in My Ears"
Thurs, Oct 31	Selections from Sugar Turner & Tracy Ehlers <i>Sugar's Life in the Hood</i> (2002)
Tues, Nov 5	<i>Sugar's Life in the Hood</i> , cont.,
Thurs, Nov 7	Techniques for Writing Life Histories, Caughey, chapter 5 & Melissa Landsman "Conversations with Paolo" Proof of interview w/signed consent due
Tues, Nov 12	Incorporating Literary Techniques into Ethnographic Writing F. Scott Fitzgerald "Babylon Revisited," <i>Saturday Evening Post</i> (1931) (handout)
Thurs, Nov 14	Bringing it all Together: The Ethnographic Text Barbara Myerhoff "Needle and Thread: The Life and Death of a Tailor" (1978)
Tues, Nov 19	Life History Workshop, day 1 Writing sample due
Thurs, Nov 21	Life History Workshop, day 2
Tues, Nov 26	Life History due
Thurs, Nov 28	Thanksgiving
Tues, Dec 3	Life History Project Discussion
Thurs, Dec 5	Life History Project Discussion Cont. Life History responses due
Mon, Dec 9	Life History Reflection (Final Exam) due by 5 pm

GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering (IPGK 295)

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

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

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

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

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

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

And at least one of the following:

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

IPGK 295		
Department(s)/Program		New GEP Special Topics Offering <input type="checkbox"/>
Special Topic Title: (30 character limit)		Review for 2nd Offering <input type="checkbox"/>
Term to be Offered		
Instructor Name/Title		

SECTION 1: GEP CRITERIA**Instructions:**

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

Interdisciplinary Studies

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

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.

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.

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.

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.

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.

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?

- 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"?

Global Knowledge

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

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.

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

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.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):

 - Seat count:

 - Room assigned or room preference including needed classroom technology/seat type:
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

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

- 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.

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

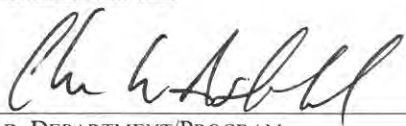
SECTION 3: ADDITIONAL INFORMATION

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

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

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

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


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

HEAD, DEPARTMENT/PROGRAM

4/1/19

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

4/1/19

DATE



COLLEGE DEAN

4/10/19

DATE

APPROVED BY:_____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

Interdisciplinary Perspectives

Each course in the Interdisciplinary Perspectives category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 1:

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

Explain the distinct research/creativity processes among science/technology, social sciences, and arts.

Measure(s) for the above outcome(s):*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

In a critical thinking short response, students will identify two primary research articles that are based on a singular research topic (ex: the use of CRISPR to eliminate malaria could be studied from the perspective of genetics and the perspective of philosophy). One article must be based on quantitative and one based on qualitative methodologies written by authors from different disciplines.

Students will evaluate the two perspectives using the following prompts: In what ways are the two studies different (excluding the research question)? Which research perspective do the author/s in article 1 take in their study (i.e. subjective or objective or in other words, phenomenological/interpretivist or positivist)? What elements (e.g. specific words, sentences, research questions) in the introduction reveal the approach taken by the authors? Which research perspective do the author/s in article 2 take in their study? What elements in the introduction and research questions sections reveal the approach taken by the authors? What type of method(s) have the author/s in article 1 used to collect data? What method of analysis have these author/s used? What type of method(s) have the author/s in article 2 used to collect data? What methods of analysis have these author/s used? How do you think the methods used in both papers address the initial research aims or questions? Do both articles come to similar conclusions? Why or why not?

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 2:

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

Describe the interrelatedness of research within science/technology, social sciences/humanities, and arts.

Measure(s) for the above outcome(s):*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will develop a research project involving one of the three pillars of the Research Enterprise (Talented and Interconnected Workforce, Adequate and Dependable Resources, World-Class Basic Research) in the Study Abroad location and evaluate the impact of an additional factor (race, gender, religion, political affiliation, etc.) on Discovery and Benefits to Society. Students will ground their project through one of the three major sociological perspectives: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective each of which offers paradigms for explaining how the local culture influences research.

For details on project requirements, please see the syllabus.

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 3:

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

Interpret relevant research governance within the sciences/technology, social sciences/humanities, and arts including the responsible conduct of research.

Measure(s) for the above outcome(s):*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will compare the origin, evolution, and current roles of the National Research Academies in the respective research enterprises of the U.S. and the non-U.S. society (based on study abroad location) in short responses to online prompts.

Sample prompt: Select two disciplines (ex: engineering, medicine, psychology, physics) to compare and contrast research governance. For each discipline, describe the origin, evolution, and current role of its associated research academy in the United States. Do these research academies differ in Prague (or other study abroad location)? If so, how do the roles of the other research academy differ?

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please answer these additional questions.

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

Sciences, Engineering, Social Sciences, Humanities, Arts, and Sociology

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

The instructors will lead students through an analysis of research case studies based within the listed disciplines. These case studies will be intentionally chosen for their cross-disciplinary impact and will be specific for the given trip destination. Within these discussions as well as short response prompts, students will be required to draw conclusions of interrelatedness and distinction among the selected disciplines and the major sociological perspectives in the historical context of the study abroad program location in comparison the U.S.

Global Knowledge

Each course in the Global Knowledge category of the General Education Program will provide instruction and guidance that help students to achieve objective #1 plus at least one of objectives 2, 3, and 4:

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 1:

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

Identify and examine distinguishing characteristics of technological or scientific developments in a society outside the United States.

Measure(s) for the above outcome(s):*Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

Students will be required to submit a research proposal based on a selected case study from the options provided by the instructor. Case studies will be specific to the location of the study abroad component. Within the research proposal, students must include an analysis of the case study, including answers to the following:

What was the significance of this research/researcher at the time? What impact did it have on the world?

What impact has this research had on other disciplines?

What barriers did this researcher encounter and/or overcome?

What were the unique sociological challenges and opportunities the researcher encountered as a researcher in Prague (or other study abroad location)?

Please complete at least 1 of the following student objectives.

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 2:

Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Describe research as an interconnected, interdisciplinary, and global process.

Measure(s) for the above outcome(s):*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.*

As a final assignment for the course, students will present their research in a poster format at a campus-wide research symposium. Within this poster presentation, students will be required to include a reflection on how their selected case study and subsequent research demonstrates how research overall is an interconnected, interdisciplinary, and global process. They will draw upon their experiences while abroad in addition to their preparatory literature review. Students will submit these conclusions in a final reflection paper as well.

Students will also be asked to respond to online discussion prompts, incorporating a global focus in their responses.

USC 260: Research as a Profession

Section 001: Fridays 3:00-3:50pm + study abroad trip (2 credits)

Instructors

Chris M. Ashwell, Ph.D.

Email: cmashwel@ncsu.edu

Phone: 919-513-0095

Office Location: 2229 Broughton Hall

Office Hours: By appointment

Annie Carlson Welch

Email: awcarlso@ncsu.edu

Phone: 919-513-0095

Office Location: 2229 Broughton Hall

Office Hours: By appointment

Course Description

This course will provide students with an overview of the research enterprise including inquiry, research methods, and research governance in a cross-cultural, multi-disciplinary context. The course involves a study abroad component and will include site-specific content, case studies, and cultural context. Students will incorporate the critical thinking process and various methods into designing research projects in the study abroad location. Students will develop communication skills through presentations and cross-disciplinary writing. Students must be accepted to the associated study abroad program to enroll.

General Education Program (GEP)

Students taking this course for a grade may receive the following GEP credit:

Interdisciplinary Perspectives

Global Knowledge

Learning Outcomes

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

1. Explain the distinct research/creativity processes among science/technology, social sciences, and arts. (*Interdisciplinary Perspectives Obj. 1*)
2. Describe the interrelatedness of research within the science/technology, social sciences/humanities, and arts. (*Interdisciplinary Perspectives Obj. 2*)
3. Interpret relevant research governance within the science/technology, social sciences/humanities, and arts. (*Interdisciplinary Perspectives Obj. 3*)
4. Identify and examine distinguishing characteristics of technological or scientific developments in a society outside the United States. (*Global Knowledge Obj. 1*)
5. Describe research as an interconnected, interdisciplinary, and global process. (*Global Knowledge Obj. 2*)
6. Develop their own scientific research project
7. Apply skills in data analysis to test hypotheses
8. Compare and contrast research findings with the work of others
9. Describe their research and findings in written and oral formats

Course Structure

This course will include lectures, discussions, group activities, research activities, and a study abroad component. Research exercises are inquiry-based and will allow students to follow a question through to completion using the scientific method. These exercises are designed to reinforce materials discussed in lecture and afford students the opportunity to gain hands-on experience at designing and executing experiments and interpreting the results. Students will be expected to conduct at least 15 hours worth of empirical research during the study abroad component. The main course product will be a Research Report and Poster presentation during either the NC State Research & Creativity Symposium or the statewide research symposium SNCURCS.

Course Textbooks

"Furthering America's Research Enterprise" (2104) RF Celeste, A Griswald, ML Straf, National Academies Press, ISBN-978-0-309-30522-9, provided to students as a printable PDF.

Other Course Expenses & Transportation

Students will be expected to pay the program fee for the study abroad component per the schedule designated by the Study Abroad Office/European Center in Prague. For the 2020 spring break trip to the European Center in Prague, this fee will be approximately \$2,500 and will include the application fee, accommodations, excursions/field trips, Prague city transportation pass, health insurance, and some meals. Students will be expected to cover travel expenses to Prague, most meals, personal expenses, passport, and visa. Additional scholarships are available and encouraged. Students will be provided with estimated costs when they apply to the student abroad program.

Flights and ground transportation to and from the study abroad site will be planned by the Study Abroad Office/European Center in Prague for this course section. Students will be expected to cover the costs of airfare. A city-wide transportation pass will be provided in the overall program fee. Field trips and excursions will also be covered by the program fee. The Office of Undergraduate Research will support each student's research project with a research award of up to \$500 to support data collection.

Safety & Risk Assumptions

Prior to participation in an NC State study abroad program, students are required to agree to and digitally sign the North Carolina State University Study Abroad Office Participant Agreement, which outlines safety and risk associated with the trip.

Grade Components

Component	Percentage	Description
Critical Thinking Short Responses (3)	30%	Prompts will be provided for each assignment that relate the topics to modern society both in the US and other countries. Three prompts will be provided. Each assignment will be worth 10% of the course grade.
Mid-term Writing Assignment	20%	Each student will select a Case Study subject to write a 3 page Comparative Ethnography describing the influence of Social/Cultural environment on the individual's research career and comparing a peer in the U.S. in a similar time frame.
Self-Reflections (2)	10%	Reflections on thinking about your thinking. Each reflection will be worth 5% of the course grade.
Class Participation in Class meetings, Discussion Boards or Google Hangout	20%	Evaluation of participation falls into the following categories:
		A-range: (What every student should strive for) Regularly makes helpful, relevant contributions to discussion. Occasionally offers observations that challenge other participants to think about the material in new ways. Actively participates in small-group discussions.
		B-range: Occasionally makes helpful, relevant contributions to discussion. Actively participates in small-group discussions.
		C-range: Attends regularly and actively pays attention to discussion. Occasionally contributes to small-group discussions.
		D or F range: Does not attend regularly. Does not pay attention to discussion. Does not contribute to small-group discussions.

		<p>Making contributions to discussion means: Asking questions about readings, or things said in class, that are unclear or confusing. Offering answers to questions asked by others in class. Making claims or observations about the issues being discussed. Offering support, criticism, modification, or clarification for claims being discussed</p> <p>Notice that the sheer number of your contributions does nothing to improve your grade. Contributions should be relevant and helpful. A genuine question always counts as relevant and helpful.</p>
Final Paper and Poster Presentation	20%	Students will present their collective research work in a formal research paper and oral presentation during the last class meeting time and during the Spring Undergraduate Research Symposium (poster) in lieu of a formal final examination.

Letter Grades

This Course uses Standard NCSU Letter Grading:

98 ≤	A+	≤	100
92 ≤	A	<	98
90 ≤	A-	<	92
88 ≤	B+	<	90
82 ≤	B	<	88
80 ≤	B-	<	82
78 ≤	C+	<	80
72 ≤	C	<	78
70 ≤	C-	<	72
68 ≤	D+	<	70
62 ≤	D	<	68
60 ≤	D-	<	62
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>.

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>.

Attendance Policy

In the working world, you will be expected to show up and to participate each and every day in your particular occupation—the same will be expected in this class. It is expected that you arrive on time and stay until class is

over. Do not leave early unless arranged in advance with the instructor. Students with excusable absences should contact the instructors with documentation.

Students are expected to attend the study abroad component. Students who have an emergency illness or other excusable reason must meet with the instructors to determine how the student will complete the course.

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

Makeup Work

Arrangements to make up missed work due to excused absences can be made by contacting the instructor as soon as possible.

Late Assignments

Assignments that are turned in after the due date will be deducted 10% for each week/class period late.

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

Electronically-Hosted Course Components

This course will use Moodle and Google Hangouts.

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

Accommodations for Disabilities

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

NOTE: The course schedule is subject to change.

Pre-Trip Schedule - Spring 2020

Week	Date	Contact Type	Minutes	Contact Hours	Topic
1	Jan 10	Lecture	50	1	Trip Overview + Expectations Read: FARE Chapters 1-2
2	Jan 17	Lecture	50	1	Conceptualizing Your Research Short Response #1: Research Perspectives (due Jan 23)
3	Jan 24	Lecture	50	1	Case Study Review Mid-Term Writing Assignment: Comparative Ethnography (due Feb 28)
4	Jan 31	Lecture	50	1	Prague History & Culture Read: FARE Chapter 3
5	Feb 7	(no class meeting)			Formulation of Research Question Read: FARE Chapter 4
6	Feb 14	(no class meeting)			Research Planning Read: FARE Chapter 5
7	Feb 21	(no class meeting)			Read: FARE Chapter 6
8	Feb 28	Lecture	50	1	Final trip preparation Pre-Travel Reflection (due Mar 4)

Trip Schedule - Spring 2020

Week	Date	Contact Type	Minutes	Contact Hours	Topic
Spring Break	Mar 6				Travel Day
	Mar 7				Travel Day
	Mar 8	Lecture	150	3	Tour - Acclimating to Prague
	Mar 9	Lecture	150	3	Review and refine on-site research plans
	Mar 10	Lecture	150	3	Tour - Historical Landmarks & Culture
	Mar 11	Lab	300	3	Data Collection - Students must maintain their Research Log
	Mar 12	Lab	300	3	Data Collection - Students must maintain their Research Log
	Mar 13	Lecture	100	2	Excursion to Brno, Czech Republic- Mendel Museum
	Mar 14	Lab	300	3	Data Collection - Students must maintain their Research Log
	Mar 15				Travel Day

Post-Trip Schedule - Spring 2020

Week	Date	Contact Type	Minutes	Contact Hours	Topic
9	Mar 20	Lecture	50	1	Trip Review Post-Travel Reflection (due Mar 27) Short Response #2: Research Academies (due Apr 3)
10	Mar 27	Lecture	50	1	How to Present Your Data Short Response #3: Data Visualization (due Apr 9)
11	Apr 3	(no class meeting)			
12	Apr 10	(spring holiday)			
13	Apr 17	Lecture	50	1	Practice Presentations for Symposium Due in class: final paper and poster
14	Apr 22	Lab	200	2	Poster presentations at NC State Spring Research & Creativity Symposium