



## Council on Undergraduate Education 2021-2022

February 18, 2022  
**Meeting hosted via Zoom**  
 1:30pm-3:00pm

### Call to Order 1:30pm

- Welcome and Introductions Chair Darby Orcutt
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE February 04, 2022 Minutes

### Old Business

### New Business

Consent Agenda		
GEP Category	GEP Action	Notes
NS	<a href="#">AEC 203 : An Introduction to the Honey Bee and Beekeeping</a>	Changes to Course title, Course Prefix, Academic Org Code, Additional Information
HUM	<a href="#">ENG 361 : Studies in British Poetry</a>	Change in Term Offering
HUM	<a href="#">ENG 362 : Studies in the British Novel</a>	Change in Term Offering
HUM	<a href="#">ENG 370 : American Fiction, Twentieth Century and Beyond</a>	Change in Term Offering
HUM	<a href="#">ENG 372 : American Poetry, Twentieth Century and Beyond</a>	Change in Term Offering
GK, HUM	<a href="#">ENG 380 : Modern Drama</a>	Change in Year Offering
GK, HUM	<a href="#">ENG 385 : Biblical Backgrounds of English Literature</a>	Changes in Term Offering, Year Offering
GK, HUM	<a href="#">ENG 390 : Classical Backgrounds of English Literature</a>	Change in Year Offering
GK, HUM	<a href="#">ENG 406 / FL 406 : Modernism</a>	Change in Year Offering
GK, HUM	<a href="#">ENG 407 / FL 407 : Postmodernism</a>	Change in Year Offering
GK, HUM	<a href="#">ENG 439 : Studies in English Renaissance Literature</a>	Change in Term Offering
HUM	<a href="#">ENG 453 : Studies in Nineteenth-Century British Literature</a>	Change in Year Offering
GK, HUM	<a href="#">ENG 464 : British Literature and the Founding of Empire</a>	Change in Year Offering
GK, HUM	<a href="#">ENG 465 : British Literature and the Dissolution of Empire</a>	Changes in Term Offering, Year Offering
HUM	<a href="#">ENG 468 : Studies in Nineteenth-Century American Literature</a>	Changes in Term Offering, Year Offering
HUM	<a href="#">ENG 487 : Shakespeare, The Later Plays</a>	Change in Term Offering
USD	<a href="#">M 100 : Personal and Professional Identity Development</a>	Change in Contact Hours, Course Attribute(s)

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Miller	Russo, Morant, Pacifici	USDEI, IP, USD	<a href="#">ECI 305 : Equity and Education</a>	New to USDEI. Previously approved for IP, USD. Formatting in IP, Catalog Description, <sup>1</sup> SLO. Changes in USD, USDEI, Additional Information, Additional Documentation
Berube	McGowan, Xiang, Provost	USDEI	<a href="#">HI 254 : Modern American History</a>	New to USDEI. Previously approved for HUM, USD. Change in Student Evaluation Methods.
Berube	Lubischer, El-Shafei, Ghosh	USDEI	<a href="#">HI 382 : History of Capitalism in America</a>	New to USDEI. Previously approved for HUM, IP, USD.



Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Miller, Xiang, Moore	IP, GK	IPGK 295 Cycling Cities: Past, Policies, Practice	1 <sup>st</sup> Offering, Eff. Fall 2022 Crosslisted with STS 295

**<sup>1</sup>SLO = Student Learning Outcomes**

**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 2021-2022

February 04, 2022

Meeting hosted via Zoom

1:30pm-3:00pm

**Members Present:** Chair Darby Orcutt, (Past Chair) Carrie Pickworth, Qiuyun (Jenny) Xiang, David Berube, Jillian Haeseler, Steven Miller, Nancy Moore, Tamah Morant, Lara Pacifici, Herle McGowan, Jane Lubischer, Ahmed El-Shafei, Nathan Leaf (UC Proxy), Peggy Domingue, Dave Provost, Tushar Ghosh, Ethan Renfro

**Members Absent:** Marc Russo

**Guests:** Kaitlyn Mittan

**Ex-Officio Members Present:** Li Marcus, Lexi Hergeth, Harrison Breen (Temp), Erin Dixon, Helmut Hergeth, Michael Bustle, Bret Smith, Mukund Vora

### WELCOME AND INTRODUCTIONS

- **Remarks from Chair Darby Orcutt** – Warm welcomes given by the chair. The Chair remark that this meeting is the first meeting that will act on the USDEI GEP category. Thanks given to members for maintaining the integrity of the committee, and for the hard work of the members. The Chair remarked that the power of the Chair will be used more strictly, for the benefit of members' time in future meetings. This includes bouncing back courses that are put in front of the committee, that simply are not ready to be brought forward into CUE.

In future agendas, USDEI items on the agenda will be grouped together, so that the committee has time to adjust and understand this new GEP category. The items listed in the agendas have been changed by participants of Pre-CUE. Often when a course is being brought forward for USDEI, corrections have been made to course proposals that are also in other GEP categories, such as SS. These specific changes, depending on GEP categories, have been written in the notes section of each item in the agenda. The concept under review, in this case USDEI, should be the category focused on; the new category, unless there is something that stands out from the past in previous approved GEP categories. Members need to be sure that communication is clear.

Chair also gave remarks regarding a conversation in the previous CUE meeting, regarding class participation evaluation methods. This topic is more relevant to UCCC rather than CUE. The Chair of UCCC, Helmut Hergeth, gave comments that UCCC doesn't look at syllabi of courses as much anymore. Participation grades are sometimes only found in the syllabus. Both Chairs acknowledged this has caused a disconnect. UCCC will bring this topic into the conversation on their end.

Steve Miller gave a brief presentation on documents that can help the committee evaluation this GEP category, through Bloom's Taxonomy. These items have been shared with the committee.

Since the last meeting, the Chair had the chance to speak with Stephany Dunstan. There was discussion of ways to help CUE articulate and advance its guidelines.

No Guests introduced.

- **Remarks and Updates from OUCCAS/DASA** – Li Marcus confirmed in the meeting text chat that USD, and UDSEI, are both valid GEP categories. Members reminded to email the Courses-Curricula inbox. Mukund Vora introduced by Lexi Hergeth, the measure, for USDEI's second objective is currently coding incorrectly. New information is only visible in the 'edit' page. This coding issue is currently being worked on by LeapFrog, the developer of CourseLeaf.
- **Approval of the CUE Minutes from January 21, 2022** – *Approved*  
Discussion: No discussion regarding the minutes

### NEW BUSINESS

Consent Agenda – *Approved*

Discussion: The consent agenda was approved without discussion

Courses New to GEP

- **ENG 248 / AFS 248 : Survey of African-American Literature (USDEI) – Approved**  
 Discussion: This new course was presented by David Berube. A reviewer remarked that the learning outcome and measures aligned well with the USDEI requirements. Question regarding if USDEI courses can be entirely in essays. Presenter answered that this is permissible, and beneficial to a literature class. Second and third reviewers confirmed this course is well matched.

*Approved Unanimously*

- **ENG 342 : Literature of Space and Place (USDEI, HUM) – Approved**  
 Discussion: This new course was presented by David Berube. A reviewer had positive comments for both USDEI and HUM categories, and felt the outcomes worked well for the objectives A second reviewer had one comment regarding student evaluation methods regarding ranges. Member commented that most courses always get ranges, for future-proofing purposes. This allows flexibility in the future.

*Approved Unanimously*

- **ENG448/AFS448/AFS548/ENG 548 : African-American Literature (USDEI) – Approved**  
 Discussion: This new course was presented by David Berube. The first reviewer commented that this course proposal seems to be written based on USD standards rather than USDEI. A second reviewer commented that the way the document is formatted places USD further up the page, so USDEI properties are found further down. This should be noted for future reviewers. The essay prompts are well written and suitable for USDEI objectives.

*Approved Unanimously*

- **HI 253 : Early American History (USDEI) – Tabled**  
 Discussion: This new course was presented by Jillian Haeseler. First reviewer had a question regarding objective 3. There are 2 categories that should meet objective 3: 'examine' and 'effect'. The reviewer said that while the category of 'examine' fits that objective, 'effect' is not addressed. Other reviewers agreed with this observation. Another review commented that the justification for the objectives more-or-less just re-states the objectives. This is especially seen in Objective 1. Presenter comments that objective 2 doesn't seem to be clear.

The Chair pointed out that some of the objectives are too narrow, while others are too broad. This could be very tailored to the class with minimum verbal change from the category objective, while other classes could need more tailoring to the objective. A member commented that verbs should not be repeated, and to add more variety. The presenter agreed with the member, and believes writers should write the objectives to how they are applied to the class.

CUE chose to table this course with the following comments regarding the objectives:

Objective 1 – The objective is re-stated as opposed to thoughtfully creating new descriptions.

Objective 2 – The instructor's objective mirrors with the given objective. This however may be due to a fault in CIM, which is currently being addressed.

Objective 3: There are two categories of 'examine' and 'effect' should be addressed. At this time, this objective does not address 'effect'

Motion to change the question to 'tabled' - *Passed*

Vote to table – *Approved unanimously*

- **PSY 406 / WGS 406 : Psychology of Gender (USDEI, USD, SS) – Tabled**  
 Discussion: This new course was presented by Jillian Haeseler. A reviewer commented that the USDEI content is copied and pasted from the USD content for Objective 1. While the answers to the questions are in theory correct, the reviewer commented that it would be preferred for there to be unique descriptions. Another reviewer commented that the measurement for objective 2 did not match with the objective. A member commented that the course does a great job of taking the objectives and matching of content for an agenda-focused course. However, it lacks in terms of assessment and measurements of USDEI objectives. It was suggested to expand the course's listed



**Office of Undergraduate Courses, Curricula, and Academic Standards**

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objectives/measurements, and to be more intentional on how the college wants to discuss these topics. It was also noted that the measures for objective 2 and 3 are identical. It is unclear at this time if this is due to ongoing CIM issues.

CUE chose to table this course with the following comments:

The USDEI content is copy-pasted from USD. The committee would like to see how new objectives are connected to USDEI. At this time there is no application of objective to the course content of USDEI. Show the application of objectives to the content of the course.

Motion to change the question to 'tabled' - *Passed*

Motion to table – *Approved unanimously*

Meeting adjourned at 3:02 PM

*Respectfully submitted by Harrison Breen*

## GEP Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering (IPGK 295)

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

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

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

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

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

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

And at least one of the following:

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

### IPGK 295

<b>Department(s)/Program</b>	STS/IDS	<b>New GEP Special Topics Offering</b> <input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Special Topic Title:</b> (30 character limit)	STS 295 - Cycling Cities: Past, Policies, Practice	<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>	<input type="checkbox"/>
<b>Term to be Offered</b>	Fall 2022		
<b>Instructor Name/Title</b>	Ross Bassett, Professor of History		

### SECTION 1: GEP CRITERIA

#### Instructions:

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

#### Interdisciplinary Studies

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

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

Science, Technology, and Society (multi-disciplinary within humanities/social sciences); Urban Design; Traffic Engineering

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

The course will use an STS approach, which emphasizes that technical characteristics (such as a device's energy efficiency) is valued within a society within a larger cultural context. These perspectives will be emphasized as students read work produced by traffic engineers, bicycle advocates, and urban designers. Traffic engineers, and bicycle advocates will provide their perspectives in visits to the class.

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.**

Identify the key and distinct elements of approaches to the bicycle based on STS, urban design, or traffic engineering.

**Measure(s) for above Outcome:**

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

A paper prompt will give students excerpts from the writings based on one of the following approaches: STS, traffic engineering, or urban design and ask them to identify the disciplinary perspective of the paper, providing evidence for their analysis..

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

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

Identify the common data that approaches in traffic engineering, urban design, or STS in analyzing bicycle usage.

**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.*

An essay prompt will provide an excerpt of writing based in one discipline, but ask students to identify principles from other disciplines in it.

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

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

Explain how approaches to the bicycle using traffic engineering, urban design, and STS differ, and synthesize arguments drawing on each.

**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 explain urban biking behavior in the Netherlands/Denmark or the United States synthesizing approaches based to STS-scholarship, urban design and traffic engineering.

A sample essay prompt: "An STS scholar, a traffic engineer, and an urban designer discuss why Amsterdam has such a high level of bicycle usage. Using our course readings, imagine two arguments each might make. How could an argument about Amsterdam's cycling culture be developed that combines their arguments?"

### Global Knowledge

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 1*:

**Obj. 1) Identify and examine distinguishing characteristics including values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.**

Identify factors in the history, geography, politics, and culture of the Netherlands and Denmark that have shaped their approach to urban transportation choices.

**Measure(s) for above Outcome:**

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

Students will be asked to explain factors that have been important in the development of cycling culture in the Netherlands and Denmark.

A sample essay prompt: Explain the factors that have been important in the development of Dutch and Danish urban transit culture, particularly with regard to the bicycle.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge* Objective 2, 3, or 4.  
 2. Identify factors in the history, geography, politics and culture of the United States which are plausible explanations for differences in urban biking culture between the USA, the Netherlands, or Denmark.

- Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.**  
**Obj. 3) Explain how the distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.**  
**Obj. 4) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.**

**Measure(s) for above Outcome:**

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

Students will be asked to explain differences in cycling and urban transportation culture between Denmark/the Netherlands and the United States. A sample essay question: Residents of Copenhagen and Amsterdam use bicycles for roughly 50% of their trips, while the corresponding figure for American cities is typically ten times lower. Give three factors that are important in explaining these differences. Give two factors that are commonly given that are not plausible explanations for the differences in biking culture and explain why they are not plausible.

## SECTION 2: REQUISITES AND SCHEDULING

### General guidelines:

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

### Special Topics Term Scheduling:

- List below the course scheduling detail:
  - Meeting time and day(s):

MW 3:00-4:15PM

○ Seat count:

○ 30

○ 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)

na

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

- If seats are restricted, describe the restriction being applied.
- 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 attached syllabus

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

See attached syllabus

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

See attached syllabus

**SIGNATURE PAGE FOR IPGK 295**

**RECOMMENDED BY:**



2/1/2022

\_\_\_\_\_  
HEAD, DEPARTMENT/PROGRAM

\_\_\_\_\_  
DATE

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

**ENDORSED BY:**

\_\_\_\_\_  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
COLLEGE DEAN

\_\_\_\_\_  
DATE

**APPROVED BY:**

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

\_\_\_\_\_  
DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_

### SIGNATURE PAGE FOR IPGK 295

RECOMMENDED BY:

*Blakely*

2/1/2022

\_\_\_\_\_  
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*

*2/4/2022*

\_\_\_\_\_  
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

\_\_\_\_\_  
DATE

*[Signature]*

*2/4/2022*

\_\_\_\_\_  
COLLEGE DEAN

\_\_\_\_\_  
DATE

APPROVED BY:

\_\_\_\_\_  
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

\_\_\_\_\_  
DATE

APPROVED EFFECTIVE DATE \_\_\_\_\_

# Course Syllabus

## STS 295 – Cycling Cities: Past, Policies, Practice

### Section 01

Fall 2022

MW 3:00-4:15pm

Caldwell G-111

3 Credit Hours

### Instructor

**Ross Bassett** (ross) - **Email:** [ross@ncsu.edu](mailto:ross@ncsu.edu)

**Web Page:** <https://chass.ncsu.edu/people/ross-2/>

**Phone:** 3-2231

**Office Location:** Withers 478

**Office Hours:** MW 11-1

### Course Description

Residents of European cities such as Copenhagen and Amsterdam use bicycles for roughly half of their trips, while the corresponding numbers for American cities are lower by more than an order of magnitude. In China and India, bicycling has dropped significantly in the last 40 years. Why such dramatic differences? This question becomes increasingly urgent as nations and people throughout the world seek to reduce their carbon footprint to fight climate change. Many American cities, including Raleigh, have made significant efforts to increase bicycle usage. Have they succeeded? This course uses the methods of STS to examine the bicycle holistically, looking at its history, its relation to the automobile as well as the policies and practices that have either supported or discouraged bicycling among various communities. Special attention will be given to policies and practices in Raleigh and North Carolina State University.

### Learning Outcomes

At the conclusion of this course the student will be able to:

- Describe differences in policy and practice between various European countries and cities and the United States and its cities.
- Identify policies and practices that have been conducive to cycling transportation.
- Analyze automobiles and bicycles as parts of systems of transportation.

]

This course fulfills the **Interdisciplinary Perspectives** GEP requirement through the following learning outcomes. At the end of this course students will be able to:

- Identify the key and distinct elements of approaches to the bicycle based on STS, urban design, or traffic engineering
- Identify the common data that approaches in traffic engineering, urban design, or STS in analyzing bicycle usage.
- Explain how approaches to the bicycle using traffic engineering, urban design, and STS differ, and synthesize arguments drawing on each.

This course fulfills the **Global Knowledge** GEP requirements through the following learning outcomes. At the end of the course students will be able to:

- identify factors in the history, geography, politics, and culture of the Netherlands and Denmark that have shaped their approach to urban transportation choices.
- identify factors in the history, geography, politics and culture of the United States which are plausible explanations for differences in urban biking culture.

## Course Structure

The course will consist of lectures, discussion of readings, a cycling exercise, and outside speakers. Those unable to bicycle will be given alternate ways to complete the cycling assignment.

## Course Materials

### Textbooks

**Cycling for Sustainable Cities** - John Buehler and John Pucher

**Edition:** 1st

**ISBN:** 978-0-262-54202-9

**Web Link:** <https://mitpress.mit.edu/books/cycling-sustainable-cities>

**Cost:** \$30.00

*This textbook is required.*

### Expenses/Materials

**Bike for lab exercise. If you don't have a bike, you can rent one through Outdoor Adventures for \$5/day or through Citrix Cycle from \$2.**

## Transportation

Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

## Safety & Risk Assumptions

The cycling exercise associated with this course may expose you to many risks. Some of the risks which may be present or occur include but are not limited to:

- riding a bicycle on and crossing unpaved and paved roadways where motor vehicles are operating;
- the hazards of riding a bicycle in urban environments
- exposure to collision of bicycles and automobiles operated by others; exposure to man-made and natural hazards present in the environment
- the force of nature included but not limited to lightning, wind, waves, weather changes, hyperthermia, hypothermia, and sunburn; .  
the physical exertion associated with the outdoor activity;

;

## Grading

### Grade Components

(See Attendance Policy for penalties for excessive unexcused absences.)

Component	Weight	Details
<b>Reading Responses</b>	<b>15%</b>	300 word responses to weekly reading, showing knowledge of reading and connecting it to broader course themes
<b>Class Participation</b>	<b>15%</b>	<p>Participation will be graded on the following scale:</p> <p>An 'A' grade is earned by a student who is well prepared, attentive, responds when called upon, and volunteers often with pertinent answers and questions.</p> <p>A 'B' is earned by a student who is usually prepared, responds when called upon, and who volunteers on occasion.</p> <p>A 'C' is earned by a student who is occasionally unprepared, has trouble when called upon, and does not volunteer often.</p> <p>A 'D' is earned by a student who is unprepared, inattentive, comes to class late and never volunteers</p> <p>An 'F' is earned by a student who exhibits a lack of concern for the class, sleeps in class, or disturbs the class.</p> <p>Participation grades will be posted once midway through class and then at the end of class.</p> <p><b>Note:</b> If you are less comfortable speaking in class, another way to get full participation marks is to send me an email elaborating on a point in class. ("When we were talking about this in class, it reminded me of this." or "When you asked this, I didn't get a chance to say anything, but I was thinking of this.") For every three serious, thoughtful emails (&gt;150 words) submitted over the course of the semester, your participation grade will be raised by one grade. Students who submit six emails over the course of the semester will receive an A for participation, assuming they have a good attendance record (See Attendance Policy.)</p>
<b>Final Exam</b>	<b>20%</b>	Take Home Essay Exam Due at Final Exam Time based on several prompts. The paper is expected to show synthesis of course material.
<b>Project</b>	<b>26%</b>	A research topic chosen in consultation with the professor. The project can be either a paper (6-8 page paper), a 12 minute podcast or video, or a curated photograph collection. (Due

Component	Weight	Details
		<p>November 28). Part of the grade (10%) will be based on in class presentations.</p> <p>Possible Topics:</p> <ul style="list-style-type: none"> <li>--Analysis of Urban Cycling in (City or Country)</li> <li>--Cycling Among (Groups) in Raleigh, NCSU</li> <li>--Success/Problems in Biking in Raleigh/NCSU</li> </ul> <p>This project will be graded on the originality, the depth of work, and its success in connecting to themes of the course.</p>
<b>Exercises</b>	<b>24%</b>	<p>Four Exercises with 750 word write-ups. Topics include:</p> <ol style="list-style-type: none"> <li>1. Car Versus Bicycle Physics (Due Sept 19)</li> <li>2. Experience of Traveling by Bike. (Due Oct 19)</li> <li>3. Interview with a Bike Commuter. (Due Nov. 2)</li> <li>4. Analysis of NCSU/Raleigh Biking. (roads/greenways) (Due Nov. 16)</li> </ol>

## Letter Grades

**This Course uses Standard NCSU Letter Grading:**

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

## Requirements for Credit-Only (S/U) Grading

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

## Requirements for Auditors (AU)

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

## **Policies on Incomplete Grades**

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

## **Late Assignments**

Policy on Late Assignments:

For the reading responses and papers, each student will be given three grace days, which will allow them to turn in one paper three days late, or three papers one day late. After all the grace days are used, late assignments will be penalized 1/3 of a letter grade per day late (An A paper, will become an A- paper, etc.) This excludes assignments which are late due to an excused absence

## **Attendance Policy**

Attendance in this class is mandatory. Attendance will be taken. Every student will be allowed two absences without penalty. Thereafter unexcused absences will be penalized according to the following formula. For the third absence, the student's final participation grade will be reduced by one letter grade, for the fourth by 2 letter grades and for fifth, by three letter grades and for the 6<sup>th</sup>, the student will receive a 0 for participation. More than six unexcused absences will result in failing the course.

Students are expected to take care of all bathroom and snack needs before class and be present in the classroom for the entire class session. If you have a medical issue that requires you to leave class, please notify the instructor.

Verification that a student has a legitimate medical or personal reason for missing class will be necessary to qualify for an excused absence.

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

Please submit all documentation to me by email, with the subject heading "STS295 Excused Absence"

## **Makeup Work Policy**

Work missed after an excused absence, must be completed within a week after the student's return to class, unless an arrangement is made with the professor.

## **Electronics Usage in Class**

Unless we are conducting a classroom exercise explicitly using electronic devices, the use of electronic devices is prohibited during class.

## **Academic Integrity**

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>. When you hand in an assignment you are implicitly certifying that you have followed the pack pledge. ("I have neither given nor received unauthorized aid on this test or



assignment.”) All papers are expected to be your own work. Passing off someone else’s work as your own is plagiarism, a very serious offense. If you quote other material directly you should make that clear by quotation marks and a proper citation (footnote). The [Code of Student Conduct](#) provides for very harsh penalties for plagiarism or giving or receiving unauthorized aid. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures (NCSU REG 11.35.02)."

## Digital Course Components

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

**Digital Course Components:** Moodle, Wordpress

## Course Continuity

Any changes made to the methods of instructional delivery, course structure, course schedule, number of assignments, grading or other aspects of the course will be communicated to the students in written form.

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

## NC State Policies, Rules and Regulations (PRR)

“Students are responsible for reviewing the NC State University Policies, Rules, and Regulations (PRRs) which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus:

- Equal Opportunity and Non-Discrimination Policy  
Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>.”

## Course Schedule

**NOTE:** The course schedule is subject to change. If it does, students will be notified in writing.

**Lecture MW 3:00pm - 4:15pm — Introduction — 08/22/2022 - 08/24/2022**

Introduction to the course, overview of concepts to be discussed, expectations, experiences

Reading, Mikael Colville-Anderson, "Mythbusting," in *Copenhagenize: The Definitive Guide to Global Bicycle Urbanism* (Washington, DC: Island Press, 2018), 97-113.

### **Lecture MW 3:00pm - 4:15pm — Early History — 08/29/2022 - 08/31/2022**

Early History in Europe and the United States, relation of the bike to the development of the car

David Herlihy, *Bicycle: The History* (New Haven: Yale University Press, 2004), 225-309.

### **Lecture MW 3:00pm - 4:15pm — History: Post World War II — 09/07/2022 - 09/12/2022**

Ruth Oldenziel and Mikael Hård, *Consumers, Tinkerers, Rebels: The People Who Shaped Europe*, *Making Europe: Technology and Transformations, 1850-2000* (New York: Palgrave Macmillan, 2013), 125-162; R. Oldenziel and A.A. Albert de la Bruhèze, "Amsterdam: World Bicycle Capital, by Chance," in *Cycling Cities: The European Experience*, ed. R. Oldenziel et al. (Eindhoven: Foundation for the History of Technology, 2016), 17-27.

### **Lecture MW 3:00pm - 4:15pm — Physics — 09/14/2022 - 09/19/2022**

How Bikes Work. The Physics of Human Power. The Energy and Spatial Physics of Bikes Versus Cars.

**Bike Versus Car Lab Due Sept 19.**

### **Lecture MW 3:00pm - 4:15pm — Philosophy — 09/21/2022 - 09/28/2022**

Knowing How Things Work. The Social Consequences of Speed. Perceiving Space.

Robert M. Pirsig, *Zen and the Art of Motorcycle Maintenance: An Inquiry into Values* (New York: William Morrow, 1974), 1-28; Ivan Illich, *Energy and Equity* (New York: Harper & Row, 1974), 3-19. 59-64.

### **Lecture MW 3:00pm - 4:15pm — Policies: Europe and the United States — 10/03/2022 - 10/12/2022**

Making the United States "Car Country".

Reading: Charles Marohn, "Confessions of a Recovering Engineer," Strong Towns, November 22, 2010,

<https://www.strongtowns.org/journal/2010/11/22/confessions-of-a-recovering-engineer.html>; Lewis Mumford, "The Highway and the City," in *The Highway and the City* New York: Harcourt Brace Jovanovich, 1963), 234-246

### **Lecture MW 3:00pm - 4:15pm — Bicycle Safety, the Law and Bicycles — 10/17/2022 - 10/17/2022**

Joseph Stromberg, "Stop Forcing People to Wear Bike Helmets," Vox, May 16, 2014, <https://www.vox.com/2014/5/16/5720762/stop-forcing-people-to-wear-bike-helmets>; Charles Marohn, "Follow the Rules, Bikers," Strong Towns, May 19, 2014, <https://www.strongtowns.org/journal/2014/5/19/follow-the-rules-bikers.html>; The Death of Anita Kurmann,

Massbike, [https://www.massbike.org/anita\\_kurmann\\_video\\_narrative](https://www.massbike.org/anita_kurmann_video_narrative); Rune Elvik, "Cycling Safety," in Ralph Buehler and John R. Pucher, eds., *Cycling for Sustainable Cities*, (Cambridge, Massachusetts: The MIT Press, 2021).

### **Lecture MW 3:00pm - 4:15pm — Recreational Cycling — 10/19/2022 - 10/19/2022**

Greenways/Rails to Trails: Their Success and Limitations

Reading: William Flournoy, *A Report to the City Council on the Benefits, Potential, and Methodology of Establishing a Greenway System in Raleigh*. (Raleigh, 1972); Peter Harnik, "A Political Tandem," *Environmental Forum* 37, no. 5 (October 9, 2020): 26–33. Experience of Traveling by Bike Exercise Due Oct. 19

### **Lecture MW 3:00pm - 4:15pm — Citizen Advocates: Europe and the United States — 10/24/2022 - 10/26/2022**

Reading: Buehler and Pucher, *Cycling for Sustainable Cities*, 401-425. Visit from Director of Oaks and Spokes/Bike Walk NC

### **Lecture MW 3:00pm - 4:15pm — Why We Bike/Engineering Vs Design — 10/31/2022 - 11/02/2022**

Watch: "Why We Cycle" Reading: John Pucher, Ralph Buehler, and Francis Sgm, "Making Cycling Irresistible: Lessons from The Netherlands, Denmark and Germany," *Transport Reviews* 28 (August 1, 2008): 495–528. Jan Gehl, *Cities for People* (Washington: Island Press, 2010), Chapter 4 "The City at Eye Level." Lab: Interviews Due Nov 2 (In Class Discussion)

### **Lecture MW 3:00pm - 4:15pm — Bicycling Race, Class and Gender — 11/07/2022 - 11/09/2022**

Ralph Buehler and John R. Pucher, eds., *Cycling for Sustainable Cities*, Urban and Industrial Environments (Cambridge, Massachusetts: The MIT Press, 2021), 197-280.

### **Lecture MW 3:00pm - 4:15pm — Changing the Cycling Culture of a City: Paris and New York — 11/14/2022 - 11/14/2022**

"Inside the New Plan to Make Paris '100% Cyclable,'" *Bloomberg.Com*, October 22, 2021, <https://www.bloomberg.com/news/articles/2021-10-22/how-paris-will-become-100-cyclable>; Patrick Sisson, "How Paris Became a Cycling Success Story—and Built a Roadmap for Other Cities," *Curbed*, January 15, 2020, <https://archive.curbed.com/2020/1/15/21065343/bike-paris-cycling-anne-hidalgo>; Michael Kimmelman, "New York as a Biking City? It Could Happen. And It Should.," *The New York Times*, July 9, 2020, sec. Arts, <https://www.nytimes.com/2020/07/09/arts/bike-bridges-new-york.html>; "RPA | The Five Borough Bikeway," June 2020, <https://rpa.org/work/reports/the-five-borough-bikeway>.

### **Lecture MW 3:00pm - 4:15pm — Raleigh/NCSU Cycling Survey — 11/16/2022 - 11/21/2022**

Visit from Representative of City of Raleigh, Department of Transportation, Discussion of Our Survey; Visit from representative of NCSU Department of Transportation, Discussion of Our Survey

**Lecture MW 3:00pm - 4:15pm — Student Reports on Projects  
— 11/28/2022 - 11/30/2022**

Student Presentations Based on Reports

**Lecture MW 3:00pm - 4:15pm — Thinking About the  
Future/Wrapping Up — 12/05/2022 - 12/05/2022**

Final Discussion of Reports, Final Thoughts; Reading: Buehler and Pucher, *Cycling for Sustainable Cities*, 425-440.