

Council on Undergraduate Education 2020-2021

November 13th, 2020

Meeting hosted via Zoom

1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Carrie Pickworth
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE 30th October 2020 Minutes

USD Charge Discussion

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
HUM	HON 202 Inquiry, Discovery, and Literature	No GEP update
GK, IP	HON 293 Honors Special Topics - Interdisciplinary Perspectives/Global Knowledge	No GEP update
SS	HON 295 Honors Special Topics - Social Science	No GEP update
IP	HON 296 Honors Special Topics - Interdisciplinary Perspectives	No GEP update
IP/USD	HON 297 Honors Special Topics - Interdisciplinary Perspectives/US Diversity	No GEP update
VPA	HON 299 Honors Special Topics - Visual and Performing Arts	No GEP update
HUM, USD	HUMU 295 Black Culture Through Sports	2 nd Offering, Eff Maymester 2021
IP, USD	IPUS 295 Black Culture Through Sports	2 nd Offering, Eff Maymester 2021
SS, USD	SSUS 295 Growing Up in an Unequal Society	2 nd Offering, Eff Maymester 2021

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Moore, Belk, Jordan	GK, VPA	ARS 410 Art and History of World Puppetry	New Course
Haeseler	Orcutt, Annett-Hitchcock, McGowan	USD	FL 436 / ECI 436 / ECI 536 / FL 536 Perspectives on English as a New Language	New to USD
Belk	Ouellet, Lee, Bush	IP	HESM 332 Dance and Technology	New to IP
Haeseler	Domingue, Park, Moore	GK, HUM	HI 377 The Silk Road in the Medieval World	New Course
Bush	Lee, Morant, Gill	IP	PSE 476 / FB 476 / FB 576 / PSE 576 Environmental Life Cycle Analysis	New to IP

Review Courses for GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Miller, Xiang, Jordan	HES	HESS 279 Yoga I	Review

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Gill, Moore, Xiang	IP, USD	HON 297 COVID Case Files	1 st Offering Eff Spring 2021

Discussion:

Notes:

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

Council on Undergraduate Education 2020-2021

October 30th, 2020
Zoom Hosted
Call to Order: 1:3 PM

Members Present: Chair Carrie Pickworth, Peggy Domingue, Carolina Gill, David Gilmartin, Nancy Moore, Jillian Haeseler, Herle McGowan, Alice Lee, Travis Park, Qiuyun Xiang, Tamah Morant, Renee Harrington (Proxy for AB), Steven Miller, Chad Jordan, Katherine Annett-Hitchcock, Kim Bush,

Members Absent:

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

Guests: Heather Lyerly

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Carrie Pickworth** – Welcomed the proxy and members.
- **Remarks and Updates from OUCCAS/DASA** – Lexi explained the Spring meetings have
- **Approval of the Minutes from October 16th, 2020** – Approved
Travis Park approve minutes

OLD BUSINESS

Moved to approve the information discussed in the past meetings about the guidelines for US Diversity by Herle Mcowan.

NEW BUSINESS

The College of Natural Resources and the Wilson College of Textiles are in agreement with the current interpretation of US Diversity.

Motion to close the lab and move forward with the understanding that we will review future USD categories with these guidelines by Tamah Morant. Motion is approved.

USD credit hour discussion

Wording of rationale and objectives

Expectations

Member had thoughts about the credit hours and a thought was put forward to consider the additional breadth, since this is challenging for students to interpret and USD would provide excellent additional breadth for students in STEM programs. For humanities students the additional breadth falls under the math, science, and engineering courses.

If the additional breadth category was taken it may take away from the Visual and Performing Arts category. These courses could potentially fall under a Humanities category.

Member is hesitant to set up the requirement that may argue what is worth more to the students.

There are also challenges of supply and demand of the amount of courses that have US Diversity credit.

Members would like to read the documentation from 2015, the previously USD proposal, as a starting place to build from.

There are several documents provided to assist in the discussion such as information from other, similar universities and how they work with US Diversity. Li provided a summary of colleges.

Members discussed the challenges of changing structure within a tightly woven system and how to make sure this is future proved.

Members focused on the student needs and how the students will be impacted.

Member asked what is the bare minimum that a student from NCSU should have before they graduate.

Members indicated the committee should look at all the categories and make sure competencies are there so all our students are functioning global citizens.

Member asked how we evaluated how the current curricula affect our students such as student success and exposure, and if we have data to show that.

There is a message issue when students are told that US Diversity is only a co-requisite that can be covered in one credit hour.

There can be a climate check from the students and faculty about how they feel about the USD requirements.

Member asked what we think about consulting with students in our colleges as well as advisers to highlight where we are lacking.

Member asked if there is a subject matter expert about US Diversity and members also discussed that each college has a DNI expert and we should consult with them.

Member also suggested reaching out to alumni to see where they think we could improve based on their experience. Members discussed if this could be pulled from the alumni survey that goes out.

Members suggested Nancy, who is known as a great person involved in surveys.

Assessment representative looked when the next survey is and members discussed questions that would be worded to help get a sense of how important these are.

The alumni survey goes out in January and closes in mid-March. Members discussed if they would like to have an interim action to not wait as long before making a US Diversity requirement.

Three steps moving forward:

- Set up about three questions that are written in the folder and get feedback from the colleges.

- Members look at the reports provided in this folder:

<https://drive.google.com/drive/folders/1wG4cvZU7Xrkk8W6Z0YbBOMstnLeLF9P0>

- Get a sense of the main emphasis of the courses in the members' colleges.

Rationale and current objectives are at the bottom of the notes paper.

Motion to table the discussion until the next meeting. Member asked what the expectations are for the members to discuss with their colleges. These questions will be sent out after the meeting after discussing with a smaller group.

Motion to table approved. Motion to adjourn.

Meeting adjourned at 2:56 PM

Respectfully submitted by Lexi Hergeth

GEP Humanities and U.S. Diversity Special Topic Shell Offering (HUMU 295)

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

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

The **GEP Humanities objectives** 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.

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.

HUMU 295

Department(s)/Program	Interdisciplinary Studies	New GEP Special Topics Offering	<input type="checkbox"/>
Special Topic Title: (30 character limit)	Black Culture Through Sports	Review for 2nd Offering	<input checked="" type="checkbox"/>
Term to be Offered	Maymester 2021		
Instructor Name/Title	Dr. Stephen C Ferguson II		

SECTION 1: GEP CRITERIA

Instructions:

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

Humanities

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

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

Identify major events, actors, movements, themes, and ideas relating to African American participation in sports.

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.

Quiz Questions – Example Prompt: Identify key African-American athletes that supported the Olympic boycotts in 1968 and their reasons for supporting the boycott.

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 primary document evidence and apply it to a philosophical or historical interpretation of the relationship of sports to other aspects of the African American 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.

Homework Assignment (Short Paper) – Example Prompt: In light of the videos watched in class and the assigned readings, compare and contrast Paul Robeson and Jackie Robinson's perspectives on Citizenship, Civil Disobedience, and Black Identity.

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.

Compare and contrast perspectives on the validity of the slave plantation analogy in the context of professional sports in the United States.

Measure(s) for above Outcome:

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

Written Assignment or Exam Essay Question: Reconstruct the arguments for and against the slave plantation analogy, citing historical evidence for each perspective.

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.

Learning Outcome for Objective 1) Identify how African American identity has been shaped by capitalism, racism, sexism and African-American participation in sports.

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.

Essay Exam Question – Example Prompt: Explore the social context for black participation in horse racing from Slavery to the Inaugural Kentucky Derby? (It is expected that students will address why 17 of the 19 jockeys in the first Kentucky Derby were African Americans, which would inherently require addressing the isms listed in the learning outcome.)

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:

Learning Outcome for Objective 2) Examine how structural inequalities impact African-American women's participation in sports and how that relates to the African-American 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.

Essay Exam Question – Example Prompt: Based on your knowledge of the structural inequalities affecting African American women in sports, answer the following question. Was Brittany Griner the best player, male or female, in NCAA college basketball for the 2011-2012 basketball season?

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): 11:40am-2:40pm M T W Th F
 - Seat count: 20 total across the combined sections (HUMU 295 and IPUS 295)
 - Room assigned or room preference including needed classroom technology/seat type: Withers Hall or a building on the Court of North Carolina
- 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) IPUS 295

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

See syllabus

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

See syllabus

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

See syllabus

SIGNATURE PAGE FOR HUMU 295

RECOMMENDED BY:



10/30/2020

HEAD, DEPARTMENT/PROGRAM

DATE

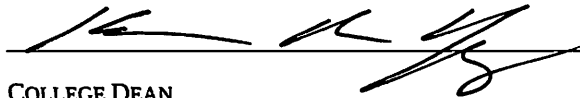
**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

not required in our college

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



COLLEGE DEAN

10/30/2020

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

GEP Interdisciplinary Perspectives & U.S. Diversity Special Topic Shell Offering (IPUS 295)

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

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

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

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

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

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

IPUS 295

Department(s)/Program	Interdisciplinary Studies	New GEP Special Topics Offering	<input type="checkbox"/>
Special Topic Title: (30 character limit)	Black Culture Through Sports	Review for 2nd Offering	<input checked="" type="checkbox"/>
Term to be Offered	Maymester 2021		
Instructor Name/Title	Dr. Stephen C Ferguson II		

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Perspectives

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

- A. Which disciplines will be synthesized, connected, and/or considered in this course?
African American Studies and Philosophy
- B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"? **Please see pedagogy statement after Section 3**

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.

Recognize and express an African American Studies approach and a Philosophical approach to studying African American participation in sports.

Measure(s) for above Outcome:

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

Exam Questions – Examples: Contrast an African American Studies argument with a Philosophical argument for who was the best hitter in the MLB: Josh Gibson or Babe Ruth?

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.

Apply and evaluate philosophical arguments concerning racial and gender inequality in American sports based on historical studies from African American Studies.

Measure(s) for above Outcome:

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

Exam question – Example Prompt: Discuss Sylvia Du Bois' breakthrough in the history of African American women in sport. What are the philosophical implications of Du Bois' exploits in light of the triple oppression of Black women in slavery?

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.

Discuss complex problems and power relations in sports using approaches from both African American Studies and Philosophy.

Measure(s) for above Outcome:

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

Exam Question – Example Prompt: Should college athletes be paid? OR Are college athletes student-athletes?

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.

Learning Outcome for Objective 1) Identify how African American identity has been shaped by capitalism, racism, sexism and African American participation in sports.

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.

Essay Exam Question – Example Prompt: Explore the social context for black participation in horse racing from slavery to the inaugural Kentucky Derby? (It is expected that students will address why 17 of the 19 jockeys in the first Kentucky Derby were African Americans, which would inherently require addressing the isms listed in the learning outcome.)

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:

Learning Outcome for Objective 2) Examine how structural inequalities impact African-American women's participation in sports and how that relates the African-American 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.

Essay Exam Question – Example Prompt: Based on your knowledge of the structural inequalities affecting African American women in sports, answer the following question. Was Brittany Griner the best player, male or female, in NCAA college basketball for the 2011-2012 basketball season?

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): 11:40am-2:40pm M T W Th F
 - Seat count: 20 total across the combined sections (HUMU 295 and IPUS 295)
 - Room assigned or room preference including needed classroom technology/seat type: Withers Hall or a building on the Court of North Carolina
- 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) HUMU 295

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

See syllabus

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

See syllabus

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

See syllabus

Black Culture Through Sports – Pedagogy Statement

The instructor in this course will use his background in philosophy to examine how sports and the African American experience mirror and interpenetrates with the larger questions of racism, class exploitation, white supremacy, slavery, Jim Crow/segregation and the African American challenges to them. This course will require the instructor to draw on philosophy, history and African American Studies.

Through an interdisciplinary approach, students will (1) investigate the ethical, economic, political, social and normative dimensions of sports; (2) develop a critical knowledge of the African American experience in sports from slavery to now; and (3) enhance their skills in reading, writing and the articulation of philosophical arguments.

To understand Africana Studies approaches to the subject matter, students will (1) review and interpret the history of African Americans in sports; and (2) review and interpret social and economic data on sports statistics.

To understand the philosophical perspective, students will (1) read literature related to the philosophy of sports; (2) analyze philosophical arguments related to the African American experience; and (3) develop arguments about central debates in the history of African American sports.

After students understand the different approaches, they will be given the opportunity to engage in discussions about the contemporary experience of African American athletes from an interdisciplinary perspective. Through targeted assignments and assessments, students will develop the skills needed to synthesize these two approaches in their final exam.

SIGNATURE PAGE FOR IPUS 295

RECOMMENDED BY:

Blackley

10/30/2020

HEAD, DEPARTMENT/PROGRAM

DATE

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

ENDORSED BY:

not required in our college

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

[Signature]

10/30/2020

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HUMU 295/IPUS 295 Black Culture Through Sports (Maymester 2021)

Instructor: Dr. Stephen C. Ferguson II	Course Title: Black Culture Through Sports
Course Pre(or Co)requisites and Enrollment Restrictions: None	GEP Requirements Fulfilled <i>If taken as HUMU 295 – Humanities & U.S. Diversity</i> <i>If taken as IPUS 295 - Interdisciplinary Perspectives& U.S. Diversity</i> <i>*Cannot be used towards both HUM and IP*</i>
Class Hours: 9:50-12:50, M-F	Classroom: TBD
Instructor Office: 446 Withers Hall	Office Phone: 919-515-0306
Office Hours: TBD	Three (3) Credit Hours
e-mail: scfergus@ncsu.edu¹	Web: https://philrel.chass.ncsu.edu/

Course description

The philosophy of sports is one of the newer subfields of philosophy. Given the enormous impact of sports on popular culture as well as the host of ethical, political, and social issues adjoined to sports activities and athletes, we find that philosophers are now approaching this very rich area with critical scrutiny.

This course is concerned with how sports and the African American experience mirrors and interpenetrates with the larger questions of racism, white supremacy, slavery, Jim Crow/segregation, the African American challenges to them and their adjoining philosophical implications. Sports historically functioned as a means for social advancement on the part of African Americans.

It should be noted a considerable number of philosophers recognize that the broader African American struggle has important philosophical ramifications. Given that sports are significantly affixed to the African American struggle and thus bound by values, rules, regulations, and judgments that form the social context of athletic contest, they consequently provide students of philosophy with ample resources to critically (philosophically) evaluate the meaning and measure of the African American experience in sports.

COURSE OBJECTIVES

1. Investigate the ethical, economic, political, social, and normative dimensions of sports;
2. Develop a critical understanding of the various philosophies of history linked to the African American experience in sports;
3. Enhance skills in reading, writing, and the articulation of philosophical argumentation.

General Education Program (GEP) Learning Outcomes:

- Identify major events, actors, movements, themes, and ideas relating to African American participation in sports. (HUM Category Objective 1)
- Analyze primary document evidence and apply it to a philosophical or historical interpretation of the relationship of sports to other aspects of the African American experience. (HUM Category Objective 2)
- Compare and contrast perspectives on the validity of the slave plantation analogy in the context of professional sports in the United States. (HUM Category Objective 3)
- Recognize and express an African American Studies approach and a Philosophical approach to studying African American participation in sports. (IP Category Objective 1)

¹ The student should take full advantage of all communication resources and opportunities although the instructor prefers e-mail as it is the most efficient and expedient. Be aware that it may take the instructor 72 hours to respond.

HUMU 295/IPUS 295 Black Culture Through Sports (Maymester 2021)

- Apply and evaluate philosophical arguments concerning racial and gender inequality in American sports based on historical studies from African American Studies. (IP Category Objective 2)
- Discuss complex problems and power relations in sports using approaches from both African American Studies and Philosophy. (IP Category Objective 3)
- Identify how African American identity has been shaped by capitalism, racism, sexism and African-American participation in sports. (USD Category Objective 1)
- Examine how structural inequalities impact African-American women's participation in sports and how that relates to the African-American experience. (USD Category Objective 2)

Course structure: This is a readings-based course with lectures and class discussions.

Texts and other required readings:

The required texts for the course are:

David K. Wiggins, *More Than A Game: A History of the African American Experience in Sport*. New York: Rowman & Littlefield, 2018. [MTAG] [Available Through Course Reserve]

John H. McClendon and Stephen C. Ferguson II, *Beyond the White Shadow: Philosophy, Sports, and the African American Experience*. Dubuque, Iowa: Kendall Hunt, 2012. [BTWS] [Available Through Course Reserve]

All other readings are listed in Schedule below, and are available in Moodle, or at <https://reserves.lib.ncsu.edu/> or at the URLs listed.

COURSE REQUIREMENTS

Required Work	Percentage of Grade
Attendance	2%
Participation	3%
Four short written assignments (SWA) (600-800 words each) (5% ea.)	20%
Midterm Exam (take home)	30%
Final Exam (take home)	45%
Total	100%

GRADING

All work under each grade component will be averaged on a 100-point scale and then the component averages will be combined in the ratios indicated in the table above to yield your final numerical score out of 100. The course letter grade will be determined according to standard university letter grading:

A Range 90-100%		B Range 80-89%		C Range 70-79%		D Range 50-69%		F Range 0-49%	
A+	98-100	B+	88-89	C+	78-79	D+	65-69	F+*	40-49
A	93-97	B	83-87	C	73-77	D	55-64	F	20-39
A-	90-92	B-	80-82	C-	70-72	D-	50-54	F-*	0-19

* The grades of F+ and F- will be used only for course administration and feedback to students. The final grade of any student whose overall score is 49 or less will be an F.

In borderline cases, where the student's calculated numerical score falls between the specified bottom of one range and the specified top of the next range, the following factors will be taken into account in deciding whether to round the score up or down: evidence of preparation for class, class participation, and any improvement over the semester. Thus, e.g., a calculated score of 89.9 will be rounded down to 89 (= B+) or up to 90 (= A-) on the basis of these factors. If a student takes the course on a Credit Only basis, then the credit will be given only when the quality of the

HUMU 295/IPUS 295 Black Culture Through Sports (Maymester 2021)

student's work is judged to be C- or higher. For NC State policy on grading, see <https://policies.ncsu.edu/regulation/reg-02-50-03/>

ATTENDANCE/ABSENCE POLICY AND DEADLINES

Attendance is both required and necessary for success. You should miss class only for compelling reasons. If you do so, it is your responsibility to catch up on the material covered. 5% of the course grade is for attendance and participation. A student will not be penalized for one unexcused absence, but a penalty of 1.5% will be deducted for each further unexcused absence. Significantly late arrival or early departure without the instructor's permission will also be treated as an unexcused absence. Students with more than three unexcused absences will be given the grade of F for the course.

Students who wish to request an excused absence should do so by email before the applicable class if possible; otherwise they should submit their request by email as soon after the class as the circumstances permit. Students who request an approved absence should provide appropriate support.

For NC State policy on attendance, see **Attendance Regulation (NCSU REG02.20.03)** <https://policies.ncsu.edu/regulation/reg-02-20-03> which requires relevant documentation. See <https://dasa.ncsu.edu/students/absence-verification-process/> for information about how to document excused absences.

LATE WORK

Written assignments (including papers) are due at 11:55 pm on the date posted on the course schedule. Late work will be penalized by 4 points, plus an additional 4 points for each day past the deadline – e.g. an assignment that earns a grade of 96% will receive 92% if it is 20 minutes late, 88% if it is one day late, and so on. Requests for extensions must be made in advance of the deadline and will be granted only in extraordinary circumstances, in line with NC State policy on excused absences (see <https://policies.ncsu.edu/regulation/reg-02-20-03>). The reason for this rule is that excessively late work delays the posting of general comments about the assignment or paper in class or on Moodle, which is detrimental to students who have submitted their work on time.

Extra Credit

I do not offer extra credit.

HUMU 295/IPUS 295 Black Culture Through Sports (Maymester 2021)

**Example Course Schedule from Maymester 2020, Required Readings and Assignments
were adjusted due to COVID-19**

**(Unless in a course text or noted otherwise, readings are available at the course Moodle
site.)**

Readings should be completed by the date indicated.

Date		Topics & Required Readings	Assignment
Module One			
Philosophy of Sports and the African-American Experience: Conceptual Problems, Perceptual Observations			
May 13	Wed	Reading(s): McClendon & Ferguson, BTWS, Introduction (xxv-xlvi) Audio: NPR – News & Notes with Ed Gordon (Interview with Bill Rhoden) Video: <i>A Hard Road To Glory; Negro in Sports</i>	
May 14	Thur	Reading(s): McClendon & Ferguson, BTWS, Introduction (xxv-xlvi) Video: <i>Soldier's Story</i>	Discussion Board (Due May 15 @ 11:55pm)
What's Philosophy Got to Do With It? On the Meaning of Sports and the African American Experience			
May 15	Fri	Reading(s): McClendon & Ferguson, BTWS, Chapter 1 (1-22) Video: <i>Not Just A Game</i>	
May 16	Sat	Reading: McClendon & Ferguson, BTWS, Chapter 1 (1-22)	
May 17	Sun	Reading: McClendon & Ferguson, BTWS, Chapter 1 (1-22)	Trivia Quiz (Due May 17 @ 11:55pm)
Module Two			
From Plantation to Playing Field: Labor-Time, Release-Time, Commodity Exchange and the Quest for Freedom			
May 18	Mon	Reading(s): McClendon & Ferguson, BTWS, Chapter 2; Wiggins, <i>More Than A Game</i> , Chapter 1 Video: <i>Real Sports with Bryant Gumbel</i> (Aired 2/7/2006)	
May 19	Tues	Video: <i>Frederick Douglass: The Lion Who Wrote History</i>	
May 20	Wed	Reading: Toure, "For the Love of God, Stop Calling Pro Athletes 'Slaves' "	Essay Assignment 1 (Due May 20 @ 11:55pm) Trivia Quiz 2 (Due May 20 @ 11:55pm)
May 21	Thur	Reading: McClendon & Ferguson, BTWS, Chapter 2	
Module Three			
Concept of African American Firsts, Philosophy of History and the Legacy of the Color Line			
May 22	Fri	Reading(s): McClendon & Ferguson, BTWS, Chapter 3 Video: <i>Uneven Fairways; The White Shadow</i>	
May 23	Sat	Video: <i>Unforgivable Blackness; Goose; On the Should of Giants</i>	Trivia Quiz 3 (Due May 23 @ 11:55pm)
May 24	Sun	Reading(s): McClendon & Ferguson, BTWS, Chapter 3 Video: <i>Black Magic</i>	Jackie Robinson-Malcolm X Assignment (Due May 23 @ 11:55pm)

HUMU 295/IPUS 295 Black Culture Through Sports (Maymester 2021)

Date		Topics & Required Readings	Assignment
May 25	Mon	Memorial Day	
Module Four			
Who's The Greatest?			
May 26	Tues	Reading(s): Berri & Schmidt, "Football in Black and White" Video: <i>Third and A Mile: The Trials and Triumph of the Black Quarterback</i>	
May 27	Wed	Video: <i>Coach; Brittany Griner: LifeSize</i>	
May 28	Thur	Video: <i>Wilt Chamberlain: Greatest Player Ever</i>	"Who's The Greatest?" Assignment (Due May 28 @ 11:55pm)
Module Five			
He Who Makes The Rules, Controls the Games: The Political Philosophy of Capitalist Sports in Black and White			
May 29	Fri	Readings: McClendon & Ferguson, BTWS, Chapter 6	
May 30	Sat	Video: <i>Money and March Madness</i>	Essay Assignment 4 (Due May 30 @ 11:55pm)
June 1	Sun	Video: <i>The Scheme</i>	
June 2	Mon	Final Exam	Due June 2 @ 11:55pm

The course schedule is subject to change with appropriate notification to students.

IMPORTANT DATES

May	13	Wednesday	First day of classes
May	14	Thursday	Last day to add a course without permission
May	15	Friday	Census Date/Official Enrollment Date
May	22	Friday	Drop/Revision Deadline
May	25	Monday	Memorial Day; University closed
May	26	Tuesday	Classes Resume
June	2	Tuesday	Last day of classes
June	4	Thursday	Grades due by 11:59pm

HUMU 295/IPUS 295 Black Culture Through Sports (Maymester 2021)

Academic Integrity

In all course work, students are bound by the Pack Pledge. ["I have neither given nor received unauthorized aid on this test or assignment"]. Any violation of this Pledge will result in referral to the Office of Student Conduct with a recommendation of a zero/F for at least the affected assignment; a failing grade for the course may be imposed as may other penalties. See the **Code of Student Conduct policy (NCSU POL11.35.1)**

<https://policies.ncsu.edu/policy/pol-11-35-01>

Disability 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, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). <https://policies.ncsu.edu/regulation/reg-02-20-01>.

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

Privacy and 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.

N.C. State Policies, Regulations, and Rules (PRR)

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

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

Department web site: <https://ids.chass.ncsu.edu/studies/africana.php>

Supporting Fellow Students in Distress:

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a healthy and safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's well-being or yours. When this is the case, I would encourage you to report this behavior to the NC State's Students of Concern website:

<http://go.ncsu.edu/NCsUcares>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

[ClassEval] Schedule²: **Online class evaluations** will be available for students to complete during the last 2 weeks of the (Fall or Spring) semester then become unavailable at 8 am on the first day of finals.

Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Evaluation website: <https://go.ncsu.edu/cesurvey> or <https://oirp.ncsu.edu/surveys/classeval/for-students>
Student help desk: classeval@ncsu.edu

² <https://oirp.ncsu.edu/surveys/classeval>

HUMU 295/IPUS 295 Black Culture Through Sports (Maymester 2021)

More information about ClassEval: <https://oirp.ncsu.edu/surveys/classeval>

If you are taking this course to meet a GEP requirement *do not take it as Credit Only (S/U)*.

Restriction on Sharing Content of Course Materials

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the university's networks or other computer resources may create liability for the university as well as the computer user. <https://policies.ncsu.edu/regulation/reg-01-25-02>

Accordingly, repeat infringers will have their computer account and other access privileges terminated by NC State. By accessing e-reserve and course web site material you agree to the following statement: "I acknowledge that all documents³ made available to me for the course [fill in PREFIX NNN] taught at NC State University in the current term are copyrighted and intended only for my personal use. By logging into the [fill in course prefix and number] web site, you certify that you will not share any content of the class [fill in course prefix and number] NC State University website with a third party⁴ without written permission from the course instructor (fill in title and first name + initial if any + last name)."

REG 02.20.11 - Recording Lectures and Discussions Students may not use recording devices in the classroom without explicit prior permission of the instructor. If permission is granted, there must also be no member of the class who objects. Instructor and class permission is not required when an accommodation notification from Disability Services has been received by the instructor, which identifies a student that requires the use of a recording device. However, the instructor may prohibit the use of any recording device when it would inhibit free discussion and free exchange of ideas in the classroom.

<https://policies.ncsu.edu/regulation/reg-02-20-11>

Career Services: <https://www.ncsu.edu/students/career-services/> are available through the Career Development Center, 2100 Pullen Hall. <https://careers.ncsu.edu/> Make appointments through ePACK <https://ncsu-csm.symplicity.com/students/>

Use of Electronic Devices: All laptops, iPads, and similar devices must remain closed and off during class, and phones must be set to "silent" mode unless the student has come to an agreement with the instructor. The course thrives on maximum participation, and this can happen only if we remain engaged in direct conversation with minimal media interference. Allowances will be made in accordance with Disability Service policies, cited above. If I see you texting in class I will record you as absent for the day and I won't tell you until course grades are determined. Please don't do it.

³ Both electronic and hard-copy, including (but not limited to), copies of lecture notes, exams, answers to exam questions, or any handouts provided by the Instructor.

⁴ Any person not signed up for the course, a personal, public, or commercial website, or any other news or advertising media.

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

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

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

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

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

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

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



SSUS 295

Department(s)/Program		New GEP Special Topics Offering	
Special Topic Title: (30 character limit)	Growing Up in an Unequal Society (Previous title in 1 st submission was Children & Childhood)	Review for 2 nd Offering X	
Term to be Offered	Maymester 2021		
Instructor Name/Title	Martha Crowley, Professor, Dept. of Sociology and Anthropology		

SECTION 1: GEP CRITERIA

Instructions:

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

Social Sciences

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

- Compare the cultural view, social roles and activities of children over time, including involvement of children in production, consumption and leisure, including race, gender and class inequalities across these domains

Measure(s) for above Outcome:

Essay question: Explain how the cultural view and roles of children have changed since 1900, focusing in particular on their roles with respect to production, consumption and leisure. Explain how children's roles in each of these domains has varied with respect to race, gender and class.

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

- Demonstrate how social scientific methods are used to study behavioral variations and organizational processes involved in reproduction of class disadvantage in families and schools

Measure(s) for above Outcome:

Short Answer (in Concepts/Methods Essay Assignment): Two studies assigned in this course address tracking within schools. One (Lewis and Diamond) emphasizes qualitative methods and the other (Roscigno and Ainsworth-Darnell) emphasizes quantitative methods). For each study, describe the data and methods employed, what the findings reveal, and the unique benefits and limitations of qualitative and quantitative methods for understanding the processes under investigation.

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

- Apply the concepts of institutionalized discrimination and cultural capital to describe how institutional and organizational practices within education produce inequality in educational opportunity by race and social class

Measure(s) for above Outcome:

Essay question (in Concepts/Methods Essay Assignment): Compare and contrast the concepts of cultural capital and institutionalized discrimination. In your essay, be sure to answer the following questions: 1) What is cultural capital? Who evaluates it, on what basis, and what are the implications for opportunity among children from poor/working class and minority backgrounds? 2) What is institutionalized discrimination and how does it produce unequal access to educational opportunities by race and/or social class? 3) How are these concepts illustrated in the readings by Rist (cultural capital) and by Roscigno and Ainsworth-Darnell (institutionalized discrimination). 4) Finally, explain what cultural capital and institutionalized discrimination have in common, how they differ, and what specific practices would need to change in schools to eliminate each of these sources of unequal educational opportunity?

U.S. Diversity

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

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

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

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

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

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

- Analyze how cultural norms, beliefs and values regarding gender and sexual orientation are transmitted to youths and shape their identities. (Category Objective #1)

Measure(s) for above Outcome:

Essay question: Explain gender socialization and its impacts, being certain to address: the key institutions and actors involved, how they transmit cultural norms, beliefs and values to individuals, the particular traits that are cast as appropriate and desirable (and inappropriate and not desirable) for females and for males (including sexual orientation), and implications for individuals' emotional well-being, relationships, and discovery/cultivation/pursuit of their interests and abilities.

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

- Categorize and compare historical, social and political processes producing (or ameliorating) structured class and racial inequalities among children, particularly with respect to residential segregation, concentrated poverty and educational opportunity. (Category Objective #2)

Measure(s) for above Outcome:

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

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

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

Measure(s) for above Outcome:

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

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): M, T, W, Th, F 11:40am-2:40pm
 - Seat count: 20 total seats, combined between the two listings (SOC 295 and SSUS 295)
 - Room assigned or room preference including needed classroom technology/seat type: If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295) SOC 295, room has not yet been assigned but prefer a room near 1911 Building

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

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

Maymester 2021
SOC 295-001/SSUS295
GROWING UP IN AN UNEQUAL SOCIETY:
RACE, GENDER AND CLASS INEQUALITY IN CHILDHOOD AND ADOLESCENCE

Course Credit Hours: 3 Prerequisites/Co-Requisites/Restrictions: None

GEP Fulfillment: Social Sciences (SS), U.S. Diversity (USD)

INSTRUCTOR

Martha Crowley

E-mail: martha_crowley@ncsu.edu

Phone: (919) 515-9022

Office: 1911 Bldg, Room 325

MEETINGS

M-F 11:40-2:40

Location: TBA

Office Hours: TBA

COURSE OVERVIEW

This course analyzes the structural, cultural and interactional forces that shape experiences, identities, behaviors and opportunities of young people, with a focus on race, gender and class inequality.

COURSE DESCRIPTION

What are the sources and nature of race, class and gender inequality among youth? How do these inequalities manifest within culture, families, schools, neighborhoods and communities? How do young people navigate the challenges they face? And what are the implications of inequality for young people's adult lives? We will answer these questions with an examination of race, class and gender inequalities among young people and how they shape individuals' circumstances, beliefs, values, behaviors, opportunities and quality of life. **Topics include:** 1) How media, interactions, peer pressure and bullying influence youths' norms, beliefs and values regarding gender and sexual orientation, 2) Structural and historical sources of poverty, inequality, and residential racial segregation among youths, 3) Family and neighborhood inequalities and implications for emotional, cognitive and educational outcomes, 4) How race and class influence children's access to good schools, placement in advanced courses, interactions with teachers, and educational trajectories, and 5) Sources and lasting implications of race, gender and class inequality in school discipline and policing.

COURSE PREREQUISITES, CO-REQUISITES, AND ENROLLMENT RESTRICTIONS

None

INSTRUCTIONAL MATERIALS

Rios, Victor. 2011. Punished: Policing the Lives of Black and Latino Boys. New York: NYU Press.
(Available online via the NCSU Library)
All other materials available via Moodle

TECHNOLOGY

We will utilize Moodle in this course. If you have questions or concerns about the course content, please email me immediately. If, however, you experience a technical problem with

Moodle, contact NCSU's Technical Support (help@ncsu.edu or call 919-515-4357). On our Moodle page, a box at the right-hand side provides you with helpful links about how to use Moodle.

GEP FULFILLMENT (SSUS 295 only)

If taken as SSUS 295, this course meets the General Education Program (GEP) category requirements for Social Sciences and GEP co-requisite requirements for U.S. Diversity.

GEP Social Sciences Objectives met in this course include:

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

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

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

STUDENT LEARNING OUTCOMES

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

- Compare the cultural view, social roles and activities of children over time, including involvement of children in production, consumption and leisure, including race, gender and class inequalities across these domains (SS#1)
- Demonstrate how social scientific methods are used to study behavioral variations and organizational processes involved in reproduction of class disadvantage in families and schools (SS#2)
- Apply the concepts of institutionalized discrimination and cultural capital to describe how institutional and organizational practices within education produce inequality in educational opportunity by race and social class (SS#3)
- Analyze how cultural norms, beliefs and values regarding gender and sexual orientation are transmitted to youths and shape their identities (USD#1)
- Categorize and compare historical, social and political processes producing (or ameliorating) structured class and racial inequalities among children, particularly with respect to residential segregation, concentrated poverty and educational opportunity (USD#2)
- Examine perceptions of and behavior toward children by adults from different class and race backgrounds and implications for children's experiences, identity, behavior and long-term well-being (USD#4)

COURSE REQUIREMENTS AND EVALUATION

GENERAL EXPECTATIONS

Students are expected to:

- arrive to class on time (see details under *Attendance*)
- read the assigned reading prior to class (see details under *Preparation*)
- engage in-class discussions and activities (see details under *Participation*)
- refrain from the use of cell phones during class (see details under *Professionalism*)
- respect the diverse backgrounds, experiences, and contributions of your classmates (see details under *Professionalism*)
- complete reflection papers and essay assignments and turn them in on time (see details below)

DETAILED EXPECTATIONS

1. **Attendance** is fundamental to learning the material. If your name appears on the course roster and you are not in class, you will be counted absent. Maymester courses are brief and intensive. Students are allowed *one unexcused absence* with no penalties to your grade. *Each additional unexcused absence will result in a two-percentage-point drop in your final grade (with a maximum of a ten-percentage-point reduction)*. Excused absences may only be secured in a limited number of situations, and documentation is required. A maximum of two absences may be excused. See this website for information about which kinds of absences are excused and how to document them: <http://policies.ncsu.edu/regulation/reg-02-20-03>. Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., official university functions, court attendance, religious observances, military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence. Emergency absences (e.g., student illness, injury, death of a family member) must be documented by the Absence Verification Officer) within one week following the emergency. Documentation must specify the *exact dates* to be excused. *The last day of class is the deadline to check your record of attendance with me*. See the section on “Professionalism” below for important additional considerations (behavior in class) that may affect your record of attendance. Please consult the following website for further information on University attendance regulations: <http://policies.ncsu.edu/regulation/reg-02-20-03>
Cancellations: I will notify you by e-mail at least 45 minutes in advance (much earlier if possible) if class is cancelled due to inclement weather or another emergency. Otherwise, class will occur as scheduled. Your instructor reserves the right to adjust the attendance policy and has sole discretion in deciding what adjustments may be made.
2. **Preparation** primarily entails completing readings before class on the day for which they are assigned. They provide an important foundation for learning and participation, and students must do the reading on time in order to pass the course.

- 3. Participation** enhances your own and others' learning. Students who do not feel comfortable contributing to the general discussion can make valuable contributions in small group activities, so long as conversations remain on topic. Students who speak a lot can contribute to others' learning both through their contributions and by holding back a bit so that others can contribute. All contributions to large and small group discussions are to be made in a respectful, professional and constructive fashion. Unprofessional, argumentative and disrespectful comments and/or behavior debase the classroom environment and impede student learning. Name-calling and denigration, whether directed at an individual or a social group, are never appropriate, regardless of whether a member of the social group is present in the classroom. Alternative perspectives *offered in a respectful, professional and constructive manner* are always welcome.

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

- A Contributions in class and/or small groups are frequent and reflect exceptional preparation. Consistently volunteers answers and asks questions in class and/or small groups that assist the learning of the class as a whole. Class activities are enthusiastic and reflect diligence.
- B Contributions in class and/or small groups are frequent and reflect thorough preparation. Sometimes volunteers answers and asks questions in class and/or small groups that assist the learning of the class as a whole. Class activities are approached with seriousness and diligence.
- C Contributions in class and/or small groups are relatively infrequent but reflect adequate preparation. Rarely volunteers answers to questions. Infrequently asks questions, but they are appropriate and helpful to class. Class activities are approached with effort.
- D Participates little or not at all in class or small groups. Does not show evidence of preparation. Does not complete in-class activities.
- F (0 points) A pattern of disrespectful interactions and/or behavior in class.

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

5. **Reflection papers** will determine a significant portion of your course grade. Multiple readings can be covered in a single reflection paper. These will consist of a minimum of two typed paragraphs and a discussion question, although you are welcome to write more (and sometimes will need to write more to summarize the readings, especially if there are multiple readings).

Components:

- a. In the first paragraph(s), you will summarize the main ideas of each readings. In general, you will probably need to write a paragraph of summary for item you read for a day (for example, if you read two chapters, the summary portion of your reflection is likely to be two paragraphs long). Do not simply state what the pieces are about; rather, you should summarize the authors' main arguments as you would describe it to someone you know, in your own words, in a few (three to five) sentences beginning with a statement such as "Pugh makes the case that..." Describe any relevant data that were employed. Note: You should not look at the piece while you are summarizing it, as this can easily result in plagiarism (resulting in a report to the Office of Student Conduct with the potential sanction being a grade of zero for the assignment or the course).
- b. Your summary will be followed by at least one paragraph in which you will write about your reflection on the readings. This does not mean to simply state that you learned something new or that you agree or disagree. Instead, talk about what the reading means for your understanding of children and childhood and/or how the main ideas compare or contrast with those encountered in other readings, in other courses, and/or your life experiences. Be very specific here. This is the part of the assignment where you show that you are integrating the material into your thinking on the topic.

Additional notes:

- a. Proofread your reflection paper and revise it for clarity.
- b. Reflection papers are due on Moodle by 9am on the day of class. If you have difficulty posting your reflection, you may email it as a one-time solution.
- c. Your two lowest reflection scores will be dropped. All other scores will count toward your final grade.

Late Reflection Paper Policy Late reflections are not accepted. The sole exceptions will be granted in the case of a documented excused absence. In those cases, the reflection paper may be submitted the following day, and must be accompanied by documentation for the absence.

6. **Short Essays** (4-5 pages each) will be used to assess your understanding and integration of course materials. Six essays will be assigned. Only the highest four essays will count toward your grade.

Late Essay Policy Ten percentage points will be deducted per day, beginning on the day the essay is due (essays turned in on the due date, after the deadline will be docked ten percentage points). The sole exceptions will be granted in the

case of a documented excused absence. In those cases, the reflection paper may be submitted the following day, and must be accompanied by documentation for the absence.

- 7. *Seek out assistance*** if you need it. I am here to help. Let me know as soon as possible if you are struggling with some aspect of the course. Academic assistance is also available through the Academic Success Center (<https://asc.dasa.ncsu.edu/>). Assistance for students with physical or learning disabilities may be arranged through the Disability Resource Office (<https://dro.dasa.ncsu.edu/>). I encourage you to contact the Counseling Center (<https://counseling.dasa.ncsu.edu/>) if personal, academic or vocational problems are interfering with your coursework. Resources are also available at the Women's Center (<https://diversity.ncsu.edu/womens-center/>), the Student Health Center (<https://healthypack.dasa.ncsu.edu/>), the Career Development Center (<https://careers.dasa.ncsu.edu/>), and the Undergraduate Research Center (<https://undergradresearch.dasa.ncsu.edu/>).
- 8. *Adhere to Course Policies (no end-of-term special arrangements)***. The terms of this course are outlined in full and every student can expect the policies outlined here to be applied consistently. I will not provide extra work at the end of the semester for students who are failing the course, as it would be unfair to give any student an opportunity that is not available to all. If you are unable to meet the expectations/requirements listed here, I recommend that you drop this course and take it another time. If problems arise during the semester, be certain that you make arrangements complying with the course policies noted above. If you have serious problems warranting withdrawal after the drop deadline, you can learn more about your options by contacting the Counseling Center (information above).

Notice

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

GRADE DETERMINATION

Reflections (two lowest grades dropped)	30%
Participation 4 Short Essays (your highest four scores)	20%
	12.5% each (50% total)
Total	100%

Final scores will be rounded to the nearest whole number.

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

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

Incomplete Grades

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

Accommodations for Disabilities

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

Academic Integrity

Regardless of discipline, honest and rigorous scholarship is at the foundation of a Research I institution. Students are bound by the academic integrity policy as stated in NCSU Code of Student Conduct: <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are required to uphold the university pledge of honor and exercise honesty in completing every assignment. You may be required to write the Pack Pledge on every exam and assignment and to sign or type your name after the pledge. (“I have neither given nor received unauthorized aid on this test or assignment.”) Violations of academic integrity will result in referral to the Office of Student Conduct with a recommendation of a failing grade for the assignment, and they will be reported to the department head.

Electronically-hosted Course Components

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

NC State University Policies, Regulations and Rules

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

COURSE SCHEDULE (SUBJECT TO CHANGE WITH ADEQUATE NOTICE) DATES TBA

Please note where you are instructed to read only specific pages. Skip any pages that are crossed out in the course reading documents

INTRODUCTION TO COURSE

Session 1

What is Sociology?

Covered: Andersen and Taylor, *Sociology: The Essentials*, 9th Edition, pp. 4-10

UNIT 1: HISTORICAL CHANGE, CONSUMPTION AND INTERACTIONS

Session 2

Basic Concepts: Culture, Elements of Culture, Socialization, Interaction

Prior to class:

Read Andersen and Taylor, *Sociology: The Essentials*, 9th Edition, pp. 28-42 (Culture)

Read Andersen and Taylor, *Sociology: The Essentials*, 9th Edition, pp. 77-86 (Socialization)

Session 3

Historical Change in the Concept of Childhood and Children's Time Use

Prior to class:

Read Sharp "Child Labor and the Social Construction of Childhood"

Read Lareau, *Unequal Childhoods*, pp. 245-248 (end at the section titled "The role of resources")

Read Schor, *Born to Buy*, pp. 14-37, 99-105, 61-63

Read Entin "All Work and No Play: Why Your Kids Are More Anxious, Depressed"

Read O'Mara "Kids Do Not Spend Nearly Enough Time Outside. Here's How (and Why) to Change That"

Recommended (not required):

Consumption and Interactions

Pugh, *Longing and Belonging*, pp. 1-10, 53-71, 80-82

Williams, *Inside Toyland*, pp. 137-138, 144-156, 164--184

Essay 1 Assigned (Cultural Change), Due ____

UNIT 2: GENDER

Session 4

Gender Socialization

Prior to class:

Read Andersen and Taylor, *Sociology: The Essentials*, 9th Edition, pp. 253-264 (Gender)

Skim Thorne "Creating a Sense of 'Opposite Sides'"

Read "How Toys Became Gendered and Why It'll Take More than a Gender-Neutral Doll to Change How Boys Perceive Femininity"

Watch "Girl Toys vs. Boy Toys: The Experiment"

Read or Listen Henn "When Women Stopped Coding"

Session 5

Gender, Pressure/Bullying and Self-Perceptions/Aspirations

Prior to class:

Read "The State of Gender Equality for U.S. Adolescents."

Read Pascoe "Notes on Bullying"

Watch Movie Trailer "The Mask You Live In"

Watch Movie Trailer "Miss Representation"

Read NY Times "For Gay and Transgender Teens, Will It Get Better?"

Essay 2 Assigned (Gender Socialization), Due ____

UNIT 3: CLASS AND SOCIAL CONTEXTS (FAMILIES, CLASSROOMS, NEIGHBORHOODS)

Session 6

Social Structure, Social Class

Prior to class:

Read Andersen and Taylor, *Sociology: The Essentials*, 9th Edition, p. 106 (Social Structure) and pp. 172-179 (Social Class)

Read MacLeod *Ain't No Makin' It*, p. 3-4 (Achievement Ideology)

Session 7

Class and Childrearing

Prior to class:

Read Lareau "Social Class Differences in Family-School Relationships: The Importance of Cultural Capital"

Session 8

Cultural Capital, Expectations and Interactions

Prior to class:

Read Rist "Student Social Class and Teacher Expectations: The Self-fulfilling Prophecy in Ghetto Education" (part 1)

Read Rist "Student Social Class and Teacher Expectations: The Self-fulfilling Prophecy in Ghetto Education" (part 2)

Listen (don't read) Spiegel "Teacher Expectations Can Influence How Children Perform"

Session 9

Poverty, Stress and Interactions

Prior to class:

Read Andersen and Taylor, *Sociology: The Essentials*, 9th Edition, pp. 190-195 (Poverty)

Read Kantrowitz "Growing Up Under Fire" (take note of the book written by Kotlowitz)

Listen This American Life, Doppelgangsters, Act Two, Kotlowitz "In Country, In City" (23 minutes)

Listen This American Life, Back to School (Full Episode, 60 minutes)

Essay 3 Assigned (Class and Social Interactions), Due ____

UNIT 4: RACE, SEGREGATION AND EDUCATIONAL INEQUALITY

Session 10

Racial Segregation and Educational Inequality

Prior to class:

Read Krysan and Crowder, *Cycle of Segregation*, Chapter 1 (pp. 7-12 only) (end at “neighborhood selections and residential outcomes.”)

Read Andersen and Taylor, *Sociology: The Essentials*, 9th Edition, pp. 348-349 (segregation and re-segregation)

Watch Jonathan Kozol *Savage Inequalities* (approx. 5 minutes)

Watch *Schools in Crisis, Part 1* (4:00-13:00, 27:00-37:00, 40:00-42:00) (an older video but good at showing contrasts that are VERY commonplace; note that ours is the only industrialized country that funds education via property taxes, which is the reason for the inequality among schools)

Skim one of the following: **a)** Turner “A Bold Pitch to Boost School Funding for the Nation’s Most Vulnerable Students” (a solution) **OR b)** Samuels “A Losing Fight to Keep Schools Desegregated” (This is the Wake county school system, which includes Raleigh and surrounding areas) **OR c)** Hannah-Jones “The Re-segregation of Jefferson County” (long but shocking – a white community trying to remove itself from a more integrated school district)

Session 11

Segregation within Schools

Read Lewis and Diamond, *Despite the Best Intentions*, Chapter 4 “It’s Like Two High Schools”

Read Roscigno and Ainsworth-Darnell “Tracking Matters”

Read Neff, Helms and Raynor “Why have thousands of smart, low-income NC students been excluded from advanced classes?”

Essay 4 Assigned (Methods Short Answer and Concepts), Due ____

Essay 5 Assigned (Segregation Across and Within Schools), Due ____

UNIT 5: RACE, SCHOOL DISCIPLINE AND POLICING

Session 12

Socialization and Racism

Prior to class:

Underhill “White Parents Teach Their Children to be Colorblind. Here’s Why That’s Bad for Everyone.”

Read: Winterhalter “Nurtureshock: Why White Parents Don’t Talk About Race”

Watch “A Look at Race Relations through a Child's Eyes”

Watch “Study Shows How Children View Race Bias”

Watch “I’m Upset of How My Child Views Race”

Watch “Home Influence on Kids and Race”

Session 13

Race and School Discipline

Prior to class:

Read Kirwan “Racial Disproportionality in School Discipline: Implicit Bias is Heavily Implicated”

Read Bernstein “Let Black Kids Just Be Kids”

Read a) Green, Walker and Shapiro “A Battle for the Souls of Black Girls” (emotional impact)

OR b) Bates “Study: Black Girls Are Being Pushed Out of School” (pipeline to prison)

Read Kirp “Don’t Suspend Students. Empathize.”

Session 14

Race, Policing, Agency and Mentorship

Prior to class:

Read Carefully Stanfel “Review of Punished, by Victor Rios”

Read Rios, *Punished*, Preface

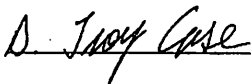
Read Rios, *Punished*, Chapter 3 (The Labeling Hype: Coming of Age in an Era of Mass Incarceration)

Skim Rios, *Punished*, Chapter 7 (Guilt by Association: Acting White or Acting Lawful)

Watch TED: Rios: How Can Mentors Guide Kids to Live Up to Their Full Potential

Essay 6 Assigned (Race and Interactions), Due ____

Grades are due _____.

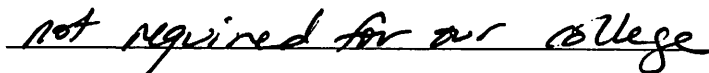
SIGNATURE PAGE FOR SSUS 295**RECOMMENDED BY:**

10-29-2020

HEAD, DEPARTMENT/PROGRAM

DATE

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

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



COLLEGE DEAN

10/29/2020

DATE

APPROVED BY:_____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

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

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

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

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

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

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

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

HON 297

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	<input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	COVID Case Files	Review for 2nd Offering	<input type="checkbox"/>
Term to be Offered	Spring 2021		
Instructor Name/Title	Nicole Welk-Joerger, Ph.D.		

SECTION 1: GEP CRITERIA

Instructions:

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

Interdisciplinary Perspectives

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

- A. Which disciplines will be synthesized, connected, and/or considered in this course?
History and Anthropology (particular emphasis on Science and Technology Studies and the Medical 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"?
Weekly readings, podcasts, and videos alongside class discussion, independent research in the form of an Ethnographic Journal and oral history collection, peer review activities (class blog and final class exhibition).

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

"Distinguish between the methods, uses, and application of History and Anthropology (with attention to Science and Technology Studies and the Medical Humanities)."

Measure(s) for above Outcome:

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

Students will complete an ethnographic journal and an oral history project in this course. These are distinct methods of data collection and creation, which they will reflect on in their ethnographic journal blog posts.

Example (prompt for semester-long journal assignment):

“Anthropology incorporates various methods and modes of writing and expression. For the purposes of this class, you will keep a daily journal with weekly “major observations” connected to the themes of this course. Has COVID19 been mentioned in the news? Has a new meme or social media trend circulated in relation to it or another public health matter? How are you, your friends, your family thinking about it or reflecting on the past year? You will write a few notes each day and synthesize them into an ethnographic reflection (with corresponding digital data collection) each week. You will further edit, synthesize, and elaborate on your major findings into a class blog, which will require you to relate your findings to the course materials.”

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

“Explain how both History and Anthropology have been applied to understand public health practice and policy as well as in grassroots public health movements (through an Ethnographic Journal, oral history database project, and final project).”

Measure(s) for above Outcome:

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

Students will consider how scientific practices today are the product of historical and cultural contingency.

Example (in-class discussion/assignment prompt):

“How is the case of Mary Mallon an early case of contact tracing? What does her case study do for us to understand the balance of individual liberties and the protection of the “people’s health” in COVID19 contact tracing today? What are the possible risks and consequences? What may not be currently considered in the evaluation of these practices (culturally, regionally, in identity of individual)?

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.

“Explore the potential of multidisciplinary data expression to convey the complexities of public health history through the application of methods in STS and the Medical Humanities to complete final group exhibition.”

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 explore other additional ways data (historical sources, anthropological findings, and quantitative health data) can be expressed through a final exhibition project.

Example (final project):

“Considering the content of your ethnographic journals and oral histories, we will work together as a class to create a course-based exhibition. This exhibition will include primary source materials from historical case studies, as well as interpretations and showcases of the sources we actively created in the course. You are encouraged to use your expertise and technical knowledge from across disciplines to create your contributions.”

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.

"Analyze, contextualize, and compare case studies (with history, culture, and region in mind) that illustrate how religion, gender, race, class, sexual orientation, disability, and age have shaped public health in the United States since the colonial period."

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 course covers various examples, and an important theoretical device we will use to inform our reading of the case studies includes intersectionality. Case studies of relevance: silicosis, Tuskegee Syphilis Study, compulsory vaccination, legal sterilization, HIV/AIDS, and the Flint Water Crisis.

Example (in-class discussion/activity prompt):

"Consider the primary sources written by Absalom Jones and Richard Allen from Week 2, the antebellum medical studies from Weeks 3, and the studies completed by W.E.B. Du Bois and the Public Health Service in Week 5. How can the Yellow Fever Epidemic of 1793, the history of the slave trade, and the 20th-century Tuskegee Syphilis Experiment help us better understand health disparities and medical distrust in communities of color in the United States today? How has the field of medicine addressed the race concept and racial disparities so far, and how has it informed our working COVID19 timeline?"

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:

"Interpret and evaluate primary sources (in the archive and self-generated) considering how religion, gender, race, class, sexual orientation, disability, and age have shaped individual experiences with health and illness in the United States."

Measure(s) for above Outcome:

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

Students will evaluate a self-generated historical primary source, and work as a class to inform the labeling and interpretation of these sources based on diversity and representation. The exercise also forces students to practice the ethical gathering of personal information and data (including reflection on the IRB process for oral history collection).

Example (oral history assignment):

"You will collect one oral history related to the pandemic that will be part of our classroom database. You will go through the process of obtaining permission from an individual (someone you know at NC State or connected friend, family member, or faculty member) to record your conversation. We will work together as a class to design the interview questions and overall goal of the oral history database, which will consider the diversity of experiences the NC State community has had with the COVID19 pandemic (with care for intersectionality and identity, including one's relationship with the United States). You will be required to record a session, transcribe it into accessible text, be in contact with your interviewee for edits, and, further, provide a brief abstract and keywords for the oral history highlighting the unique characteristics of this case."

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Mondays and Wednesdays, 10:15-11:30 AM
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Online synchronous
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295) n/a

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION**1. Title and author of any required text or publications.**

All required course materials are available online through Moodle.

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

Framing a Disease; Changing Medical Knowledge: Miasma; Changing Medical Knowledge: The Germ; Will There Be a Vaccine?; Understanding Health Disparities; Occupational Health; Environmental Health; Food and Agriculture; Population Control; Grassroots Public Health Movements; Twenty-First Century Precursors; Reconstructing the Coronavirus Timeline; Communicating and Creating Change

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

n/a

SIGNATURE PAGE FOR HON 297**RECOMMENDED BY:**Anne C. Auten10/16/20

HEAD, DEPARTMENT/PROGRAM

DATE

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

ENDORSED BY:Jennifer Capps10/21/2020

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

10/26/20

COLLEGE DEAN

DATE

APPROVED BY:CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HON 297, section 003
COVID Case Files: Health and Illness Yesterday and Today

Spring 2021
3 credit hours
M/W 10:15-11:30 AM
Online synchronous via Zoom



Red Cross Volunteers make masks during the 1918 Influenza Pandemic.

Instructor Information

- **Instructor:** Nicole Welk-Joerger, PhD, MA
- **Email:** newelkjo@ncsu.edu; **Office Hours:** Via Zoom, Wednesdays, 9AM – 11AM

Course Description

The coronavirus pandemic is unlike any other disease epidemic we have ever seen in the United States. And yet, for historians of medicine, there are moments that seem strikingly similar: events that overlap with or are continuations of past events in U.S. public health history. In this course, we will bridge past and present with careful attention to how COVID19 has dramatically changed our world, considering how history can inform why this came to pass, and questioning what lies ahead.

Applying theories and methodologies in history and anthropology (particularly Science and Technology Studies and the Medical Humanities), we will explore various facets of the disease by contextualizing major cases from it, including shifting medical knowledge, public distrust in expertise, the role of politics and industry in public health, and the intersection of social injustice and health disparities. In “framing” this disease by comparing it with others, we will examine how the changing nature of medical knowledge has influenced how we treat illness differently in individuals and populations. We will trace the origins of public health power in the U.S. since the political formation of the country, and interrogate the roots of contemporary health disparities. Finally, we will create our own COVID timelines and source databases that connect past with present, private with public, and personal with academic with NC State (and our interconnected networks) as our case study.

GEP Category: Interdisciplinary Perspectives (IP)

The learning outcomes of an IP course in the General Education Program (GEP) include:

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.

GEP Category: U.S. Diversity (USD)

The learning outcomes of a USD course in the GEP include:

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

Overall Learning Outcomes

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

1. Distinguish between the methods, uses, and application of History and Anthropology (with attention to Science and Technology Studies and the Medical Humanities).
2. Explain how both History and Anthropology have been applied to understand public health practice and policy as well as in grassroots public health movements (through an Ethnographic Journal, oral history database project, and final project).
3. Analyze, contextualize, and compare case studies (with history, culture, and region in mind) that illustrate how religion, gender, race, class, sexual orientation, disability, and age have shaped public health in the United States since the colonial period.
4. Interpret and evaluate primary sources (in the archive and self-generated) to consider how religion, gender, race, class, sexual orientation, disability, and age have shaped individual experiences with health and illness in the United States.
5. Integrate data from multiple disciplines to convey the complexities of public health issues, and illustrate these complexities through the execution of a final group exhibition.

Required Readings

All required course materials are available online through Moodle.

Class Contributions

You are required to read, listen, and view all assigned media before the class session.

During class, you are expected to be present: to listen and learn from your peers and engage directly with them. General class contributions make up 10 percent of your grade in the course. Specific contributions, in the form of assignments, make up 15 percent and include: a 5-point "Reflexivity Exercise" as part of your public class introduction, a 5-point "Peer Review Exercise,"

reflecting engagement with your colleague's online blog posts (see Ethnographic Journal assignment below), and a 5-point "Meet Your Colleagues Exercise," which requires you to pair up with each person in class at least once during the semester. Class contributions total 25 percent of your course grade.

Ethnographic Journal

Anthropology incorporates various methods and modes of writing and expression. For the purposes of this class, you will keep a daily journal with weekly "major observations" connected to the themes of this course. Has COVID19 been mentioned in the news? Has a new meme or social media trend circulated in relation to it or another public health matter? How are you, your friends, your family thinking about it or reflecting on the past year? You will write a few notes each day and synthesize them into an ethnographic reflection (with corresponding digital data collection) each week (10 percent of your grade). You will further edit, synthesize, and elaborate on your major findings into three class blogs (5 percentage points each), which will require you to relate your findings to the course materials.

Oral History Database

You will collect one oral history related to the pandemic that will be part of our classroom database. You will go through the process of obtaining permission from an individual (someone you know at NC State or connected friend, family member, or faculty member) to record your conversation. We will work together as a class to design the interview questions and overall goal of the oral history database, which will consider the diversity of experiences the NC State community has had with the COVID19 pandemic (with care for intersectionality and identity, including one's relationship with the United States). You will be required to record a session, transcribe it into accessible text, be in contact with your interviewee for edits, and, further, provide a brief abstract and keywords for the oral history highlighting the unique characteristics of this case. This project makes up 20 percent of your final grade.

Final Project

Considering the content of your ethnographic journals and oral histories, we will work together as a class to create a course-based exhibition. This exhibition will include primary source materials from historical case studies, as well as interpretations and showcases of the sources we actively created in the course. You are encouraged to use your expertise and technical knowledge from across disciplines to create your contributions. Inspirations for this exhibition include anthropological and historical showcases, including:

[Ethnographic Terminalia](#)

[Multispecies Salon](#)

[Art's Work in the Age of Biotechnology](#)

[National Library of Medicine Exhibition Program](#)

The last two weeks of class will be dedicated to organizing, creating, and debating the content, form, and execution of this exhibit, while reflecting on the success of this format Science and Technology Studies and the Medical Humanities. This project makes up 30 percent of your final grade.

Evaluation Methods Breakdown

The final grade will be based on participation in class exercises, written assignments, and the final project. Distribution of the final grade is as follows:

EVALUATION METHOD	PERCENTAGE POINTS OF GRADE
Course Contributions	25
Semester-Long Ethnographic Journal	10
Ethnographic Journal Posts	15
Oral History Database	20
Final Project	30

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

Late Assignments

All assignments are due on the date highlighted on the syllabus. If you are unable to submit your assignment on a given date, you must be in touch with me (newelkjo@ncsu.edu) at least 48 hours in advance. Late assignments that have not been approved by me within this 48-hour period will be subject to a 1-point-per-day grade penalty.

COURSE SCHEDULE

Week 1: Framing a Disease

Learning Objectives

1. Consider how various contexts affect how disease/illness is defined and experienced.
2. Explain the differences between historical and anthropological theoretical frames for disease.
3. Explore the idea of “reflexivity” before starting Ethnographic Journal project.

- **CASE FILE #1:** Gina Kolata, “How Pandemics End,” New York Times, May 10, 2020.
- Charles Rosenberg, “Disease in history: frames and framers.” *The Milbank Quarterly* (1989): 1-15.
- **Video:** *Pandemic, Creating a Usable Past* webinar, Session 1: <http://www.histmed.org/epidemic-history>
- Excerpts from *The Cracked Mirror: Reflexive Perspectives in Anthropology* (1982)
- S. Lochlann Jain, “Introduction” in *Malignant: How Cancer Becomes Us* (2013)

Week 2: Changing Medical Knowledge: Miasma

Learning Objectives

1. Describe how Early Modern understandings of disease shaped public health in 18th and 19th centuries.
2. Discuss the intricacies of the yellow fever and cholera outbreaks, including social and political dimensions of these events.
3. Define the “Sanitary Era” and reflect on how issues of city infrastructural “maintenance” were (and continue to be) important for public health.

- **CASE FILE #2:** [Timeline: How Coronavirus got Started](#)
- Benjamin Rush, *An account of the bilious remitting yellow fever, as it appeared in the city of Philadelphia* (selections)
- Absalom Jones, *A narrative of the proceedings of the black people, during the late awful calamity in Philadelphia, in the year 1793*(selections)
- **Audio:** Yellow Fever Audio Walking Tour (approx. 30 min): <https://why.org/segments/yellow-fever-epidemic-of-1793-all-was-not-right-in-our-city/>
- John Duffy, *The Sanitarians* (1992), Chapters 5-7
- Melanie Kiechle, *Smell Detectives* (2017), Chapter 1

Week 3: Changing Medical Knowledge: The Germ

Learning Objectives:

1. Examine the nature of Mary Mallon's incarceration and link it to longer history of uncertainty with asymptomatic individuals.
2. Describe the tensions between individual rights and protecting population health in the historic outbreaks we read about this week.
3. Understand the relevance of the decisions made during these outbreaks to current public health challenges, including COVID-19.

- **CASE FILE #3:** Atul Gawande, "We Can Solve the Coronavirus-Testing Mess Now – If We Want To," September 2, 2020: <https://www.newyorker.com/science/medical-dispatch/we-can-solve-the-coronavirus-test-mess-now-if-we-want-to>
- Judith W. Leavitt, "Typhoid Mary Strikes Back," *Isis* 83 (1992) pp. 608-29.
- Guenter B. Risse, "Bubonic Plague, Bacteriology, and Anti-Asian Racism in San Francisco," in *Major Problems in the History of American Medicine and Public Health* Warner and Tighe, eds. (Boston, Houghton Mifflin, 2001) pp.269-273.
- Excerpts from *The Gospel of Germs: Men, Women, and the Microbe in American Life* (Cambridge, MA: Harvard University Press, 1998).
- John M. Barry, "The Single Most Important Lesson from the 1918 Influenza," *NY Times*, (March 17, 2020) <https://www.nytimes.com/2020/03/17/opinion/coronavirus-1918-spanish-flu.html>
- **Website:** *Influenza Encyclopedia*: <https://www.influenzaarchive.org/>

Week 4: Will There Be a Vaccine?

Learning Objectives:

1. Consider the role vaccines have played in expanding the scope of public health in the United States through its history.
2. Describe pro- and anti- inoculation arguments in the colonial period and how they transformed during the time of vaccination.
3. Understand how the anti-vaccine movement intersects with the history of autism and neurodiversity.

- **CASE FILE #4:** Susan Lindee, "To beat COVID19, the government must give us..." *Washington Post*, April 1, 2020
- Cotton Mather, *An Account of the Method and Success of Inoculating the Small-Pox, in Boston in New England* (London: J.Pells, 1722): selections
- Kelly Wisecup, "African Medical Knowledge, the Plain Style, and Satire in the 1721 Boston Inoculation Controversy." *Early American Literature* 46, no. 1 (2011): 25-50.
- Naomi Rogers, "Polio can be conquered: Science and health propaganda in the United States from Polio Polly to Jonas Salk." *Silent Victories: The History and Practice of Public Health in Twentieth-Century America* (2006): 81-101.
- Jeff Baker, "Mercury, Vaccines, and Autism: One Controversy, Three Histories," *Am J Public Health*. 98(2008) pp.244-253.
- **Audio:** "How the Pox Epidemic Changed Vaccination Rules":
<https://www.npr.org/transcripts/135121451>
- **Video:** "Temple Grandin on Her Search Engine":
<https://www.youtube.com/watch?v=lfsh6sojAvq>

Week 5: Understanding Health Disparities

Learning Objectives:

1. Explain the role W.E.B. Du Bois played in shaping both the methods and approach to understanding health disparities in the early 20th century.
2. Describe the roots of distrust against public health and medical authorities in BIPOC communities in the United States.
3. Examine the historical roots and fundamental problems of race-based medicine and public health.

- **CASE FILE #5:** Sunny Dooley, "Coronavirus Is Attacking the Navajo 'because We Have Built the Perfect Human for It to Invade,'" *Scientific American*, July 8, 2020.
- **CASE FILE #6:** Sabrina Strings, "It's Not Obesity, It's Slavery. We Know Why COVID-19 is Killing So Many Black People," *NY Times*, (5/25/2020)
<https://www.nytimes.com/2020/05/25/opinion/coronavirus-race-obesity.html>
- W.E.B. DuBois, Selections from *The Philadelphia Negro* (1899)
- Vanessa Northington Gamble, "Under the Shadow of Tuskegee: African Americans and Health Care," *American Journal of Public Health*. 87(November 1997) 1773-1787.
- Lisa Bowleg, "The problem with the phrase women and minorities: intersectionality—an important theoretical framework for public health." *American journal of public health* 102, no. 7 (2012): 1267-1273.
- Excerpts from *Rationalizing Epidemics* (2009)
- **Video:** Dorothy Roberts, "The problem with race-based medicine," TED Talk:
<https://www.youtube.com/watch?v=KxLMjn4WPBY>

Week 6: Occupational Health

Learning Objectives:

1. Examine the relationship between industrialization, shifting work practices, and the impact on health in the early 20th century.
2. Describe who becomes most vulnerable to the developments in industrialization and factory work.

- **CASE FILE #7:** Kate Murphy, "[Why Zoom is Terrible](#)" NYT, April 29, 2020
- Claudia Clark, *Radium Girls: Women and Industrial Health Reform, 1910—1935* (1997), Chapter 1
- Excerpts from *Sick Building Syndrome and the Problem of Uncertainty* (2006)
- Markowitz G, Rosner D. "The limits of thresholds: silica and the politics of science, 1935 to 1990." *Am J Public Health*. 1995;85:253–262.
- **Film:** "Stop Silicosis" (1938): <https://www.youtube.com/watch?v=pHwvKKQ5Wtl>

Week 7: Environmental Health

Learning Objectives:

1. Connect economic and ecological developments across the 20th century with contemporaneous health disparities.
2. Explore the intersection of social and environmental justice in the history of public health.

- **CASE FILE #8:** Katherine Bagley, "Connecting the Dots between Environmental Justice and the Coronavirus." Yale Environment 360, May 7, 2020: <https://e360.yale.edu/features/connecting-the-dots-between-environmental-injustice-and-the-coronavirus>
- Andrew Hurley, *Environmental Inequalities* (1995), Chapter 5
- Excerpts from *Toxic Communities* (2014)

Week 8: Food and Agriculture

Learning Objectives:

1. Place current food safety practices within their longer historical context.
 2. Consider how food production practices have impacted the health of humans and non-humans throughout history
 3. Describe events in agricultural and food history that are important for understanding public health disparities and environmental health concerns of today
- **CASE FILE #9:** Kate Brown, “The Pandemic Is Not a Natural Disaster,” *The New Yorker*, April 13, 2020.
 - **CASE FILE #10:** Megan Molteni, “[Why Meatpacking Plants Have Become Covid-19 Hot Spots](#),” *Wired Magazine*, May 7, 2020
 - Excerpts from *The Jungle* (1906)
 - Susan D. Jones. “The Value in Numbers: Creating Factory Farms at Midcentury.” In *Valuing Animals: Veterinarians and their Patients in Modern America*. (Baltimore: Johns Hopkins University press, 2003), pp. 91-114.
 - Linda Nash, *Inescapable Ecologies* (2006), Chapter 4
 - **Podcast:** Gastropod, “Keeping it Fresh” (2018): <https://gastropod.com/keeping-it-fresh-preservatives-and-the-poison-squad/>
 - **Video:** “Wrath of Grapes” (1986): <https://www.youtube.com/watch?v=Wq48o4ftL4A>

Week 9: Population Control

Learning Objectives:

1. Explain the idea of “biopolitics” and how it relates to the histories of sexuality, reproduction, and public health regarding population control.
2. Describe how the social construction of disease is important for understanding the intersection of histories of sex and public health.
3. Consider the history of women’s health and reproductive rights in past and current public health initiatives.
4. Place the history of reproduction, pediatrics, and geriatrics within the context of population control and eugenics.

- **CASE FILE #11:** Bess Levin, “[Texas Lt. Governor: Old People Should Volunteer to Die to Save the Economy](#),” Vanity Fair, March 24, 2020.
- **CASE FILE #12:** [The Coronavirus is a Disaster for Feminism](#)
- Michel Foucault, *The History of Sexuality*, Vol. 1, p. 17-35
- Janet Golden, *Babies Made Us Modern: How Infants Brought American into the Twentieth Century*, (Cambridge University Press, 2018) Chapter 3 and 6.
- Karen Weingarten, “The Eugenacists on Abortion,” *Nursing Clio*, July 2, 2019: <https://nursingclio.org/2019/07/02/the-eugenacists-on-abortion/>
- Deirdre Cooper Owens and Sharla M Fett. “Black Maternal and Infant Health: Historical Legacies of Slavery.” *American journal of public health* vol. 109,10 (2019): 1342-1345.
- **Film:** *La operación / The Operation* (1982)

Week 10: Grassroots Public Health Movements

Learning Objectives:

1. Understand the role that stigma has played in shaping the response to pandemics in the 20th century.
2. Consider how race, sexuality, and gender shape the public health response to outbreaks in the 20th century.
3. Describe lessons we can take from the HIV/AIDS epidemic and consider how public health policy makers might apply them to the current COVID-19 pandemic.

- **CASE FILE #13:** [COVID19 Shut Down helped the BLM Protests](#), Washington Post, August 5, 2020
- **CASE FILE #14:** [Anti-maskers explain themselves](#), Vox, August 7, 2020
- Charles Rosenberg, "What is an Epidemic? AIDS in Historical Perspective."
- Evelyn Hammonds, "Race, Sex, and AIDS: The Construction of 'Other'," *Radical America* (1987) pp.28-36.
- Steven Epstein, "The Construction of Lay Expertise"
- Excerpts of Wendy Kline's, *Bodies of Knowledge* (2010)
- **Video:** David France discusses *How to Survive a Plague* (2012): <https://www.youtube.com/watch?v=tp5676N7de8>
- **Podcast:** DIG, "Sex and Soldiers": <https://digpodcast.org/2020/05/31/sex-soldiers-combatting-sexually-transmitted-infection-in-the-us-military/>

Week 11: Twenty-First Century Precursors

Learning Objectives:

1. Describe how earlier 21st-century pandemics affected international responses to COVID19.
2. Compare cases of quarantine and travel restrictions from past pandemics to the COVID19 case study.

- **CASE FILE #15:** [Divided by COVID-19: The couples stuck thousands of miles apart by travel bans](#)
- Gregg Mitman, "Ebola in a Stew of Fear," *The New England Journal of Medicine* 2014; 371:1763-1765.
- **Video:** In the Shadow of Ebola (2015): <https://www.youtube.com/watch?v=y5z3Rb8YBC8>

Week 12: Reconstructing the Coronavirus Timeline

Learning Objectives:

1. Critically engage with the most recent technologies used to map, measure, and analyze the COVID19 pandemic.
2. Create your own COVID19 timeline based on evidence available and ethnographic findings

- **CASE FILE #16:** [Counting the Dead](#)
- [Johns Hopkins Coronavirus Resource Center](#)

Week 13: Communicating and Creating Change

Learning Objectives:

1. Explore the various ways historians and anthropologists have expressed their findings to the public.
2. Discuss and determine the outcome of the final exhibition project and your personal contribution to the COVID19 history.

- **CASE FILE #17:** [COVID Art Museum](#)
- [Ethnographic Terminalia](#)
- [The Multispecies Salon](#)
- [NC State Artwork in the Age of Biotechnology](#)

Technology Requirements

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

Specific Technologies Used In the Classroom

Specific technologies in this course may include Moodle, Zoom, and Mediasite. You will need access to a computer with a web camera and microphone, as well as reliable internet. For the projects, we will work together if you need access to additional software or other technologies.

Statement on Diversity of Thought

This course includes colleagues from various intellectual and personal backgrounds. You are all welcome members of this course, and I expect you to respect others when speaking and listening. Free speech is critical to a productive learning environment, but hateful speech is not tolerated. Be mindful of the [school policy on these matters](#).

Also be aware that as a history course, we will discuss ideas in the context and language of their time. As a result, some of the language you may read and topics we will discuss may be sensitive and/or offensive. This is a part of teaching and learning the past, and I will do my best as the instructor to prepare you to contextualize these topics.

Participation Expectations

Per [attendance regulations](#) at NC State, "Full participation in classes, laboratory period and examinations is expected of all students." To succeed in this course, you need to attend the synchronous lectures and accompanying small group and large group discussions. Attendance will be taken for every online session via Zoom. You may have three total unexcused absences. You must contact me (newelkjo@ncsu.edu) if you miss more than three synchronous sessions within one week returning from your absence about make-up work. Otherwise, a grade penalty of one percentage point-per-absence will be reflected in the final grade after the three unexcused absences. Please remember to consider the [withdrawal process](#) and timeline if you are unable to complete the work required of this course.

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. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).

Electronic Components Related to Integrity

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. Please also be aware that email correspondence to and from NC State email addresses may be subject to the North Carolina Public Records Law and may be disclosed to third parties.

Review NC State Policies, Regulations, and Rules

Students are responsible for reviewing the NC State University Policies, Regulations and Rules (PRR) 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](#)

Accessibility Statement

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 \(REG02.20.01\)](#)

Incident Reporting and Title XI

At NC State, we are committed to ensuring that every member of our community learns and works in an environment free of sex discrimination and sexual harassment. Consistent with Title IX of the Education Amendments of 1972, NC State does not discriminate against students, employees or members of the community on the basis of sex in any of its programs or activities. Sexual harassment (including sexual violence) is a kind of sex discrimination and is prohibited by Title IX and by NC State. Accordingly, if an incident is brought to my attention, this will be reported accordingly with the [Office for Institutional Equity and Diversity](#). Visit their website for more information.

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](#).

COVID19 Resources

Health and Participation in Class

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

- 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 go to campus (if applicable for other classes).

- 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/>

Syllabus Statement

The following document is a flexible agreement between the instructor and students in this course. This syllabus is subject to change, given course pacing via online format as well as student feedback during the midterm survey. Additionally, there are possible guest speakers and optional in-person events (pandemic pending) being arranged for this course. All dates for assignments reflect the earliest possible due dates and may also be subject to change given student performance. As the instructor, I will communicate any changes as far in advance as possible.