



Council on Undergraduate Education 2021-2022

22 April 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 8 April 2022 Minutes

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
GK, HES	DAN 227 : African Dance I	Changes to Course Prefix, Academic Org Code
GK, HES	DAN 228 : African Dance II	Changes to Course Prefix, Academic Org Code
HES, USD	DAN 230 : Horton Dance Technique	Changes to Course Prefix, Academic Org Code
HES	DAN 234 : Country Dance	Changes to Course Prefix, Academic Org Code
HES	DAN 240 : Social Dance	Changes to Course Prefix, Academic Org Code
HES	DAN 241 : Social Dance II	Changes to Course Prefix, Academic Org Code
HES	DAN 263 : Tap Dance	Changes to Course Prefix, Academic Org Code
HES	DAN 264 : Ballet I	Changes to Course Prefix, Academic Org Code
HES, VPA	DAN 265 : Ballet II	Changes to Course Prefix, Academic Org Code
HES	DAN 273 : Jazz Dance I	Changes to Course Prefix, Academic Org Code
HES	DAN 274 : Modern Dance I	Changes to Course Prefix, Academic Org Code
HES	DAN 275 : Modern Dance II	Changes to Course Prefix, Academic Org Code
HES, VPA	DAN 276 : Jazz Dance II	Changes to Course Prefix, Course Number, Academic Org Code
GK, VPA	DAN 322 : Dance and Society	Changes to Course Prefix, Academic Org Code
USDEI, USD, VPA	DAN 324 : U.S. Concert Dance History	Changes to Course Prefix, College, Academic Org Code
VPA	DAN 326 : Current Trends in Dance	Changes to Course Prefix, Academic Org Code
VPA	DAN 328 : Dance Composition - Group Forms	Changes to Course Prefix, Academic Org Code
IP	DAN 332 : Dance and Technology	Changes to Course Prefix, Academic Org Code
HES	DAN 281 : Pilates	Changes to Course Prefix, Course Number, Academic Org Code
HES	DAN 279 : Yoga I	Changes to Course Prefix, Academic Org Code
HES	DAN 280 : Yoga II	Changes to Course Prefix, Academic Org Code
HES	HESM 315: Challenge Course and Team Building Facilitation	Drop HES category

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Domingue	Pickworth, Miller, Bush	HUM	MUS 231 : Music in Film and Television	New Course

Review Courses for GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Xiang, Morant, McGowan	USDEI, IP	AFS 344 : Leadership in African American Communities	New to USDEI, changes to IP. Previously approved for IP, USD.
Haeseler	Pickworth, Russo, El-Shafei	USDEI	HI 373 / AFS 373 : African-American History Since 1865	New to USDEI. Previously approved for HUM, USD.
Haeseler	Xiang, Moore, Domingue	USDEI	PS 303 : Race in U.S. Politics	New to USDEI. Previously approved for SS, USD.
Haeseler	Miller, Bush, Lubischer	USDEI	PS 309 : Equality and Justice in United States Law	New to USDEI. Previously approved for SS, USD.
Haeseler	Russo, Morant, McGowan	USDEI	REL 320 / HI 320 : Religion in American History	New to USDEI. Previously approved for HUM, USD.
Haeseler	El-Shafei, Leaf, Lubischer	USDEI	SOC 305 / AFS 305 : Racial and Ethnic Relations	New to USDEI, Deletion of USD. Previously approved for SS.



Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	El-Shafei, Leaf, Morant	IP, GK	HON 293 : Contemporary British Voices	Review for 1 st Offering, Eff. Summer 2022
Pacifici	Pickworth, Moore, Lubischer	SS, GK	SSGK 295 : Race & Space: Gentrification, Segregation & Displacement	Review for 1 st Offering, Eff. Fall 2022
Pacifici	Xiang, Miller, Domingue	IP	IPGE 295 : Nature, Health and Wellness	Review for 1 st Offering, Eff. Fall 2022
Pacifici	Russo, Morant, McGowan	USDEI	USDEI 295 : Grooming vs. Development: Coaching at the Crossroads	Review for 1 st Offering, Eff. Fall 2022
McGowan	Leaf, Moore, Bush	IP	IPGE 295 : Wicked Problems, Wolfpack Solutions: The Future of Food	Review for 1 st Offering, Eff. Summer 2022

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.

HON Interdisciplinary Perspectives & Global Knowledge Special Topic Shell Offering

*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.

HON 293

Department(s)/Program	University Honors Program	New GEP Special Topics Offering <input checked="" type="checkbox"/>	
Special Topic Title: (30 character limit)	Contemporary British Voices	Review for 2nd Offering <input type="checkbox"/>	
Term to be Offered	Summer 2022		
Instructor Name/Title	Kristen Hetrick, Ph.D./Prestigious Fellowships Advisor		

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?

Literary studies, with a focus on the memoir genre, and history, with a focus on British history

- 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"?

Course readings, presentations (by me as well as the students), and videos alongside class discussion, culminating in independent research on a subgroup and memoir not covered in class. We will also focus one entire class period to distinguishing historical research and sources from the field of literary analysis and discussing where they can and do intersect.

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 the methods, uses, and application of literary studies (with a focus on the memoir), and history (with an emphasis on British history)

Measure(s) for above Outcome:

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

Students will complete written homework or in-class writing assignments that will focus on the methods, uses or applications of one of these fields in isolation from the others, with both being covered regularly throughout the semester in individual assignments.

Sample assignment focusing on literary studies: Memoir writers make conscious choices about what to include and what to exclude from their narrative. Bryony Gordon's memoir *Mad Girl* includes multiple passages that are unflattering and even negative portrayals of herself and/or her behavior. What is the effect of her doing so on the overall depiction of her mental illness and its potential impact on the reader?

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.

Analyze how the history of the UK affects authors' experiences as depicted in their memoirs

Measure(s) for above Outcome:

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

In course discussions, the final paper & presentation, homework, and in-class writings students will examine how the experience each author is depicting has been affected by the history of Britain regarding that topic.

Sample class discussion topic: How has Britain's history of colonialism in Ghana shaped Afua Hirsch's experience, as she portrays is in *Brit(ish)*, of being both a Black British woman and the child of a Ghanaian immigrant?

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.

Synthesize concepts from historical and literary studies to examine an aspect of identity presented in a British memoir

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.

Class discussions and homework assignments will allow the student to practice synthesizing approaches from history and literary studies.

The final project paper will then serve as a culmination of this as described here:

You will write a 5-8 page paper plus works cited page(s) on a living British citizen or resident that will further expand our understanding of the diversity of people living in the United Kingdom. The term "diversity" here is broadly intended, including experience, ethnic or religious background, gender identity, sexuality, profession, (dis)ability, and much more. Please consult me if you have questions about whether or how your intended subject would qualify. Your paper should embed this person's narrative within the larger context of British society regarding the aspect of diversity on which you intend to focus. For example, you could choose to write about author Jeanette Winterson and discuss her inclusion in the LGBTQ+ community as featured in her memoir *Why Be Happy When You Can Be Normal?* You would research the history of the LGBTQ+ community and their rights in the UK. You would then examine where her personal story intersects with that history and how she presents it in her work. If you would prefer to focus on her identity as an adopted person, that would also be an acceptable topic, and you would do the same for that aspect of her identity as presented in the text.

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.

Evaluate what memoirs and the documentary indicate about the challenges different identities faced in contemporary British 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.

Class discussions, homework assignments, and the final project will allow students to learn about the experiences of subgroups within British society, with the focus on contemporary British society.

Sample homework assignment: In what ways did the Windrush scandal of 2018 affect the lives of the Black Caribbean British people who had come to Britain as part of the Windrush generation?

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

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.

- **For objective 3:** Analyze how the history of the UK affects authors' experiences as depicted in their memoirs

Measure(s) for above Outcome:

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

In course discussions, the final project, homework, and in-class writings students will examine how the experience each author is depicting has been affected by the history of Britain regarding that topic.

Sample class discussion topic: The National Health Service, established in 1948, is a common source of pride in the United Kingdom. What has the NHS' historical approach regarding mental healthcare been? How does Bryony Gordon depict its current state in *Mad Girl*?

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): M/W, alternating F, 8:30-11:00 (summer study abroad)
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type:
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

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

- a. If seats are restricted, describe the restriction being applied. Students in the University Honors & Scholars 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.

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

SECTION 3: ADDITIONAL INFORMATION

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

Gordon, Bryony: *Mad Girl: A Happy Life with a Mixed-Up Mind*

Hirsch, Afua: *Brit(ish): On Race, Identity, and Belonging*

Passerlay, Gulwali (with Nadene Ghouri): *The Lightless Sky: A Twelve-Year-Old Refugee's Extraordinary Journey Across Half the World*

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

Memoir as a literary genre

Historical methods and sources

The intersection of history, current culture, and life stories, particularly as it applies to the narratives covered in class

The experience of being Black British

The Windrush generation

The experience of being an Afghani refugee to Britain

The experience of having a mental illness in Britain

The experiences of other subgroups, as determined by the students' final project topic choice

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

One field trip to Asylum Welcome in Oxfordshire

SIGNATURE PAGE FOR HON 293
Contemporary British Voices

RECOMMENDED BY:*Anne C. Auten*

3/22/2022

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:

3-30-22

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 _____

HON 293: Contemporary British Voices
Summer Session 2, 2022, June 27th-July 22nd, 2022

Instructor: Dr. Kristen Hetrick
Phone Number: 412.952.6293
E-mail: kmhetric@ncsu.edu

Office: TBD
Office Hours: TBD
Credits: 3

n.b.: If you email me before 5:00 PM, I will return your email that day to the best of my ability. If it is later, I will answer you the following business day.

Course Description:

The literary genre of the memoir allows the reader the opportunity to understand the author's life experience, be it one event or connected series of events, a particular period of time, or an aspect of their identity, as told from their individual perspective. Through studying a memoir, we can gain greater understanding of a culture, historical event in time, and/or life occurrence as it has impacted the life of the author, allowing a more personal connection and depth of insight into the topic for the reader. This course focuses on contemporary British memoirs that will expand our knowledge of British current society and history. Our course readings and discussions will focus three subgroups: Black British people, refugees, and those with a mental illness. In examining each personal account, we will learn the historical context as well as the current conditions pertinent to each so that we can better comprehend how the narrative fits into the British past and present. We will also analyze the memoir as a genre, investigating both its strengths and limitations as a historical and cultural artifact. Each student will then research and present a memoir focusing on a subgroup of their choosing that expands our understanding of the diversity of experiences and identities in the United Kingdom.

This is a seminar-style course that is primarily discussion based. There will also be student and instructor presentations and one mandatory field trip (transportation provided).

Learning Outcomes: By the end of this course, students will be able to:

- Distinguish the methods, uses, and application of literary studies (with a focus on the memoir), and history (with an emphasis on British history)
- Analyze how the history of the UK affects authors' experiences as depicted in their memoirs
- Identify the strengths and limitations of the memoir genre as a historical and cultural artifact
- Evaluate what the memoirs and the documentary indicate about the challenges different identities faced in contemporary British society
- Synthesize concepts from historical and literary studies to examine an aspect of identity presented in a British memoir

Prerequisites: none

GEP Information

This course fulfills the GEP Interdisciplinary Perspectives and Global Knowledge categories.

Texts

Gordon, Bryony: *Mad Girl: A Happy Life with a Mixed-Up Mind*, \$16, ISBN: 978-1472232090

Hirsch, Afua: *Brit(ish): On Race, Identity, and Belonging*, \$20, ISBN: 978-1784705039

Passerlay, Gulwali (with Nadene Ghouri): *The Lightless Sky: A Twelve-Year-Old Refugee's Extraordinary Journey Across Half the World*, \$16, ISBN: 978-0062443892

--Other texts available as PDFs on Moodle

Requirements for credit only (S/U) Grading: In order to receive a grade of S, students must complete all assignments, including presentations and the final project, and earn a grade of C- or better. For more details, refer to <https://policies.ncsu.edu/regulation/reg-02-20-15/>

***You cannot receive Honors credit if you switch to S/U**

Grading

Active Participation:	15%
Discussion Leader Activity:	20%
Homework Responses & In-Class Writing:	25%
Final Paper:	25%
Final Presentation:	15%

Grading Scale

A+: 97.5-100	B+: 87.5-89.5	C+: 77.5-79.5	D+: 67.5-69.5	F: 0-59.5
A: 92.5-97.4	B: 82.5-87.4	C: 72.5-77.4	D: 62.5-67.4	
A-: 89.5-92.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4	

Grades will be posted on Moodle.

Class participation: Class participation is an integral part of this seminar course, and it involves not just responding to my questions or comments, but responding to those of your classmates as well. An "A" level of participation means that you contribute meaningfully and voluntarily in every class for which you are present. A "B" level means that you contribute meaningfully and voluntarily in the majority of classes. A "C" level means that you respond meaningfully when I call on you, but do not volunteer regularly. A "D" level means that you respond when called upon, but your contributions are superficial in nature or repetitive of others' comments. An "F" level means that you fail to respond when called upon. If you would like further clarification on this, see me. **You will receive midterm and final participation grades.**

Homework: Homework assignments will be announced in class and posted on Moodle under "Assignments" under the date it is assigned. Unless otherwise announced, written assignments are due by the start of the following class period **uploaded to Moodle**. Late assignments will not be accepted except in the case of unanticipated excused absences.

Discussion Leader Assignment: You, along with a classmate, will be responsible for leading 35-40 minutes of discussion for one of the memoirs we will read. More information on this as well as the grading rubric will be provided in a separate document. On the day you lead the discussion, you will not be required to turn in any assigned written homework.

Final Paper & Presentation: You will write a 5-8 page paper plus works cited page(s) on a living British citizen or resident who will further expand our understanding of the diversity of people living in the

United Kingdom. The term “diversity” here is broadly intended, including experience, ethnic or religious background, gender identity, sexuality, profession, (dis)ability, and much more. Please consult me if you have questions about whether or how your intended subject would qualify. Your paper should embed this person’s narrative within the larger context of British society regarding the aspect of diversity on which you intend to focus. For example, you could choose to write about author Jeanette Winterson and discuss her inclusion in the LGBTQ+ community as featured in her memoir *Why Be Happy When You Could Be Normal?* You would research the history of the LGBTQ+ community and their rights in the UK. You would then examine where her personal story intersects with that history and how she presents it in her work. If you would prefer to focus on her identity as an adopted person, that would also be an acceptable topic, and you would do the same for that aspect of her identity as presented in the text.

Your sources should be appropriately cited in either the MLA or APA styles. If you have questions about how to do so, I am happy to direct you to resources to help you.

In an 8-10 minute presentation, you will share your primary findings from the historical research and study of the narrative with the class. Further details on the presentation expectations as well as rubrics for both the paper and presentation will be provided in a separate document.

Resource Statement: Missing Recourses statement for a study abroad course. Recommend something similar to this: Resources Statement The budget for the study abroad program is self-supporting and will be established under the existing study abroad model where students subsidize program costs by paying a program fee, instead of regular on-campus tuition. This model makes the program more affordable for students and covers the costs associated with an academic and logistical standpoint. The tentative program fee for students is \$5,000. This fee covers the following expenses: cost of instruction for # credit hours, accommodations throughout the overseas portion of the program, cultural events and excursions, travel health insurance, faculty stipends and travel expenses. It does not include personal expenses, most meals or airfare between the United States and Europe. These additional fees to the student are similar to any other study abroad experience.

Emergency Response While Abroad: The Study Abroad Office is available 24 hours a day, 365 days a year to assist students and faculty while on study abroad programs. Study Abroad will consult with members of the Study Abroad Emergency Response Team (SAERT), as needed, and connect the individual to appropriate resources. Additional information: <https://studyabroad.ncsu.edu/emergency-assistance/>

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

Academic Integrity Statement

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> and information on the disciplinary procedures can be found at <https://policies.ncsu.edu/regulation/reg-11-35-02/>

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

Attendance Policy

Per university regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (participation in official university functions, court attendance, religious observances, or military duty) must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence. Emergency absences (student illness, injury or death of immediate family member, must be documented by the Student Organization Resource Center 919-515-3323) within one week following the emergency. Please consult the following website for further information on university attendance regulations: <http://policies.ncsu.edu/regulation/reg-02-20-03>. Should you need to have an excused absence verified, please use the following email address: absence-verification@ncsu.edu

Given that this course only meets ten times, attendance is mandatory. Should you miss class due to an excused absence, we will discuss how the course material/assignments/participation can be made up. For each unexcused absence, your grade will be lowered by 1/3 of a letter grade. For example, if you earned an A- but had two unexcused absences, your grade will be a B.

Statement for Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, [919-515-7653](tel: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 \(REG02.20.01\)](#)

Chosen Name and Personal Pronouns

If you would like to be referred to by a name and/or pronouns not listed in the student directory, please let me know your preferences so that the class and I may correctly address you.

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

Additional NCSU Rules and Regulations

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/> and the Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>.

HON 293 Schedule

*Subject to change at the instructor's discretion. Any changes will be posted on Moodle and announced in class.

Week 1, Day 1:	Introduction to the course, assignment of discussion leader partners and class sessions, discussion of final project topic selection
Week 1, Day 2:	Introduction to life writing and its intersection with the field of history: Jennifer Jensen Wallach: "Building a Bridge of Words: The Literary Autobiography as Historical Source Material" G. Thomas Couser: "What Memoir Is and What It Is Not," "The Work of Memoir"
Week 1, Day 3:	Introduction to Britain's immigration history <i>Brit(ish)</i> , introduction-Ch. 4
Week 2, Day 1:	<i>Brit(ish)</i> Chs. 5-8 Tim Kirby and James Ross, directors: <i>The Unwanted: The Secret Windrush Files</i> (viewed in class) Optional: dinner at Jamaican Spice (at own cost)
Week 2, Day 2:	Discuss <i>The Unwanted: The Secret Windrush Files</i> Introduction to Britain's refugee history and policies <i>The Lightless Sky</i> , prologue-Ch. 17
Week 3, Day 1:	<i>The Lightless Sky</i> , Ch. 18-epilogue Optional: dinner at Oxford Café & Grille (serving Afghan food, at own cost)
Week 3, Day 2:	Field trip to Asylum Welcome in Oxfordshire (transportation provided)
Week 3, Day 3:	Introduction to the diagnosis, treatment, and prevalence of mental illness in the UK <i>Mad Girl</i> , Chs. 1-6
Week 4, Day 1:	<i>Mad Girl</i> , Ch. 7-epilogue
Week 4, Day 2:	Wrap-up, Final Presentations
Final:	Final papers due uploaded to Moodle Friday, July 29 th by 5:00 pm Eastern time (there is no final exam for this course)

GEP Social Sciences and Global Knowledge Special Topic Shell Offering (SSGK 295)

*This form is to be used for submitting a Special Topics shell offering for the **Social Sciences** 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 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 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.

SSGK 295

Department(s)/Program	PRTM	New GEP Special Topics Offering <input checked="" type="checkbox"/>	
Special Topic Title: (30 character limit)	Race & Space: Gentrification, Segregation & Displacement	Review for 2nd Offering <input type="checkbox"/>	
Term to be Offered	Fall 2022		
Instructor Name/Title	Rasul Mowatt		

SECTION 1: GEP CRITERIA

Instructions:

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

Social Sciences

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

- Locate and identify the methods and techniques that cities are designed, planned, and organized that account for geographic specific racial compositions of a societal demographic.

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.

- 100-250-word discussion posts on lecture and reading topics with distinct prompts related to the topic of the week. 7 will be offered, 5 are required. 3 of the total 7 opportunities will focus on methods and techniques. Example prompt: Using Nemser's modes of concentration, how does the Spanish Empire process of "reducir" change the identity of indigenous groups around colonial Mexico City? What characteristics are now ascribed to them that were not previously given?

List the Instructor's student learning outcomes for the course that are relevant to GEP *Social Sciences Objective 2*:

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

- Synthesize and determine the theoretical implications of both city design and racialization on leisure, recreation, sport, tourism, and public space access.

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.

- Final essay proposal submission and feedback meeting that will determine theories of Race and space and how they would be used by the students for the final essay (alongside recommending appropriate readings from a variety of disciplines and fields). Example prompt (in a meeting): What is the cycle of moral panic according to Stuart Hall et al. of crime and in the media in the 1960s of London, Manchester, and Liverpool, UK?

List the Instructor's student learning outcomes for the course that are relevant to GEP *Social Sciences Objective 3*:

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

- Identify and compare at least three social forces that Race and racism operate within a given society that threatens the social life and safety of racialized ethnicities.

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.

- 2000-word final essay with 20 sources (10 peer reviewed and 10 other - city maps, Census reports, news articles, virtual lectures). Example prompt: What has been the role in zoning laws and meetings that has resulted in the demolishing of buildings in Chinatown, San Francisco from 1880-1980? Compare this to Africville in the city of Halifax, Nova Scotia, Canada during the same time frame

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.

- Examine the cultural histories of various cities within the United States as well as in Europe, Africa, Asia, South American, and other parts of North America and how they theoretically employed Race through city planning methods to arrange space and to arrange policies that have led to restriction, segregation, and other effects.

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.

- 100-250-word discussion posts on lecture and reading topics with distinct prompts related to the topic of the week. 7 will be offered, 5 are required. 4 of the total 7 opportunities will focus on examining non-U.S. cities (in relationship, comparison, or counter to U.S. cities). Example prompt: What are the tangible similarities and differences between Apartheid in the Transvaal of South Africa in the 1960s and Jim Crow of the Southern States of United States in the 1950s?

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

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.

- Synthesize and determine the theoretical implications of both city design and racialization on leisure, recreation, sport, tourism, and public space access.

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.

- Final essay proposal submission and feedback meeting that will determine theories of Race and space and how they would be used by the students for the final essay (alongside recommending appropriate readings from a variety of disciplines and fields). Example prompt (in a meeting): What are the laws or city ordinances in park space use in "enter city name" and what are the racial demographics of those deemed as violators? Are there disparities in violations?

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 *Global Knowledge* category designations and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Mondays, 4:10-6:55pm (3 credit hours)
 - Seat count: enrollment cap of 100
 - Room assigned or room preference including needed classroom technology/seat type: 1216 Jordan Hall
- 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) PRT 491 and PRT 595

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

- a. If seats are restricted, describe the restriction being applied.
N/A
- 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.

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

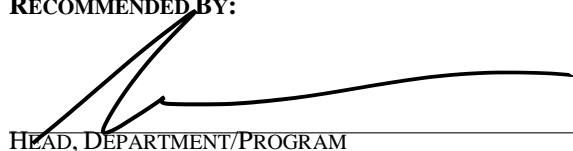
See attached syllabus. The course will include a variety of readings from authors with vary disciplinary specializations.

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. Certain weekly post and comments will require students to work individually or in small assigned groups on field experiences examining aspects of the city of Raleigh that correspond to course content.

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

HEAD, DEPARTMENT/PROGRAM

3/22/22

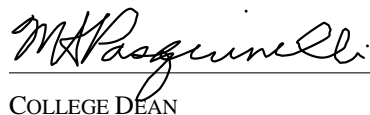
DATE

**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

March 24, 2022

DATE

COLLEGE DEAN

3/25/2022

DATE**APPROVED BY:**_____
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION_____
DATE_____
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)_____
DATE

APPROVED EFFECTIVE DATE _____

GEP Interdisciplinary Perspectives Special Topic Shell Offering (IPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the 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.

IPGE 295

Department(s)/Program	PRTM	New GEP Special Topics Offering	X	
Special Topic Title: (30 character limit)	Nature, Health and Wellness	Review for 2nd Offering	<input type="checkbox"/>	
Term to be Offered	Fall 2022			
Instructor Name/Title	Aaron Hipp, Lincoln Larson			

SECTION 1: GEP CRITERIA

Instructions:

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

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

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

Based on the topic, which focuses on integration of couple human and natural systems, this course inherently covers knowledge and information generated by and presented through the lens of the following natural and social science disciplines:

Natural Science Disciplines: Biology, Ecology, Environmental Studies, Forestry, Horticulture, Medical Disciplines, Natural Resources

Social Science Disciplines: Engineering, Environmental Psychology, Geography, History, Landscape Architecture, Parks, Recreation & Tourism Management, Psychology, Public Health, Sport Management, Urban Planning

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

This will be done in two ways: through the structure of weekly class meetings and through course assignments.

Each class meeting will include the following components: (1) Pre-class primer, typically readings, which intentionally integrate two or more disciplinary perspectives related nature and health; (2) Warm-up exercise that challenges students to think about these interdisciplinary connections; (3) Lecture that covers the themes/topics for the day from multiple perspectives, often integrating guest speakers from the disciplines described above; (4) Applications where students engage in activities such as case study critiques and field experiences to explore ideas and solutions from different disciplinary perspectives; and (5) Reflection were students write independently about what they have learned and how it applies to their personal lives.

Several course assignments are also designed with interdisciplinary integration in synthesis in mind, including the Nature & Health Journal, the Health Impacts Assessment, the Interdisciplinary Literature Review, and the Park Prescription Letter to Policy Makers.

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.

1. Synthesize perspectives and knowledge from multiple natural science and social science disciplines to describe how nature and contact with nature impacts the physical, mental, and social health of individuals and communities.

Measure(s) for above Outcome:

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

This outcome will be primarily assessed through two assignments:

1. Nature & Health Journal that will require students to write weekly reflections about the content discussed in class and the different disciplinary ways of knowing that inspired this knowledge generation. For example, some entries will ask students to develop future research questions about a theme/topic from two or more distinct disciplinary perspectives.
2. Interdisciplinary Literature Review that features either an annotated bibliography or a book review to designed to synthesize knowledge about nature and health through different disciplinary perspectives. At the end of the review, students will write a 1-page summary that synthesizes interdisciplinary knowledge regarding the topic and highlights future research opportunities.

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.

2. Apply multidisciplinary tools to measure health outcomes linked to nature and contact with nature.
3. Analyze the (in)equitable distribution of health behaviors and outcomes associated with parks, greenspace, and nature-based recreation from an environmental justice perspective.

[NOTE: Several other course objectives emphasize these authentic connections, but these two are most relevant.]

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.

These outcomes will be assessed in multiple ways:

1. Health Impacts Assessment that applies tools, strategies, and approaches from multiple disciplines to measure the impacts of nature on some aspect of human health (e.g., physical activity, psychological well-being, social interactions). This assessment will occur in a real-world context, forcing students to apply what they have learned in the field.
2. Nature & Health Journal that will require students to write weekly reflections about the content discussed in class and the different disciplinary ways of knowing that inspired this knowledge generation. One section of this journal will focus on the integration of social and environmental justice – a challenge that can only be addressed through interdisciplinary solutions. We will evaluate the extent to which students are able to effectively discuss and evaluate these solutions.

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.*

4. Create evidence-based communication for diverse audiences about the health benefits associated with parks, greenspace, and nature-based recreation.

Measure(s) for above Outcome:

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

This outcome will be primarily assessed through the following assignment

1. Nature Prescription Letter to Policy Makers where work in small groups to write a persuasive 1-page letter and develop an associated 1-page infographic designed to convince medical practitioners and policy makers to embrace and adopt contact with nature as a viable health treatment/intervention. The letter and infographic should be designed to appeal to diverse audiences by representing and integrating different disciplinary perspectives. Students are encouraged to seek peer collaborators who focused on different topics for their interdisciplinary literature reviews, thereby diversifying expertise on the team.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Tuesdays, 9:05-11am (2 credit hours)
 - Seat count: enrollment cap of 50
 - Room assigned or room preference including needed classroom technology/seat type: TBD
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

PRT 295

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

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

N/A

- 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.

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

See attached syllabus. The course will include a variety of readings from authors with vary disciplinary specializations.

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. Guest speakers from a variety of disciplinary backgrounds conducting work around the world on nature and health-related topics will be identified based on the instructors professional networks.

SIGNATURE PAGE FOR IPGE 295

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

DATE

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

ENDORSED BY:



March 24, 2022

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



COLLEGE DEAN

3/25/2022

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

GEP U.S. Diversity, Equity, and Inclusion Special Topic Shell Offering (USDEI 295)

This form is to be used for submitting a Special Topics shell offering for the U.S. Diversity, Equity, and Inclusion 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 U.S. Diversity, Equity, and Inclusion objectives** provides guidance that help students to achieve **all** of the following:

1. Analyze how diverse identities shape and/or are shaped by cultural and societal influences.

For the purposes of the USDEI category, diverse identities include religious, gender, gender identity, ethnic, racial, class, socioeconomic status, citizenship status, sexual orientation, disability, and/or age identities.

2. Analyze and interpret the causes and consequences of historical, social, political, and/or economic processes that produce structured inequalities in the US.
3. Examine and analyze how social actions and interactions between people of diverse identities affect equality and social justice in the US.

USDEI 295			
Department(s)/Program	Parks, Recreation and Tourism Management	New GEP Special Topics Offering	<input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Grooming vs. Development: Coaching at the Crossroads	Review for 2nd Offering <input type="checkbox"/>	
Term to be Offered	Fall, 2022		
Instructor Name/Title	Kimberly A. Bush; Associate Department Head, Associate Teaching Professor		

SECTION 1: GEP CRITERIA

Instructions:

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

- List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity, Equity, and Inclusion Objectives 1. Courses are required to meet **all** objectives. USDEI Objective 1- Objective 1) Analyze how diverse identities shape and/or are shaped by cultural and societal influences. (For the purposes of the USDEI category, diverse identities include but are not limited to religious, gender, ethnic, racial, class, socioeconomic status, citizenship status, sexual orientation, disability, and/or age identities.)

Objective 1- PRT 295-301: Students will analyze how society influences gender, ethnic, racial, social class, sexual orientation, and/or disability identity development, and how this impacts how scandals are viewed in the sport industry.

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 read and respond to prompts. See sample discussion board prompt below:

Sample Prompt- Discussion Board- Utilizing socio-psychological theories of gender, race, class, sexual orientation, and/or disability identity formation and development, analyze how one (or more of these) impacted how the Penn State Sex scandal or the Ohio State Sex Scandal was reported, portrayed and viewed.

- List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity, Equity, and Inclusion Objective 2. Courses are required to meet **all** objectives. USDEI- Objective 2- Objective 2) Analyze and interpret the causes and consequences of historical, social, political, and/or economic processes that produce structured inequalities in the US.

Objective 2- PRT 295-301: Students will compare and contrast current and previous events pertaining to diversity, equity, inclusion and justice and their impact on the sport and coaching landscape.

Measure(s) for above Outcome:

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

Sample Prompt- In class Discussion: Students will work in small groups to compare and contrast how the impact of economics will impact the future Paralympic Games. Sample Prompt: While the Olympics have been dubbed the “Unity in Diversity” games and have focused on equality and diversity related themes, funding challenges remain an issue for the Paralympic games. Medal winners could face thousands of dollars worth of difference in award money compared to their Olympic counterparts. Please compare and contrast the long term impact this type of economic discrepancy can have in various ways on society.

List the Instructor’s student learning outcome(s) for the course that are relevant to GEP U.S. Diversity, Equity, and Inclusion Objective 3. Courses are required to meet **all** objectives. USDEI Objective 3- Examine and analyze how social actions and interactions between people of diverse identities affect equality and social justice in the US.

Objective 3- PRT 295-301: Students will critically evaluate the problem of systemic oppression in US Sport organizations and identify the role of activism in Sport and who this benefits.

Measure(s) for above Outcome:

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

Sample Prompt for Homework Assignment: Utilizing socio-psychological theories of gender development, identify how systemic oppression impacted the experiences of the women involved in the US Gymnastics Sex Scandal, and identify who has benefited from their activism and courage.

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 U.S. Diversity, Equity, and Inclusion category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): **M/W 1:30-2:45 First 8 Weeks of Semester**
 - Seat count: **25**
 - Room assigned or room preference including needed classroom technology/seat type: **Movable chairs/tables. Students will be working in partners and small groups for in-depth critical discussions. White board is needed as well as access to computer, screen and sound (for videos)**
 -
- If this course is to be piggy backed with a department special topic, list the piggy backed course prefix/number below:

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.

Throw like a Girl, Cheer like a Boy: The Evolution of Gender, Identity and Race in Sports.
By Robyn Ryle. (2020). ISBN: ISBN 10: 1538130661 ISBN 13: 9781538130667
Approximately \$30.00. Additional Resources will be posted on Moodle.

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

Overview of Effective Coaching and the Coaching Landscape

Gender Identity Development

Gender Verification Testing in Sport

The Fight for the Future of Transgender Athletes

Sexuality, Homophobia and Transphobia in Sports

Histories of Sport and Race- Intertwine: Globalization, Legacy of Colonialism and Sport

Activism and Social Change

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

TBD in class guest speakers.

SIGNATURE PAGE FOR USDEI 295

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

DATE _____

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

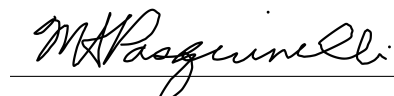
ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

March 24, 2022

DATE _____



COLLEGE DEAN

3/25/2022

DATE _____

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE _____

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE _____

APPROVED EFFECTIVE DATE _____

GEP Interdisciplinary Perspectives Special Topic Shell Offering (IPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Interdisciplinary Perspectives GEP category to the 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.

IPGE 295

Department(s)/Program	NC State	New GEP Special Topics Offering	~X
Special Topic Title: (30 character limit)	Wicked Problems, Wolfpack Solutions: The Future of Food	Review for 2nd Offering <input type="checkbox"/>	
Term to be Offered	Summer 2022		
Instructor Name/Title	Jane Lubischer, Melissa Ramirez, Jason Flores		
SECTION 1: GEP CRITERIA			
Instructions: <ul style="list-style-type: none"> 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 <i>Bloom's Taxonomy</i> [Click Here] 			

This course is available for review in CIM under SIP 116

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please answer these additional questions.

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

The Wicked Problems, Wolfpack Solutions courses each address a different wicked problem from the perspectives of a wide range of disciplines, presented by faculty from as many different areas of study as possible. In our first offering of WPWS (2020 focused on the COVID-19 Pandemic), we had almost 30 presenters from 10 colleges and interdisciplinary units across campus. In our second offering of WPWS (2021 focused on Global Change), we had almost 50 presenters from 13 colleges and interdisciplinary units (and a few alumni now at other universities plus NASA).

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

The course is designed to enable students to gain the sort of cohesive understanding of a wicked problem like a global pandemic or climate change or food insecurity that is possible only by integrating across multiple viewpoints. And the goal is to demonstrate to students the value of integrating across many different disciplines, while also hoping that students begin to "find" themselves somewhere in the mix. Presentations (videos, podcasts, readings) are woven into a term-long narrative, and students complete activities after each presentation as well as weekly activities, each of which builds on what the student did in previous modules. Presenters communicate with each other as well as with the course designers, to create this narrative so that students can see scholars from different disciplines interacting with each other and relating their message to that of others. Formative assessments are also an important part of helping students integrate across disciplinary perspectives.

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

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

SLO 1: Identify various disciplinary perspectives in the context of addressing a complex problem.

SLO 3: Differentiate among the distinct approaches of multiple disciplines to understanding and addressing a complex problem.

Measure(s) for the above outcome(s): *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 complete quizzes (called Self-Checks) that include questions specifically about various disciplines in the context of understanding and addressing the wicked problem of the future of food -- the sorts of questions different disciplines ask and the methods they use. A matching question, for example, might provide a number of questions regarding a specific issue regarding food and ask the students to identify which (from a list) discipline is most likely to be interested in addressing each particular question. A multiple choice or true false question might ask students to identify whether or not a given methodology is commonly used in a given discipline.

Students also complete a multi-week project. The following portion of this project is a relevant example for this objective and these outcomes:

“In this course, you are meeting faculty from all across campus – faculty who trained and who work in a wide variety of disciplines. A discipline is typically described by its object of study and the sorts of questions it asks, by a body of specialized knowledge and concepts, by a distinct terminology, and by the specific research methods it uses to produce new knowledge.

To begin, create a list of disciplines that have been represented so far in this course by our presenters (you should find at least 10 disciplines) and write a very brief (2 sentences for each discipline) description of the sort of issues an expert in that discipline might raise if they were on your Wicked Problems Response Team. Keep in mind that providing specific examples is a good way to improve the precision and clarity of your answer.

Each week, you will add to and update this list, so we have a useful reference list to work from.”

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 2:

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

SLO 4: Compare the contributions that different disciplines can make to understanding or responding to the problem being addressed.

Measure(s) for the above outcome(s): *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.*

Some quiz questions will have students make these sorts of comparisons. In addition, this is incorporated into the term-long project. Example:

“As leader of the Wicked Problems Response Team, you have identified a long list of disciplines to be included. Now that you know more about the challenge arising in NC and elsewhere, and in order to make the most of all of these different disciplinary voices, you decide to divide them into smaller Working Groups. Identify the disciplines in each Working Group you create and explain how you expect those disciplines to work together -- for example, how will they complement each other and how might they challenge each other?”

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 3:

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

SLO 5: Describe a strategy involving multiple disciplines to address a complex problem.

Measure(s) for the above outcome(s): *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.*

From the term-long project:

“Now, bring it all together to write a final proposal for your Wicked Problems Response Team, explaining your reasoning behind

each of the Working Groups you have created. What questions will you task each Working Group to focus on (and why), and what sort of ideas/information/concerns do you expect each Working Group to bring back to the full Response Team meetings?

Just so you know, there are some in the main office that are suggesting you have too many people involved and that you should cut your proposed Wicked Problems Response Team down to just four or five disciplines. To ensure the success of your proposal, be sure to directly address this suggestion to cut down the number of disciplines involved."

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail: **PLEASE DO NOT SCHEDULE THIS COURSE**
 - Meeting time and day(s): **Online, asynchronous**
 - Seat count: **500**
 - Room assigned or room preference including needed classroom technology/seat type: **NA**

This will be an online delivered course.

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

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

- a. If seats are restricted, describe the restriction being applied. **Course is intended as a common learning experience for students who will be starting at NC State in 2020-21, and will be designed for, and offered to, incoming students.**
- b. Is this restriction listed in the course catalog description for the course? **NA**

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

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

All instructional materials and resources will be provided to students online.

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

Appetizer -- Introduction, Overview, Secret of Learning, Communicating by Email

Module 1 -- History of Food: Evolution of the human gut; history of corn; reclaiming ancestral corn varieties; history of chestnut in NC; history of mussels; ancient and modern boils; homogenization and the potato famine; history of mead; corn liquor

Module 2 -- Making More Food: Green revolution and population growth; do we really need more food?; domestication and pollination of squash; ancient North Africans got milk; peanut positives; aquaculture and the future of fish; oyster farming; data science and modern agriculture

Module 3 -- Next Generation Food: climate change and food access inequalities; preservation of foodways and food sovereignty; food and migration; architecture and food; applications of CRISPR; responsible innovation through genetics; developing an understanding of GMOs; the feel (and physics) of food

Module 4 -- Food Equity and Justice: who owns land and who creates our future; the myth of the family dinner; Inuit fermentation; food insecurity at NC State; micromanaging our food (a cultural perspective);

Module 5 -- Food and Sustainability: sustainability of different diets; food waste and composting at NC State; the big picture on human waste; STEPS to tackle our phosphorus paradox; restoring nature to help process waste streams (oyster reefs); insects as decomposers; harmonizing with the Bosavi tribe in Papua New Guinea

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

We will likely have about 30 presenters from across campus.



Council on Undergraduate Education 2021-2022

8 April 2022

Meeting hosted via Zoom

1:30pm-3:00pm

Members Present: (Past Chair) Carrie Pickworth, Qiuyun (Jenny) Xiang, David Berube, Jillian Haeseler, Marc Russo Steven Miller, Nancy Moore, Tamah Morant, Kimberly Bush, Herle McGowan, Jane Lubischer, Ahmed El-Shafei, Nathan Leaf (UC Proxy), Peggy Domingue, Dave Provost (Ephemeral CUE Chair), Tushar Ghosh, Miles Calzini

Members Absent: Chair Darby Orcutt, Lara Pacifici, Ethan Renfro

Guests: Kaitlyn Mittan

Ex-Officio Members Present: Li Marcus, Mukund Vora, Lexi Hergeth, Erin Dixon, Helmut Hergeth, Michael Bustle

WELCOME AND INTRODUCTIONS

- **Remarks from Ephemeral Chair Dave Provost Orcutt** – Welcomed all guest and proxies and had them introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Li reminded the committee that this is the second to last meeting for the 2021-2022 academic year and there will be a zoom gathering for both committees after the last meeting. Lexi asked the committee to send any ticket items to courses-curricula to be worked on over the summer. Lexi also reminded the committee that training is available over the summer and asked to send OUCCAS any recommendations they have for a summer student intern.
- **Approval of the CUE Minutes from 25 March 2022** – *Approved*
Discussion:

OLD BUSINESS

NEW BUSINESS

Courses New to GEP

- **GPH 112 : Wicked Problems, Wolfpack Solutions: Global Pandemic (IP)** – *Approved*
Discussion: This new course was presented by McGowan. Reviewer asked if there should be some specifics about which topics will consistently be involved. The instructor, Jane Lubischer, provided a history of the wicked problems special topics focusing on working across boundaries to address a wicked problem.
- **AFS 470 : The Red Record and The Birth of a Nation (HUM, USDEI)** – *Approved Pending*
Discussion: This new course was presented by Berube. Member asked if the structure inequality should be stated in the outcome of the USDEI second objective. It is mentioned in the measure, but as a point of order member asked if this should be repeated. Member asked if changing the word “function” to “causes” would clear up the confusion. Members felt this may change the meaning of the outcome. Members felt the wasn’t particularly clear and asked if the measures level of analysis being called “identify” and “explain” is synonymous with “analyze” and “interpret”. XONV member from the office of assessment said the terms and not synonymous. Another member suggestion using “comparisons” in place of “identify”.
Motion to approve pending changing the second outcome language to “analyze and interpret” for USDEI.
- **AFS 444 : African American and African Women Leaders (IP, USDEI)** – *Split vote USDEI Approved. IP Tabled*
Discussion: This new course was presented by Berube. Members thought USDEI looked good, but looked closer at the IP category, Objectives, 2 and 3 and asked if the measure is not explicit enough in the outcomes about how the disciplines work in the outcome. In objective one there should be a concept of multiple disciplines. Members discussed amending the motion to separate IP and USDEI.
Members chose to vote on USDEI first. USDEI approved.
Members continued to discuss the IP category, amending to a tabled vote to allow for time to consider rewriting to be more intentional in which disciplines are being covered.
- **WGS 215 : Abolitionist Futures (IP, USDEI, USD)** – *Approved Pending with Suggestion*



Discussion:

presented by Berube. Objective 2 IP category outcome suggested changing “identify” to “explain,” Another suggestion to change the IP category in the second objective to clarify the disciplines “Africana Studies and Women’s & Gender studies. Motion to approve pending the explicate mention of the disciplines in the second objective.

This new course was

Review Courses for GEP

- **HI 366 : Native American History (USDEI) – *Approved***
Discussion: This course was presented by Berube.
- **HI 372 / AFS 372 : African-American History Through the Civil War, 1619- 1865 (USDEI) – *Approved***
Discussion: This course was presented by Berube.
- **PHI 319 : Black Political Philosophy (USDEI) – *Approved***
Discussion: This course was presented by Haeseler.
- **PS 306 / WGS 306 : Gender and Politics in the United States (USDEI) – *Approved***
Discussion: This course was presented by Haeseler.
- **WGS 200 : Introduction to Women’s, Gender, and Sexuality Studies (USDEI) – *Approved***
Discussion: This course was presented by Haeseler.
- **WGS 220 : Men and Masculinity (USDEI) – *Approved***
Discussion: This course was presented by Haeseler.
- **HI 446 / HI 546 : Topics in Civil War and Reconstruction (USDEI) – *Approved***
Discussion: This course was presented by Haeseler.

Meeting adjourned at 2:57 PM

Respectfully submitted by Lexi Hergeth