

Council on Undergraduate Education 2020-2021

October 2nd, 2020

Meeting hosted via Zoom
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Carrie Pickworth
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE 4 September 2020 Minutes

Old Business

[USD Lab discussion](#) conclusion for first thirty minutes.

New Business

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Domingue	Annett-Hitchcock, McGowan, Haeseler	HES, USD	DAN 261 Hip-Hop Dance II	New Course
Gilmartin	Park, Belk, Morant	GK, HUM, IP	HI 342 Global Environmental History	New Course
Gilmartin	Gill, Miller, Moore	GK, HUM, IP	HI 361 Global History of American Food and Drink	New Course
Gilmartin	Jordan, Orcutt, Bush	HUM, IP	PHI 227 Data Ethics	New Course

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Haeseler, Xiang, Lee	HUM, GK, VPA	HUMG/VPGE 295 The Beatles and the British Invasion	1 st Offering Eff Sum II 2021
Gilmartin	McGowan, Orcutt, Miller	HUM, USD	HON 297 North American Borderlands	1 st Offering Eff Spring 2021

Discussion:

Notes:

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

Council on Undergraduate Education 2020-2021

September 18, 2020
Zoom Hosted
Call to Order: 1:xx PM

Members Present: Chair Carrie Pickworth, Past Chair Kim Bush, Peggy Domingue, Carolina Gill, David Gilmartin, Nancy Moore, Jillian Haeseler, Herle McGowan, Alice Lee, Travis Park, Qiuyun Xiang, Tamah Morant, Autumn Belk, Steven Miller, Chad Jordan

Members Absent: Katherine Annett-Hitchcock, Darby Orcutt

Ex-Officio Members Present: Lexi Hergeth, Li Marcus, Erin Dixon, Stephany Dunstan

Guests: Sheri Schwab

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Carrie Pickworth**– Had the guest introduce herself.
- **Remarks and Updates from OUCCAS/DASA –**
- **Approval of the Minutes from September 4th 2020 – Approved**
 - Discussion: Motion to approve by Travis Park.

Old Business

[USD Lab discussion](#) conclusion for first thirty minutes.

At the end of the thirty minutes, the committee decided to bring the Key Items in the Applications and Recommendations back to their colleges for feedback (7th slide in the discussion slideshow).

NEW BUSINESS

- **PHI 319: Black Political Philosophy** – (on Consent Agenda) **APPROVED**
Discussion: Member Autumn Belk moved to approve the consent agenda.

Meeting adjourned at 2:22 PM

Respectfully submitted by Lexi Hergeth

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

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

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

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

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

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

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

And at least one of the following:

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

HUMG 295

Department(s)/Program	Music	New GEP Special Topics Offering X
Special Topic Title: (30 character limit)	The Beatles and the British Invasion	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Summer 2, 2021	
Instructor Name/Title	Tom Koch, Teaching Associate Professor	

SECTION 1: GEP CRITERIA

Instructions:

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

Humanities

List the Instructor's student learning outcomes for the course that are relevant to GEP *Humanities* Objective 1: ***Obj. 1) Engage the human experience through the interpretation of human culture.***

Students will articulate how popular musicians interpret their roles as purveyors of popular 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.

Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “using the Beatles’ own statements, such as John’s remark that they were more popular than Jesus, articulate how the Beatles interpreted (or misinterpreted) their role as purveyors of Western popular culture.”

Effective Fall 2014

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

Students will interpret songs based on their prosody, or the interrelation of music and lyrics for communicating emotion and meaning.

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 readings and class discussion that investigate the interrelation of music and lyrics in songs of the British Invasion, students will self-select two songs from two different bands for comparison and contrast. They will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.

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

Students will make academic arguments explaining how popular songs both reflect and shape human 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.

Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “cite examples from our reading and other authoritative sources to explain how a band of your own choosing both reflected and shaped British and American popular culture of the 1960s.”

Global Knowledge

List the Instructor’s student learning outcome(s) for the course that are relevant to GEP Global Knowledge Objective 1: **Obj. 1) *Identify and examine distinguishing characteristics, including ideas, values, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.***

Students will distinguish among the stylistic features of popular music in England during the 1950s and 1960s

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 readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “distinguish among the musical styles popular in England before the Beatles, including music hall, “trad,” and skiffle, and explain how these styles were subsumed into British rock-and-roll from the late 1950s.

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

Outcome for Objective 4 (*Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society*)

Students will illustrate how the musical style of the British Invasion changed in response to social transformations occurring in Britain and the United States during the 1960s.

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 create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Effective Fall 2014

GEP student learning outcomes.

Special Topics Term Scheduling:

List below the course scheduling detail:

- **Meeting time and day(s):** Students will meet an average of 8 hours weekly over 5 weeks for class lectures, excursions, and other group activities. Class days/times TBD pending classroom availability and scheduling for excursions and other activities.
- **Seat count:** 15-20
- **Room assigned or room preference including needed classroom technology/seat type:** TBD
- **If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.**
(EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? _100 %

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

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

- None

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

- None

SECTION 3: ADDITIONAL INFORMATION

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

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

David Simonelli, *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s* (Lexington Books, 2012).
Available online through NCSU libraries at <https://ebookcentral.proquest.com/lib/ncsu/detail.action?docID=1120202>

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

Readings from Simonelli, *Working Class Heroes*, and Moodle handouts and videos

1. Popular music in England before the Beatles: trad and skiffle
2. The Beatles: from Liverpool to London
3. Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers
4. The Rolling Stones and the blues-based rock style
5. Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds

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

Tentative schedule:

Week 1: Popular music in England before the Beatles: trad and skiffle

T: Classroom

H: Beatles Walk I

Week 2: The Beatles: From Liverpool to London

T: Beatles Walk II

F-Su: Liverpool (Leave early Fri)

Fri: The Beatles Story Museum; Magical Beatles Museum, Cavern Club Beatles show

Sat: Beatles Childhood homes; Fab 4 Tour or Magical Mystery Tour

Sun: Return to London

Week 3: Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers.

T: Classroom

H: London R&R history tour

- Timeline due

Week 4: The Rolling Stones and the blues-based rock style

T: Hard Rock café tour

H: Rock tours of London

- Song comparison project due

Week 5: Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds


T: Sixties at the Hall Tour

H: Victoria and Albert Museum

- Aug 3: Journals due

SIGNATURE PAGE FOR HUMG 295

RECOMMENDED BY:

Department of Music 08-14-2020  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:

 September 3, 2020
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 September 7, 2020
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HUMG/VPGE 295 Course Syllabus

HUMG/VPGE 295 – The Beatles and the British Invasion

Section xxx

Summer II, 2021

3 Credit Hours

Course Description

This course surveys the music and cultural impact of the British Invasion bands of the 1960s. Representative bands include the Beatles, Rolling Stones, Dave Clark Five, Hollies, Animals, Kinks, Zombies, Who, and Yardbirds. Students learn how these musicians shaped British and American popular culture of the 1960s and how the social and political circumstances in England affected the production and dissemination of popular music in that country. Guided tours highlight such iconic places as Abbey Road, the Chelsea Drugstore, the Royal Albert Hall, and Jimmy Page's London home. Taught as a summer study abroad, this course receives GEP credit in either Humanities or Visual and Performing Arts as well as Global Knowledge.

GEP Course Objectives

1. Engage the human experience through the interpretation of human culture.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities
4. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions
5. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works
6. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.
7. 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.
8. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Learning Outcomes

1. Students will articulate how popular musicians interpret their roles as purveyors of popular culture.
2. Students will interpret songs based on their prosody, or the interrelation of music and lyrics for communicating emotion and meaning.

3. Students will make academic arguments explaining how popular songs both reflect and shape human culture.
4. Students will correlate major events in popular music with social and political milestones in Western history.
5. Students will apply standard musical terminology and methodologies for describing musical works.
6. Students will develop critical listening skills that enable them to evaluate the ways that musicians organize the materials of composition to create coherent works of art.
7. Students will distinguish among the stylistic features of popular music in England during the 1950s and 1960s.
8. Students will illustrate how the musical style of British Invasion bands changed in response to social transformations occurring in Britain and the United States during the 1960s.

Course Structure

This course will be taught in London as part of the London STEM program, Summer II 2021.

Course structure:

Students will meet an average of 8 hours weekly for class lectures, excursions, and other group activities. Class times TBD pending classroom availability and scheduling for excursions and other activities.

Course Policies

This is a study abroad course with approval from the NC State Music Department and NC State Study Abroad Office.

Instructors

Tom Koch (tdkoch) – Teaching Associate Professor

Email: tdkoch@ncsu.edu

Phone: 919-515-0149

Office Location: Broughton Hall 2412

Office Hours: By appointment

Course Meetings

Students will meet an average of 8 hours weekly for class lectures, excursions, and other group activities. Class days/times TBD pending classroom availability and scheduling for excursions and other activities.

Course Materials

Textbooks

David Simonelli, *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s* (Lexington Books, 2012). Available online through NCSU libraries at <https://ebookcentral.proquest.com/lib/ncsu/detail.action?docID=1120202>

Expenses

Resources Statement

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

The tentative program fee for students is yet to be determined by Study Abroad (previous London STEM offerings cost approximately \$5,000). This fee covers the following expenses: cost of instruction for # credit hours, accommodations throughout the overseas portion of the program, cultural events and excursions, travel health insurance, faculty stipends and travel expenses. It does not include personal expenses, most meals or airfare between the United States and Europe. These additional fees to the student are similar to any other study abroad experience.

Emergency Response While Abroad:

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

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

Travel Insurance Policy:

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

Materials

Smart Phone - <\$500

This material is required.

Laptop - <\$500

This material is required.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Humanities

GEP Category Outcomes

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

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

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

Outcomes:

1. Student Learning Outcome for Objective #1: Students will articulate how popular musicians interpret their roles as purveyors of popular culture.
2. Student Learning Outcome for Objective #2: Students will interpret songs based on their prosody, or the interrelation of music and lyrics for communicating emotion and meaning
3. Student Learning Outcome for Objective #3: Students will make academic arguments explaining how popular songs both reflect and shape human culture.

How This Course Will Fulfill GEP Category Outcomes

1. Measure for Outcome #1: Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “using the Beatles’ own statements, such as John’s remark that they were more popular than Jesus, articulate how the Beatles interpreted (or misinterpreted) their role as purveyors of Western popular culture.”
2. Measure for Outcome #2: Based on readings and class discussion that investigate the interrelation of music and lyrics in songs of the British Invasion, students will self-select two songs from two different bands for comparison and contrast. They will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.
3. Measure for Outcome #3: Based on readings, lectures, and independent inquiry, students will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “cite examples from our reading and other authoritative sources to explain how a band of your own choosing both reflected and shaped British and American popular culture of the 1960s.”

GEP Category

Visual and Performing Arts

GEP Category Outcomes

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

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

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

Outcomes:

1. Student Learning Outcomes for Objective #1: Students will correlate major events in popular music with social and political milestones in Western history
2. Student Learning Outcomes for Objective #2: Students will apply standard musical terminology and methodologies for describing musical works
3. Student Learning Outcomes for Objective #3: Students will develop critical listening skills that enable them to evaluate the ways that musicians organize the materials of composition to create coherent works of art

How This Course Will Fulfill GEP Category Outcomes

1. Measures for Outcome #1: Students will create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s.
2. Measures for Outcome #2: Students will self-select two songs from two different bands for comparison and contrast. Based on readings, lectures, and independent inquiry, they will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.
3. Measures for Outcome #3: Students will be assigned listening selections from among the British Invasion discography. Readings and lectures will guide them on the methods of compositional organization that these songs share with acknowledged works of art. The song comparison project requires that students apply these principles to an analysis of the two songs they select.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

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

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

Objective #4: Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Outcomes:

1. Student Learning Outcome for Objective #1: Students will distinguish among the stylistic features of popular music in England during the 1950s and 1960s

2. Student Learning Outcome for Objective #4: Students will illustrate how the musical style of the British Invasion changed in response to social transformations occurring in Britain and the United States during the 1960s.

How This Course Will Fulfill GEP Co-requisite Outcomes

1. Measure for Outcome #1: Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “distinguish among the musical styles popular in England before the Beatles, including music hall, “trad,” and skiffle, and explain how these styles were subsumed into British rock-and-roll from the late 1950s.
2. Measure for Outcome #2: Students will create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s

Transportation

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

Safety & Risk Assumptions

Study Abroad in a foreign country (UK)

Grading

Grade Components

Component	Weight	Details
Song Comparison Project	30%	Students will self-select two songs from two different bands for comparison and contrast. They will adhere to analytical methodologies discussed in class, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.
Timeline	30%	Students will create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s.
Journal	40%	Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives. The journal should be an opportunity to develop their capacity to experience, evaluate, and enjoy the great variety of artistic and cultural resources available in contemporary urban life. Students will be given nongraded verbal feedback on their journals midway through the program.

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

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

Attendance Policy

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

Attendance Policy

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

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

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

- o **Second undocumented absence** = reduction of 40 percentage points in the cumulative course grade
- Two tardies of 10 or more minutes will result in an undocumented absence

Absences Policy

See "Attendance Policy"

Makeup Work Policy

None.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

None.

Academic Honesty

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

None.

Honor Pledge

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

Electronically-Hosted Course Components

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

Electronically-hosted Components: Moodle

Accommodations for Disabilities

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

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is

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

Course Schedule

NOTE: The course schedule is subject to change.

Tentative daily schedule: Summer II 2021, Mon June 28 – Sat, July 31

Week 1: Popular music in England before the Beatles: trad and skiffle

T: Classroom

H: Beatles Walk I

Week 2: The Beatles: From Liverpool to London

T: Beatles Walk II

F-Su: Liverpool (Leave early Fri)

Fri: The Beatles Story Museum; Magical Beatles Museum, Cavern Club Beatles show

Sat: Beatles Childhood homes; Fab 4 Tour or Magical Mystery Tour

Sun: Return to London

Week 3: Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers.

T: Classroom

H: London R&R history tour

- Timeline due

Week 4: The Rolling Stones and the blues-based rock style

T: Hard Rock café tour

H: Rock tours of London

- Song project due

Week 5: Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds

T: Sixties at the Hall Tour

H: Victoria and Albert Museum

- Aug 3: Journals due

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

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

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

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

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

VPGE 295

Department(s)/Program	Music	New GEP Special Topics Offering X
Special Topic Title: (30 character limit)	The Beatles and the British Invasion	Review for 2nd Offering
Term to be Offered	Summer 2, 2021	
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](#)]

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1: **Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.***

Students will correlate major events in popular music with social and political milestones in Western history.

Measure(s) for above Outcome:

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

Students will create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 2: **Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.***

Students will apply standard musical terminology and methodologies for describing musical works.

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 self-select two songs from two different bands for comparison and contrast. Based on readings, lectures, and independent inquiry, they will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.

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 develop critical listening skills that enable them to evaluate the ways that musicians organize the materials of composition to create coherent works of art

Measure(s) for above Outcome:

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

Students will be assigned listening selections from among the British Invasion discography. Readings and lectures will guide them on the methods of compositional organization that these songs share with acknowledged works of art. The song comparison project requires that students apply these principles to an analysis of the two songs they select.

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): Students will meet an average of 8 hours weekly over 5 weeks for class lectures, excursions, and other group activities. Class days/times TBD pending classroom availability and scheduling for excursions and other activities
 - Seat count: 15-20
 - Room assigned or room preference including needed classroom technology/seat type: TBD
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

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

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

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

- None

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

- None

SECTION 3: ADDITIONAL INFORMATION

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

Title and author of any required text or publications.

David Simonelli, *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s* (Lexington Books, 2012). Available online through NCSU libraries at <https://ebookcentral.proquest.com/lib/ncsu/detail.action?docID=1120202>

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

Readings from Simonelli, *Working Class Heroes*, and Moodle handouts and videos

- Popular music in England before the Beatles: trad and skiffle
- The Beatles: from Liverpool to London
- Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers
- The Rolling Stones and the blues-based rock style
- Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds

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

Tentative schedule:

Week 1: Popular music in England before the Beatles: trad and skiffle

T: Classroom

H: Beatles Walk I

Week 2: The Beatles: From Liverpool to London

T: Beatles Walk II

F-Su: Liverpool (Leave early Fri)

Fri: The Beatles Story Museum; Magical Beatles Museum, Cavern Club Beatles show

Sat: Beatles Childhood homes; Fab 4 Tour or Magical Mystery Tour

Sun: Return to London

Week 3: Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers.

T: Classroom

H: London R&R history tour

- Timeline due

Week 4: The Rolling Stones and the blues-based rock style

T: Hard Rock café tour

H: Rock tours of London

- Song comparison project due

Week 5: Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds

T: Sixties at the Hall Tour

H: Victoria and Albert Museum

- Aug 3: Journals due

SIGNATURE PAGE FOR VPGE 295

RECOMMENDED BY:



08-14-2020

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:



September 3, 2020

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



9/7/20

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HUMG/VPGE 295 Course Syllabus

HUMG/VPGE 295 – The Beatles and the British Invasion

Section xxx

Summer II, 2021

3 Credit Hours

Course Description

This course surveys the music and cultural impact of the British Invasion bands of the 1960s. Representative bands include the Beatles, Rolling Stones, Dave Clark Five, Hollies, Animals, Kinks, Zombies, Who, and Yardbirds. Students learn how these musicians shaped British and American popular culture of the 1960s and how the social and political circumstances in England affected the production and dissemination of popular music in that country. Guided tours highlight such iconic places as Abbey Road, the Chelsea Drugstore, the Royal Albert Hall, and Jimmy Page's London home. Taught as a summer study abroad, this course receives GEP credit in either Humanities or Visual and Performing Arts as well as Global Knowledge.

GEP Course Objectives

1. Engage the human experience through the interpretation of human culture.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities
4. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions
5. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works
6. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.
7. 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.
8. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Learning Outcomes

1. Students will articulate how popular musicians interpret their roles as purveyors of popular culture.
2. Students will interpret songs based on their prosody, or the interrelation of music and lyrics for communicating emotion and meaning.

3. Students will make academic arguments explaining how popular songs both reflect and shape human culture.
4. Students will correlate major events in popular music with social and political milestones in Western history.
5. Students will apply standard musical terminology and methodologies for describing musical works.
6. Students will develop critical listening skills that enable them to evaluate the ways that musicians organize the materials of composition to create coherent works of art.
7. Students will distinguish among the stylistic features of popular music in England during the 1950s and 1960s.
8. Students will illustrate how the musical style of British Invasion bands changed in response to social transformations occurring in Britain and the United States during the 1960s.

Course Structure

This course will be taught in London as part of the London STEM program, Summer II 2021.

Course structure:

Students will meet an average of 8 hours weekly for class lectures, excursions, and other group activities. Class times TBD pending classroom availability and scheduling for excursions and other activities.

Course Policies

This is a study abroad course with approval from the NC State Music Department and NC State Study Abroad Office.

Instructors

Tom Koch (tdkoch) – Teaching Associate Professor

Email: tdkoch@ncsu.edu

Phone: 919-515-0149

Office Location: Broughton Hall 2412

Office Hours: By appointment

Course Meetings

Students will meet an average of 8 hours weekly for class lectures, excursions, and other group activities. Class days/times TBD pending classroom availability and scheduling for excursions and other activities.

Course Materials

Textbooks

David Simonelli, *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s* (Lexington Books, 2012). Available online through NCSU libraries at <https://ebookcentral.proquest.com/lib/ncsu/detail.action?docID=1120202>

Expenses

Resources Statement

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

The tentative program fee for students is yet to be determined by Study Abroad (previous London STEM offerings cost approximately \$5,000). This fee covers the following expenses: cost of instruction for # credit hours, accommodations throughout the overseas portion of the program, cultural events and excursions, travel health insurance, faculty stipends and travel expenses. It does not include personal expenses, most meals or airfare between the United States and Europe. These additional fees to the student are similar to any other study abroad experience.

Emergency Response While Abroad:

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

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

Travel Insurance Policy:

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

Materials

Smart Phone - <\$500

This material is required.

Laptop - <\$500

This material is required.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Humanities

GEP Category Outcomes

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

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

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

Outcomes:

1. Student Learning Outcome for Objective #1: Students will articulate how popular musicians interpret their roles as purveyors of popular culture.
2. Student Learning Outcome for Objective #2: Students will interpret songs based on their prosody, or the interrelation of music and lyrics for communicating emotion and meaning
3. Student Learning Outcome for Objective #3: Students will make academic arguments explaining how popular songs both reflect and shape human culture.

How This Course Will Fulfill GEP Category Outcomes

1. Measure for Outcome #1: Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “using the Beatles’ own statements, such as John’s remark that they were more popular than Jesus, articulate how the Beatles interpreted (or misinterpreted) their role as purveyors of Western popular culture.”
2. Measure for Outcome #2: Based on readings and class discussion that investigate the interrelation of music and lyrics in songs of the British Invasion, students will self-select two songs from two different bands for comparison and contrast. They will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.
3. Measure for Outcome #3: Based on readings, lectures, and independent inquiry, students will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “cite examples from our reading and other authoritative sources to explain how a band of your own choosing both reflected and shaped British and American popular culture of the 1960s.”

GEP Category

Visual and Performing Arts

GEP Category Outcomes

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

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

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

Outcomes:

1. Student Learning Outcomes for Objective #1: Students will correlate major events in popular music with social and political milestones in Western history
2. Student Learning Outcomes for Objective #2: Students will apply standard musical terminology and methodologies for describing musical works
3. Student Learning Outcomes for Objective #3: Students will develop critical listening skills that enable them to evaluate the ways that musicians organize the materials of composition to create coherent works of art

How This Course Will Fulfill GEP Category Outcomes

1. Measures for Outcome #1: Students will create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s.
2. Measures for Outcome #2: Students will self-select two songs from two different bands for comparison and contrast. Based on readings, lectures, and independent inquiry, they will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.
3. Measures for Outcome #3: Students will be assigned listening selections from among the British Invasion discography. Readings and lectures will guide them on the methods of compositional organization that these songs share with acknowledged works of art. The song comparison project requires that students apply these principles to an analysis of the two songs they select.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

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

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

Objective #4: Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Outcomes:

1. Student Learning Outcome for Objective #1: Students will distinguish among the stylistic features of popular music in England during the 1950s and 1960s

2. Student Learning Outcome for Objective #4: Students will illustrate how the musical style of the British Invasion changed in response to social transformations occurring in Britain and the United States during the 1960s.

How This Course Will Fulfill GEP Co-requisite Outcomes

1. Measure for Outcome #1: Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “distinguish among the musical styles popular in England before the Beatles, including music hall, “trad,” and skiffle, and explain how these styles were subsumed into British rock-and-roll from the late 1950s.
2. Measure for Outcome #2: Students will create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s

Transportation

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

Safety & Risk Assumptions

Study Abroad in a foreign country (UK)

Grading

Grade Components

Component	Weight	Details
Song Comparison Project	30%	Students will self-select two songs from two different bands for comparison and contrast. They will adhere to analytical methodologies discussed in class, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.
Timeline	30%	Students will create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s.
Journal	40%	Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives. The journal should be an opportunity to develop their capacity to experience, evaluate, and enjoy the great variety of artistic and cultural resources available in contemporary urban life. Students will be given nongraded verbal feedback on their journals midway through the program.

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

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

Attendance Policy

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

Attendance Policy

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

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

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

- o **Second undocumented absence** = reduction of 40 percentage points in the cumulative course grade
- Two tardies of 10 or more minutes will result in an undocumented absence

Absences Policy

See "Attendance Policy"

Makeup Work Policy

None.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

None.

Academic Honesty

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

None.

Honor Pledge

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

Electronically-Hosted Course Components

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

Electronically-hosted Components: Moodle

Accommodations for Disabilities

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

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is

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

Course Schedule

NOTE: The course schedule is subject to change.

Tentative daily schedule: Summer II 2021, Mon June 28 – Sat, July 31

Week 1: Popular music in England before the Beatles: trad and skiffle

T: Classroom

H: Beatles Walk I

Week 2: The Beatles: From Liverpool to London

T: Beatles Walk II

F-Su: Liverpool (Leave early Fri)

Fri: The Beatles Story Museum; Magical Beatles Museum, Cavern Club Beatles show

Sat: Beatles Childhood homes; Fab 4 Tour or Magical Mystery Tour

Sun: Return to London

Week 3: Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers.

T: Classroom

H: London R&R history tour

- Timeline due

Week 4: The Rolling Stones and the blues-based rock style

T: Hard Rock café tour

H: Rock tours of London

- Song project due

Week 5: Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds

T: Sixties at the Hall Tour

H: Victoria and Albert Museum

- Aug 3: Journals due

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

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

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

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

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

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

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

HON 297

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	X	
Special Topic Title: (30 character limit)	North American Borderlands	Review for 2nd Offering	<input type="checkbox"/>	
Term to be Offered	Spring 2021			
Instructor Name/Title	Dean Bruno, Associate Teaching 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

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

- A. Which disciplines will be synthesized, connected, and/or considered in this course?
History and Anthropology (emphasis on Native 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"?
Weekly readings and response papers (2-3 pages each), class discussion, documentaries, independent research/archival work, museum/site visits, and midterm/final essays (7-8 pages each).

List the Instructor's student learning outcomes for the course that are relevant to GEP Interdisciplinary Perspectives

Objective 1:

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

Compare, contrast and evaluate various scholarly articles/texts from History and Anthropology (emphasis on Native American Studies) that present research on the creation, contestation, and consequences of various borderland regions in North America. These readings will offer cultural, geographical, and temporal diversity.

Measure(s) for above Outcome:

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

Sample prompt for weekly Reading Response:

The shift to a maize/corn-based diet is often heralded as a step forward or a story of progress for native peoples, but it also caused significant changes in indigenous communities. Describe in detail some examples of this cultural change, particularly in gender roles. How and why did the production/consumption of maize make native peoples more vulnerable during the Little Ice Age? How did native peoples respond to these environmental challenges?

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

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

Identify and apply concepts, theories, and/or methods relevant to the fields/disciplines listed above to analyze social, cultural, environmental, economic, demographic, and political cause/consequence and change over time.

Measure(s) for above Outcome:

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

Sample prompt for Midterm Essay:

For your essay, describe in detail how various groups of Native Americans participated in the global fur trade. How was the fur trade entangled with the spread of diseases and what consequences did this have on native communities? How and why did the fur trade encourage bonds of marriage and family (kinship alliances) between natives and Europeans? How did the fur trade lead to environmental degradation over time and what were some of the consequences to humans and the environment? What was the connection between furs, cycles of debt, and dispossession of native lands? Finally, how and why did the trade in furs lead to violence between peoples on the continent and what were some of the consequences in terms of the balance of power?

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.

Critically assess the contestation of environmental resources between various inhabitants in North American and how this competition led to changes in physical places and cultural spaces

Measure(s) for above Outcome:

Sample Prompt for Reading Response-

From World War II until 1971, the federal government was the sole purchaser of uranium ore in the United States. Uranium mining occurred mostly in the southwestern United States and drew many Native Americans and others to work in the mines and mills (particularly in Diné (Navajo) country). For many Diné families, uranium mining represented their first encounter with the broader US wage economy. Mining was framed by the federal government as a form of patriotism and progress for the Diné, and the industry brought jobs and revenue into economically challenged communities. However, uranium mining led to high rates of cancer and contaminated soil and water in the region. The resulting high rates of illness among miners eventually led, in part, to passage of the Radiation Exposure Compensation Act (1990). As of 2018, the federal government approved nearly 35,000 claims and awarded more than \$2.2 billion in compensation. Explain how uranium mining led to cultural, economic, and environmental changes in native communities. What was the Radiation Exposure Compensation Act intended to do, and was it successful? Why or why not?

U.S. Diversity

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

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

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

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

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

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.

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

Evaluate, compare and contrast the role that power, politics, and profits have played in the lived experiences of individuals and communities that have created and contested specific borderlands.

Weekly readings and response papers. Sample prompt for weekly Reading Response—

On May 10, 1869, the leaders of the Central Pacific and Union Pacific Railroads met at Promontory Point in Utah to celebrate the completion of the Transcontinental Railroad. Numerous photographs of the event were shared with the public (example shared with students), but many of the workers who actually built the railroad were all but invisible at the ceremony, and in its retelling for many years afterward. They included approximately 15,000 Chinese immigrants — up to 90 percent of the work force on the Central Pacific line. For your response explain why Chinese laborers ventured from their homelands to the west coast. What were they seeking and how were they received? How was the influx of Chinese labor connected to the Compromise of 1850? Explain the connection between the completion of the railroads and the Chinese Exclusion Act of 1882.

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

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

Interpret and evaluate readings describing how interactions between people shaped equality and social justice for gender, ethnic, racial, class, and sexual orientation groups.

Measure(s) for above Outcome:

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

Sample prompt for Final Essay-

In Rachel St. John's book, *A Line in the Sand: A History of the Western US-Mexico Border*, she argued that the border was more than simply a line on a map that delineated nation-states. The border evolved, often into forms and meanings that neither nation-state could predict or fully control. For your response detail how a variety of historical, cultural, and economic forces transformed an undistinguished strip of land into a site of capitalist production and meaningful marker of state power and national identities. How did a line in the sand become a conditional barrier between two nations and their people? To further complicate this contested physical place and cultural space explain how the border has shaped the lives of Apache, Yaqui, and other native peoples whose lives and histories long pre-dated the U.S.-Mexico border.

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:
 - o Meeting time and day(s):
 - o Seat count:
 - o Room assigned or room preference including needed classroom technology/seat type:
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

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

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

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

None

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

None

SECTION 3: ADDITIONAL INFORMATION

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

See Readings attachment and attached syllabus for assigned readings.

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

Assess, evaluate, and analyze the historical, cultural, environmental and economic impact of borderlands – defined as those contested physical places and cultural spaces - that exist(ed) in between colonial empires, nation states, indigenous homelands, and groups. Beyond claims of belonging and dominion, the borderlands framework also provides an opportunity to analyze cultural boundaries, and those that cross them. Borderlands also help us assess cause/consequence and change over time when considering the movement of people, plants/animals, technology, trade, ideas, etc.

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

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

Depending upon university operating conditions and funding, students may visit various museums (which may include the North Carolina Museum of History and the North Carolina Museum of Natural Science), the NCSU Special Collections Research Center, local historical sites (Great Dismal Swamp). Guest speakers may include both scholars and members of the greater NCSU community engaged with issues of public history, environmental justice, health care, economic development, and climate adaptation.

SIGNATURE PAGE FOR HON 297

RECOMMENDED BY:

Anne C. Auten 8/21/20
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

Jennifer Capps September 3, 2020
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 9/7/20
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 – North American Borderlands

Section 001

Spring 2021

3 Credit Hours

Course Description

While much North American history is focused on the creation and maintenance of nation-states, the history of borderlands and borders allows scholars to analyze the various ways that people crossed, shaped, and openly defied borders in pursuit of their own individual and group goals and objectives. This course examines the historical construction of borderlands from the pre-colonial period to the modern era. Major themes will include encounters, exchanges, cooperation, conflict, agency, and identity within the broader context of social, cultural, environmental, and economic power dynamics and differentials. In particular, this course will investigate how competition and control for land, natural resources, and trade goods transformed the borderland regions.

Learning Outcomes

GEP Category Objectives (Interdisciplinary Perspective) and Outcomes:

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

Compare, contrast and evaluate various scholarly articles/texts from History/Anthropology (emphasis on Native American Studies) that present research on the creation, contestation, and consequences of various borderland regions in North America. These readings will underscore cultural, geographical, and temporal diversity, and facilitate comparisons and contrasts across communities and cultures.

Sample prompt for weekly Reading Response:

The shift to a maize/corn based diet is often heralded as a step forward or a story of progress for native peoples, but it also caused significant changes in indigenous communities. Describe in detail some examples of this cultural change, particularly in gender roles. How and why did the production/consumption of maize also make native peoples more vulnerable during the Little Ice Age? How did native peoples respond to these environmental challenges?

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

Identify and apply concepts, theories, and/or methods relevant History/Anthropology to analyze social, cultural, environmental, economic, demographic, and political cause/consequence and change over time.

Sample prompt for Midterm Essay:

For your essay, describe in detail how various groups of Native Americans participated in the global fur trade. How was the fur trade entangled with the spread of diseases and what consequences did this have on native communities? How and

why did the fur trade encourage bonds of marriage and family (kinship alliances) between natives and Europeans? How did the fur trade lead to environmental degradation over time and what were some of the consequences to humans and the environment? What was the connection between furs, cycles of debt, and dispossession of native lands? Finally, how and why did the trade in furs lead to violence between peoples on the continent and what were some of the consequences in terms of the balance of power?

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

Using readings from History/Anthropology, critically assess the contestation of environmental resources between various inhabitants in North American and how this competition led to changes in physical places and cultural spaces.

Sample Prompt for Reading Response-

From World War II until 1971, the federal government was the sole purchaser of uranium ore in the United States. Uranium mining occurred mostly in the southwestern United States and drew many Native Americans and others to work in the mines and mills (particularly in Diné (Navajo) country). For many Diné families, uranium mining represented their first encounter with the broader US wage economy. Mining was framed by the federal government as a form of patriotism and progress for the Diné, and the industry brought jobs and revenue into economically challenged communities. However, uranium mining led to high rates of cancer and contaminated soil and water in the region. The resulting high rates of illness among miners eventually led, in part, to passage of the Radiation Exposure Compensation Act (1990). As of 2018, the federal government approved nearly 35,000 claims and awarded more than \$2.2 billion in compensation. Explain how uranium mining led to cultural, economic, and environmental changes in native communities. What was the Radiation Exposure Compensation Act intended to do, and was it successful? Why or why not?

GEP CATEGORY OBJECTIVES (US DIVERSITY) AND OUTCOMES:

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

Evaluate, compare and contrast how global historical, social, political, and/or economic processes led to structure inequalities in the U.S. – particularly among the working class.

Weekly readings and response papers. Sample prompt for weekly Reading Response—

On May 10, 1869, the leaders of the Central Pacific and Union Pacific Railroads met at Promontory Point in Utah to celebrate the completion of the Transcontinental Railroad. Numerous photographs of the event were shared with the public (example shared with students), but many of the workers who actually built the railroad were

all but invisible at the ceremony, and in its retelling for many years afterward. They included approximately 15,000 Chinese immigrants — up to 90 percent of the work force on the Central Pacific line. For your response explain why Chinese laborers ventured from their homelands to the west coast. What were they seeking and how were they received? How was the influx of Chinese labor connected to the Compromise of 1850? Explain the connection between the completion of the railroads and the Chinese Exclusion Act of 1882.

Obj. 4) Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S. Interpret and evaluate readings describing how interactions between people shaped equality and social justice for gender, ethnic, racial, class, and sexual orientation groups.

Sample prompt for Final Essay-

In Rachel St. John's book, *A Line in the Sand: A History of the Western US-Mexico Border*, she argued that the border was more than simply a line on a map that delineated nation-states. The border evolved, often into forms and meanings that neither nation-state could predict or fully control. For your response detail how a variety of historical, cultural, and economic forces transformed an undistinguished strip of land into a site of capitalist production and meaningful marker of state power and national identities. How did a line in the sand become a conditional barrier between two nations and their people? To further complicate this contested physical place and cultural space explain how the border has shaped the lives of Apache, Yaqui, and other native peoples whose lives and histories long pre-dated the U.S.-Mexico border.

Course Structure

Lectures supplemented by daily group discussions to analyze the assigned readings and other material from the course.

Course Policies

Please turn off your cell phones. Students may use laptops only to take notes or to access readings and other material referenced in class. Use of cell phones or inappropriate use of laptops or other devices will result in the student being marked absent for that day. I do not grant permission for any component of this course to be recorded. No food allowed.

Instructors

Dean Bruno (dbruno) - *Instructor*

Email: dbruno@ncsu.edu

Web Page: https://history.ncsu.edu/people/faculty_staff/dbruno

Phone: 919-513-2217

Office Location: Withers 274

Office Hours: Friday 10am-1pm

Course Meetings

Lecture

Days: MW

Time: 1:30pm - 2:45pm

Campus: Main

Location: 201 Quad Commons

This meeting is required.

Course Materials

Textbooks

None.

Expenses

None.

Materials

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

How This Course Will Fulfill GEP Category Outcomes

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

TBD

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"?

TBD

GEP Co-requisites

U.S. Diversity

GEP Co-requisite Outcomes

How This Course Will Fulfill GEP Co-requisite Outcomes

Transportation

This course will not require students to provide their own transportation. 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
Reading Responses/Short Essays	30%	To ensure good reading habits and to facilitate our class discussions, you can expect to complete weekly reading responses based on the assigned material. These short essays (2-3 pages) will be in response to a prompt that will focus on the main arguments and key aspects of the assigned readings for the week. The essays must be uploaded to Moodle before the start of class on Thursday. I will drop your lowest reading response grade at the end of the course.
Midterm Essay - Take Home	35%	A 7-8 page essay in response to a prompt covering material, readings, and class discussions from the first half of the course.
Final Essay - Take Home	35%	A 7-8 page essay in response to a prompt covering material, readings, and class discussions from the second half of the course (not cumulative).

Letter Grades

This Course uses Standard NCSU Letter Grading (I do not round up grades):

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

All coursework and/or assignments must be completed by the scheduled date. If you miss class when coursework and assignments are due and it is not an excused absence, you must submit your coursework or assignment on Moodle or email the assignment to the professor before the start of class in order to receive full credit for the work. Coursework received after the start of the class session on the due date will be marked as late and will be deducted one letter grade for each 24 hour period that the coursework or assignment is late. Late coursework or assignments will not be accepted after 3 days without prior consent from the professor.

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

Attendance Policy

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

Attendance Policy

Regular attendance and informed participation in class discussion is required. You may miss two class meetings without penalty. Each subsequent unexcused absence, up to a total of four, will result in a two-point deduction in your final course grade. Any student with more than four unexcused absences will receive a failing grade for the course.

Absences Policy

Attendance is mandatory. Arrive on time; roll will be taken at that start of every class meeting. Should anything happen that interferes with your ability to attend class it is your responsibility to maintain necessary communication with me, to obtain appropriate documentation, and to schedule make-up work. Verification that a student has a legitimate medical or personal reason for

missing class is necessary to qualify for an excused absence. All documentation must be provided to me by the final class day of the semester.

For anticipated absences, provide appropriate documentation to me:

For example, this applies to the following: representing the University in an official capacity, attending a professional meeting, serving as a member of judging team, serving as a member of athletic team, military service, required court attendance (with certified documentation from the Clerk of Court), etc.

For short-term illness (colds) or injury: provide a doctor's note that includes the date of your absence(s) to me.

For death in family, funeral attendance, serious illness, and/or religious observance, please refer to the following: Division of Academic and Student Affairs (<https://dasa.ncsu.edu/students/absence-verification-process/>) and email appropriate documentation to: (absence-verification@ncsu.edu). DASA will assist you to verify the absence. It is your responsibility to make sure that this is completed in a timely manner.

For additional information and/or clarification on the University's absence policy, see the details at this link: <http://policies.ncsu.edu/regulation/reg-02-20-03>

Makeup Work Policy

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

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>

You are expected to produce original work on all course assignments. Plagiarism and cheating are contrary to historical inquiry. Offenders will receive a failing grade on the assignment. I will report instances of plagiarism and cheating to the University Office of Student Conduct - penalties include expulsion. Read the following definitions and consequences of academic dishonesty in section 7-13:

http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Briefly, plagiarism means:

- Copying large or small sections of written text—or even a single sentence—without appropriate quotations and citation.
- Paraphrasing written materials without citing the source.
- Citing a source other than that from which you obtained your evidence.
- Altering or contriving evidence.

For more information on what plagiarism is and how to identify it, see the History Department's website:

<http://history.ncsu.edu/undergrad/plagiarism.php>

Honor Pledge

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

Digital Course Components

Students may be required to disclose personally identifiable information to other students in the course, via digital tools, such as 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.

Digital Course Components: Moodle

Accommodations for Disabilities

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

Non-Discrimination Policy

NC State provides equal opportunity and affirmative action efforts, and prohibits all forms of unlawful discrimination, harassment, and retaliation ("Prohibited Conduct") that are based upon a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, "Protected Status"). Additional information as to each Protected Status is included in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure). NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or <https://oied.ncsu.edu/divweb/>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Course Readings:

The following required texts are available at the University Bookstore, or other retailers including - www.amazon.com. Any edition of these books, hardcover or paperback, is acceptable. Please feel free to purchase used copies.

Cahokia: Ancient America's Great City on the Mississippi (Penguin Library of American Indian History), by Timothy Pauketat (Penguin Books, 2010)

Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands, by Julianna Barr (The University of North Carolina Press, 2007)

The Saltwater Frontier: Indians and the Contest for the American Coast, by Andrew Lipman (Yale University Press, 2017)

Slavery's Exiles: The Story of the American Maroons, by Sylviane Diouf (NYU Press, 2014)

Ghosts of Gold Mountain: The Epic Story of the Chinese Who Built the Transcontinental Railroad, by Gordon Chang (Mariner Books, 2019)

Policing the Great Plains: Rangers, Mounties, and the North American Frontier, 1875-1910, by Andrew Graybill (University of Nebraska Press, 2007)

Bound in Twine: The History and Ecology of the Henequen-Wheat Complex for Mexico and the American and Canadian Plains, 1880-1950, by Sterling Evans (TAMU Press, 2007)

Line in the Sand: A History of the Western U.S.-Mexico Border, by Rachel St. John (Princeton University Press, 2011)

Wastelanding: Legacies of Uranium Mining in Navajo Country, by Traci Voyles (Univ. of Minn. Press, 2015)

A Note about the Readings:

One of the main goals of this course is to teach you how to critically read and interpret material relatively quickly. Critical reading is a vital skill that will serve you throughout your academic journey at NC State and in your chosen career path. You may not completely understand everything in one reading, but do not get discouraged. **Focus on identifying the author's main thesis, key themes, and arguments. What evidence and sources does the author utilize to support the claims he/she is**

making? Together, we will strive for clarity and comprehension during our discussions in class. In addition, I am always available to you during office hours.

Schedule of Classes and Weekly Assignments:

PLEASE NOTE: This schedule is a proposed course of action, not a contract. Due dates, topics, and assignments are subject to change with notice.

Week One: Frameworks: Frontiers vs. Borderlands

Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893), Chapter 1.

Sheldon Hackney, "Borderland vs. Frontier, A Conversation with Patricia Nelson Limerick" *Humanities*, September 1996;17(4):4.

Pekka Hämäläinen and Samuel Truett, Samuel, "On Borderlands," *Journal of American History*, Vol 98, Issue 2 (Sept. 2011), pp. 338-361.

Week Two: People of the Sun & Stars

Pauketat, Timothy. *Cahokia: Ancient America's Great City on the Mississippi*

Week Three: Sensing Others

John Coleman, "Howls, Snarls, and Musket Shots," in *Colonial Mediascapes: Sensory Worlds of the Early Americas*, Matt Cohen and Jeff Glover, eds. (Lincoln: University of Nebraska Press, 2014), pp. 266-289.

Evan Haefeli, "On First Contact and Apotheosis: Manitou and Men in North America," *Ethnohistory*, Vol. 54, No. 3 (Summer 2007), pp. 407-442.

Week Four: Gender, Power & Diplomacy

Barr, Juliana. *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands* (The University of North Carolina Press, 2007).

Week Four: Encounters & Exchanges

Nathan Nunn and Nancy Qian, "The Columbian Exchange: A History of Disease, Food, and Ideas," Journal of Economic Perspectives, Vol, 24, No. 2 (Spring 2010) pp. 163-188.

Virginia Anderson, "Forgiving Trespasses: Living with Livestock in Early America," and "A Prophecy Fulfilled: From Cooperation to the Displacement of Indians," in *Creatures of Empire: How Domestic Animals Transformed Early America*, Oxford Press, 2004, pp. 174-242.

Week Five: Sailing the Native Seas

Lipman, Andrew. *The Saltwater Frontier: Indians and the Contest for the American Coast* (Yale University Press, 2017)

Week Six: Breaking Chains & Forming Communities

Diouf, Sylviane. *Slavery's Exiles: The Story of the American Maroons* (NYU Press, 2014)

Week Seven: Working on the Railroad

Chang, Gordon. *Ghosts of Gold Mountain: The Epic Story of the Chinese Who Built the Transcontinental Railroad* (Mariner Books, 2019)

****Midterm Essay (Take Home) prompt provided at the end of class. Upload your 7-8 page essay to Moodle no later than the start of class next Thursday****

Week Eight: Through the Looking Glass/ or Site Visit

Image Analysis – In Class Exercises (featuring the work of various artists)

****Or a site visit to a local museum, historical site, or the Great Dismal Swamp****

Week Nine: Contested Sovereignty & the (Un)Making of Nations

View in Class: **We Shall Remain** – Episode 3, Trail of Tears (PBS, 2009)

Andrew Jackson – Speech to Congress (on Moodle)

George Harkins - Farewell Letter to the American People (on Moodle)

Week Ten: Creating Wilderness from Homelands

Rust, Thomas. *Watching Over Yellowstone: The US Army's Experience in America's First National Park, 1886-1918* (Univ. Press of Kansas, 2020)

Schubert, Frank. Excerpts from *Voices of the Buffalo Soldiers: Records, Reports, and Recollections of Military Life and Service in the West* (Univ. of New Mexico Press, 2003)

Week Eleven: Law & (Dis)Order

Graybill, Andrew. *Policing the Great Plains: Rangers, Mounties, and the North American Frontier, 1875-1910*, (University of Nebraska Press, 2007)

Week Twelve: Ties That Bind

Bound in Twine: The History and Ecology of the Henequen-Wheat Complex for Mexico and the American and Canadian Plains, 1880-1950, by Sterling Evans (TAMU Press, 2007)

Week Twelve: Bordering on Revolution

Horne, Gerald. *Black and Brown: African Americans and the Mexican Revolution, 1910-1920* (NYU Press, 2008)

Week Thirteen: Defining Differences

St. John, Rachel. *Line in the Sand: A History of the Western U.S.-Mexico Border*, (Princeton University Press, 2011)

Week Fourteen: This Land is Our Land

Documentary: **Past, Present and Future of the Gullah Geechee Community** (PBS, 2015)

Mary Hussman, "Life-everlasting: Nature and Culture on Sapelo Island" Southern Cultures, 12(1), 7-32.

Week Fifteen: Cold War Borderlands & Legacies

Voyles, Traci, *Wastelanding: Legacies of Uranium Mining in Navajo Country* (Univ. of Minn. Press, 2015)

Week Sixteen: Language & Memory

Documentary: **First Language – The Race to Save Cherokee** (The Language and Life Project at NCSU, 2014)

Guest Speaker: TBD

**** Final Essay (Take Home) prompt provided at the end of our last day of class. Upload your 7-8 page essay to Moodle no later than the following Wednesday by 1pm****