

Council on Undergraduate Education 2020-2021

January 29th, 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 and Fall Report
- Approval of CUE 13th November 2020 Minutes

Old Business

[USD Lab discussion](#)

New Business

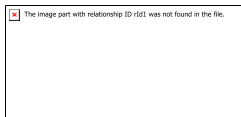
Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Park	Miller, Gill, Ouellete	SS	AEE 350 Personal Leadership Development in Agriculture and Life Sciences	New SS
Gilmartin	Domingue, Lee, Belk	HUM, GK,	FL 210 Global Literature and Culture	New Course
Haeseler	Park, Xiang, Morant	HUM, GK	HI 376 Global Migrations	New Course
Haeseler	Jordan, Orcutt, Gill	SS	SOC 320 Survey Design	New Course

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Lee, McGowan, Jordan	IP	HON 296 What's the Big Idea? Ideas and Debates in Western Intellectual History Since 1500	1 st Offering Eff Spring 2021
Belk	Orcutt, Park, Annett-Hitchcock	IP	HON 296 Zombies, Victims, and Other Corpses: Mediating Death in American Culture	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.



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Council on Undergraduate Education 2020-2021

November 13th, 2020
Zoom Hosted
Call to Order: 1:31 PM

Members Present: Chair Carrie Pickworth, Kimberly Bush, Qiuyun (Jenny) Xiang, David Gilmartin, Jillian Haeseler, Carolina Gill, Steven Miller, Nancy Moore, Tamah Morant, Herle McGowan, Alice Lee, Katherine Annett-Hitchcock, Autumn Mist Belk, Peggy Domingue, Darby Orcutt, Travis Park, Chad Jordan, Etienne Ouellet

Members Absent:

Ex-Officio Members Present: Lexi Hergeth, Li Marcus, Erin Dixon, Julia Law, Stephany Dustan, Wendy Krause, Kyle Pysher, Tim Petty, Bret Smith

Guests: Alison Turner, Nicole Welk-Joerger, Anne Auten,

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Carrie Pickworth** – Welcomed the proxy and members.
- **Remarks and Updates from OUCCAS/DASA** – Li let the committee know that their parameters have been sent to the dean of academic and student affairs and encouraged the members to disseminate the information.
- **Approval of the Minutes from October 2nd, 2020** – Approved
Move to approve by Chad Jordan. One attendance correction was made before the approval.

Member from CALS let us know that their college has taken a look at the information about the USD parameters and the college has been asked to provide insight via email. Member brought up the idea of a requirement for students to take as a training (similar to how students take a training for lab work) that would not include a credit hour requirement.

Member from CHASS indicated they have not yet had the opportunity to share this with their college at a meeting and suggested tabling this discussion until the Spring 2021 semester to allow more time to bring this to people within their colleges.

Member from WCOT commented that she's just taken the diversity.edu module and felt it was extremely helpful.

NEW BUSINESS

- **Consent Agenda** – Approved
Member Travis Park moved to approve.

Courses New to GEP

- **ARS 410 Art and History of World Puppetry** (GK, VPA) – Approved with Suggestion
Discussion: This new course was presented by Jillian Haeseler. Reviewers complimented the course and suggested correcting Bret Smith's name from Brent to Bret.
- **FL 436 / ECI 436 / ECI 536 / FL 536 Perspectives on English as a New Language** (USD) – Approved with Suggestion
Discussion: This course was presented by Jillian Haeseler. Reviewer asked if 'culturally linguistically' is a term used in the field, the guest, Alison Turner confirmed this is a term used in the field. Member also asked if the language about the analysis of history and how it's been eroded over time through real world experience and indicated the language could be adjusted. The XONV representative from assessment suggested phrasing by removing the word under in the second outcome in the USD category. The members discussed if this would change the impact of the question but came to the conclusion that this would still provide enough information for the students.
- **HESM 332 (IP)** - Approved
Discussion: This course was presented by Autumn Belk.
- **HI 377 The Silk Road in the Medieval World** (GK, HUM) – Approved with Suggestions

Discussion: This new course was presented by Jillian Haeseler. Reviewers complimented the course information and clarity. Member suggested putting the GEP outcomes to be listed at the bottom- suggestion to include the GEP outcomes in the Student Learning Outcomes field in order to illustrate the flow and logic of learning for the course.

- **PSE/FB 476/576 Environmental Life Cycle Analysis (IP) – Approved**
Discussion: This course was presented by Kathy Bush.

Review Courses for GEP

- **HESS 279 Yoga I (HES) – Approved**
Discussion: This course was presented by Autumn Belk. Reviewers complimented the course.

Special Topics/HON Course Offerings

- **HON 297 COVID Case Files (IP, USD) – Approved for IP, Tabled for USD to return with an email vote**
Discussion: This course was presented by Autumn Belk. The guest Nicole Welk-Joerger explained that the outcome is meant to measure the first objective and the third objectives for USD. Member suggested switching to how public health has shaped identities, the guest explained that this is a more philosophical question since the identity can shape public health. While understanding these are both impacted by each other, to meet the objective, the outcomes should be focused on how public health policies have shaped the different identity groups in the third USD outcome.
*Member indicated the word 'identities' in the first USD makes it different than if we were to remove the word and allow for the categories to shape, specifically the 'age' identity, which cannot be shaped.
Suggestion for this course, reverse the relationship and provide the notion of the identities for the first objective. Provide which objective is being addressed for the outcomes and measures provided by the instructor. In the third outcome, member asked if this would be better to use a larger group rather than individuals. Guest indicated that the collection of individual identities would provide a group indication.
*Member indicated that the committee should use this course as an example when evaluating the USD requirements. Motion is amended to table the course specifically for the USD category, motion to amend seconded, motion failed. Member suggested adjusting the motion so that the IP category is approved, but the USD category could be tabled then reviewed and voted on via email. Motion has been seconded and a timeline was discussed. The guest indicated that they could work on this over the weekend and provide to the committee before next Friday. Motion to amend approved.

Meeting adjourned at 2:55 PM

Respectfully submitted by Lexi Hergeth

HON Interdisciplinary Perspectives Special Topic Shell Offering

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

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

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

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

HON 296

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	X	
Special Topic Title: (30 character limit)	Debates in Western Intellectual History Since 1500	Review for 2nd Offering	<input type="checkbox"/>	
Term to be Offered	Spring 2021			
Instructor Name/Title	Charles C. Ludington, Teaching Associate Professor of History			

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

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

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

This is an intellectual history course, and thus, while history and philosophy are the two disciplines that will be synthesized and considered, the readings will come from history, philosophy, political science, religion, anthropology, sociology, economics, and gender studies.

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"?

Topics will change from week to week, but over the course of the semester different disciplines will be introduced, which will allow the students to slowly build an awareness of how the different disciplines are distinct, how they are connected, and how all intellectual thought is grounded in historical circumstances.

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

1. ***Obj. 1) Distinguish between the distinct approaches of two or more disciplines.*** Students will identify and distinguish between the distinct approaches and methodologies of History and Philosophy by reading both primary and secondary sources pertaining to major philosophical and political debates in Western history since 1500.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity. The readings for this class define and demonstrate the different approaches of historians and philosophers. Students will be measured by their ability to recognize and integrate these approaches in the arguments they make about intellectual debates in the past and present, both in class discussion and in their five written assignments.

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

1. **Obj. 2) Identify and apply authentic connections between two or more disciplines.** Students will identify and apply connections between History and Philosophy by analyzing philosophical, political, religious, economic, and cultural writings within their historical contexts and by understanding the origins of the debates and their contemporary manifestations.

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 identify and apply connections between history and philosophy in their discussions and writings. For instance, one prompt option for paper #1 is: What is the relationship between religion and political power for Macchiavelli and Hobbes? How do their thoughts differ and how are they similar? And does their thinking constitute what the contemporary scholar Mark Lilla calls the “Great Separation”?

List the Instructor’s student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3: Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines*. Students will explore and synthesize historical and philosophical methods and content by carefully analyzing and historicizing major debates in Western intellectual history from Macchiavelli to Marx.

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’ ability to explore and synthesize multiple disciplinary approaches will be measured by their in-class comments, four papers, and final examination. For instance, students will be required to have a formal debate on whether it is ever valid to coerce people to abide by Western ideas of human rights. Likewise, students will be asked in their final exam to consider the historical settings in which capitalist and socialist theories arose, understand that both sides claim their economic theories are “rational,” adjudicate between these two claims, and finally to consider what the British political philosopher Isaiah Berlin might have said about an ideological commitment to either economic model.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): T-Th 8:30-9:45 am
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Online delivery
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295) n/a

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

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

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

None

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

None

SECTION 3: ADDITIONAL INFORMATION

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

Course Reader; Dennis Sherman, ed., *Western Civilization, Sources, Images and Interpretations: From the Renaissance to the Present*, 8th ed.; Stephen Toulmin, *Cosmopolis*; Barbara Ehrenreich, *Dancing in the Streets*

Stephen Toulmin, *Cosmopolis: The Hidden Agenda of Modernity* (New York, 1990)

Barbara Ehrenreich, *Dancing in the Streets: A History of Collective Joy* (New York, 2006).

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

Secularization of politics; the Reformation and the rise of individualism; the beginnings of European Imperialism; Natural Rights; Skepticism and Certainty; The Scientific Revolution; Autocracy vs. Democracy; Patriarchy and Feminism

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

None

SIGNATURE PAGE FOR HON 296
Debates in Western Intellectual History Since 1500

RECOMMENDED BY:

Anne C. Gutew 12/8/20
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 12.09.2020
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 1/11/21
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296, section 002:
What's the Big Idea? Ideas and Debates in Western Intellectual History Since 1500
Spring 2021
T/Th 8:30-9:45 am
Online delivery
3 credit hours

Prof. Charles Ludington
262 Withers
Email: ccluding@ncsu.edu
Tel. (919) 513-1425
(919) 619-4010

Office Hours: T-Th 3:30-4:30, and by appointment

This course will expose students to some of the major ideas and debates in Western history since 1500. Students will be required to read excerpts from primary texts in order to understand the arguments being put forth, secondary texts in order to put these ideas and debates in historical context, and to see how historians have analyzed them, and recently published essays, articles, books, etc., to see how these historical debates remain present, albeit in slightly different form. Indeed, both the continuity and change within these debates will be emphasized and explored in class discussion and writing.

Course Goals

By reading both primary and secondary sources pertaining to major debates in Western history, students will learn to identify cultural differences within and between societies across time and space. And by learning about how major ideas and debates in Western history still pertain to contemporary society, students will learn to develop their skills in ethical reasoning, and to assess critically the consequences of actions, both personal and institutional.

NB: The instructor reserves the right to alter this syllabus at any time.

Course Materials

(all are available at the NCSU Bookstore)

Printed course reader available only at the NCSU Bookstore.

Dennis Sherman, ed., *Western Civilization, Sources, Images and Interpretations: From the Renaissance to the Present*, 8th ed. \$32.00.

Stephen Toulmin, *Cosmopolis: The Hidden Agenda of Modernity* (New York, 1990). \$3-\$20 (used).

Barbara Ehrenreich, *Dancing in the Streets: A History of Collective Joy* (New York, 2006). \$5-\$30 (used).

Learning Outcomes

By taking this course, students will:

1. Identify and distinguish between the distinct approaches and methodologies of History and Philosophy by reading both primary and secondary sources pertaining to major philosophical and political debates in Western history since 1500.
2. Identify and apply connections between History and Philosophy by analyzing philosophical, political, religious, economic, and cultural writings within their historical contexts and by understanding the origins of the debates and their contemporary manifestations.
3. Explore and synthesize historical and philosophical methods and content by carefully analyzing and historicizing major debates in Western intellectual history from Macchiavelli to Marx.
4. Examine their own views as well as the views of others.
3. Argue their ideas in clear, precise, and well-organized prose.

GEP Information

By looking at Western Intellectual history since 1500 through an interdisciplinary perspective, this course fulfills the GEP interdisciplinary perspective requirement. See below for details.

GEP category: Interdisciplinary Perspectives

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

Course Outcome: Students will identify and distinguish between the distinct approaches and methodologies of History and Philosophy by reading both primary and secondary sources pertaining to major philosophical and political debates in Western history since 1500.

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

Course Outcome: Students will identify and apply connections between History and Philosophy by analyzing philosophical, political, religious, economic, and cultural writings within their historical contexts and by understanding the origins of the debates and their contemporary manifestations.

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

Course Outcome: Students will explore and synthesize historical and philosophical methods and content by carefully analyzing and historicizing major debates in Western intellectual history from Macchiavelli to Marx.

Course Requirements

Along with completing the weekly reading assignments, you will be required to participate in class discussion. Students will also be required to write four 4-6 page papers, all of which will require two drafts. The final draft will not be read unless a first draft has been turned in. Students will be required to read and critique each other's first draft, and I will read and grade the final draft. Lastly, there will be a short final examination at the end of the semester.

Grade Determination

Papers: 15% x 4, or 60% total

Class Discussion: 25% (graded quarterly)

Final Exam: 15%

Class Discussion Rubric

GRADE	CRITERIA
0-59	<ul style="list-style-type: none"> - Absent - Present but participation is intentionally disruptive & impends others' participation or sense of the classroom as a safe environment
60-69	<ul style="list-style-type: none"> - Present but not disruptive - Attempts class exercise but lacks both commitment and awareness - Infrequently involved in discussion - Disregards diverse or different opinions, responding negatively to others and offering feedback outside the critique parameters agreed upon by the class
70-79	<ul style="list-style-type: none"> - Demonstrates basic preparation for class (brings materials or assignments assigned for the session) and attempts class exercises but lacks commitment or awareness - Does not volunteer to contribute but will offer basic information-based contributions (either questions or answers) when called upon or will attempt an exercise when requested - Disengaged from diverse or different opinions, ignoring others' views in discussion but responds using the critique parameters agreed upon by the class
80-89	<ul style="list-style-type: none"> - Demonstrates knowledge of reading, materials or activity assigned and engages in class exercises with commitment and awareness - Engages in discussion through probing questions or supported examples

	- Responds constructively to diverse or different opinions, openly offers considers ideas that may run counter to your own, uses the critique parameters upon by the class
90-100	<ul style="list-style-type: none"> - Demonstrates exceptional consideration of and engagement with all course materials and class exercises - Offers specific description and analysis of the materials and class exercises - Consistently and thoroughly engaged in discussion through active questioning, thoughtful and supported answers, active consideration of diverse or different opinions, uses the critique parameters agreed upon by the class

Grading Scale

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

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.

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

No late assignments will be accepted without prior permission from the instructor or a written note from a physician or the appropriate NCSU dean.

Attendance Policy

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

Attendance Policy

Attendance is mandatory.

Absences Policy

Students are allowed three unexcused absences. All subsequent absences will result in two points being deducted from the final grade.

Makeup Work Policy

Work can be made up only in situations where the absence has been excused.

Additional Excuses Policy

None.

Academic Integrity

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

Academic Honesty

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

Honor Pledge

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

Electronically-Hosted Course Components

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

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.

Class and Reading Schedule

January 19: Introduction: What do you know? What should you know?

Plato, *The Republic*, Book VII: The Allegory of the Cave

<http://classics.mit.edu/Plato/republic.8.vii.html>

Anthony Kronman, "Why are we here? Colleges ignore life's biggest questions, and we all pay the price", *Boston Globe*, September 16, 2007

http://www.boston.com/news/globe/ideas/articles/2007/09/16/why_are_we_here?mode=PF

Section I: The Renaissance, Reformation and Age of Exploration

January 21: The Great Separation: Removing God from Politics

Sherman, 7 (Macchiavelli), 16 (Chabod).

Niccolo Macchiavelli, *The Prince* (extracts):

www.fordham.edu/halsall/source/prince-excerpt.html

Thomas Hobbes: *Leviathan*, Chapter 12 "On religion"

http://www.infidels.org/library/historical/thomas_hobbes/leviathan.html

Hobbes, *Leviathan* (extracts):

<http://www.thenagain.info/Classes/Sources/Hobbes.html>

Jean-Jacques Rousseau, *The Social Contract* (extracts)

<http://www.fordham.edu/halsall/mod/Rousseau-soccon.html>

January 26

Nancy Pearcey, How American Politics Became Secularized:

<http://www.cruxproject.org/articles/AmericanPolitics.pdf>

Mark Lilla, "The Politics of God," *New York Times*, August 19, 2007.

January 28: The Reformation, Individualism (and Depression?)

Sherman, Chapter 2, "The Reformation", 20-31.

Samuel Smiles, *Self Help* (extracts):

<http://www.fordham.edu/halsall/mod/1882smiles.html>

Martin Luther, On the Freedom of a Christian

<http://history.hanover.edu/courses/excerpts/165luther.html>

February 2

Barbara Ehrenreich, *Dancing in the Streets: A History of Collective Joy* (New York, 2006), 1-76, 77-153, 225-245.

February 11: Paper #1 due at beginning of class

February 16: Western Expansion: Liberation or Exploitation?

Sherman, ch. 3: "Overseas Expansion and New Politics", pp. 33-44
 Thomas Mun, *England's Treasure by Foreign Trade*, 1664 (extracts):
<http://www.thenagain.info/Classes/Sources/Mun.html>
 Charles Davenant, *An Essay on the East India Trade*, 1697
<http://www.yale.edu/lawweb/avalon/econ/eastindi.htm>
 Adam Smith, *The Wealth of Nations* (1776), "Of Colonies":
<http://odur.let.rug.nl/~usa/D/1776-1800/adamsmith/wealth01.htm>

February 18

Immanuel Wallerstein, Summary of his Modern World System
<http://www.fordham.edu/halsall/mod/wallerstein.html>
 Review of Joseph Stiglitz, *Globalization and It's Discontents*
<http://www.nybooks.com/articles/15630>
 Martin Wolf, *Why Globalization Works* (extract)
<http://www.theglobalist.com/DBWeb/StoryId.aspx?StoryId=3981>
 Review of Martin Wolf, *Why Globalization Works*
<http://www.foreignaffairs.org/20040901fareviewessay83513/arvind-panagariya/the-miracles-of-globalization.html>

February 23: Renaissance Skeptics and the Limits of Reason

Desiderius Erasmus, *The Praise of Folly* (1509), entire text
<http://www.fordham.edu/halsall/mod/1509erasmus-folly.html>

February 25: Renaissance Skepticism vs. Enlightenment Certainty

Michel de Montaigne, *Essays* (1575), "Of Cannibals,"
<http://oregonstate.edu/instruct/phl302/texts/montaigne/montaigne-essays--2.html#IV>
 Condorcet, *The Future Progress of the Human Mind* (1794)
<http://www.fordham.edu/halsall/mod/condorcet-progress.html>

March 2

Edward O. Wilson, "One for All, All for One" interview from *The Atlantic*, March 18, 1998

Section II: The Momentous Seventeenth Century

March 4: Paper #2 due at beginning of class; The Scientific Revolution and the Foundations of Modernity

Sherman, Chapters 4 and 6, "War and Revolution" and "The Scientific Revolution",

pp. 47-60, 71-78

March 9

Stephen Toulmin, *Cosmopolis: The Hidden Agenda of Modernity* (New York, 1990), Chs. 1 and 2

March 11: Is scientific knowledge the only available truth?

Toulmin, *Cosmopolis*, Chs. 3 and 4

March 16: Autocracy vs. Democracy

Sir Robert Filmer, *Patriarcha*, ed. J.P. Sommerville (Cambridge, 1991), 2-5, 8-12, 27-31, 132-133, 140-141, 150-155, 219-234.

John Locke, *Two Treatises of Government*, ed. Peter Laslett (Cambridge, 1988); First Treatise, 141-151

March 18

John Yoo, How the Presidency Regained its Balance, New York Times, Sept. 17, 2006
<http://www.nytimes.com/2006/09/17/opinion/17yoo.html?sq=how%20the%20presidency%20regained%20its%20balance&scp=1&pagewanted=print>

Jennifer Van Bergen, The Unitary Executive: Is the Doctrine Behind the Bush Presidency Consistent with a Democratic State? Finlaw, Jan. 9, 2006
http://writ.news.findlaw.com/scripts/printer_friendly.pl?page=/commentary/20060109_bergen.html

Section III: Enlightenment and Reaction

March 25: Paper #3 due at beginning of class; The Argument for “Natural Rights”

John Locke, Second Treatise on Government, Chs. 1, 2, 4, 8, 9, 11, 12
<http://www.constitution.org/jl/2ndtreat.htm>

Thomas Jefferson, The American Declaration of Independence.
<http://www.yale.edu/lawweb/avalon/declare.htm>

The French Declaration of the Rights of Man
<http://www.yale.edu/lawweb/avalon/rightsof.htm>

March 30

The 1948 United Nations Declaration of Human Rights (read the preamble, skim the "articles").

<http://www.fordham.edu/halsall/mod/1948HUMRIGHT.html>

George W. Bush's Second Inaugural Address:
<http://www.bartleby.com/124/pres67.html>

April 1: Burke and the Return of Skepticism

Edmund Burke, *Reflections on the Revolution in France* (extracts)

<http://web.archive.org/web/20030420141445/www3.baylor.edu/BIC/WCIII/Essays/reflections.html>

<http://web.archive.org/web/19981206201151/http://pluto.clinch.edu/history/wciv2/civ2ref/burke.html>

Thomas Paine, *The Rights of Man*, Authors Preface

<http://www.yale.edu/lawweb/avalon/paine/prframe.htm>

extracts from *The Past Speaks: Sources and Problems in British History*, Vol. II, ed.

Walter L. Arnstein, 2nd ed. (Lexington, 1993), 127-133.

April 6

David Brooks, *The Republican Collapse*, *New York Times*, Oct. 5, 2007

<http://www.nytimes.com/2007/10/05/opinion/05brooks.html?sq=Republican%20Collapse%20Brooks&scp=3&pagewanted=print>

April 8: Formal in-class debate on the enforcement of human rights

April 13: Natural Rights for All People? The Origins of Feminism

Mary Wollstonecraft, *A Vindication of the Rights of Women*, extracts from *The Past Speaks*, pp. 134-136

Sarah Stickney Ellis, *The Women of England: Their Social Duties and Domestic Habits*, extracts from *The Past Speaks*, pp. 172-175

John Stuart Mill, *The Subjection of Women*, extracts from *The Past Speaks*, pp. 185-190

April 20

Linda Hirshman, "Homeward Bound" *The American Prospect*, Nov. 21, 2005

<http://www.prospect.org/cs/articles?articleId=10659>

Linda Hirshman and Alice Chasan, "On the Frontline of the Mommy Wars" interview on

Beliefnet, http://www.beliefnet.com/story/202/story_20237.html

April 22: "The Mommy Wars"

Phyllis Schlafly, "Feminism Is Mugged By Reality"

<http://www.eagleforum.org/psr/2004/dec04/psrdec04.html>

Albert Mohler, "Are Stay-at-Home Moms 'Letting Down the Team?'"

http://www.albertmohler.com/commentary_print.php?cdate=2006-02-24

Don Feder, "Feminist Slams Stay-at-Home Moms"

<http://www.humanevents.com/article.php?id=13152>

Lisa Belkin, "The Opt-Out Revolution", *The New York Times*, Oct. 26, 2003
<http://www.nytimes.com/2003/10/26/magazine/26WOMEN.html?ei=5007&en=02f8d75eb63908e0&ex=138250>

April 27: Paper #4 due at beginning of class; **The "Rationality" of Capitalism(s)**

David Hume, "Of the Balance of Trade"
<http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3ll3/hume/trade.txt>
 Adam Smith, "The Principle of the Mercantile System"
<http://www.fordham.edu/halsall/mod/1776asmith-mercsys.html>
 Adam Smith, *The Wealth of Nations*, extracts
<http://www.fordham.edu/halsall/mod/adamsmith-summary.html>

April 29: The "Rationality" of Socialism(s); Non-ideological ideology?

Karl Marx, "Scientific Socialism", extracts from various writings
<http://www.fordham.edu/halsall/mod/marx-summary.html>
 John Stuart Mill, extracts from *Liberalism Evaluated*
<https://sourcebooks.fordham.edu/mod/1873jsmill.asp>
 Albert Einstein, "Why Socialism?" *Monthly Review*, May 1949
<http://www.monthlyreview.org/598einst.htm>
 Erich Fromm, *Marx's Concept of Man* (New York, 1966), 42-69
 Isaiah Berlin, "The Essence of European Romanticism" in *The Power of Ideas* (Princeton, 2000), 200-204
 Isaiah Berlin, "The Pursuit of the Ideal", in *The Crooked Timber of Humanity*, 1-19

Final Exam: Tuesday, May 4 from 8:30-11 am

HON Interdisciplinary Perspectives Special Topic Shell Offering (HON 296)

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

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

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

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

HON 296

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	X	
Special Topic Title: (30 character limit)	Zombies, Victims, and Other Corpses: Mediating Death in American Culture	Review for 2nd Offering <input type="checkbox"/>		
Term to be Offered	Spring 2021			
Instructor Name/Title	Darby Orcutt and Sarah Stein/Faculty			

SECTION 1: GEP CRITERIA

Instructions:

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

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

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

-differentiate among the distinct approaches of two or more disciplines to understanding and addressing media representations of death or dying.

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 complete a Media Text Analysis Project that requires:

- 1) evaluation from two or more disciplinary perspectives, (students are encouraged to use their disciplinary major as one of these)
- 2) then, articulation of similarities and differences between these two perspectives in terms of both approach and outcomes.

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.

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

-identify various disciplinary perspectives as applied to the complex medical, social, and psychological issues of death and dying.

-apply the approaches of two or more disciplines to address one or more of these complex issues.

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 produce and engage in extended oral and written discussion of such connections through the semester through class and in written online discussion board entries, reflecting on and integrating knowledge from readings and in-class guests from diverse disciplines, with constant connection and comparison among these (required readings include perspectives from psychology, nursing, feminist cultural studies, and more).

Sample prompt: *In the article “Is There Such a Thing as a Good Death?” Geoffery Walters discusses religious, medical, and psychological definitions of “a good death.” Looking back at last week’s reading from Kübler-Ross, we can clearly see the influence of each of these three perspectives in her own definition. How does she draw from each of these three areas in constructing her own understanding of “a good death?” How might you integrate these three perspectives into your own definition?*

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

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

- compare the contributions that different disciplines make to complex issues of death and dying.
- collaboratively design a public presentation involving multiple disciplines to critique and address problems of media representation of death and dying.

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.

Collaboratively as a class, students will produce a final project that is a Collaborative Research Presentation fully integrating interdisciplinary approaches to the subject matter of the course, using multiple disciplinary perspectives (including those of their own majors).

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?

Texts and guests will represent views from human medicine, religious studies, psychology, media studies, and other disciplines. Students are also encouraged to bring their own disciplinary interests for integration into the class context.

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"?

In addition to texts and class discussion, diverse interdisciplinary perspectives will be represented firsthand by our class guests, who include a mortician, a medical examiner, a forensics dog trainer, a palliative care nurse, religious leaders, and others who work with death and dead bodies in professional contexts.

Guided class discussion, online discussion, and original research.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- **List below the course scheduling detail:**
 - **Meeting time and day(s):** Mondays and Wednesdays, 4:30-5:45 pm
 - **Seat count:** 20
 - **Room assigned or room preference including needed classroom technology/seat type:** Online synchronous
- **If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295) n/a**

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

n/a - all readings will be available online via NC State University Libraries Course Reserves and/or Open Access

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

Tentative topics are listed below. Since a major assignment requires students to (with faculty guidance) lead a class session, some topics and readings will vary based on the exact interests and choices of the cohort.

Media Representations of Death and Dying
 Portrayal of Death in Childrens' Picture Books
 Psychology and the Awareness of Death
 Palliative Care
 Professional Death Work
 CSI/Forensics
 Online Memorialization of Death
 Medical Practitioners' Views of Death
 Zombies, Vampires, and the "Undead" in Media
 Death in Video Games
 The Concept of the Hero
 Grief and Grieving
 Issues of Death During the Covid-19 Pandemic

Tentative readings include:

Ernest Becker, The Denial of Death, Chapter 1.
 "Beyond Psychology: A Conversation with Ernest Becker"
 Ken Murray, "How Doctors Die"
 Geoffery Walters, "Is There Such a Thing as a Good Death?"
 Atul Gawande, Being Mortal (selection)
 Gorer, "Pornography of Death"
 Darby Orcutt, "Signs of Life in The Walking Dead"
 Sue Tait, "Autoptic vision and the necrophilic imaginary in CSI"
 Will Oremus, "Dying on Facebook Just Got a Little Less Awkward"
 Rossetto, et al., "Death on Facebook: Examining the Roles of Social Media Communication for the Bereaved"
 Margaret Gibson, "Death and Mourning in Technologically Mediated Culture"
 "Cyber war — When virtual fear of death turns into a real threat of life"
 "Death in Games"
 Will Oremus, "Dying on Facebook Just Got a Little Less Awkward"
 Rossetto, et al., "Death on Facebook: Examining the Roles of Social Media Communication for the Bereaved"
 Margaret Gibson, "Death and Mourning in Technologically Mediated Culture"
 "I'm on the Front Lines. I Have No Plan for This."
 Wakam, et al., "Not Dying Alone — Modern Compassionate Care in the Covid-19 Pandemic."

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

All guest speakers and field trips are during regularly scheduled class times.

SIGNATURE PAGE FOR HON 296
Zombies, Victims, and Other Corpses: Mediating Death in American Culture

RECOMMENDED BY:

Anne C. Gerten 12/8/20
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 12/09/2020
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 1/11/21
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296– Zombies, Victims, & Other Corpses: Mediating Death in American Culture

Section 004

Spring 2021

3 Credit Hours

Course Description

This course draws upon television, film, comic books, news coverage, advertising, and video games in examining contemporary media images of death and dead bodies, comparing and assessing these with respect to religious, psychological, sociological, political, and biological perspectives on death.

Learning Outcomes

By the successful completion of this course, students should:

- Explain diverse cultural and mediated approaches to issues of death and dead bodies,
- Develop facility with “reading” and critically evaluating visual narrative texts,
- Differentiate among the distinct approaches of two or more disciplines to understanding and addressing media representations of death or dying,
- Identify various disciplinary perspectives as applied to the complex medical, social, and psychological issues of death and dying,
- Apply the approaches of two or more disciplines to address one or more of these complex issues,
- Compare the contributions that different disciplines make to complex issues of death and dying, and
- Collaboratively design a public presentation involving multiple disciplines to critique and address problems of media representation of death and dying.

Course Structure

As an Honors Seminar in the 290 series, this course will be discussion-focused, writing- and reading-intensive, and both train and require students to engage in original research related to its highly interdisciplinary subject matter. As researchers, students will need to critically engage with the tools and literatures of diverse disciplines, including media studies, religious studies, popular culture, anthropology, criminology, biology, literary criticism, film studies, psychology, and others. As writers, even at the undergraduate level, students will have the opportunity to make seminal contributions to scholarship related to course content, and will be strongly encouraged and supported in pursuing options for scholarly dissemination of their research.

Class meetings will be discussion-oriented, requiring full preparation and participation from each class member. Many sessions will include guests who work or have worked with death and corpses in medical, investigative, mortuary, religious, and other professional contexts. Many sessions will include discussions planned and led by small groups of student peers, who will assign readings in advance, present topics, and guide class conversation. Each student will be required to co-lead one course session during the semester; these dates will be assigned early in the semester.

Instructors

Prof. Darby Orcutt (dcorcutt) - *Instructor*

Email: dcorcutt@ncsu.edu

Phone: 919-513-0364

Fax: 919-513-1108

Office Location: 2314A Hill Library

Office Hours: By appointment.

Prof. Sarah R Stein (sstein) - *Instructor*

Email: sstein@ncsu.edu

Phone: 919-513-7878

Fax: 919-515-9456

Office Location: 223A Winston Hall

Office Hours: By appointment.

Course Meetings

Seminar

Days: M & W

Time: 4:30pm - 5:45pm

Campus: Main

Location: TBD

This meeting is required.

Course Materials

Textbooks

None.

Expenses

None.

Materials

Readings via Course Reserves at NCSU Libraries - n/a

This material is required.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

In accordance with University criteria for such courses, professors will "guide students in seeing the value in using multiple disciplinary perspectives in addressing [the subject matter of this course] through an informed and rigorous exploration of these perspectives."

How This Course Will Fulfill GEP Category Outcomes

In addition to texts and class discussion, many diverse interdisciplinary perspectives will be represented firsthand by our class guests, who include a mortician, a medical examiner, a hospice grief counselor, a forensics dog trainer, religious leaders, and various others who work with death and dead bodies in professional contexts.

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

Texts and guests will represent views from biology, human medicine, religious studies, theology, psychology, media studies, philosophy, and other disciplines. Students are also encouraged to bring their own disciplinary interests into the class context.

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"?

Class discussion, notebook entries, and original research papers, among other assignments, will require integration of multiple disciplinary perspectives.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

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
Online Discussion Board Entries	30%	Fueled by and fueling your active in-class participation, each student will be expected to contribute weekly to an Online Discussion Board. You should write: 1) your own reflection on that week's reading, guest, and/or class discussion; and, 2) questions and comments which will provide the basis for our class discussions of each week's

		<p>readings, and 3) a response to at least one other student's entry (after the first week). Ideally, the Notebook should give you the opportunity to explore more fully and informally your ideas about texts (or class discussions) that you find particularly interesting or puzzling, and to engage in a sustained dialogue with other members of the class. Each week's entries should be posted by 1:00pm on the Tuesday preceding each class meeting. Students are expected to contribute reflections in 9 of the first 12 weeks of the course, and questions and responses in 10 of those weeks. Graded according to course rubrics for: analysis/observation; presentation: written.</p>
Media Text Analysis Project, Including Peer Responses	25%	<p>To be posted to course Moodle site prior to class on Wednesday, February 17:</p> <p>You will each select and analyze a popular media text, following the "In Media Res" model (http://mediacommons.futureofthebook.org/imr/about-media-res-0). Students are especially encouraged to approach your text from the perspective offered by your major academic discipline.</p> <p>Please read these</p>

examples of In Media Res posts that are relevant to course content:

<http://mediacommons.futureofthebook.org/imr/2014/04/01/snuff-love-british-nostalgia-and-mythology-real-death-vod-horror>

<http://mediacommons.futureofthebook.org/imr/2010/11/15/growing-potter-death-and-maturity-harry-potter-fandom>

<http://mediacommons.futureofthebook.org/imr/2010/03/09/science-no-country-storytellers-baby-bones-forensic-procedural>

<http://mediacommons.futureofthebook.org/imr/2014/05/13/spectrum-cognition-walking-dead>

Students are strongly encouraged to use Libraries resources, technical support, and training, especially iMovie resources (<http://www.lib.ncsu.edu/services/digital-media-production/assignments>).

Due prior to class on **Wednesday, February 24:**

You will provide assessment and critique of several classmates' projects, as will be assigned.

May be repurposed for later course research,

		<p>as/if relevant.</p> <p>Graded according to course rubrics for: analysis/observation; presentation: written.</p>
Peer-led course session	25%	<p>4-5 sentence tentative statements of individual research interests due by Wednesday, February 3</p> <p>Draft outline of planned session due by Wednesday, March 10.</p> <p>Presentations in class on March 24, March 31, April 7, and April 14 sessions (as assigned).</p> <p>In assigned small groups of students, class members will plan and lead one approx. 30 minute-long, discussion-focused course session.</p> <p>Graded according to course rubrics for: analysis/observation; argument; presentation: in-class.</p>
Collaborative Course Research presentation	20%	<p>Students shall engage in original research related to the subject matter of the course, and produce a</p>

		<p>collaborative visualization of class research to be presented online.</p> <p>4-5 sentence tentative statements of collaborative research interests due by Wednesday, February 24</p> <p>Intermediate deadlines for collaborative work to be established, as appropriate.</p> <p>Class presentation/ workshopping sessions in class (per schedule).</p> <p>A final and public class presentation will take place during class meeting time on Monday, April 26 and Wednesday, April 28</p> <p>Graded according to course rubrics for: analysis/observation; argument; citation/ scholarly context; presentation: in-class; presentation: written.</p>
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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>.

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://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php.

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>.

Information about and requirements for auditing a course can be found at http://www.ncsu.edu/policies/academic_affairs/pols_reqs/REG205.00.5.php.

Auditors must attend all class meetings, complete all group assignments, and score "3" or better on participation rubric in order to receive AU credit for course.

Policies on Incomplete Grades

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

Late Assignments

Late assignments that impact fellow students (e.g., a group not leading their assigned date of in-class discussion) are unacceptable, and will result in a score of 0 (zero) on the assignment.

Late papers will be penalized one whole letter grade for each calendar day late; assignments more than 5 days late will automatically receive a score of 0 (zero).

With advance notice to an instructor, some deadlines may be negotiable depending on circumstances; as soon as you anticipate an issue with an assignment deadline, contact your professor.

Attendance Policy

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

Attendance Policy

Class attendance is mandatory. Students are expected to make every effort to attend regularly, and grading will reflect failure to do so. "Absence" refers to missing part or all of a class meeting (e.g., late arrival or early departure counts as an absence).

Make up work will NOT be assigned or accepted for unexcused absences.

Accommodations can be made for remote attendance via Zoom.

All questions or issues regarding attendance, deadlines, schedule, or course "housekeeping" should be addressed to Prof. Orcutt.

Questions or comments regarding course subject matter may be addressed to Prof. Orcutt and/or Prof. Stein.

In all cases, and for a speedier response, please include "HON 296" and a brief description of the nature of your email in the subject line of all email.

Absences Policy

Excused absences are allowed only with advance approval from an instructor or, in accordance with NCSU policy, in cases of dire emergency (e.g., unanticipated hospitalization of the student). Any other absences are unexcused.

For each unexcused absence after the second, 5 points will be deducted from the student's final course grade. (This effectively gives each student a discretionary "sick day," provided presentations and/or other assignments are not missed in the process.)

Makeup Work Policy

In cases of excused absence, make up work and /or alternative assignments may be assigned by the instructors.

Additional Excuses Policy

As soon as you anticipate an absence, please contact Prof. Orcutt (via email, if possible). Advance notification may allow for an excused rather than unexcused absence.

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>

Instructors expect all students to adhere to academic integrity in the completion of tests, assignments, and course requirements, and the Honor Pledge in all work, per the Code of Student Conduct (NCSU POL11.35.01) and Pack Pledge. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures (NCSU REG 11.35.02).

Academic Honesty

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

Honor Pledge

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

Digital Course Components

This course may involve digital sharing or posting of personally identifiable student work or other information with persons not taking or administering the course. Students will be asked to sign a consent form allowing disclosure of their personally identifiable work. No student is required to sign the consent form as a condition of taking the course. If a student does not want to sign the consent form, s/he has the right to ask the instructor for an alternative, private means of completing the coursework.

Digital Course Components: Technology Requirements

This course requires specific technologies to complete coursework. Be sure to review the syllabus for these expectations. NC State's Online and Distance Education provides additional technology requirements and recommendations for computer hardware that you may find useful. If you need access to additional technological support, please see the NC State Libraries Technology Lending program.

Specific Technologies Used In the Classroom

Specific technologies that may be used in this course may include Moodle, Zoom, Mediasite, and other vendor tools/technologies.

You will need:

Computer and Reliable Internet Access with Adequate Bandwidth

Web camera, headphones, and microphone

Minimum Computer and Digital Literacy Skills

Obtain regular access to a reliable internet connection

Proficient typing and word processing skills (Google Docs)

Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.

Download and upload attachments

Knowledge of copy/paste and use of spell check

Use computer networks to locate and store files or data

Internet skills and the ability to perform online research using various search engines and library databases. Visit Distance Learning Services at NC State Libraries for more information.

Properly cite information sources using an academic format

Proper username and password management of online applications

The only course component not "wrapped" will be the final (public) presentation. By request, any individual student may at their sole discretion omit their name and image from public display.

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.

Seminar W 4:10pm - 6:55pm — Ways to Die: Facing Death — 01/20/2021 - 01/25/2021

Course Overview & Introduction of Core Concepts

In-class Analyses: *1000 Ways to Die*

Reading due:

none.

Seminar W 4:10pm - 6:55pm — Virtual Field Trip — 01/27/2021 - 01/27/2021

Virtual Field Trip to Brown-Wynne Funeral Home.

Reading due:

1) Ernest Becker, *The Denial of Death*, Chapter 1.

Seminar W 4:10pm - 6:55pm — Picturing Death for Children — 02/01/2021 - 02/03/2021

Guest: Dr. Angela Wiseman, NC State College of Education, on Death in Children's Picture Books

Reading due:

1) "Beyond Psychology: A Conversation with Ernest Becker"

Seminar W 4:10pm - 6:55pm — Medicine & End of Life Issues: Culture, Politics, and Economics — 02/08/2021 - 02/10/2021

Guest: Jane Owen, Palliative Care Nurse Practitioner, Wake County Hospice

Reading due:

- 1) Ken Murray, "How Doctors Die"
- 2) Geoffery Walters, "Is There Such a Thing as a Good Death?"
- 3) Atul Gawande, *Being Mortal* (selection)

Seminar W 4:10pm - 6:55pm — Death Porn — 02/15/2021 - 02/17/2021

Reading due:

- 1) Gorer, "Pornography of Death"

Seminar W 4:10pm - 6:55pm — Zombies & Other Dead Monsters — 02/22/2021 - 02/24/2021

Reading due:

Darby Orcutt, "Signs of Life in *The Walking Dead*"

Seminar W 4:10pm - 6:55pm — Forensics & Procedurals — 03/01/2021 - 03/03/2021

Guest: Dr. Lisa Mayhew, North Carolina Medical Examiner

Guests: Sgt. Walter Adams & Investigator Darcy Weaver, homicide detectives

Reading due:

Sue Tait, "Autoptic vision and the necrophilic imaginary in *CSI*"

Seminar W 4:10pm - 6:55pm — Online Memorialization — 03/08/2021 - 03/10/2021

Readings due:

- 1) Will Oremus, "Dying on Facebook Just Got a Little Less Awkward"
- 2) Rossetto, et al., "Death on Facebook: Examining the Roles of Social Media Communication for the Bereaved"
- 3) Margaret Gibson, "Death and Mourning in Technologically Mediated Culture"

Seminar W 4:10pm - 6:55pm — Heroes Never Die (Or Stay Dead) — 03/15/2021 - 03/17/2021

Video Games

Comic Books and other continuing narratives

Readings due:

- 1) "Cyber war — When virtual fear of death turns into a real threat of life"
- 2) "Death in Games"

Seminar W 4:10pm - 6:55pm — Grief & Grieving — 03/22/2021 - 03/29/2021

Traditionally, Online, and in Pandemic.

Guests: Lil Galphin, Department of Spiritual Care, WakeMed Health & Hospitals and Rabbi Rachel Jurovics.

Readings due:

- 1) Will Oremus, "Dying on Facebook Just Got a Little Less Awkward"
- 2) Rossetto, et al., "Death on Facebook: Examining the Roles of Social Media Communication for the Bereaved"
- 3) Margaret Gibson, "Death and Mourning in Technologically Mediated Culture"
- 4) "I'm on the Front Lines. I Have No Plan for This."
- 5) Wakam, et al., "Not Dying Alone — Modern Compassionate Care in the Covid-19 Pandemic."

Seminar W 4:10pm - 6:55pm — Final Project Presentation Collaborative Work Sessions — 03/31/2021 - 04/28/2021

Public Unveiling of Collaborative Course Presentation during class meeting time on 04/28/2021.