Office of Undergraduate Courses, Curricula, and Academic Standards
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NC STATE UNIVERSITY

Council on Undergraduate Education 2020-2021

March 26, 2021
Meeting hosted via Zoom
1:30pm-X:XXpm

Call to Order 1:30pm
➢ Welcome and Introductions Chair Carrie Pickworth
➢ Remarks and Updates from OUCCAS/DASA
➢ Approval of CUE March 12, 2021 Minutes

New Business

Review Courses for GEP				
Presenter	**Reviewers**	**GEP Category Under review**	**GEP Action**	**Notes**
Park	Annett-Hitchcock, Haeseler, Orcutt	NS	ENT 402/FOR 402 Forest Entomology	Revisions: Offering, Delivery, Course Length, Contact Hours, GEP Attributes, Additional Info, SLO, Student Eval

Special Topics/HON Course Offerings				
Presenter	**Reviewers**	**GEP Category Under review**	**GEP Action**	**Notes**
Domingue	Morant, Jordan, Gilmartin	HUM	HON 294 After Religion?	1st Offering, Eff. Fall 2021
Domingue	Gill, McGowan, Lee	IP	HON 296 Immersion in Sustainable Living	1st Offering, Eff. May 2021
Belk	Park, Ouellet, Miller	IP	HON 296 Leadership in Professional Research	1st Offering, Eff. Fall 2021
Gill	Domingue, Haeseler, Orcutt	IP	IPGE 295/LAR 292 Sustainable Development	1st Offering, Eff. Fall 2021
Haesler	Jordan, Gill, McGowan	SS/USD	SSUS 295 Race and Criminal (In)Justice	1st Offering, Eff. May 2021
Miller	Xiang, Moore, Domingue	SS/USD	SSUS 295 Teacher Education and Learning Sciences	1st Offering, Eff. Fall 2021

Discussion: US Diversity 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

<div align="right">

March 12, 2021
Meeting hosted via Zoom
1:32pm-3:02pm

</div>

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, Travis Park, Chad Jordan

Members Absent: Darby Orcutt (Chair Elect, came after actions were voted on).

Guests:

Ex-Officio Members Present: Lexi Hergeth, Li Marcus, Erin Dixon, Julia Law, Stephany Dustan

WELCOME AND INTRODUCTIONS
➢ *Remarks from Chair Carrie Pickworth* –
➢ *Remarks and Updates from OUCCAS/DASA –*
➢ *Approval of the Minutes from February 26th, 2021* – *Approved*
   Discussion: Motion to approve by Travis Park, minutes approved with minor corrections.

NEW BUSINESS

Consent Agenda **–** *Approved*
Discussion: Motion by Chad Jordan*.*

Courses New to GEP –

➢ **COS 110 Exploring Issues of Diversity, Equity, and Inclusion in the Sciences (USD)** – *Approved*
   Discussion: This new course was presented by Herle McGowan. Member asked if there should be consideration for procedure based on the discussion to potentially change in credit hours. The committee reviewed the course with the current parameters understanding this could change in the future.

➢ **REL 380 Emotion and Religion (HUM, IP)**– *Approved with Suggestions with one nay.*
   Discussion: This new course was presented by David Gilmartin. Members suggested the 'religious studies and cognitive science" should end before the "of religion" which is indicated in the disciplines field. Member asked for the evidence in the cognitive science discipline and asked if she missed something, other members brought attention to some of the places theoretical insight from modern cognitive science are provided. Member indicated more examples of the scientific theories are provided.

➢ **SW 300 Research Methods in Social Work (SS)** – *Approved with Suggestion*
   Discussion: This course was presented by David Gilmartin. Reviewers complimented the course. In the third objective's measure the last sentence is in need of clarification.

Review Courses for GEP

➢ **ENG 361 Studies in British Poetry (HUM)** – *Approved*
➢ **ENG 362 Studies in the British Novel (HUM)** – *Approved*
   Discussion: This course was presented by Jillian Haeseler for both this and the following course.

   Discussion: Chair thanked Jillian for beginning the matrix and other members for providing information to fill out. Other members complimented the matrix as well. A few colleges are bringing this more streamlined information to their colleges.

   Members discussed credit hours and their makeup: Member suggested putting a 3-credit category requirement in place, the colleges of PCOM and Engineering are both in agreement for this change. University College agreed a requirement of 3 credit hours is good; however, they would say that does not need to be a single course. A combination of courses could add up to those 3 hours. There was a discussion in COS about not treating all 1-credit courses

equally, as there are some that are dedicated to studying diversity (rather than just a week or two of content). If a 3 credit hour requirement were put in place, COS would support the suggestion that it does not have to be a single course.

Members discussed the levels of awareness and fluency: The college of Education has focused more on bringing the level beyond knowledge to sensitivity and competence. Members discussed the four levels, which come from sources in the university and noted this is one model. The committee felt that while using the four levels model to inform the discussion would be useful, basing future requirements solely on this model would not be advisable given that there are a number of useful models out there. Members agreed that objectives should correlate with competency levels.

Members discussed the objectives: Members discussed adjusting the four objectives that currently require only two of the four are answered. OUCCAS pointed out that other GEP category requirements that are not co-requisites require courses to meet all objectives. Another suggestion was to group the objectives – to either require one objective and allow the choice among the other three, or to pair objectives together and require one from each pair. Or at least that is a question when courses come up for USD.

A member also suggested adding a narrative question similar to IP to enable communication of intent about the depths to which USD topics are covered in the course.

Members reviewed the parking lot from the Fall's USD discussion and suggested breaking out into groups to discuss the objectives. Summary points from the groups' subsequent discussion is below and in the "Objectives Work" google doc:

- Objective 1 is currently uni-directional. Suggestion to alter wording to "shape and/or are shaped"
- Objective 2 is more surface-level rather than looking at the relationships and influences. Suggested change to "Analyze the dynamics between historical, social, political, and/or economic processes and diversity, equality, and structured inequalities in the U.S."
- Objective 3 is fine
- Objective 4's verb could be better than "Examine." To improve, the question needs to be answered of why should the relationship be examined – what should students be observing? This would also be a good location for the integration of scholarly content.
- Overall, these objectives should lead students beyond the personal experience and more into a structural/systematic focus.
- If the structure of category requirements were to be "one required, choose from other three" it would be difficult to choose the required one.
- Should there be a "Global Diversity and Inclusion" category to take the place of USD and/or GK? These objectives suggestions are based on keeping USD by itself.
        - Past CUE and report suggest keeping GK and USD separate, but there are discussions in the colleges how these categories are linked.
        - There historically used to be a Global Diversity requirement in addition to the Global Knowledge requirement. This was folded into Global Knowledge in the last GEP update.

CUE at this point has sought feedback from colleges and are now working as a smaller, representative group of individuals to provide recommendations about this issue. The Chair charged the committee to come back to the next meeting having thought about these questions and be ready to discuss and vote on possible proposals written in the google sheets.

Meeting adjourned at 3:02 PM

Respectfully submitted by Lexi Hergeth

HON Humanities Special Topic Shell Offering Humanities

This form is to be used for submitting a Special Topics shell offering for the Humanities GEP category to the <u>Council on Undergraduate Education (CUE)</u>

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 <u>Humanities objectives</u>* will provide instruction and guidance that help students to:
1. Engage the human experience through the interpretation of human culture and
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

HON 294		
Department(s)/Program	University Honors Program	**New GEP Special Topics Offering** X
Special Topic Title: (30 character limit)	After Religion?	**Review for 2nd Offering**
Term to be Offered	Fall 2021	
Instructor Name/Title	Kathleen Foody, Assistant Professor, Religious Studies	

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 *Humanities Objective 1*:
Obj. 1) Engage the human experience through the interpretation of human culture.

Analyze cultural practices surrounding spirituality in order to engage with the human experience.

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.

This outcome will be assessed through the Final Essay. Sample Question: In what ways do current practices of spirituality both suggest they have moved *past* religion and depend on religion?

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.

Analyze the ways interpretations and definitions of the category religion play a role in theories of secularization.

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.

This outcome will be assessed through Short Essay #1. Sample question: Compare and contrast the different ways of interpreting religion covered in this unit. How did these interpretations impact the author's arguments regarding the separation of religion and politics?

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.

Evaluate arguments surrounding disenchantment.

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.

This outcome will be assessed through Short Essay #2. Sample question: Based on the sources in this unit, evaluate the argument that the modern world is more disenchanted than the pre-modern world.

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* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
  - o Meeting time and day(s): M/W 11:45am-1:00pm

  - o Seat count: 20

  - o Room assigned or room preference including needed classroom technology/seat type: No room assigned currently. Require a computer and screen.

- 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.**

New freshmen in the University Honors and Scholars Programs.

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

None

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or <u>attach a syllabus </u>that includes this information.

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

Daily readings are available on Moodle.

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

Introductions: What is Religion?
Unit I: Religious Neutrality, State Secularism, & the Modern World
Unit II: Science & Disenchantment
Unit III: Spirituality

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

Guest Speaker (tentative): Dr. Beth Singler, Junior Research Fellow in Artificial Intelligence at Homerton College, University of Cambridge

Signature Page for HON 294
After Religion?

Recommended By:

Anne C. Auten   2/23/21
_____   _____
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   02.23.2021
_____   _____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE   DATE

                                                03.01.21
_____   _____
COLLEGE DEAN   DATE

Approved By:

_____   _____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION   DATE

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

APPROVED EFFECTIVE DATE _____

AFTER RELIGION? (HONS 294)
Dr. Kathleen Foody

Mon/Wed 11:45-1pm

Fall 2021
3 credit hours

Illustration © Kevin Whipple

Course Overview

This course covers historical, sociological, theoretical, and anthropological approaches to the question of religious decline. That is, it addresses the question: will religion end and what will come after? Topcis covered include political secularization, science and religious disenchant-ment, contemporary technologies (such as artificial intelligence), atheism and the increasing prev-alence of folks who identify as have no religion. This is an introductory course. It assume no pre-vious knowledge and requires no prerequisites.

Our course begins by considering the "secularization thesis" - that is, the idea that communities (and political communities in particular) would increasingly become less religious over time. We move from there to focus on the question of science in particular, notions of "disenchantment," and how religion might hang around in contemporary science and technology. Finally, we turn to contemporary conversations surrounding spirituality as an antidote to religion itself.

What's Inside

I am committed to making our class an inclusive environment for folks of all sexual orientations, gender identities, and gender expressions.

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About Me & Contact Info

Dr. Foody

I completed a PhD in Religious Studies at UNC Chapel Hill in 2012 and spent eight years teaching in International Studies & Religious Studies in Charleston, SC. I did my undergraduate degree in Religion, Sociology, and Anthropology in Minnesota. My own research focuses on Islam and politics, both in the Middle East and in Europe and the US (check out my website if you're interested in knowing more about my research: https://philrel.chass.ncsu.edu/people/directory/kmfoody)

Outside of work I love cooking, reading novels, taking walks, Bob's Burgers, and sleeping as much as possible.

Office Hours: Wednesday 3-5pm. Let me know if you want to meet, but can't make my regular times. We'll find a time.

Office: My office is Withers 434A. You're welcome to drop by during Office Hours. I'm available to talk if you want to review materials, discuss something confusing from our class together, or share something interesting from the news, another class, etc.

Email: kmfoody@ncsu.edu I check my email once a day Monday through Friday at around 5pm. I do not check email on the weekend. Please do send only adult and professional emails. This means your email should at minimum have a greeting, such as "Dear Prof. Foody," and a closing, such as "Thank you for your time, YOUR NAME." Subject line should include REL 200.

Phone: Rarely checked.

Read the Chart!

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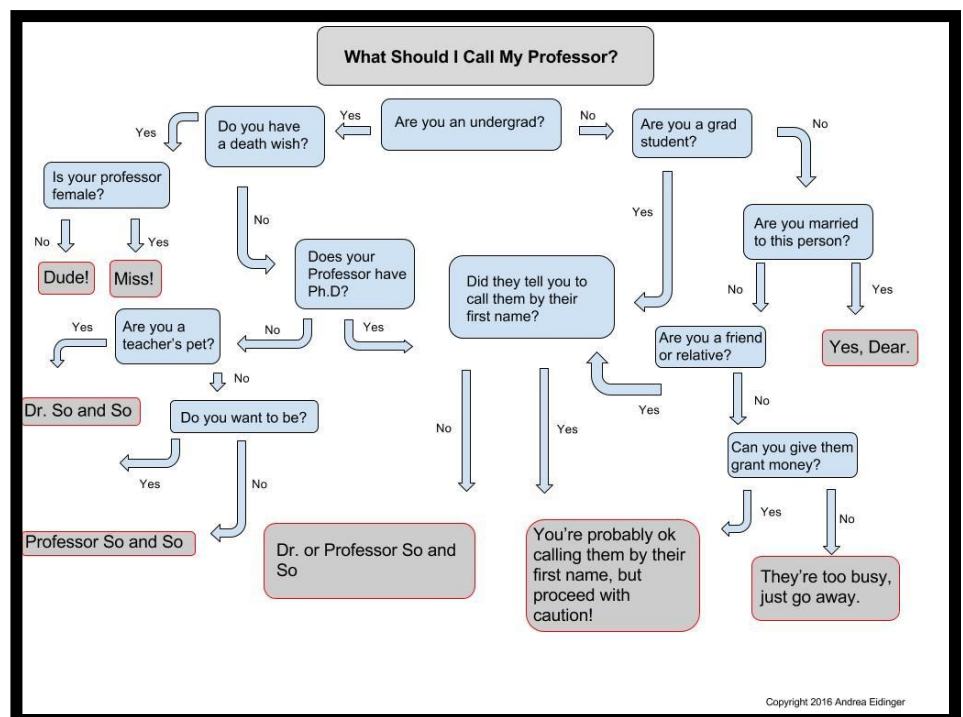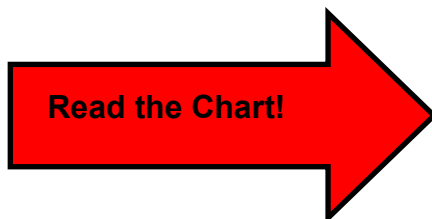
Class Meetings/Format

Each class will be largely discussion. Our discussions will be based on your thoughts about the readings. You'll submit those in writing prior to class. Your active engagement is essential to this course. You should plan to spend **3-4 hours** preparing for each class session.

Course Materials

Daily readings are available on Moodle. You do need to have these readings in hand during class. I recommend budgeting $30 for printing these readings (see the technology statement below).

Technology

I value an environment focused on learning. I find that tablets, laptops, and phones are distracting in class and keep students from participating fully in our conversations. For this reason I prefer that you print the readings and use paper and pen/cil as your note-taking devices. If you'd rather use technology—a laptop or tablet (no phones)—you'll need to sign a contract that mandates you'll use the technology responsibly. I will warn you twice if I think you are distracted by technology. After two warnings there will be an impact on your grade. (See details on page 4.)

Technical Difficulties

Contact the Helpdesk 919-515-4357 / help@ncsu.edu if you have technical difficulties regarding Moodle. Feel free to let me *know* that you're having trouble, but I am not the correct person to solve those issues.

Course Policies

Late Assignments Each student receives 2 tokens. You may use a token to revise or receive an extension on one of the essays. "Skips" are built into the Reading Notes assignments and so revisions/extensions cannot be applied here. Deadlines for all rewrites/extensions are up to the professor. All requests to use tokens should be made over email. (See details on page 4.)

Attendance/Absence/Make-up/Excuses Students must demonstrate their attendance in the first 5 days of the semester. Students who do not will be dropped form the roll. Beyond this requirement...we're in the middle of a pandemic. If you get sick, etc. take care of yourself, be in touch, and we'll work things out. Students who know they'll miss class in advance (for a religious holiday, university event, etc.) should notify me at least 1 week prior. Students who miss class unexpectedly (due to illness, family emergency, etc.) should be in touch as soon as possible.

Originality Check I may submit student essays to Turnitin to verify originality. Students who complete work before the assignment deadlines will be able to run their own work through the software to identify problem areas and revise their essays in advance of the deadlines.

Grading Scale

All assignments are graded Pass / Fail. The "Pass" does not mean a 60%. The "Pass" is defined by the criteria for each particular assignment. Final letter grades assigned at the end of the semester will align with standard University policy:

A 4.0	B 3.0	C 2.0	D 1.0	F 0

Grading

The grading system we will use is called **Specifications Grading**. Specifications grading is based on adult learning theory. This research shows that adults learn best when they have a flexible but challenging learning environment. This is what we will create in this course. **Students will choose how much work to do in order to get the grade they want.** This will allow students to direct their learning in a manner that best suits their own learning objectives.

Assignments are only graded on a pass/fail basis, which will be determined by the specifications (criteria and standards) spelled out for each assignment.. "Passing" does not mean a 60%. "Passing" is defined by the criteria for each particular assignment. Low quality submissions that do not meet the assignment specifications will not pass. Each assignment has specifications associated with it; these are available on Moodle. Each assignment must meet all the criteria in order to pass. There is no partial credit.

Students who decide to earn a **D** will	• Pass the syllabus quiz • Attend **20** synchronous class meetings (out of 27) • Misuse technology in-class no more than **5 times** • Pass **17** Reading Notes (out of 22)
Students who decide to earn a **C** will	**Meet all requirements for a D:** • Pass the syllabus quiz **And also:** • Attend **22** synchronous class meetings (out of 27) • Misuse technology in-class no more than **4 times** • Pass **18** Reading Notes (out of 22) • Pass **either** Short Essay #1 or Short Essay #2 • Participate in 3 in-class workshops
Students who decide to earn a **B** will	**Meet all requirements for a C:** • Pass the syllabus quiz • Participate in 3 in-class workshops **And also:** • Attend **24** synchronous class meetings (out of 27) • Misuse technology in-class no more than **3 times** • Pass **19** Reading Notes (out of 22) • Pass **both** Short Essay #1 **and** Short Essay #2
Student who decide to earn an **A** will	**Meet all requirements for a B:** • Pass the syllabus quiz • Participate 3 in-class workshops • Pass both **Short Essays** **And also:** • Attend **26** synchronous class meetings (out of 27) • Misuse technology in-class no more than **2 times** • Pass **20** Reading Notes (out of 22) • Pass the **Final Essay Exam**

Each student receives 2 tokens. You may use a token to revise or receive an extension on one of the essays. "Skips" are built into the Reading Notes assignments and so revisions/extensions cannot be applied here. Deadlines for all rewrites/extensions are up to the professor. All requests to use tokens should be made over email. Students who exceed the criteria for an A will receive an A+. Students who attempt—but do not pass—work at a higher grade level might earn a "+" at the lower grade level depending on the quality of the work.

ASSIGNMENTS

Syllabus Quiz.
You will complete this quiz on Moodle before 9am Friday August 20th. **Passing the quiz means scoring 100%.** You can take the quiz up to 3 times.

Presence & Participation in Class.
Attendance in our class meetings comprises one requirement for your **total course letter grade.** See the chart on page 4. Please note: Students are required to wear a face covering—over their mouth and nose—in class at all times. Students who do not wear a face covering will not be allowed in class and will be marked absent. See NCSU's policy on face coverings here: https://policies.ncsu.edu/rule/rul-04-21-01/

Reading Notes.
Reading Notes are due each class day <u>before</u> 9am. I will provide specific questions for each reading and you will reply to these questions in your Reading Notes.

These readings and questions may be difficult. **It's completely okay to be uncertain in your answers**. You must, however, *explain* what it is your not sure about with clear reference to the text of the reading. Be specific about what you understand, where you lose the thread of the argument, etc.

Reading Notes will be graded Pass/Fail. Passing Reading Notes must:
• Be typed in size 12 Times New Roman Font
• Be single-spaced and include standard 1 inch margins.
• Demonstrate you completed all the assigned reading.
• Include proper Chicago-style parenthetical citation (Author Year, Page).
• Be proofread.
• Address all aspects of the given questions.
• Be no longer than 600 words (or about two pages), including the week's questions.

There are 22 Reading Notes in total.

Short Essays.
You will write two short essays (350-600 words) during the semester. These assignments provide space to reflect on and synthesize readings within a single unit. I will provide a specific prompt for each of the short essay assignments.
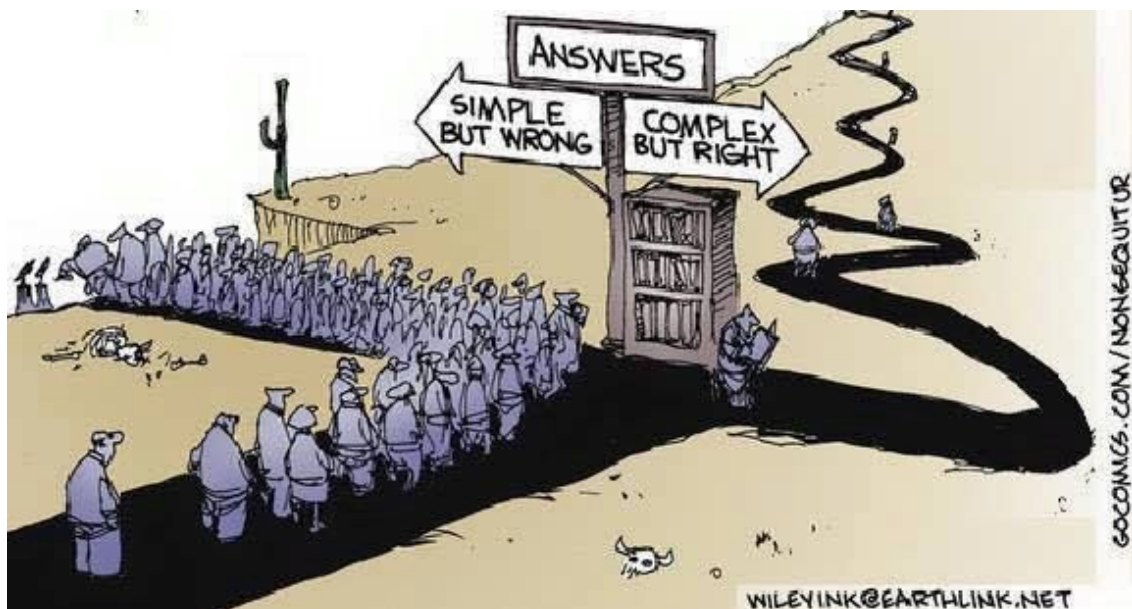
Final Essay.
Your final essay will be a take-home exam consisting of a formal essay of approximately 1500 words (or about 5 pages). Details about this assignment will be available on Moodle.

GEP Learning Outcomes

GEP Humanities (3 credits)
- Engage the human experience through the interpretation of human culture
  - SLO: Analyze cultural practices surrounding spirituality in order to engage with the human experience
  - This outcome will be assessed through the Final Essay. Sample Question: In what ways do current practices of spirituality both suggest they have moved *past* religion and depend on religion?
- Become aware of the act of interpretation itself as a critical form of knowing in the humanities
  - SLO: Analyze the ways interpretations and definitions of the category religion play a role in theories of secularization.
  - This outcome will be assessed through Short Essay #1. Compare and contrast the different ways of interpreting religion covered in this unit. How did these interpretations impact the author's arguments regarding the separation of religion and politics?
- Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.
  - SLO: Evaluate arguments surrounding disenchantment.
  - This outcome will be assessed through Short Essay #2. Sample question: Based on the sources in this unit, evaluate the argument that the modern world is more disenchanted than the pre-modern world.

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-02-50-03

Accommodations: 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) available https://policies.ncsu.edu/regulation/reg-02-20-01/.

Requirement for Credit Only (S/U): In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to http://policies.ncsu.edu/regulation/reg-02-20-15. (NOTE: If you are taking this course to meet GEP requirements do **not** take it as Credit Only S/U.)
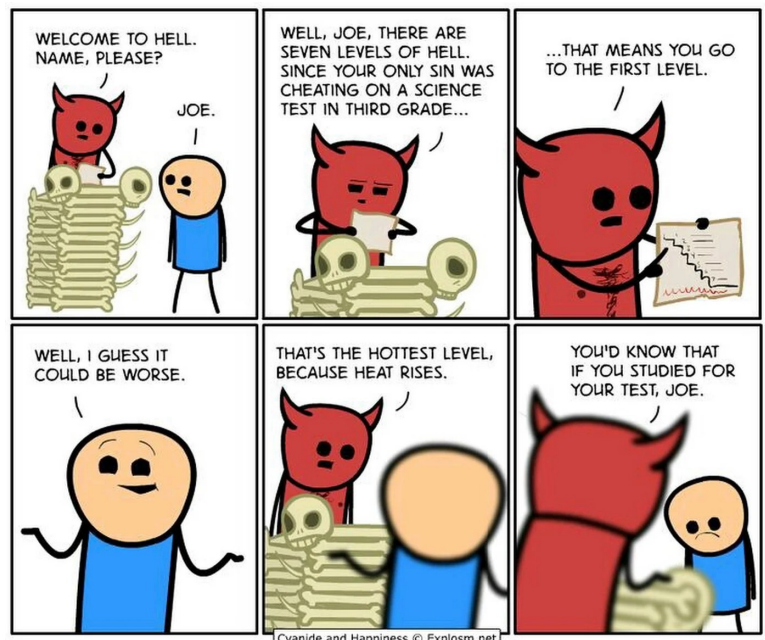
Requirements for Auditors: Information about and requirements for auditing a course is here

Non-Discrimination: 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.

Cheating, Plagiarism, & Academic Honesty: Students should refer to and make themselves familiar with 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). Your signature (or electronic equivalent) on any test or assignment indicates "I have neither given nor received unauthorized aid on this or assignment."

Privacy: Electronic 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.

Students are responsible for reviewing the NC State University (PRRs) which pertains to their course rights and responsibilities, including those referenced both below and above in this syllabus:
Equal Opportunity and Non-Discrimination Policy Statement https://policies.ncsu.edu/policy/pol-04-25-05
with additional references at https://oied.ncsu.edu/divweb/policies/
Code of Student Conduct https://policies.ncsu.edu/policy/pol-11-35-01

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NCSU Covid Policies

Due to the Coronavirus pandemic, public health measures have been implemented across campus. Students should stay current with these practices and expectations through the [Protect the Pack](#) website (https://www.ncsu.edu/coronavirus/). The sections below provide expectations and conduct related to COVID-19 issues.

Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self-reporting: https://healthypack.dasa.ncsu.edu/coronavirus/. Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.

- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to class.

- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.

If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your advisor for the appropriate process to make a COVID-19 request.

Health and Well-Being Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are many resources on campus to help you:

Counseling Center (https://counseling.dasa.ncsu.edu/)

- Health Center (https://healthypack.dasa.ncsu.edu/)

- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: (go.ncsu.edu/NCSUcares).

If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program (https://dasa.ncsu.edu/pack-essentials/).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the community expectations and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 https://policies.ncsu.edu/rule/rul-04-21-01/

Course Expectations Related to COVID-19:

- **Face Coverings:** As a member of the NC State academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all NC State buildings. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. Please follow the cleaning guidelines described by the University.

Course Attendance: NC State attendance policies can be found at: https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/ . Please refer to this course's attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the "Health and Participation in Class" section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.

- **Course Meeting Schedule**: Your course might not have a traditional meeting schedule in Spring 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with the instructor.

- **Classroom Seating:** To support efficient, effective contact tracing, please sit in the same seat when possible and take note of who is sitting around you; instructors may also assign seats for this purpose.

Technology Requirements: This course may require particular technologies to complete coursework. Be sure to review the syllabus for these expectations, and see go.ncsu.edu/syllabus-tech-requirements to find out more about technical requirements for your course. If you need access to additional technological support, please contact the Libraries' Technology Lending Service: https://www.lib.ncsu.edu/devices.

Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may need to change accordingly, including from in-person to online. Regardless of the delivery method, we will strive to provide a high-quality learning experience.

Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

Enhanced S/U Grading Option: https://studentservices.ncsu.edu/your-resources/covid-19/spring2020-sat-grading/

Late Drop: https://studentservices.ncsu.edu/your-resources/covid-19/spring2020-latedrop/

In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

Other Important Resources

Keep Learning: https://dasa.ncsu.edu/students/keep-learning/
Protect the Pack FAQs: https://www.ncsu.edu/coronavirus/frequently-asked-questions/

IMPORTANT DATES	
Wed. Aug. 18	1st Reading Note assignment due
Fri. Aug. 20	Syllabus Quiz due before 9am
Mon. Sept. 6	Labor Day. No Class.
Wed. Sept. 13	In-class film. Bring snacks!
Mon. Sept. 20	Case Study #1 Suggestions due before 5pm
Mon. Oct. 4	University Holiday. No Class.
Fri. Oct. 8	Short Essay #1 due before 9am
Mon. Oct. 18	Case Study #2 Suggestions due before 5pm
Fri. Nov. 5	Short Essay #2 due before 9am
Mon. 11/22– Wed. 11/24	No Class.
Mon. Nov. 29	In-Class Workshop
TBA	Final Essay due

Student Resources

- The Academic Success center offers tutoring, supplemental instruction, **study skills appointments, and writing help**. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. I encourage you to utilize these academic support services for assistance in study strategies and course content. You can find more information through this website.

- NC State provides **health services, counseling, substance abuse services**, and resources for **mental health emergencies**. You can contact Student Health Services here and the Counseling Center here.

- Studies estimate that **1 in 4 women may be sexually assaulted** while in college. Check out these resources regarding sexual assault, sexual violence, stalking, etc.

- 14% of NC State students experience **food insecurity** and 1 in 10 **homelessness** in a given year. Resources for students are available. Check them out here.

Note

This syllabus is a blueprint, not a contract. Announcements of all changes to deadlines and assignments (whether coronavirus-related or not) will be made through email as well as on Moodle. An updated syllabus will always be available on Moodle.

Date	Readings	Assignments
	Introductions: What is religion?	
Week 1		
Mon 8/16	• Syllabus (read carefully!)	
Wed 8/18	• Nye, "Religion: Some Basics"	RR1
Fri 8/20	• Syllabus quiz due before 9am	
Week 2		
Mon 8/23	• McCutcheon, "What's in a Name?"	RR2
Wed 8/25	• Morgenstein-Fuerst, "Looking for Religion"	RR3
	Unit I Religious Neutrality, State Secularism, & the Modern World	
Week 3		
Mon 8/30	• Locke, "Toleration" (selection)	RR4
Wed 9/1	• Sullivan, *The Impossibility of Religious Freedom* (excerpt) • US Constitution (excerpt)	RR5
Week 4		
Mon 9/6	University Holiday. Labor Day. No labor allowed.	
Wed 9/8	• *Hail Satan* (in-class film)	N/A
Week 5		
Mon 9/13	• Thomas, *Faking Liberties: Religious Freedom in American-Occupied Japan* (excerpt)	RR6
Wed 9/15	• Van der Veer, "Smash Temples, Burn Books: Comparing Secularist Projects in India"	RR8
Week 6		
Mon 9/20	• TBA	RR8
Wed 9/22	• Hurd, *The Politics of Secularism in International Relations* (selection)	RR9
Week 7		
Mon 9/27	• Case Study: Student Selection	RR10
Wed 9/29	• Essay #1 Workshop	

Date	Readings	Assignments
	Unit II: Science & Disenchantment	
Week 8		
Mon 10/4	University Holiday. Fall break.	
Wed 10/6	• Weber, selections	RR11
Fri 10/8	• Essay #1 due before 9am	
Week 9		
Mon 10/11	• Styers, *Making Magic (selection)*	RR12
Wed 10/13	• McCloud, *American Possessions: Fighting Demons in the Contemporary United States* (selection)	RR13
Week 10		
Mon 10/18	• Singler, "The AI Creation Meme: A Case Study of the New Visibility of Religion in Artificial Intelligence Discourse"	RR14
Wed 10/20	• Doostdar, *Iranian Metaphysicals* (selection)	RR15
Week 11		
Mon 10/25	• Case Study: Student Selection	RR16
Wed 10/27	• Essay #2 Workshop in-class	
	Unit III Spirituality	
Week 12		
Mon 11/1	• Amanda J. Lucia, *White Utopias: The Religious Exoticism of Transformational Festivals* (2020), pp. 1-33	RR17
Wed 11/3	• Lucia, *White Utopias,* pp. 34-68	RR18
Fri 11/5	• Essay #2 due before 9am	
Week 13		
Mon 11/8	• Lucia, *White Utopias,* pp. 69-103	RR19
Wed 11/10	• Lucia, *White Utopias,* pp. 104-143	RR20
Week 14		
Mon 11/15	• Lucia, *White Utopias,* pp. 144-183	RR21
Wed 11/17	• Lucia, *White Utopias,* pp. 184-226	RR22
Week 15		
Mon 11/22	• No class. Dr. Foody at American Academy of Religion annual conference.	
Wed 11/24	• No class. Holiday Break.	
Week 16	**Wrap-up**	
Mon 11/29	• Final Essay Discussion & Workshop	
TBA	Final Papers due before TBA	

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 <u>Council on Undergraduate Education (CUE)</u>

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 <u>Interdisciplinary Perspectives objectives</u>* 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	Biological Sciences	**New GEP Special Topics Offering** X
Special Topic Title: (30 character limit)	Immersion in Sustainable Living	**Review for 2nd Offering** ☐
Term to be Offered	Maymester 2021	
Instructor Name/Title	J.M. Landin / 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]

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?
Biological Science and Applied Ecology

B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"?
The instructor will present biological concepts and ask students to apply them in a real-world setting with the goal of living within ecological limits. Students will examine their choices and behaviors with respect to life cycle of products or services and related environmental problems.
Students will directly experience, and reflect upon, the interdisciplinarity of biological concepts and applied ecological issues with race, housing, economics, education, technology, etc.

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.
Students will be able to distinguish between biology and applied ecology, including their application to real-world problems and current events.

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.

Reflections will include points for comparison of biology and applied ecology in real-world scenarios (from reading assignments, student experiences, or Week 3 current events readings).
The final exam will include scenarios and ask students to describe how biology and applied ecology would view the problem through different lenses.
(e.g. pesticide applications on seeds involve an understanding of biological concepts (bioaccumulation, food webs, etc.). Applied ecology uses these concepts in a broader view of scope and time (impact on community structure and long-term viability of agricultural land) and offers alternative solutions (such as compost teas and creating attractive habitat for predators of the pests).

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

Students will be able to identify and describe biological concepts underlying real-world ecological problems.

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.

A traditional assessment (formative quizzes and final exam) would offer a description of a real-world environmental problem and ask students to identify, describe, or relate the biological concepts (e.g. fish die-offs on local rivers relate to heat (climate change) and nutrient run-off (yard care, agriculture, and land use practices)

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

Students will be able to combine biological concepts and ecological applications to propose a possible solution to an environmental problem, and describe its potential benefits and detriments

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 rubric for each research project/presentation includes requirements to describe the background of the problem (related to applied ecology), identify related biological concepts, and a discuss possible benefits/detriments of one potential solution.
(e.g. Newly paved sections of 540 are expected to negatively impact endangered mussels. Biological concepts could include pollution or bivalve anatomy & physiology. A potential solution is the removal of sections of roadway, which could produce more greenhouse gasses by driving further or negative views of the environment due to increased traffic.)

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): Maymester (condensed schedule: Mon-Sat 9am-5pm)

  - Seat count: 12

  - Room assigned or room preference including needed classroom technology/seat type: N/A (on-site location)

- 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): none

- NOTE: We will work with EHS and/or SHS representatives to ensure that COVID recommendations are addressed.

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

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

    b.   Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). **If none, state none.**
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.**
   Braiding Sweetgrass by R.W. Kimmerer
   The Boy Who Harnessed the Wind by W Kamkwamba and B. Mealer

2. **Major topics to be covered and required readings including laboratory and studio topics.**
   Ecosystem elements (plants, soils, water, waste, biodiversity)
   Societal elements and Environmental behaviors (energy production, housing, agriculture, economics, eco-justice issues)
   Solution components (education, communication, history, culture)

3. **List any required field trips, out of class activities, and/or guest speakers.**
   The course will be in the field, so "lab" activities (e.g. plant identification, soil/water analysis, waste management) will occur on-site. I'm recording interviews with experts in specific content areas (e.g. Dr. Stephen Kelley, who teaches an eco-housing course, and Dr. Alice Lee, who uses soil bacteria in a research course) to play in the lecture component of the course.

SIGNATURE PAGE FOR
HON 296 Immersion in Sustainable Living

RECOMMENDED BY:

Anne C. Auten	3/8/21
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
03.08.2021

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE   DATE

03.08.21

COLLEGE DEAN   DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION   DATE

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

APPROVED EFFECTIVE DATE _____

HON296 Course Syllabus

Immersive Experience in Sustainable Living

Section 001

Summer I, 3 Week, 2021

3 Credit Hours

Special Notes

This course is an on-site experience, where students will eventually work in close proximity. As such, we have COVID requirements and physical requirements.

COVID requirements: Due to the nature of this course, students will be required to take a COVID test within 5 days before the start of class AND quarantine for those 5 days. Students MUST present a negative test. Also, students will be required to wear a mask, distance, monitor temperature, and take all precautions recommended to prevent COVID transmission for the first 7 days of the experience. After a week, we will ALL be retested for COVID before discussing a community agreement about COVID-safety.

This is a total of 12 days from possible exposure. CDC guidelines recommend 14 days without testing or 7 days with testing.

Physical requirements: In this course, students will live, attend lectures, and physically engage with laboratory activities in a mostly outdoor setting. If you have any physical or mental conditions that will be exacerbated in this setting, please discuss with and gain approval from your doctor or psychiatrist. If you have any physical or mental conditions that are potentially life-threatening, you will not be allowed to enroll in this course.

Due to the short duration of this course, if you need to leave the location for any reason, you will not be allowed to re-enter the community.

Course Description

This course will offer an on-site, experiential learning opportunity. Students will live at below-sustainable levels, minimizing use of energy, water, natural resources and industrial products. We will address ecological components (e.g. soils, plants) and concepts (e.g. carrying capacity, species interactions), reflect on the environmental and interdisciplinary impacts of lifestyle choices, and learn to identify local plants and animals (to develop sense-of-place). Students will create a garden, test water/soil quality, calculate energy expenses, maintain and repair property, and consider the challenges and long-term and far-reaching impacts of environmental sustainability.

Learning Outcomes

By the end of this course, students should be able to:
- Compare and contrast energy, water, and resource usage of various everyday life choices (e.g. diet, transportation, entertainment, housing).
- Analyze and reflect on personal and societal costs and benefits of low resource usage.
- Explain ecological "services" of soil, water, and atmospheric components of ecosystems; List and describe impacts of production, through its entire life cycle, on ecological components, including human communities
- Identify common local plants and animals, and assess the qualities of land and water sources

- Reflect on the interdisciplinary nature of environmental issues, and the complexity of applied ecological scenarios

As an **Interdisciplinary Perspectives course**, the following Learning Objectives will also apply. By the end of this course, students should be able to:

1. Distinguish between biology and applied ecology, including their application to real-world problems and current events.
2. Identify and describe biological concepts underlying real-world ecological problems.
3. Synthesize biological concepts and ecological applications to propose a possible solution to an ecological problem, and describe its potential benefits and detriments

Course Structure

This course will provide an in-field, intensive experience including lectures, discussions, reflections, independent projects, and hands-on lab activities.

Course Policies

The group will create a "community agreement" at the beginning of the experience, with opportunities to adjust policies weekly. There will be limits on use of technological devices. Students will remain on-site, except in case of emergency. Due to COVID restrictions, if a student leaves the location, they may not re-enter.

Instructors

Jennifer Landin (jmlandin) - *Instructor*
Email: jmlandin@ncsu.edu
Web Page: jmlandin.com
Phone: 919-513-0241
Office Location: 116 David Clark Labs
Office Hours: not applicable (instructor will be on-site)

Course Meetings

In general, each day will include 1 hour of lecture, 3 hours of independent lab activities, 1-2 hours of readings or assignments, and 1-2 hours of intentional chores with reflection on the environmental impact of these skills or activities.

NOTE: A 3-credit course requires 135 actual hours of engaged focus on the topic. In a 3-week, condensed timeline, this translates to 7.5 hours per day, 6 days per week.

Course Materials

Textbooks

The Boy Who Harnessed the Wind - *W. Kamkwamba and B. Mealer*
Edition: 1
ISBN: 978-0061730337
Cost: $13.99
This textbook is required.

Braiding Sweetgrass - *R.W. Kimmerer*
Edition: 1
ISBN: 978-1571313560
Cost: $15.99
This textbook is required.

Expenses

Lab fee - $1750
This fee includes all food, shelter (and access to utilities), insurance, instruction and supplies for the entire experience.
The materials list (below) may require you to purchase or rent additional personal supplies.
This expense is required.

Materials

Students will be expected to supply their own clothing, medicine, flashlight, toiletries, and linens (towels, bedding); a checklist for packing will be supplied
This material is required.

Transportation

Transportation to and from the site will be provided from campus. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

COVID safety protocols will be required until a 10-day period, with two negative tests, has passed. At that point, the group will be a "pod" with minimal exposure to individuals outside the pod.

This experience will include physical activities including walking on unlevel terrain, using manual tools, and camping.

NOTE: Students are required to purchase liability insurance. For more information, see http://www2.acs.ncsu.edu/insurance/

Grading

Grade Components

Component	Weight
Daily Formative Quizzes and Reflections	**30% (10% weekly)**
Weekly Projects/Presentations	**45% (15% weekly)**
Final Practical Exam	**25%**
See rubrics at end of syllabus for more details	

Letter Grades

This Course uses Standard NCSU Letter Grading:

97 ≤ **A+** ≤ 100
93 ≤ **A** < 97
90 ≤ **A-** < 93
87 ≤ **B+** < 90

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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.

Due to the difficulty in making-up on-site activities, no incompletes will be granted before the Withdrawal date. Alternative activities will be assigned if an incomplete is required after the withdrawal date.

Late Assignments

Assignments must be completed by their due date, unless due to an excused absence.

Attendance Policy

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

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

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: some lecture materials and assignments

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.

WEEK	TOPICS	READING
1	*Community Introductions & Agreements;* Ecosystem Elements (plants, soils, water, waste, biodiversity)	*Braiding Sweetgrass* excerpts (D1:1ABC, D2:1E/2AE, D3:3BDE, D4:4ACD, D6:4G/5BC)
2	Societies and Environmental Behaviors (energy, housing, agriculture, economics, eco-justice)	*The Boy Who Harnessed the Wind (pp2-177)*

3	Applied Ecology and interdisciplinary applications (history & culture, education & communication, solutions & consequences); *After-Experience Connections & Goals*	*The Boy Who Harnessed the Wind (pp178-286)* Current events/news articles as case studies

Rubrics

Daily Formative Quizzes will include content-based multiple-choice questions and short response (simple or guided series).

Daily Reflections will be graded using "specifications grading." For each reflection, I will provide you a list of 3-5 specific requirements. If you complete these requirements satisfactorily, you will receive a point for each.

Weekly Projects/Presentations

Category	Exceptional	Acceptable	Deficient
Background research / exploration into problem; relate to applied ecology	5	3-4	0-2
Identification of related biological concepts	2	1	0
Investigation into potential solutions	2	1	0
Discussion of benefits/detriments of one potential solution	2	1	0
Communication	2	1	0
Organization	2	1	0

Final Practical Exam will be in the format of a traditional laboratory practical exam (Real-world objects or examples are presented to you. You answer questions about them, relating to all aspects of the course). You will be graded on accuracy.

Immersive Experience in Sustainable Living
COVID-19 Plan

Transportation to/from location
[NC State Large Vehicle Use Protocol and Recommendations]
- Use of two 15-passenger vans, with 7 people in each (maximum occupancy = 8)
- List of students riding in each van, with seating chart (for possible contact tracing)
- Maximized physical distance among riders
- Require use of face coverings
- Travel time ~1 hour
- Windows open as much as possible
- High risk occupants can secure alternate transportation
- Hand sanitizer use prior to boarding

Sleeping arrangements
[Meeting with EH&S Dr. Amy Orders]
- Individual tents outdoors, or individual cabin use
- In case of severe weather, tents may move inside open barn area

Day-to-Day activities
[Meeting with EH&S Dr. Amy Orders, and NC State Guidelines for Space and Occupancy, revised March 2021, and COVID-19 Tool Kit for Youth Programs (camps)]
- Most activities outdoors with spacing; classroom held in outdoor tents with 6ft spacing
- Dining in outdoor spaces or classroom tents with 6ft spacing
- If indoors or closer than 6ft, use of face coverings required
- Bathroom facilities with surface cleaning solution (pre-/post-use) and hand-washing signage/reminders; extra handwashing stations placed around location
- Kitchen facilities with surface cleaning solution (pre-/post-use) and hand-washing signage/reminders
- 1 person per cabin (if <300sqft); 2 people maximum occupancy if >300sqft
- No sharing of supplies, belongings or equipment
- No intermixing with non-class individuals.

Response to illness or COVID-19 exposure
[Meeting with EH&S Dr. Amy Orders, and COVID-19 Tool Kit for Youth Programs (camps)]
- In case of illness or COVID-19 exposure, student will be removed from site and taken to NCSU campus Student Health Center, or Urgent Care. Incident will be reported.
- Student will not be permitted to return to site but will take part in class instruction via Zoom.
- If possible, test all students prior to boarding bus, with daily monitoring of signs & symptoms.

Ideally, all students will be required to show documentation of vaccination prior to leaving. Staff will be vaccinated.

IESL Materials List and Estimated Total Costs

INCLUDED IN THE COURSE FEE ($1150):
- Lodging at TerraStay and included utilities
- Transportation to and from TerraStay
- All meals, and related cookware, dishware, and utensils
- Insurance

ADDITIONAL ITEMS NEEDED:
(you may bring your own, borrow them [check with USP], or rent at NCSU Equipment Rental Center [prices listed]):
- Tent, individual [USP: $24/week]
- Sleeping bag [USP: $18/week]
- Sleeping pad [USP: $6/week] or camp cot

PERSONAL ITEMS NEEDED:
(bring items that can get wet/muddy/damaged)
- Walking shoes
- Sandals
- Socks (6 pairs)
- 1 fleece/sweater/jacket
- 1 rain jacket or umbrella
- 5-6 t-shirts, consider some long-sleeved for insect protection
- 3 long workpants (preferably synthetic); 1 jeans
- 3 shorts
- Undies (as needed)
- Night clothes/pajamas
- Flashlight/headlamp and batteries
- Hat (to keep the sun off)
- Water bottle
- Glasses (spare if you wear contacts)
- Insect repellant, sunscreen
- Toiletries (within reason)
- Medications (prescription, as needed)
- Bath towel, 2hand towels, 4 washcloths
- Notebook, pens/pencils for class; binder
- Non-electronic item(s) for hobby/entertainment (within reason)
- Cell phone, wallet/ID
- Sheet(s)

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 <u>Council on Undergraduate Education (CUE)</u>

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)	Leadership in Professional Research	**Review for 2ⁿᵈ Offering**
Term to be Offered	Fall 2021	
Instructor Name/Title	Michael S. Domeracki, Ph.D., Assistant Director for Outreach Programs, Shelton Leadership Center	

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:

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

Engineering (STEM), Psychology (Social Sciences), Religion (Humanities)

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

The disciplinary approaches will be presented by lecturers who possess the appropriate expertise, which will be augmented and reinforced with subsequent class discussions, case-study activities, experiential and reflective exercises, and evaluated assignments. The cohort assignments in the course are scaffolded in such a manner that require students to differentiate, find commonality, and ultimately synthesize, different disciplinary approaches as they work through various assignments and compose an interdisciplinary research proposal. Through this pedagogical structure, students will developmentally learn how to integrate methodological, assumptive, and intentional elements of multiple disciplinary perspectives cohesively as they devise and refine their application materials throughout the course.

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.

5. Recognize and describe the methods, assumptions, and intentions of at least two disciplinary approaches, including, engineering, psychology, and/or religion in research.

Measure(s) for above Outcome:
Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

In the first cohort assignment, students will be presented with a research project and must work through the example to identify and explain the different disciplinary approaches. In this case, the students will work as a group to compose an essay that details the relevant methodologies of the given prompt. For instance, I may assign the prelude (pages 3-16) of Joseph Henrich's *The WEIRDEST People in the World: How the West Became Psychological Peculiar and Particularly Prosperous*, in which he uses a mathematical model to chart the growth of Protestantism in the Early Modern Period, argues that Protestantism encouraged literacy, and that literacy influenced human psychology. Students would work through this research and be required to recognize and describe the methods, assumptions, and intentions of the various disciplines.

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.
6. Identify and articulate points of commonality among at least two disciplines, including, engineering, psychology, and/or religion in research.

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.

As an assignment, students will work in groups to deconstruct a research question or project to identify the common assumptions or similarities of the various disciplines. This assignment will require students to explore and articulate the inquiry-based nature of research across disciplines and breakdown the processes, steps, structure, assumptions, etc., of different disciplines to present points of commonality. For example, students may be given examples of research projects and required to detail the methodological steps taken in each, and then compose an essay explaining these processes and noting the similarities in these processes between the different disciplines.

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

7.   Construct a research proposal that synthesizes elements of at least two disciplinary approaches, including, engineering, psychology, and/or religion.

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.

For their final cohort assignment, students will work as a group to compose an interdisciplinary research project in response to a prompt that leverages the methodological approaches, assumptions, and processes of the disciplines discussed in class. Students will be required to synthetically integrate at least two disciplinary approaches into the proposal and respond to specific prompts in the fictional application process. The application will mirror common prestigious fellowship or grant guidelines and specifically ask for descriptions of thesis, method, and impact.

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): M/W 8:30-9:45 AM

  - ○ Seat count: 20

  - ○ Room assigned or room preference including needed classroom technology/seat type: QC 202

- ● If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295) SLC 396

***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 University 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.

N/A

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

N/A

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

Ana Builes, Third Year, JD Candidate (Medical and law student panel)
Georgetown University Law Center

Andie Schott, Ph.D. (Research and leadership as a non-university affiliated researcher)
Senior Scientist, L'Oréal USA

Courtney Hughes (Fellowships)
Director, University Fellowships Office, NC State University

David McClendon, Ph.D. (Leadership through research communication to the public)
Principal, January Advisors

David McDonald, First Year, MD/MBA Student (Medical and law student panel)
Baylor College of Medicine and Rice Jones Graduate School of Business

Emily L. Smith, Ph.D. (Personal well-being as a researcher)
Postdoctoral Research Scholar, Center for Family and Community Engagement, NC State University

Jessica Khalaf, Ph.D. (Research and leadership as a university-affiliated researcher)
Associate Director, Center for Civic Leadership, Rice University

Jessica Weng, First Year, MD/PhD Student (Medical and law student panel)
Mayo Clinic, College of Medicine and Science

Jonathan "JD" Dornell, Ph.D. (Research and leadership as a non-university affiliated researcher)
Entrepreneurial Life Scientist

Julie Chamberlain, Eighth Year, PhD Candidate (Graduate student panel)
American Studies, George Washington University

Kiri Kilpatrick, Ph.D. (Engineering/STEM disciplinary approaches)
Associate Director, Postdoctoral Affairs and Graduate Student Development, NSF GRFP Advisor, at University of South Florida

Lanie Mansfield, Second Year, MS Student (Graduate student panel)
Statistics, Texas A&M University

Michael McDowell, First Year, MDiv Student (Graduate student panel)
Duke Divinity School

Michelle Sneck, Ph.D. (Leadership through research communication to the public)
Data Scientist, USAA

Nathaniel Haviland-Markowitz, First Year, JD Student (Medical and law school panel)
University of Michigan

Peter Yun, Fourth Year, MD/PhD Candidate (Medical and law school panel)
Baylor College of Medicine and UT Houston School of Public Health

Sam Cacace, Ph.D. (Psychology/Social Sciences disciplinary approaches)
Research Scholar, The Center for Family and Community Engagement, NC State University

Savannah Cofer, First Year, PhD Student (Graduate student panel)
Mechanical Engineering, Stanford University

Scott O'Leary, Ph.D. (The ethics of research)
Honors and Scholars Village Director, NC State University

Tatiana Rabinovich, Ph.D. (Research and leadership as a university-affiliated researcher)
Postdoctoral Researcher, Interdisciplinary Studies, NC State University

SIGNATURE PAGE FOR HON
Leadership in Professional Research

RECOMMENDED BY:

Anne C. Auten   2/23/21 _____
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   02.23.2021 _____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE   DATE

_____   03.01.21
COLLEGE DEAN   DATE

APPROVED BY:

_____   _____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION   DATE

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

APPROVED EFFECTIVE DATE _____

Instructor

Michael S. Domeracki, PhD   James B. Hunt, Jr. Library
919.513.2790   1070 Partners Way, Suite 4100
domeracki@ncsu.edu   Raleigh, NC 27606
Meeting by appointment.

Course Description:

The purpose of this course is to equip students with the skills and competencies to exert leadership in academic- or research-related careers and prepare for inquiry-based capstone independent studies or internships before graduation. Within the structure of the course, students will participate in activities, experiential and investigative assignments, and regularly scheduled classes to explore topics of leadership within the academic and research realms of the public, private, and non-profit sectors. Students will develop an understanding of the academic life and learn how to compose application materials. Furthermore, students will learn how to navigate the administrative concerns of the professional research realms, examine and apply personal values in research, and learn effective leadership techniques to create positive change through inquiry-based enterprises. Collectively, this class will prepare students to engage the nuanced concerns of ethical practices, intellectual and academic honesty, and the social responsibility of professional research.

Course Learning Outcomes:

Students successfully completing this course will be able to:

1. Describe and apply leadership competences within the frameworks of professional research and leadership;
2. Explore and evaluate the range of professional opportunities related to academia and research;
3. Demonstrate how to use personal values, skills, and leadership experiences to compose application materials for post-baccalaureate opportunities;
4. Evaluate and apply teamwork and leadership skills in a team-based research capacity.
5. Recognize and describe the methods, assumptions, and intentions of at least two disciplinary approaches, including, engineering, psychology, and/or religion in research.
6. Identify and articulate methodological, assumptive, or purposeful points of commonality among at least two disciplines, including, engineering, psychology, and/or religion in research.
7. Construct a research proposal that synthesizes elements of at least two disciplinary approaches, including, engineering, psychology, and/or religion.

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

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

Course Readings:
All course materials will be posted in the Wolfware Moodle site for the course. Students bear the responsibility of accessing these materials in preparation for class.

Purpose and Expectations:
Leadership in Professional Research is a new seminar focused on developing leadership and research skills, an understanding of an academic career, and how to secure future related opportunities. In this class, students will be exposed to principles and theories of leadership and inquiry-based learning salient to a profession within the realm of research-focused work in the public, private, and non-profit sectors. Students will learn how to leverage their leadership, university, and co-curricular experiences to propose independent inquiry-based projects and compose application materials for post-baccalaureate opportunities such as graduate, medical, and law school, nationally competitive fellowships, and professional opportunities in research. Through all of this, students will know how to express leadership and influence in an academic- or research-related professional realm.

Communication:
Course announcements will be distributed using the student email address listed with the University. It is the responsibility of the student to ensure that this mailbox is checked on a regular basis or through Forum within Moodle.

Academic Integrity:
https://policies.ncsu.edu/policy/pol-11-35-01/ For all written assignments, students will be expected to adhere to the Pack Pledge: "I have neither given nor received unauthorized aid on this test or assignment." It is the understanding and expectation of the instructor that the student's submission to the Moodle (Wolfware) site on any assignment means that the student neither gave nor received unauthorized aid. If the student violates the policy, a zero will be provided for the assignment and a violation will be submitted through the Office of Student Conduct per the NCSU Code of Student Conduct policy NCSU POL11.35.1.

Course Documents and Information:
Please refer to the course Moodle (Wolfware) site for all documents and information that you will need for this class. Documents that can be found on the site include copies of: Syllabus, Syllabus Summary and FAQs, blank Request for Excused Absence forms, blank Team Feedback Forms, blank Grade Calculation forms, a projected course schedule, and all materials that are needed to prepare for class each day.

Assignments:
In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. All assignments must be submitted through the appropriate assignments tab in the course website on the respective due date. E-mailed assignments will not be accepted. Any assignment not submitted by the deadline on the given due date will be considered late and will be penalized according to the late assignment policy. All assignments are the property of the university that may be used for longitudinal impact and enhancements for the course and minor.

On all papers, you will be evaluated on what you say and how you say it. The more a paper combines good ideas, clear organization and writing, and proper documentation, the higher the grade.

> The A paper demonstrates superior insight and skill. The writer shows thorough understanding of the subject and goes well beyond the obvious or superficial. The paper has a clear purpose and moves smoothly and logically from one idea to the next. General ideas are well supported by specific examples, properly documented. The A paper shows originality as well as synthetic control of the assigned readings, material studied in class, and independent research. It is well written in every regard.

> The B paper demonstrates competence. The paper is accurate and shows solid understanding of the material. It is clear and coherent and makes few errors in grammar and mechanics. Ideas are supported by examples and properly documented. The B paper has a clearly stated purpose and achieves that purpose.

> The C paper only suggests competence. This paper may show some understanding of the subject but it is vague, disorganized, and contains errors of fact and faulty interpretation. There are errors in grammar, spelling, and mechanics, and there is usually a limited range of vocabulary and sentence structure. Ideas are not well supported or properly documented.

> The D paper suggests incompetence. It conveys little solid information. It is vague, inaccurate, superficial, and poorly organized. It reveals a lack of knowledge and understanding of the subject matter. It is often written in one draft the night before the paper is due. There is no clear purpose to the paper, and it contains a myriad of grammatical, spelling, and syntactical errors. The paper is lacking in both support and documentation.

> The F paper is incompetently composed.

Unless otherwise noted, written assignments are to be typed, double-spaced, in 12-point Times New Roman, with one-inch margins. A header should be included in the 'header' section of the document; not in the body of the text, that includes the student's last name and first initial (i.e., "Smith, J."). Proper acknowledgement and citations are required and must be presented in a recognized format (APA, MLA, Chicago, et cetera.) and consistently employed throughout the submitted work. Web sites must also be cited with their full and accurate URL.

> 1. For assignments with no length requirements, you should present all necessary information in a manner that is as clear and succinct as possible, but also that is inclusive of all necessary elements.
> 2. All assignments must be submitted as a Word document.
> 3. To reiterate, in all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language.
> 4. All assignments are due at 11:59pm EST on their respective due dates.

The assignments for this course are scaffolded and meant to be built upon throughout the semester as the content expands. The individual components of each assignment will be integrated into subsequent assignments, allowing students to edit the content of their work and exhibit the appropriate reflection and preparation practices of effective negotiation.

1. Accountability Plan for Class
   Course Outcomes: 1
   Due: Week 2

To establish a foundation for the course and proclaim a personal commitment to growth, students will submit a two-page accountability plan through which they will articulate their motivations for taking the course, what leadership competencies they possess and those they seek to improve, what they hope to learn, and how they intend to use this class for future opportunities. This assignment anticipates much of the coursework for the remainder of the class and students are expected to utilize available resources such as the syllabus, instructor, university guidelines with respect to safety protocols and interacting with peers. and other pertinent resources that may inform their decisions or motivations.

2. Leadership in Professional Research Interviews
   Course Outcomes: 1,2,3
   Due: Week Eight

Students must conduct interviews with at least two leaders in a research or academic field. For the assignment, students must submit (1) a biography of the selected interviewees, including justification for the people selected, (2) a list of questions with explicit discussion of intended outcomes, and (3) a two-page reflection discussing what was learned regarding leadership, professional research, and personal development from the discussions.

3. Post-Baccalaureate/Undergraduate Research-Related Experience Applications, First Submission

Course Outcomes: 1,2,3
Due: Week Ten

The assignment has two options and students may choose based on their preference.

Option One: Students will be required to submit one complete application for either a fellowship, organizational, or higher education program either as a post-baccalaureate opportunity or current undergraduate research-related experience (e.g., research position, lab appointment, internship, et cetera). A complete submission will include a list of the application requirements and a completed copy of each component.

Option two: Students will be required to submit a detailed research plan that includes project components, deadlines, methodologies, and intended outcomes. The proposal must be made in consultation with a faculty advisor and/or community member, including a signed letter of endorsement, and with the support of the course instructor.

4. Post-Baccalaureate/Undergraduate Research-Related Experience Applications, Second Submission
   Course Outcomes: 1,2,3
   Due: Week Fifteen

As a demonstration of the importance of reflection, receiving constructive criticism, and the iterative process of research, students will revise and resubmit their third assignment based on the feedback from the instructor. In the second submission, student improvement and responsiveness to feedback will be considered in the final grade.

5. Cohort Assignments
   Course Outcomes: 1,2,3,4
   IPGE Outcomes: 1,2,3
   Due: Weeks Six, Twelve, and Fourteen

Students will be divided into cohorts of four to five students. Each cohort is expected to meet three times throughout the semester to engage in supportive and inter-disciplinary discourse. The particular assignments and timing for each meeting will be presented in class, but it will be through these cohort assignments that students will explore, apply, and synthesize the interdisciplinary approaches of engineering/STEM, psychology/social sciences, and religion/ humanities, taught in the class.

The first cohort assignment will involve a case study/scenario type assignment through which the students distinguish the different disciplinary approaches. The second will focus on identifying and applying different methodological approaches to a prompt or question. The final assignment will require students to synthesize the different methodological approaches and compose an interdisciplinary grant proposal following the traditional guidelines of national fellowships and foundations. The purpose of these cohorts is to provide students with peer support and an in-depth and interdisciplinary consideration of the course material. In addition, each cohort will

engage in modules to explore different aspects of leadership and professional research as assigned.

Grading Policy:

Assignment	Percentage
1. Accountability Plan for Class	10
2. Leadership in Professional Research Interviews	20
3. Post-Baccalaureate/Undergraduate Research-Related Experience Applications, First Submission	10
4. Post-Baccalaureate/Undergraduate Research-Related Experience Applications, Second Submission	20
5. Cohort Interdisciplinary Perspectives Assignment One	10
6. Cohort Interdisciplinary Perspectives Assignment Two	10
7. Cohort Interdisciplinary Perspectives Assignment Three	20
Total	100

This Course uses Standard NCSU Letter Grading:

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

Incomplete Grades:

Incomplete grades will be assigned only if unavoidable and unforeseen events occur, such as a medical emergency, preventing the student from completing a course requirement before the final grades are submitted. Incompletes must be made up before the end of the next regular semester in which the student is enrolled and in no case may be made up more than 12 months after the end of the semester in which the IN is awarded, unless the teacher or department offering the course is not able to provide the student with an opportunity to make up incomplete work, in which case the period can be extended. Make up work is to be limited to accomplishing the work not completed.

Credit Only Grading:

http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/creditonlyandaudit/. In order to receive a grade of S, students are required to complete all exams and 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.
http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/grading

Audit Grading:
http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/creditonlyandaudit/. In order to receive a grade of AU, students must attend all classes and complete and turn in all homework assignments. These homework assignments must be completed in a manner that would result in a grade of C or better if the assignment were graded.

Late Assignments:
Assignments submitted late will lose one third of a letter grade per day.

Students with Disabilities:
Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 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/

NC State University PRR:
Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities https://policies.ncsu.edu/regulation/reg-02-20-07/
- Equal Opportunity and Non-Discrimination Policy Statement https://policies.ncsu.edu/policy/pol-04-25-05This link will open in a new window with additional references at https://oied.ncsu.edu/equity/policies.
- Code of Student Conduct https://policies.ncsu.edu/policy/pol-11-35-01.
- Grades and Grade Point Average https://policies.ncsu.edu/regulation/reg-02-50-03.
- Credit-Only Courses https://policies.ncsu.edu/regulation/reg-02-20-15.
- Audits https://policies.ncsu.edu/regulation/reg-02-20-04.

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

person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at https://policies.ncsu.edu/category/campus-environment/non-discrimination 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 515-3148.

Military-Affiliated statement:
All military-affiliated individuals (active service, reserves, national guard, veteran, spouse, and dependent), are encouraged to communicate any concerns in advance, including: upcoming deployments, drill requirements, disabilities, etc. NC State is a military-supportive environment and Military and Veteran Services is available to assist all military-affiliated students and can be reached at Witherspoon 100, ncstatevets@ncsu.edu, and 919.515.5636.

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

COVID19 Protocols

Due to the Coronavirus pandemic, public health measures have been implemented across campus. Students should stay current with these practices and expectations through the Protect the Pack website (https://www.ncsu.edu/coronavirus/). The sections below provide expectations and conduct related to COVID-19 issues.

Health and Participation in Class

We are most concerned about your health and the health of your classmates and instructors/TAs.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self-reporting: https://healthypack.dasa.ncsu.edu/coronavirus/. Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not come to class.
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.

- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your advisor for the appropriate process to make a COVID-19 request.

Health and Well-Being Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center (https://counseling.dasa.ncsu.edu/)
- Health Center (https://healthypack.dasa.ncsu.edu/)
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: (go.ncsu.edu/NCSUcares).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program (https://dasa.ncsu.edu/pack-essentials/).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the community expectations and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 https://policies.ncsu.edu/rule/rul-04-21-01/

Course Expectations Related to COVID-19:

- Face Coverings: As a member of the NC State academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all NC State buildings. Face coverings should be worn to cover the nose and mouth and be close fitting to the face with minimal gaps on the sides. Please follow the cleaning guidelines described by the University.
- Course Attendance: NC State attendance policies can be found at: https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/ . Please refer to this course's attendance, absence, and deadline policies for additional details. If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you should not be penalized regarding attendance or class participation. However, you will be expected to develop a plan to keep up with your coursework during any such absences. If you become ill with COVID-19, you should follow the steps outlined in the "Health and Participation in Class" section above. COVID 19-related absences will be considered excused; documentation need only involve communication with your instructor.
- Course Meeting Schedule: Your course might not have a traditional meeting schedule in Spring 2021. Be sure to pay attention to any updates to the course schedule as the

information in this syllabus may have changed. Please discuss any questions you have with the instructor.

- Classroom Seating: To support efficient, effective contact tracing, please sit in the same seat when possible and take note of who is sitting around you; instructors may also assign seats for this purpose.
- Technology Requirements: This course may require particular technologies to complete coursework. Be sure to review the syllabus for these expectations, and see go.ncsu.edu/syllabus-tech-requirements to find out more about technical requirements for your course. If you need access to additional technological support, please contact the Libraries' Technology Lending Service: https://www.lib.ncsu.edu/devices.

Course Delivery Changes Related to COVID-19

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may need to change accordingly, including from in-person to online. Regardless of the delivery method, we will strive to provide a high-quality learning experience.

Grading/Scheduling Changing Options Related to COVID-19

If the delivery mode has a negative impact on your academic performance in this course, the university has provided tools to potentially reduce the impact:

- Enhanced S/U Grading Option: https://studentservices.ncsu.edu/your-resources/covid-19/spring2020-sat-grading/
- Late Drop: https://studentservices.ncsu.edu/your-resources/covid-19/spring2020-latedrop/

In some cases, another option may be to request an incomplete in the course. Before using any of these tools, discuss the options with your instructor and your academic advisor. Be aware that if you use the enhanced S/U, you will still need to complete the course and receive at least a C- to pass the course.

Other Important Resources

- **Keep Learning: https://dasa.ncsu.edu/students/keep-learning**
- **Protect the Pack FAQs: https://www.ncsu.edu/coronavirus/frequently-asked-questions/**

Course Schedule:

<u>Week One</u>	<u>Introduction</u>
Monday	Course Introduction and the purpose of inquiry-based research
Wednesday	Leadership and personal values
	(1) Reading: Posner and Kouzes, Student Leadership Challenge, 1-18
<u>Week Two</u>	<u>Research as a Profession</u>
Monday	Pursuing an advanced research degree
	(1) Reading: Thomas, *How to do Your Research Project*, 1-26
Wednesday	Undergraduate research as preparation for a career
	(1) Reading: Margus Pedaste, et al., "Phases of Inquiry-Based Learning: Definitions and the Inquiry Cycle," in *Educational Research Review*, 14 (2015): 47-61
	(2) Reading: Posner and Kouzes, Student Leadership Challenge, 19-38

Assignment One: Accountability Plan for Class Due

<u>Week Three</u>	<u>Academic Communication I</u>
Monday	Speaking with faculty about research
	(1) Reading: Posner and Kouzes, Student Leadership Challenge, 67-92
Wednesday	First Cohort Meeting
<u>Week Four</u>	<u>Exploring Professional Opportunities and Disciplinary Approaches to Research I</u>
Monday	Post-Baccalaureate opportunities
	(1) Reading: Posner and Kouzes, Student Leadership Challenge, 121-144
	(2) Karen Kelsky, *The Professor Is In,* 31-38
Wednesday	Engineering/ STEM disciplinary approaches
	Guest Lecturer: Kiri Kilpatrick, Ph.D., Associate Director, Postdoctoral Affairs and Graduate Student Development, NSF GRFP Advisor, at University of South Florida

Week Five	Disciplinary Approaches to Research
Monday	Psychology/ Social Sciences disciplinary approaches
	Guest Lecturer: Sam Cacace, Ph.D., Research Scholar, The
	Center for Family and Community Engagement,
	NC State University
Wednesday	Religion/ Humanities disciplinary approaches
	(1) Reading: Jeffrey J. Kripal, *Comparing Religions,* 9-42

Week Six	Selection Criteria and Processes
Monday	Second Cohort Meeting
Wednesday	Fellowship, hiring, and admissions processes and securing
	letters of recommendation
	(1) Karen Keslky, *The Professor Is In*, 93-114

Sunday
First Cohort Assignment Due

Week Seven	Academic Communication II
Monday	Writing a personal statement/cover letter
	Guest Speaker:
	Courtney Hughes, Director, University
	Fellowships Office, NC State University
	(1) Karen Kelsky, *The Professor Is In,* 133-163
Wednesday	Academic Communication and the publishing process
	and How to give and receive academic feedback
	(1) Reading: Gavin T.L. Brown, et al., "Student
	Conceptions of Feedback: Impact on Self-Regulation,
	Self-Efficacy, and Academic Achievement," in *British*
	Journal of Educational Psychology, 86 (2016): 606-629
	(2) Karen Keslky, *The Professor Is In*, 337-348

Week Eight	Leadership in the Professional Sectors of Research
Monday	Research and leadership as a non-university affiliated
	researcher
	Guest Speakers:
	Jonathan "JD" Dornell, Ph.D., Entrepreneurial Life
	Scientist
	Andie Schott, Ph.D., Senior Scientist, L'Oréal USA

Wednesday	Research and leadership as a university-affiliated researcher
	Guest Speakers:
	Jessica Khalaf, Ph.D., Associate Director, Center for Civic Leadership, Rice University
	Tatiana Rabinovich, Ph.D., Postdoctoral Researcher, Interdisciplinary Studies, NC State University

Assignment Two: Leadership in Professional Research Interviews Due

Week Nine	The Social Responsibility of Research
Monday	The ethics of research
	Guest Speaker:
	Scott O'Leary, Ph.D., Honors and Scholars Village Director, NC State University
	(1) Reading: Thomas, *How to do Your Research Project*, 27-56
	(2) Reading: "On the Obedience to Authority" excerpt
Wednesday	Leadership through research communication to the public
	Guest speakers:
	David McClendon, Ph.D., Principal, January Advisors
	Michelle Sneck, Ph.D., Data Scientist, USAA
Week Ten	Personal Values and Research
Monday	Values-based leadership in professional research
	Reading: Thomas, *How to do Your Research Project* 57-90
Wednesday	Identifying a personal research question
	Reading: Thomas, *How to do Your Research Project*, 91-101

Assignment Three: Post-Baccalaureate/Undergraduate Research-Related Experience Applications, First Submission Due

Week Eleven	Fundamentals of Research Planning
Monday	Designing a research project
	(1) Reading: Thomas, *How to do Your Research Project*, 103-136
	(2) Reading: Anindito Aditomo, "Students' Response to Academic Setback: 'Growth Mindset' as a Buffer against Demotivation," *International Journal of Education Psychology* 4 no 2 (2015): 198-222

Wednesday	Cohort Meeting

Week Twelve	The Next Professional Steps
Monday	Graduate student panel
	Guest Speakers:
	Julie Chamberlain, Eighth Year, PhD Candidate, American Studies, George Washington University
	Savannah Cofer, First Year, PhD Student, Mechanical Engineering, Stanford University
	Lanie Mansfield, Second Year, MS Student, Statistics Texas A&M University
	Michael McDowell, First Year, MDiv Student, Duke Divinity School

Wednesday	Medical and law student panel
	Guest Speakers:
	Ana Builes, Third Year, JD, Georgetown University Law Center
	Nathaniel Haviland-Markowitz, First Year, JD, University of Michigan
	David McDonald, First Year, MD/MBA, Baylor College of Medicine and Rice Jones Graduate School of Business
	Jessica Weng, First Year, MD/PhD, Mayo Clinic, College of Medicine and Science
	Peter Yun, Fourth Year, MD/PhD, Baylor College of Medicine and UT Houston School of Public Health

Sunday
Cohort Assignment Two Due

Week Thirteen	Power Structures of Professional Research
Monday	Negotiating power dynamics: leadership structures of academia
	(1) Reading: Robert M. Hendrickson, et al., *Academic Leadership and Governance of Higher Education: A Guide for Trustees, Leaders, and Aspiring Leaders of Two- and Four-Year Institutions* (Sterling, VA: Stylus Publishing, LLC., 2013), 18-55.

Wednesday	Cohort Meeting

Week Fourteen	Community in Professional Research
Monday	Leadership and followership in team-based research

Leadership and followership in team-based research
(1) Reading: Gier Thompson and Lars Glasø, "Situational Leadership Theory: A Test from a Leader-Follower Congruence Approach," *Leadership and Organization Development Journal* 36 no 5 (2018): 527-544
(2) Reading: Posner and Kouzes, Student Leadership Challenge, 173-198

Wednesday
Personal identity, confidence, and overcoming imposter's syndrome
(1) Reading: Nisha C. Gottfredson, et al., "Does Diversity at Undergraduate Institutions Influence Student Outcomes?" *Journal of Diversity in Higher Education* 1 no 2 (2008): 80-94
(2) Reading: Posner and Kouzes, Student Leadership Challenge, 227-250

Cohort Assignment Three Due

Week Fifteen	Team-Based Research
Monday	Personal wellbeing as a researcher

Guest Lecturer: Emily L. Smith, Ph.D., Postdoctoral Research Scholar, Center for Family and Community Engagement, NC State University
(1) Readings TBD

Wednesday
Building and leveraging diversity in team-based research
(1) Reading: Merna Villarejo, et al., "Encouraging Minority Undergraduates to Choose Science Careers: Career Paths Survey Results," *Life Sciences Education* 7 (2008): 394-409
(2) Posner and Kouzes, *Student Leadership Challenge*, 199-224

Assignment Four: Post-Baccalaureate/Undergraduate Research-Related Experience Applications, Second Submission Due

Week Sixteen	Course Conclusion
Monday	Course Conclusion

SLC 296 Leadership and Research Grading Rubric

	Needs Improvement	Competent	Proficient	Advanced
Leadership with the Framework of Research	Does not express own position on an issue or topic, or does so without reasons, examples, or evidence.	Expresses own position on an issue or topic, backed up with reasons, examples or evidence.	Expresses positions that account for complexities of an issue and logically ties conclusions to a range of information including opposing viewpoints.	Articulates positions and conclusions that reflect informed evaluation and the ability to place evidence and perspectives in priority order.
Explore and Apply to Professional Research Opportunities	Expresses own position on an issue or topic, backed up with reasons, examples or evidence.	Expresses positions that account for complexities of an issue and logically ties conclusions to a range of information including opposing viewpoints.	Articulates positions and conclusions that reflect informed evaluation and the ability to place evidence and perspectives in priority order.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis/synthesis and viewpoints are questioned thoroughly.
Evaluate and Apply Teamwork and Leadership Skills	No growth evidenced and not able to articulate clear understanding of experience through assignments.	Demonstrates ability to express, listen, and adapt to others' perspectives by using appropriate language and vocabulary.	Effectively communicates in a team context, showing ability to express, listen, and adapt ideas and messages based on others' perspectives with awareness of audience and context.	Tailors communication strategies based upon understanding of audience and context to further mutual aims.
Evaluation of Interdisciplinary Research Theories and Practice	Expresses own position on an issue or topic, backed up with reasons, examples or evidence.	Expresses positions that account for complexities of an issue and logically ties conclusions to a range of information including opposing viewpoints.	Articulates positions and conclusions that reflect informed evaluation and the ability to place evidence and perspectives in priority order.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis/synthesis and viewpoints are questioned thoroughly.

"This past semester pushed me to reevaluate my values and my approach to my schoolwork, and this class was integral in this process. In my Accountability Plan, I outlined specific goals that I hoped to leave this class with, such as improving my communication skills, learning how to articulate my points, practicing values-based research, and approaching every decision with intention. Although I can confidently say that I've reached those goals, my most valuable takeaway from this class was the importance of reflection and intention. I never realized how simply focusing on those two practices would bring so much clarity into my life."

"Through the assignments, weekly readings and guest lecturers, I believe that I have developed a better understanding of research and leadership within careers. Some aspects, like what research jobs to apply for or internships that will benefit me, I have been able to utilize already. More of the information, like defining traits of a leader or preparing a relevant cover letter, will be useful throughout my future career."

"Just three short months ago, I defined research as "daunting", "impossible", and "terrifying". I didn't even know what research meant and I had already defined it as something that I would never be able to achieve. Now, a few months later, I am defining research as "empowering", "difficult but not impossible", and "rewarding". After successfully completing HON 398, the knowledge that I have attained is unmatchable and the possibilities in research that I have learned about are nothing short of incredible. This course has challenged me to constantly think outside my comfort zone and develop personally and professionally in a way that I have never been able to do. I have learned more about my career and what the future holds for me which makes me even more motivated and excited to dive into my coursework and search for undergraduate opportunities."

"Overall, this course has been nothing short of amazing and incredibly helpful. I have learned so much useful knowledge that I cannot wait to apply to future experiences. Beyond the knowledge that I have gained, I have identified areas of improvement and am excited to work on these areas and improve my personal and professional development."

"What I learned in this course achieved beyond what I had hoped. Prior to beginning the course, I hoped to use the materials taught in this class in future research such as the path to research and the path to successful leadership, which I did learn. In addition to the path in research and leadership, I was also able to gain personal understandings of myself in terms of values, personal developments, and challenges."

"Leadership is one of the major themes of this course and the one that I was most interested in. In the past semester, the very definition of leadership has changed for me, in addition to learning about different approaches to leadership. Before this course, I thought leadership came from the top of the hierarchy and was something to be obtained. Leadership was the power that other people gave you to make decisions and motivate them. However, now, I view leadership as something that exists at all levels of an organization. Leadership is not something that is given by other people, it is a trait to exhibit within oneself."

"Leadership and research knowledge was another concept that I had hoped to improve on because I did not have much experience with either prior to taking this class. For obvious reasons, I gained more knowledge on both of these topics than I could have ever asked for through the guest speakers, weekly readings, and assignments. Even though this is a lot of improvement that I have made over the course of the semester, I am most proud of the developments I have made outside of the class as a result of applying the knowledge I have learned in HON 398."

"Overall, this class has provided me an exceptional foundation of knowledge regarding research and leadership and I will continue to work towards perfecting my personal statement and research skills to become a better leader in professional research."

"Looking back, I sincerely believe that I gained more than I expected to. My writing improved as I better understood how to write professionally, while I learned the behind-the-scenes details of how to be a better leader. Understanding how to get others involved, motivate individuals, and reward appropriately drastically changes how people interact and trust you as a leader. As a leader in campus organizations, it has become important to me to understand how I compare and how I can improve based on our readings and discussions. I look forward to continually applying these lessons and becoming a better leader as I finish my senior year."

"Additionally, the lesson plans for this class were terrific to learn from as the incredibly diverse groups of guest speakers were great insights at how they translated their academic interest to their field in the many forms of leadership and research in the professional realm."

GEP Interdisciplinary Perspectives Special Topic Shell Offering (IPGE 295)

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

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 <u>Interdisciplinary Perspectives objectives</u>* 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.

IPGE 295		
Department(s)/Program	Landscape Architecture and Environmental Planning	**New GEP Special Topics Offering** XX
Special Topic Title: (30 character limit)	LAR 292 Sustainable Development	**Review for 2nd Offering** ☐
Term to be Offered	Fall 2021	
Instructor Name/Title	Meg Calkins, Department Head + Professor of Landscape Architecture and Environmental Planning	

SECTION 1: GEP CRITERIA

<u>Instructions:</u>

- 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:

A. Which disciplines will be synthesized, connected, and/or considered in this course?
The disciplines that will be synthesized, connected and considered in this course are architecture, landscape architecture, environmental planning, environmental studies and urban planning.

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"? **This course will focus on ideologies, strategies and technologies of sustainable development related to global climate change, habitat conservation, water systems, energy systems, communities, buildings, food systems and materials and waste. The multiple disciplines listed above (and others) collaborate to foster sustainable human developments in these areas. Discussion will revolve around the various roles and responsibilities of these disciplines as well as how these disciplines can collaborate to foster sustainable development and systems.**

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.

Module Objective (MO4.3): Identify careers that address sustainable agriculture
Module Objective (MO1.4): Compare the broad array of careers that address climate change
Module Objective (MO2.6): Compare the broad array of careers that address ecosystem health

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.

Module Objective (MO4.3): Identify careers that address sustainable agriculture; Students will compare two case studies of urban agriculture projects.
Outcome for MO4.3: Learning outcomes will be measured by an assignment where students will identify and discuss the various professionals who contributed to planning, design and management of the case studies.

Module Objective (MO1.4): Compare the broad array of careers that address climate change;
Outcome for MO1.4: Learning outcomes will be measured through a discussion forum question asks students to choose a profession that addresses climate change and participate in the discussion comparing their professional approach with other student/professional approaches to solve key issues.

Module Objective (MO2.6): Compare the broad array of careers that address ecosystem health;
Outcome for MO2.6: Learning outcomes will be measured by an assignment where students will compare two case studies of sustainable landscapes. As part of this assignment they will be asked to compare the contributions of the different professionals that

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.

Module Objective (MO6.6): Define roles of architects, engineers and landscape architects as the relate to the design of building and energy systems.
Module Objective (MO7.7): Compare roles of urban planners, landscape architects, architects, developers and city officials as they relate to the planning and design of sustainable communities.

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.

Module Objective (MO6.6): Define roles of architects, engineers and landscape architects as the relate to the design of building and energy systems;

Outcome for MO6.6: Learning outcomes will be measured by an assignment where students will present a case study of a sustainable building. They will be required to discuss how the various disciplines contributed to and collaborated on the sustainable systems such as the passive and active energy systems.

Module Objective (MO7.7): Compare roles of urban planners, landscape architects, architects, developers and city officials as they relate to the planning and design of sustainable communities.

Outcome for MO7.7: Learning outcomes will be measured by an assignment where students will answer a discussion forum question asking them to discuss the contributions and connections of various policy makers, design professionals, engineers and politicians to the sustainable city from their Module 7 readings, lectures, videos and case studies.

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.

Course Objective (CO6): Define and compare the interconnected roles of professionals and stakeholders who make decisions about sustainable development NOTE: There are seven modules in this course and the roles of professionals and decisions makers making decisions about sustainable development are explored and synthesized in each module with a module objective related to the disciplines and a learning outcome related to the disciplines.

Measure(s) for above Outcome:

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

Course Objective (CO6): Define and compare the interconnected roles of professionals and stakeholders who make decisions about sustainable development

Outcomes for CO6: Multiple assignments in the course provide measurable learning outcomes asking students to explore and synthesize various disciplines that contribute to sustainable development. Learning outcomes will be measured using assessments including case study comparisons, projects, and discussion forums.

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:
    - o Meeting time and day(s): Asynchronous Delta Course
    - o Seat count: 50
    - o Room assigned or room preference including needed classroom technology/seat type: n/a

- 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) LAR 582.010

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 <u>attach a syllabus</u> that includes this information.

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

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

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

SIGNATURE PAGE FOR IPGE 295

RECOMMENDED BY:

_____   _____
HEAD, DEPARTMENT/PROGRAM   DATE

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

ENDORSED BY:

_____   _____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE   DATE

_____   _____
COLLEGE DEAN   DATE

APPROVED BY:

_____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION   DATE

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

APPROVED EFFECTIVE DATE _____

LAR 292 Course Map

This course map is a visual representation of the course you will take this semester. It shows what you will be able to do upon successful completion of the course (the course objectives or COs) and each module (the module objectives or MOs). It also illustrates how what you do in each module (for example, materials, activities, and assessments) will help you achieve the objectives.

Course Objectives (CO)

1. Describe the global, regional and local environmental and social impacts of development; and define the interdependent cultural and natural systems that make up the developed environment
2. Describe, analyze and apply sustainable development solutions and exemplary case studies to address environmental and social issues
3. Evaluate and compare the central theories of sustainable development and design
4. Compare standards, benchmarks and performance metrics for sustainable development at community, site and building scales
5. Summarize the relationships between ecosystem services and sustainable site, neighborhood and community development
6. Define and compare the interconnected roles of professionals and stakeholders who make decisions about sustainable development
7. Discuss issues of equity as they relate to the environmental and social systems covered in the course

Module	Problems and Solutions	Module Objectives (MO)	Instructional Materials & Learning Activities	Assessments
Module 0: Getting Started, Welcome and Orientation	NA	1. Review course expectations. 2. Become oriented to the course environment. 3. Get to know fellow students. 4. Successfully contact the instructor.	1. Review the syllabus 2. Complete Orientation Quiz 3. Submit Introduction to discussion forum	1. NA
Module 1: Climate Change and Sustainable Development (2 weeks)	**Problems:** Natural Disasters, Poverty, Equity, Urban Heat Island, Urban Air Quality, Carbon footprints and ecological carrying capacity **Solutions:** UN Sustainable Development; Drawdown Strategies	1. Describe environmental and social impacts from climate change (i.e., natural disasters, poverty, urban heat island impacts, urban air quality impacts) (CO 1) 2. Discuss the basic features of UN sustainable development goals and objectives (CO 1,2,3,7) 3. Recall strategies to address climate change in *Drawdown* (CO 2,3,4) 4. Identify the broad array of careers that address climate change (CO 6) 5. Discuss issues of social equity from impacts of climate change (CO 7)	**Week 1** 1. Module 1 Overview Lecture 2. Review Propublica article on Climate Change impacts (MO 1) 3. Watch Before the Flood (MO 1,3,4,5) 4. Read Chapter 1 in Ecological Footprint: Managing Our Biocapacity Budget (MO 6) 5. Watch: "Ecological Footprint: Do We Fit Our Planet?" (MO 1,5)	1. Discussion forums (one each week) (MO 1,2,3,4,5) 2. Ecological footprinting exercise (MO 6)

		6. Quantify climate change impacts of personal lifestyle decisions (CO 1,5)	**Week 2** 6. Read pages 3-21 of United Nations 2019 Sustainable Development Goals Report (MO 2) 7. Watch: Sustainability: Definition with Simple Natural Science (MO 2,3,5) 8. Read pages ix-xv and 216-225 in *Drawdown* (MO 3)	
Module 2: Ecosystems (3 weeks)	**Problems:** Habitat destruction, biodiversity loss, nature deficit disorder, pollution, disease **Solutions:** Ecosystem Services, landscape performance, conservation design, biophilia and biophilic design, native plants, design for habitat health (corridors, patches, etc.); bio and phytoremediation; SITES	1. Relate habitat destruction to biodiversity loss, pollution and disease, and poverty/inequities (CO 1, 7) 2. Describe ecosystem services in both natural and developed settings (CO 5) 3. Diagram and articulate habitat corridors, patches, and fragmentation in a semi-urban setting (CO 1, 3, 5) 4. Discuss nature deficit disorder, biophilia and exemplary biophilic design solutions (CO 2,3) 5. Apply sustainable site design strategies and compare performance metrics of exemplary built landscape case studies (CO 2,4) 6. Compare the broad array of careers that address ecosystem health (CO 6)	**Week 1** 1. Module 2 Overview Lecture 2. WWF Living Planet Report pp.4-9; 74-91 3. UNEP Sustainable Development *Goal 15 Life on Land* from 2019 4. Ecosystem services video 5. Pahvan Sukdev "Put a Value on Nature" TED Talk (MO 2, 3) 6. Watch Landscape Ecology lecture **Week 2** 7. Calkins, Meg. "Chapter 1 Introduction to Sustainable Sites" *Sustainable Sites Handbook* (MO 3,7) 8. Watch lecture on Sustainable Site Design (MO 3,4,6,7) 9. Intro to SITES Video (MO 7) 10. *Drawdown* p.107-134 **Week 3** 11. Watch lecture on Measurement and Performance of built sites (MO 6,7)[PP finished but lecture not recorded] 12. Review Landscape Architecture Foundation Case Study Briefs 13. Ecopsychology: How Immersion in Nature Benefits your Health (MO 4)	1. Pose problem, then students generate strategies prior to releasing lectures, readings, etc. (Idea: choose your favorite park - how might it be modified to function more sustainably?, describe with words, diagrams and images; After lectures/ readings are released propose improvements again) (MO 3,5,6) 2. Habitat diagramming exercise (SE Raleigh) (MO 1, 3, 4) 3. Discussion forum (MO 1, 2,4) 4. [team project] Compare two similar case studies from the LAF Case Study Investigation Database in a 15 minute presentation video (MO 2,5,6)

			14. The Nature Fix 15. Nat Geo -This is your Brain on Nature	

Module 3:
Water systems
(2 weeks)
	Problems:
	Sea Level Rise,
	Coastal dynamics,
	water conservation,
	water pollution,
	stormwater in cities
	and urban hydrology
	
	Solutions:
	water conservation,
	green infrastructure,
	disaster resilience
		1. Relate climate change to sea level rise, water scarcity and water pollution (CO 1)
		2. Discuss the relationships between sea level rise, water pollution and poverty/equity (CO 7)
		3. Diagram urban stormwater quantity and quality impacts (CO 1, 5)
		4. Apply green infrastructure strategies (CO 2,4)
		5. Compare exemplary green infrastructure case studies (CO 2)
		6. Identify careers that address water system health (CO 6)
			Week 1
			1. Module 3 Overview Lecture
			2. Mulligan, Chapter 13: Focusing on Water (MO 1,2)
			3. Watch: Last Call at the Oasis (MO 1,2)
			4. National Geographic on the water crisis.
			5. Health of the Oceans (either TED Talk or lecture) (MO1)
			Week 2
			6. Guest lecture by Andy Fox on coastal dynamics issues and disaster resilience (MO 1,2)
			7. Meg Lecture series:
			  a. Stormwater Issues in urban settings (how to deal with) (MO 3)
			  b. Green Infrastructure strategies (MO 4)
			  c. Water Conservation (buildings, landscapes, etc.) (MO 1,6)
			8. Read pages_____ in Drawdown
				1. Discussion forum (MO 1,2,4,6)
				2. [team project] Assignment to diagram an urban hydrologic system using Google Earth or Google Maps. Identify and annotate potential problem areas and potential solution areas graphically and with labels (MO 3, 4)
				3. Compare two similar case studies from the EPA Stormwater Case Study Database (MO 5, 6)

Module 4: Food Systems (1 week)	**Problems:** Industrial Agriculture, Global Food distribution systems, soil degradation and carbon loss, nutrient pollution **Solutions:** Urban Agriculture, Organic Ag, Equitable/accessible food systems, Local food, restoring soil carbon	1. Discuss the complex system of relationships between industrial agriculture and environmental and human health, equal access to food, climate change, and transportation. (CO 1, 5, 7) 2. Compare exemplary urban agriculture case studies (CO 2) 3. Identify careers that address sustainable agriculture (CO 8)	1. Module 4 Overview Lecture 2. Read Mulligan, "Chapter 14: Food and Agriculture" (MO 1,3) 3. Review *Drawdown* pp.37-72 (MO 1,2,3,4) 4. Watch Food, Inc. (MO 1,2,3) 5. Watch The True Cost of Food 6. Timmerman, Chapter 1 from *Where am I Eating?* (MO 1) 7. Choose a Food documentary from this list 8. Ricardo Salvador, Build Diverse, Sustainable Farm Systems (MO1,2,3) 9. Read pages_____ in Drawdown	1. Map Your Meal Assignment. Map your favorite meal, then map a meal that you could enjoy that has a much smaller footprint (MO 1,3) [group?] 2. Compare two urban agriculture case studies (MO 2,3) 3. Discussion groups then report out to the whole class with. extensive bullet point summaries. Discuss agriculture, climate change and equity (MO 1,4)

Module 5: Material, Resource and Waste Systems (3 weeks)	**Problems:** Resource use, habitat loss, waste disposal, manufacturing impacts, Polluter pays principle, product takeback, precautionary principle **Solutions:** Handprinting/ footprinting Cradle to Cradle, zero waste, Local materials and products, industrial ecology, Polluter pays principle, product takeback, precautionary principle, plastic alternatives, embodied energy, embodied carbon	1. Discuss relationships between habitat loss, climate change, consumption, purchasing, product manufacturing and waste.(CO 1, 7)(for grad only) 2. Synthesize and communicate principles, theories and strategies of resource conservation and waste minimization (CO 2, 3, 4) (for grad only) 3. Compare frameworks of resource conservation and waste reduction including: The Living Product Challenge (LPC), Design for Sustainability (D4S), Cradle to Cradle (C2C), The Natural Step (TNS), and Industrial Ecology. (CO 4) 4. Evaluate and compare the life-cycle impacts of two products (CO 2, 6) 5. Evaluate product and corporate sustainability claims about products and processes. (CO 2)	**Week 1** 1. Module 5 Overview Lecture 2. Watch The Story of Stuff (MO 1,2) 3. Watch The Story of Plastic (MO 1,2) 4. Calkins, Meg. "Chapter 2: Background: Inputs, Outputs and Impacts of Construction Materials". *Materials for Sustainable Sites*. (MO 1,2) **Week 2** 5. Scan the Living Product Challenge Website (MO 2,3,4) 6. Scan the Cradle to Cradle Website (MO 2,3,4) 7. Watch Circular Economy: Definitions and Examples (MO 1,2,4) **Week 3** 8. Lecture on Information Transparency issues and techniques by product manufacturers (MO 2,4,5) 9. Lecture on Life-cycles and Systems Flows of Products (MO 4) 10. Read pages_____ in Drawdown	1. Evaluate 'greenwash in Environmental Product Declarations and Corporate Sustainability Reports (MO5) 2. [group?] Life Cycle Assessment (LCA) comparison of two products. Engage in Handprinting /footprinting and diagram the system flows for each (MO 3,4,5) 3. Compare the Living Product Challenge and the Cradle 2 Cradle for a product (MO 3,4) 4. Address MO 1 and 2 in grad student discussion forum?
Module 6: Building and Energy Systems (2 weeks)	**Problems:** Energy consumption, water consumption, material and resource use, material toxicity, low worker productivity **Solutions:** Renewable energy sources, Net zero energy, net zero water use, Integrated building and site systems, building	1. Discuss the major environmental and human health impacts of building construction and operations and relate to climate change, habitat loss and resource consumption (CO 1, 7) 2. Compare exemplary net zero building case studies (CO 2) 3. Compare standards for sustainable architecture (LEED, LBC) (CO 4) 4. Evaluate net zero water and energy systems of a building and site. (CO 2, 4) 5. Locate and analyze research on occupant health in buildings with	**Week 1** 1. Module 6 Overview Lecture 2. Watch "Buildings and Energy Inspired by Nature" (MO 1,5) 3. Review *Drawdown* pp.1-36 and 83-85, 92-103,106 (MO 1,2,4,5) 4. Review the USGBC website and LEED Standard (MO 3) 5. Review the Living Building Challenge Website and Standard (MO 3) **Week 2**	1. Compare two net zero case studies: identify LEED and LBC credits earned, discuss diagrams of the net zero energy and water systems (MO1, 2, 3, 4) 2. Prepare annotated bibliography: locate 2-3 articles that show increased learning, productivity, and/or happiness from access to daylight (MO 5)

	reuse, healthy materials, natural lighting	respect to indoor air quality and daylighting (CO 2, 4) 6. Define roles of architects, engineers and landscape architects as they relate to the design of buildings and energy systems	6. Explore the Buildings section of the 2030 Palette (MO 4) 7. Watch: Living Buildings for a Living Future (MO 2,3,4,5) 8. Watch Biophilic Design: The Architecture of Life 9. Lecture on Net Zero Energy and Net Zero water buildings (MO 2,4,5) 10. Read pages_____ in Drawdown	
Module 7: Community Development Systems (3 weeks)	**Problems:** Auto dependence, resource use, sprawl, habitat destruction, urban heat island, isolation, poverty, racism and inequality **Solutions:** Green urbanism, urban nature, alternative transportation; Complete streets, Smart Cities, environmental and social equity, public interest design; alternative housing types	1. Relate community development practices to climate change, habitat destruction and stormwater impacts and equity issues of these impacts (CO1, 4) 2. Compare theories of green urbanism, smart cities and sustainable urban planning (CO 3) 3. Apply standards for sustainable urbanism (CO 4) 4. Compare exemplary alternative sustainable urbanism case studies CO 2) 5. Apply solutions to the urban heat island effect (CO 2) 6. Document a local complete street case study (CO 2) 7. Compare roles of urban planners, landscape architects, architects, developers and city officials as they relate to the planning and design of sustainable communities.	**Week 1** 1. Module 7 Overview Lecture 2. Watch Tim Beatly lecture, Biophilic Cities (MO 1,2,4) 3. Watch "Degrowth in the Suburbs" (MO 1,2,4) 4. Review Drawdown pp.1-36 and 86-92,104 (MO 1,2,4,5) 5. Read Mulligan, Chapter 15 "The Urban Challenge" (MO 1,2,5,6) **Week 2** 6. Read "Complete Streets" (MO 6) 7. Scan LEED for Neighborhood Development website and rating system (MO3) 8. Scan Living Community Challenge website and rating system (MO3) 9. Read pages_____ in Drawdown **Week 3** 10. Watch: The Best of Both Worlds: Co-housing's Promise (MO4) 11. Lecture on green urbanism, smart cities and sustainable urban planning (MO 1,2,5,6)	1. Discussion groups then report out to the whole class with. extensive bullet point summaries (MO 1,2,3) 2. [group?] Improve the heat island performance of an urban neighborhood with map annotations and graphics. Submit brief explanation of (2-3 paragraphs) strategies used (MO 5) 3. Locate local complete street case study ideally in your local area; document through diagrams, labels and images on a google map of the street (MO 6)

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

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

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 <u>Social Sciences objectives</u>* will provide instruction and guidance that help students to:

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

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

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

SSUS 295			
Department(s)/Program		**New GEP Special Topics Offering**	X
Special Topic Title: (30 character limit)	Race and Criminal (In)Justice	**Review for 2ⁿᵈ Offering**	
Term to be Offered	Maymester 2021		
Instructor Name/Title	Stacy De Coster, Professor, Department of Sociology and Anthropology		

SECTION 1: GEP CRITERIA

<u>Instructions:</u>

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

Social Sciences

List the Instructor's student learning outcomes for the course that are relevant to GEP *Social Sciences Objective 1*:
Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.

- Learning Outcome: Students will identify the structural, cultural, and interactional causes and consequences of racial and economic inequality in the criminal justice system.

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 Reflection Essay Question: Explain how and why incarceration influences employment outcomes? In your explanation, be sure to discuss the specific disadvantages facing African Americans who have been incarcerated.

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

- Learning Outcome: Students will interpret social scientific methods, data, and findings to understand how inequality is reproduced in the criminal justice system by evaluating the effects of inequality on criminal justice contacts and the effects of criminal justice contacts on subsequent institutional involvements (e.g., employment, family)

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 Reflection Essay Question: Visit The Citizens Police Data Project webpage (https://invisible.institute/police-data) and click on 5 red areas (high numbers of illegal police searches) and 5 blue areas (low numbers of illegal police searchers). Record the median household income and racial composition of each of the areas on which you click. Discuss whether and how these findings relate to your readings about race, poverty, and police injustice for today.

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

- Learning Outcome: Students will use critical race, criminological, and sociological theories as conceptual tools to make sense of real-world situations.

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 Reflection Essay Question: Group members identified several statements they considered problematic in the interview between Jon Stewart and Bill O'Reilly on White privilege. Classify each of the statements using our discussion of racial fallacies (individualistic, legalistic, tokenistic, ahistorical, and fixed fallacies). Be sure to discuss why the statement fits the fallacy.

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. 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.

- Objective 1 Learning Outcome: Students will identify the structural, cultural and interactional causes and consequences of racial and economic inequality in the criminal justice system.
- Sample Reflection Essay Question: Describe three processes through which parental incarceration influences children in ways that lead to racial and class inequality.

- Objective 2 Learning Outcome: Students will interpret how racial inequalities have been perpetrated throughout history within the criminal justice system and will relate these inequalities across various institutions, including families, schools, and workplaces.
- Sample Reflection Essay Question: Discuss what Alexander means when she describes Mass Incarceration as the New Jim Crow.

- Objective 4 Learning Outcome: Students will evaluate interactions between criminal justice actors and Black adolescents in ethnographic writings, documentaries and films focused on racial inequalities in the criminal justice system.
- Sample Reflection Essay Question: Based on your readings (focus on citizen statements in "Hands up Don't Shoot," findings from the article "Language from Policy Body Camera Footage Shows Racial Disparities in Officer Respect") and our film ("Policing the Police"), discuss what you would say to someone who argues that the only problem in policing and justice is that Black people need to learn to show more respect to the police.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).

GEP Courses should have no more than ONE pre-requisite.

GEP Special Topics are approved as a one-term offering.

The course syllabus for all sections must include the GEP *Social Sciences* and *U.S. Diversity* category designations and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:

  - Meeting time and day(s): M-F 9:50-12:50

  - Seat count: 15

  - Room assigned or room preference including needed classroom technology/seat type: Synchronous Zoom

- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295) – SOC 295-002

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

a. If seats are restricted, describe the restriction being applied. No restrictions

b. Is this restriction listed in the course catalog description for the course? NA

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 <u>attach a syllabus</u> that includes this information.

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

   See attached syllabus

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

   See attached syllabus

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

SIGNATURE PAGE FOR *SSUS 295*

RECOMMENDED BY:

D. Juoy Gose   3/14/2021
_____   _____   _____
HEAD, DEPARTMENT/PROGRAM   DATE

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

ENDORSED BY:

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

_____   _____   3/15/2021 _____
COLLEGE DEAN   DATE

APPROVED BY:

_____   _____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION   DATE

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

APPROVED EFFECTIVE DATE _____

RACE & CRIMINAL (IN)JUSTICE

Maymester 2021 | SOC 295   3 credit hours | Prerequisites/Restrictions: None

Instructor: Dr. Stacy De Coster
E-mail: smcoster@ncsu.edu
she/her/hers

Meeting Time: 9:50-12:50 MTWThF
Office hours: 2:00 pm T

Insert Zoom Link for Class Sessions

COURSE OVERVIEW

This course analyzes the structural, cultural, and interactional origins and consequences of race inequalities in the criminal justice system with an emphasis on how race and poverty intersect to inform criminal justice experiences and life-course outcomes.

COURSE DESCRIPTION

The criminal justice system serves as a core mechanism through which racial and economic inequality are reproduced in society. This course provides an analysis of the structural, cultural, and interactional origins and consequences of racial disparities in interactions with the police, arrest decisions, sentencing, and incarceration. The U.S. has the highest incarceration rate in the world, and systemic racial disparities at every stage of the legal system mean that the brunt of our mass incarceration experiment is carried by Black and Brown citizens and communities, particularly those that are impoverished. Course topics include: (1) Racial disparities in policing and sentencing; (2) The school-to-prison pipeline; (3) Collateral consequences of incarceration: Employment, Families, Housing, and Communities; and (4) Legal estrangement and reform efforts

> We have a system of justice in the US that treats you much better if you're rich and guilty than if you're poor and innocent.
>
> -Bryan Stevenson

INSTRUCTIONAL MATERIALS

NETFLIX

Ferguson, AA. 2000. Bad boys: Public schools in the making of Black masculinity. $24.95.

Morris, M. 2018. Pushout: The criminalization of Black girls in schools. $12.04.

You will need access to Netflix for course documentaries.

All additional reading materials are available on Moodle.

GENERAL EDUCATION PROGRAM (GEP) FULFILLMENT

This course meets the GEP category requirements for Social Sciences and GEP co-requisite requirements for U.S. Diversity.

GEP SOCIAL SCIENCE OBJECTIVES AND OUTCOMES

OBJECTIVE 1

Examine at least one of the following: Human behavior, culture, mental processes, organizational processes, or institutional processes. *Learning Outcome:* Students will identify the structural, cultural, and interactional causes and consequences of racial and economic inequality in the criminal justice system.

OBJECTIVE 2

Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes. *Learning Outcome:* Students will interpret social scientific methods, data, and findings to understand how inequality is reproduced in the criminal justice system by evaluating the effects of inequality on criminal justice contacts and the effects of criminal justice contacts on subsequent institutional involvements (e.g., employment, family)

OBJECTIVE 3

Use theories or concepts of the social sciences to analyze and explain theoretical and or real-world problems, including the underlying origins of such problems. *Learning Outcome:* Students will use critical race, criminological, and sociological theories as conceptual tools to make sense of real-world situations.

GEP U.S. DIVERSITY OBJECTIVES AND OUTCOMES

OBJECTIVE 1

Analyze how religious, gender, ethnic, race, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences. *Learning Outcome:* Students will identify the structural, cultural, and interactional causes and consequences of racial and economic inequality in the criminal justice system.

OBJECTIVE 2

Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S. *Learning Outcome:* Students will interpret how racial inequalities have been perpetuated throughout history within the criminal justice system and will relate these inequalities across various institutions, including families, schools, and workplaces.

OBJECTIVE 4

Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S. *Learning Outcome:* Students will evaluate interactions between criminal justice actors and Black adolescents in ethnographic writings and documentaries and films focused on racial inequities in the criminal justice system.

COURSE OBJECTIVES

This course is aimed at teaching you to critically analyze and evaluate the criminal justice system and the role it plays in reproducing racial and economic inequalities in society. Specifically, we will focus on the following objectives.

1 Interpreting sociological research and data demonstrating racial and economic inequalities in the criminal justice system

2 Identifying the historic, structural, cultural, and interactional causes of racial and economic inequality in the criminal justice system.

3 Recognizing the role the criminal justice system plays in creating and perpetuating racial and economic inequality in society (by limiting access to conventional institutional involvements).

4 Assessing sociological theories based on their ability to explain empirical realities. We will focus on critical race theories, theories of crime and punishment, and theories of inequality.

LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1 Describe research and data on racial and economic inequalities in the criminal justice system.

2 Demonstrate understanding of the structural, cultural, and interactional causes and consequences of racial and economic inequality in the criminal justice system.

3 Use sociological and criminological theories as conceptual tools to make sense of links between inequality and the criminal justice system.

4 Communicate all the above in oral and written form.

> " When everyone in the classroom, teacher and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful. "
>
> - bell hooks

ZOOM POLICIES

✓ Be on time. You should be on zoom with all needed materials and ready to go before class starts much like you would be in your desk already when class starts in a physical classroom.

✓ Experts tell us that "video on" is best for fostering engagement when holding class synchronously online. I prefer "video on" but understand if that presents a problem for you.

✓ Be fully present and contribute to discussion. Don't try to do other homework, check social media, or otherwise engage during our class sessions.

✓ If you aren't actively speaking, make sure the mic is muted. To speak, unmute the mic or hold down the space bar while you speak.

POINT EARNING OPPORTUNITIES & GRADING

Course grades will be computed by dividing the points you earn by the total number of class points
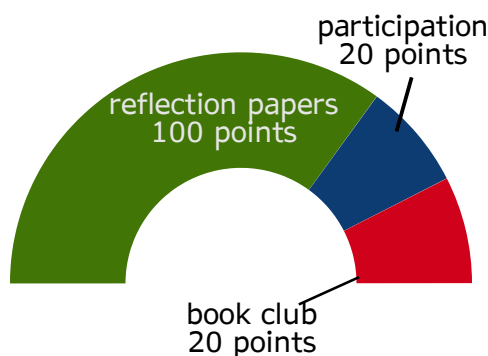
Reflection Papers (100 points)

12 reflection papers @ 10 points each (lowest 2 dropped)

We will be covering a lot of material this Maymester, and your reflection papers will help you keep up with the material and recall what you've learned. Your reflection papers will cover the readings and films for the course and will consist of at least 3 typed paragraphs. At the end of your reflections, you will write 2 discussion questions for the class.

Your reflection papers will consist of: (1) a first paragraph that summarizes the main ideas of the readings/films for the day. You will most likely need to write a summary paragraph for each item you read/view (if you read 2 articles, you will probably need 2 paragraphs). Your summary consists of you writing the main ideas of the article/film in your own words (how you would describe it to a friend). Do not use the words of the authors or others when describing the articles. (2) After your summary, you will write a paragraph in which you write your own reflections on the readings/film. Talk about what the readings/films mean to you, discuss how they compare or contrast with your thoughts on the topics prior to doing the readings/watching the films (i.e., how do the main ideas compare with what you knew from other courses, from your life experiences, from discussions with friends/family/social media acquaintances)

Grade Breakdown

participation
20 points

reflection papers
100 points

book club
20 points

Grading Scale

97 - 100%	A+
93 - 96.9%	A
90 - 92.9%	A-
87 - 89.9%	B+
83 - 86.9%	B
80 - 82.9%	B-
77 - 79.9%	C+
73 - 76.9%	C
70 - 72.9%	C-
67 - 69.9%	D+
63 - 66.9%	D
60 - 62.9%	D-
0 - 59.9%	F

Class Participation (20 points)

The success of our course depends on everyone participating in discussions. Effective participation requires that you read or watch all assigned materials before the class day on which they are assigned. We will have discussions as a class, and you will participate also in breakout groups where you will engage in various activities (using data to answer questions about race and justice, for instance). I will grade participation as follows: 20 points means you contribute frequently to class discussions, showing exceptional preparation and turn in class activities that demonstrate exceptional thought. 18 points means you contribute often, demonstrating thorough preparation, and turn in class activities that demonstrate considerable thought. 16 points means your contributions are somewhat infrequent but reflect adequate preparation and are helpful to class discussion. Class activities demonstrate thought and effort. 14 points means you participate little or not at all in class or groups, showing little evidence of preparation. 12 points means your participation is very infrequence, indicative of little class preparation. Less than 12 points reflects a patterns of disrespectful interactions or behaviors in class.

Book Club (20 points)

You will choose to read either Fergussen's Bad Boys or Morris' Pushouts. Along with the reflection you write on the book, you will want to take notes on the book while reading. You will meet in class with students who have read the same book as you and will prepare a presentation to describe the book to the rest of the class (some students will not have read the book, so you will want to outline the general arguments of the book and provide examples of the arguments in your presentation). Group presentations will be worth 20 points, and group members will describe the role that each individual played in creating the presentation.

Grading (Cont)

Credit-Only (S/U) Grading: To receive a grade of S, you must complete all exams and assignments, and earn a grade of C- or better. Conversion from letter grading to credit only grading is subject to University deadlines. See the Registration & Records calendar: http://policies.ncsu.edu/regulation/reg-02-20-15

Incomplete Grades: If an extended deadline isn't authorized by the instructor or department, unfinished incomplete grades automatically change to an F after the end of the next regular semester in which you are enrolled (not including summer) or the end of 12 months if you are not enrolled. The burden of fulfilling an incomplete grade is the responsibility of the student. See https://policies.ncsu.edu/regulation/reg-02-50-03/

EMAIL

I will do my best to respond to your emails within 24 hours of receipt. Please include the course name in the subject line.

> The United States is home to 5% of the world's population, but 25% of the world's prisoners. Think about that.
>
> -Barack Obama

A Note on Class Participation

Open dialogue and debate is central to a rich intellectual environment, but discussion can only flow freely if we treat one another with respect. Part of treating others with respect is keeping in mind that we do not know the details of others' lives, including their experiences with crime, victimization, and criminal justice interventions.

In the words of John Dallas, Jr., "Words have meaning beyond the obvious. Words have consequences beyond intentions. Civil words align risk and reward of such unknowns."

NCSU Policies, Regulations, and Rules

Equal Opportunity & Nondiscrimination Policy

Office for Institutional Equity & Diversity

Grades & Grade Point Average

Credit-Only Courses

Audits

Bias Impact Response Team

These are clickable links.

ADDITIONAL COURSE POLICIES

1 KEEPING UP WITH COURSE WORK

All reflection papers are due prior to the start of class

If you have a health, family, or other emergency that prevents you from completing your work, please contact me. You should try to notify me before the assignment is due but may not be able to do so. In that case, try to contact me as soon as possible. Click here for NCSU's Attendance Link.

2 ACADEMIC INTEGRITY

The free exchance of schoalrly ideas depends on everyone being responsible for properly citing other people's words and ideas. The use of another persons' words or ideas without proper citation is like theft. Click here for the University's policy on academic integrity.

3 HARASSMENT POLICY

NCSU provides equality of opportunity in education for all students and affirms its commitment to maintain 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 NCSU policy and will not be tolerated. Harassment of any person based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is also a violation of state and federal law and/or NCSU policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. Click here for the University's policy covering discrimination, harassment, and retaliation.

Any person who feels that they have been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

4 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 disability services for students at 1900 student health center, campus box 7509, 919-515-7653. Click here for Academic Accommodations for Students with Disabilities Regulation.

5 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

We will use Moodle and Zoom this semester. Our zoom sessions may be recorded but will not be used beyond the current semester or in any other setting outside our course.

6 TRANS INCLUSIVENESS

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

DIFFICULT TIMES

I would very much prefer to be teaching this course face-to-face and am sure many of you also prefer the many benefits associated with face-to-face learning and instruction. Given the current situation with the corona virus, NCSU is taking necessary precautions to ensure all of our health and well-being. One such precaution is that we will not be meeting in a face-to-face classroom this semester. The intellectual environment of the face-to-face classroom is difficult to replicate online, but we will have to do our best to create a dynamic learning environment that helps meet the many social, intellectual, and emotional needs that our university classroom typically helps us fulfill.

HEALTH AND WELL-BEING RESOURCES

We are living through difficult times in which academic and personal stress are natural results.
Everyone is encouraged to take care of themselves, their peers, and their community near and far.
If you are in need of support, there are resources on campus that are available to help you:

RESOURCES AT A GLANCE

NCSU Counseling Center

Student Health Services

Pack Essentials: Food, Housing, Financial Insecurity

Student Ombuds Services

Women's Center

clickable links

> " The greatness of a community is most accurately measured by the compassionate actions of its members.
>
> - **Coretta Scott King**

Protect the Pack

NC State is doing what it can to protect the Pack in response to the Covid Pandemic. As part of the community, we are all responsible for doing our part to protect ourselves and our community.

Please review the protocals, guidelines, and far-ranging information provided at Protect the Pack to help promote a safe and supportive environment for students, faculty, and staff. Click here.

> "Life's most persistent and urgent question is, 'What are you doing for others?'"
>
> -Martin Luther King, Jr.

COURSE SCHEDULE

The course schedule serves both as a guide to the specific topics for each class and as a checklist for you to ensure that you've completed all the requisite work each day. If the course schedule changes, I will provide updates.

Wednesday | May 19 | Introduction & Types of Racism

- Attend zoom session
- Review your syllabus

- Breakout group discussions: Identifying and naming color-blind racism and racial fallacies in Bill O'Reilly and Jon Stewart's extended interview on White privilege.

- Taking Surveys: The Harvard Implicit Bias Test

- Implicit bias discussion: Considering our own expectations and performance on Harvard's Implicit Association Test: Race

PART I | INJUSTICE FROM WITHIN

"That justice is a blind goddess is a thing to which we Blacks are wise. Her bandage hides two festering sores, that once perhaps were eyes."

-Langston Hughes

Thursday | May 20 | Race & The History of Criminal Justice

- Watch Ava Duvernay's Documentary *13th* (take good notes!)

- Read: Wacquant, L. 2002. From Slavery to Mass Incarceration." New Left Review, 13.

- Reflection Paper 1

Friday | May 21 | Mass Incarceration: Roots & Targets

- Watch Michelle Alexander (2014) *A System of Racial & Social Control*. Frontline PBS.

- Read: Alexander, Michelle (2020). Chapter 1: The Rebirth of Caste" in The New Jim Crow: Mass Incarceration in the Age of Color Blindness.

- Explore Data: The Invisible Institute's Citizen Police Project Data

- Write Reflection Paper 2

> The nature of the criminal justice system has changed. It is no longer primarily concerned with the prevention and punishment of crime, but rather with the management and control of the dispossessed.
>
> - Michelle Alexander

Monday| May 24 |Race & Policing

- Watch "Police Militarization: Last Week Tonight with John Oliver" (2014).

- Read: Voigt, R et al. 2017. "Language from Police Body Camera Footage Shows Racial Disparities in Officer Respect." *Proceedings of the National Academy of Science* 114:6521-6526.

- Read: Tomaskovic-Devey, Donald and Patricia Warren. 2014. "Explaining and Eliminating Racial Profiling." *Contexts* 8(2):34–39.

- Read: Goff, AP et al. 2016. "The science of justice: Race, arrests and police use of force." Center for Policing Equity.

- Write Reflection Paper 3

Tuesday| May 25 | Race & Policing

- Watch "Policing the Police" (Frontline, Season 34, Episode 10)

- Read: Cobbina, J. Chapter 1 "Race and policing: The more things change, the more they remain the same;" Chapter 2 "Guilty until proven innocent: Life under suspicion;" & Chapter 3 "It's a blue thing: Race and Black police officers." in Hands Up Don't Shoot.

- Explore Data: Mapping Police Violence

- Write Reflection Paper 4

Wed | May 26 | Policing: Intersectionalities of Race & Gender

- Watch Kimberle Crenshaw "The Urgency of Intersectionality"

- Read Ritchie A.J. 2017. Chapter 3 "Policing Girls" and Chapter 8 "Policing Motherhood" in Invisible no More: Police violence against Black women and women of color.

- Explore data: Invisible No More Database

- Group 1 Reads: Brunson, RK. 2007. "'Police don't like Black people:' African-American young men's accumulated police experiences." Criminology & Public Policy 6:71-101.

- Group 2 Reads: Hitchens, BK et al. 2018. "The context for legal cynicism: Urban young women's experiences with policing in low-income, high-crime neigbhorhoods." Race and Justice 8:27-50.

- Write Reflection Paper 5

> " If we aren't intersectional, some of us, the most vulnerable, are going to fall through the cracks. "

Thurs | May 27 | Race & Court-Ordered Death Sentences

- Watch Bryan Stevenson Lecture "Race, Poverty, and The Death Penalty"

- Read:Kotch, S and RP Mosteller. 2010 "The racial justice act and the long struggle with race and the death penalty in North Carolina." North Carolina Law Review.

- Write Reflection Paper 6

> That the murder of Black victims is treated as less culpable than the murder of white victims provides a haunting reminder of once-prevalent Southern lynchings.
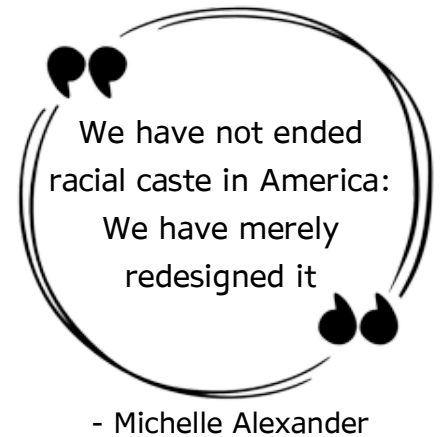
- John Paul Stevens

> " The true measure of our commitment to justice, the character of our society, our commitment to the rule of law, fairness, and equality cannot be measured by how we treat the rich, the powerful, the privileged, and the respected among us. The true measure of our character is how we treat the poor, the disfavored, the accused, the incarcerated, and the condemned. "

- Bryan Stevenson

PART II | FROM LOCKED UP TO LOCKED OUT: COLLATERAL CONSEQUENCES OF FELONY RECORDS

Fri | May 28 | Employment

- Read: Uggen et al. 2020. "Locked out 2020: Estimates of people denied voting rights due to felony conviction." The Sentencing Project.

- Read Pager, D. 2003. "The mark of a criminal record." American Journal of Sociology 108:937-975.

- Watch: Race, Employment and Criminal Records: Devah Pager

- Write Reflection Paper 7

> We have not ended racial caste in America: We have merely redesigned it
>
> - Michelle Alexander

Mon | May 31 | Memorial Day: No Class

Tues | June 1 | Voting, Housing, & Health

- Group 1 Read: Massoglia, M, G Firebaugh, anc C Warner. 2013. "Racial variation in the effect of incarceration on neighborhood attainment. American Sociological Review 78:142-165.

- Group 1 Read: Kirk, DS and S Wakefield. 2018. "Collateral consequences of punishment: A critical review and path forward." Annual Review of Criminology 1:171-194.

- Group 2 Read: Uggen, C. and J. Manza. 2008. Chapter 6 "Disenfranchisement and civic reintegration: Felons speak out" in Locked out: Felon disenfranchisement and American democracy.

- Group 2 Read: Uggen et al. 2020. "Locked out 2020: Estimates of people denied voting rights due to felony conviction." The Sentencing Project.

- Write Reflection Paper 8

Wed | June 2 | Concentrated Incarceration & Black Communities

- Read: Roberts, DE. 2003. "The social and moral cost of mass incarceration in African American communities. Stanford Law Review 56:1271-1283.

- Read: Bell, Monica. 2017. "Police reform and the dismantling of legal estrangement." The Yale Law Journal 126:2054-2150.

- Clear, Todd. 2007. Chapter 6 "In their own voices: People in high-incarceration communities talk about the impact of incarceration" in Imprisoning communities: How mass incarceration makes disadvantaged neighborhoods worse.

- Write Reflection Paper 9
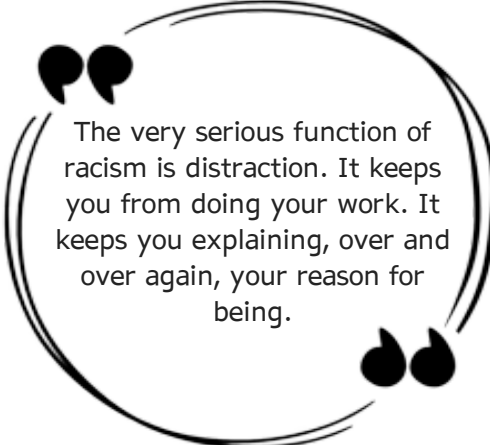
PART III | THE CHILDREN:
"WE ARE NOT COLLATERAL CONSEQUENCES"

Thursday | June 3 | Parental Incarceration

- Read: Ruiz, DS and A Kopak. 2014. "The consequences of parental incarceration for African American mothers, children, and grandparent caregivers." Journal of Pan African Studies, 7.

- Read: Shaw, M. 2016. "The racial implications of the effects of parental incarceration on intergenerational mobility." Sociology Compas 10:1102-1109.

- Write Reflection Paper 10

Friday | June 4 | Black Youth & The School-to-Prison Pipeline

- Read: Skiba, RJ et al. 2002. The color of discipline: Sources of racial and gender disproportionality in school punishment. The urban review 34:317-342.

- Read De Coster, S. & R. Zito. 2016. "The social landscape of intractable offending among African American males in marginalized contexts," in Preventing Crime and Violence.

- Read Rios, V. 2011. Chapter 5 "Dummy Smart: Misrecognition, acting out, and 'going dumb.' in Punished: Policing the lives of Black and Latino boys.

- Write Reflection Paper 11

- Start reading your book club book

> The very serious function of racism is distraction. It keeps you from doing your work. It keeps you explaining, over and over again, your reason for being.

- Toni Morrison

Monday| June 7 | Race & Juvenile (In)Justice: When They See Us

- Watch: When They See Us, Episodes 1 and 2

- Read your book club book

Tuesday| June 8 | Race & Juvenile (In)Justice: When They See Us (Cont)

- Watch: When They See Us, Episodes 3 and 4

- Finish your book club book

- Write Reflections on your book club book (Reflection 12)

Wednesday| June 9 |Intersections of Race & Gender: School Punishment
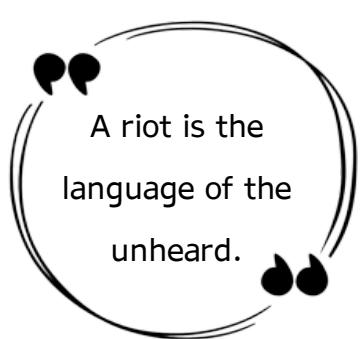
- Book club meetings and preparation of presentations

Thursday| June 10 |Intersections of Race & Gender: School Punishment

- Book club presentations

PART IV | WHAT NEXT?

Friday | June 11 | Black Lives Matter & Defunding the Police

- Watch: Wyatt Cenac's Problem Areas (Season 1, Episode 2)
- Watch: Police: Last Week Tonight with John Oliver

- Read: What Comes After Mass Incarceration? The Atlantic (2015)

- Read: Read: Cobbina, J. Chapter 4 "'We stand united:' Why protesters marched;" and Chapter 5 "'I will be out here every day strong! Repressive policing and future action" in Hands Up Don't Shoot.

- Write Reflection Paper 12

A riot is the language of the unheard.

- Martin Luther King Jr.

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

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

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

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

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

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

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

SSUS 295			
Department(s)/Program	Teacher Education and Learning Sciences	**New GEP Special Topics Offering**	X
Special Topic Title: (30 character limit)	Developing as an Activist and Ally	**Review for 2ⁿᵈ Offering**	☐
Term to be Offered	Fall 2021		
Instructor Name/Title	Christy Byrd, Assistant Professor		

SECTION 1: GEP CRITERIA

Instructions:

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

Social Sciences

List the Instructor's student learning outcomes for the course that are relevant to GEP *Social Sciences Objective 1*:
Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.

- Define key concepts related to intergroup interactions and social change.
- Use methods of critical analysis to compare and contrast concepts such as oppression, social group differences, socialization, dominant and counter-narratives, power, and privilege.

Measure(s) for above Outcome:
Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will write reflections connecting key concepts to their personal lives and communities and create/perform a story to raise awareness about a social issue.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Social Sciences Objective 2*:
Obj. 2) Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.

- Use methods of critical analysis to compare and contrast concepts such as oppression, social group differences, socialization, dominant and counter-narratives, power, and privilege.

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 analyze social movements, dominant and counter-narratives, and use qualitative methods to explore themes in narratives.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Social Sciences Objective 3*:
Obj. 3 Use theories or concepts of the social sciences to analyze and explain theoretical and/or real-world problems, including the underlying origins of such problems.

- Use methods of critical analysis to compare and contrast concepts such as oppression, social group differences, socialization, dominant and counter-narratives, power, and privilege.
- Connect curricular concepts to their lived experiences and personal reflections.
- Identify and apply strategies for allyship and coalition building to foster equity and access within their communities.

Measure(s) for above Outcome:
Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will write reflections connecting key concepts to their personal lives and communities and create/perform a story to raise awareness about a social issue.

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.

- Define key concepts related to intergroup interactions and social change. (1)
- Use methods of critical analysis to compare and contrast concepts such as oppression, social group differences, socialization, dominant and counter-narratives, power, and privilege. (1, 3, 4)
- Identify and apply strategies for allyship and coalition building to foster equity and access within their communities. (3,4)

Measure(s) for above Outcome:
Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will write reflections connecting key concepts to their personal lives and communities and create/perform a story to raise awareness about a social issue.

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.*

Measure(s) for above Outcome:

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

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).

GEP Courses should have no more than ONE pre-requisite.

GEP Special Topics are approved as a one-term offering.

The course syllabus for all sections must include the GEP *Social Sciences* and *U.S. Diversity* category designations and GEP student learning outcomes.

Tuesday/Thursday 4:30p.m. – 5:45p.m., 25 seats, room preference: moveable seats

Listed with ECI 509

What percentage of the seats offered will be open to all students? 50_____%

  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)

SECTION 3: ADDITIONAL INFORMATION

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

See attached	**1. Title and author of any required text or publications.**
See attached	**2. Major topics to be covered and required readings including laboratory and studio topics.**
See attached	**3. List any required field trips, out of class activities, and/or guest speakers.**

SIGNATURE PAGE FOR *SSUS 295*

RECOMMENDED BY:

_____   March 5, 2021
HEAD, DEPARTMENT/PROGRAM   DATE _____

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

ENDORSED BY:

_____   _____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE   DATE

_____   _____
COLLEGE DEAN   DATE

APPROVED BY:

_____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION   DATE

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

APPROVED EFFECTIVE DATE _____

_____

ECI 509/SSUS 295 Course Syllabus

Developing as an Activist and Ally

Table of Contents

INSTRUCTOR INFORMATION

Name	Office Phone	Email	Office Location
Dr. Christy Byrd	919-515-1585	christy_byrd@ncsu.edu	Poe Hall 602C

Virtual Office Hours

2-2:30pm Monday, Wednesday, and Friday via Zoom: *https://ncsu.zoom.us/my/christymbyrd*. No appointment necessary.

Preferred Method of Communication

I prefer to answer questions during office hours instead of via email.

Response Time

Expect a response to emails within 48 hours.

COURSE INFORMATION

Course Website: https://wolfware.ncsu.edu/courses/my-wolfware/
Course Credit Hours: 3

Meeting Time and Tool Used

Tuesdays and Thursday 4:30-5:45pm in Poe XXX

Prerequisites/Corequisites

None

General Education Program (GEP) Information

GEP Category Fulfilled

Social Sciences/U.S. Diversity

GEP Corequisites

None

COURSE OVERVIEW

Catalog Description

In this interactive course, students will examine key concepts relating to diversity and equity, explore the history of social change, develop critical analysis skills, and identify strategies to work as an activist and ally. There will be a particular focus

on educational equity. This course is based on the *#PassingTheMic: A Curriculum to Amplify Youth Voices & Develop Critical Consciousness* developed by #PassTheMicYouth program at NC State.

Structure

The course meets in-person. Students will complete interactive activities and reflections during class and a weekly journal after class. Homework and major assignments will focus on the creation of a narrative presentation about a social issue that will be presented at a public event.

LEARNING OUTCOMES

At the end of this curriculum, students will:
- Identify community intentions aimed at fostering confidence, competence, character, connection, and caring.
- Define key concepts related to intergroup interactions and social change.
- Use methods of critical analysis to compare and contrast concepts such as oppression, social group differences, socialization, dominant and counter-narratives, power, and privilege.
- Connect curricular concepts to their lived experiences and personal reflections.
- Identify and apply strategies for allyship and coalition building to foster equity and access within their communities.
- Create and perform a story to raise public awareness about a social issue(s).
- Develop next steps for action planning and sustainability.

COURSE MATERIALS

Required Textbook

None. All materials will be posted on Moodle.

Optional Materials

None.

TECHNOLOGY REQUIREMENTS

Hardware

NC State's Online and Distance Education provides [technology requirements and recommendations](#) for computer hardware.

Software

- > [Moodle and Wolfware](#)
  - ○ [Moodle Accessibility Statement](#)
  - ○ [Moodle Privacy Policy](#)
  - ○ [NCSU Privacy Policy](#)
- > [Adobe Reader](#) (for reading PDF files)
  - ○ [Accessibility Statement](#)
  - ○ [Adobe Privacy Policy](#)
- > [Office 365](#)

Minimum Computer and Digital Literacy Skills

- > Obtain regular access to a reliable internet connection
- > Proficient typing and word processing skills (MS Word, text editors, 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 ability to perform online research using various search engines and library databases. Visit [Distance Learning Services](#) at NC State Libraries for more information.

NETIQUETTE

Netiquette is the term used to describe the special set of rules for online communication.

Students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember when taking an online course and engaging with others.

Tips for Success:
> **Do**: Follow the same standards of behavior that you subscribe to offline. Keep in mind that all online communication is documented and therefore permanent.
> **Don't**: Flame others in discussion forums. Flaming is the act of responding in a highly critical, sarcastic, or ridiculing manner – especially if done on a personal level. Remember that these discussions are meant for constructive exchanges and learning!
> **Do**: Ensure you are responding to forums by the due date, in order to leave time for peers to comment on your response.
> **Don't**: Go for long periods of time without communicating to your instructors or classmates. It is important to stay a part of the online community!
> **Do**: Remember to read over your posts before selecting "Submit."
> **Don't**: Use slang, poor grammar, and other informal language in discussion forums or email messages to instructors or classmates.

Additional resources
> [DELTA's Netiquette or Best Practices for Teaching Online](#)
> [Netiquette – Ethics in Computing](#)

GRADING

Grading Policy

- Activities and Class Participation (50%)
- Homework Assignments (25%)
- Final Narrative Presentation (25%)

Grading Scale

This course uses this grading scale:

Low	Letter	High
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

COURSE SCHEDULE

Date	Topic	Homework Assignment
Aug 17	Building a Connected & Caring Learning Community	Introductory Letter
Aug 19	*Passing the Mic:* Practicing Active Listening	
Aug 24	*Understanding the Layout:* Creating a Shared Language for Critical Reflection	Social Identity Journal
Aug 26	*Learning Your Lines:* Understanding the Cycle of Socialization	
Aug 31	*Flipping the Script:* The Cycle of Liberation	
Sep 2	Understanding Inequities in Education	
Sep 7	*Being a Good Scene Partner:* Allyship	Ally Plan
Sep 9	Reflections on Youth Leadership	Youth Activist Spotlight
Sep 14	Exploring Youth Leadership in the 20th and 21st Century – Part 1	
Sep 16	Exploring Youth Leadership in the 20th and 21st Century – Part 2	Youth Leadership Artwork
Sep 21	Youth Leadership in Education	
Sep 23	Storytelling & Dominant Narratives	
Sep 28	Examining Counter-narratives	
Sep 30	*The Power of Storytelling:* A Tweet, Insta/Facebook Post, & Other Social Media Stories	Social Media Post
Oct 5	**No Class – Fall Break**	
Oct 7	*Taking the Mic:* Celebrating Youth Voices – Part 1	Presentation Proposal
Oct 12	*Taking the Mic:* Celebrating Youth Voices – Part 2	Presentation Draft
Oct 14	*Taking the Mic:* Celebrating Youth Voices – Showcase	
Oct 19	*Informing Your Performance:* Understanding Research	
Oct 21	Research in Educational Equity	
Oct 26	*Dress Rehearsal*	Peer Critique
Oct 28	*Standing Ovation:* Question & Answer	Revised Story
Nov 2	*Going Viral:* Honing Your Message	
Nov 4	*Meet The Press:* Navigating & Responding to Critique	
Nov 9	Exploring Educational Policy	
Nov 11	*Leaving a Legacy:* Action Planning for Sustainability	
Nov 16	Building School-Community Connections	
Nov 18	*Awards Ceremony:* Acknowledging Contributions	
Nov 23	*After Party:* Wrap Up	
Nov 25	**No Class - Thanksgiving Day**	

COURSE POLICIES

Late Assignments

You are expected to submit assignments on time. If illness, an emergency, or other excusable incident prevents you from submitting an assignment, inform me via Zoom during Student Hours or when you arrive to class. I will give you a new due date for any assignments due during the period you are unavailable. Late assignments submitted without notification will receive a 10% penalty every 24 hours.

Incomplete Grades

Please contact the instructor to discuss incomplete grades.

Attendance and Participation

You are expected to attend class on a regular basis. If you will miss class, notify me via Zoom during Student Hours or use the Absence Notifier on Moodle. I will contact you to give you makeup work and request documentation if necessary.

NC State's Attendance Policy: https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/ and the Withdrawl Process: https://studentservices.ncsu.edu/your-classes/withdrawal/process/

UNIVERSITY POLICIES

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the Academic Integrity web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies.

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

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:
> Equal Opportunity and Non-Discrimination Policy Statement and additional references
> Code of Student Conduct
> Grades and Grade Point Average
> Credit-Only Courses
> Audits

Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304,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)

Trans-Inclusive Statement

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Basic Needs Security

Any student who faces challenges securing their food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can contact the Division of Academic and Student Affairs to learn more about the Pack Essentials program https://dasa.ncsu.edu/pack-essentials/

COURSE EVALUATIONS

ClassEval is the end-of-semester survey for students to evaluate instruction of all university classes. The current survey is administered online and includes 12 closed-ended questions and 3 open-ended questions. Deans, department heads, and instructors may add a limited number of their own questions to these 15 common-core questions.

Each semester students' responses are compiled into a ClassEval report for every instructor and class. Instructors use the evaluations to improve instruction and include them in their promotion and tenure dossiers, while department heads use them in annual reviews. The reports are included in instructors' personnel files and are considered confidential.

Online class evaluations will be available for students to complete during the last two weeks of the semester for full semester courses and the last week of shorter sessions. Students will receive an email directing them to a website to complete class evaluations. These become unavailable at 8am on the first day of finals.

> - Contact ClassEval Help Desk: classeval@ncsu.edu
> - ClassEval website
> - More information about ClassEval

SYLLABUS MODIFICATION STATEMENT

Example: Our syllabus represents a flexible agreement. It outlines the topics we will cover and the order we will cover them in. Dates for assignments represent the earliest possible time they would be due. The pace of the class depends on student mastery and interests. Thus minor changes in the syllabus can occur if we need to slow down or speed up the pace of instruction.