



**Council on Undergraduate Education 2021-2022**

**October 22, 2021**  
**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
- Pack Proficiencies (Gen Ed Competencies) posters
- Approval of CUE October 8, 2021 Minutes

**New Business**

Consent Agenda		
GEP Category	GEP Action	Notes
IP, USD	HON 297 North American Borderlands	4 <sup>th</sup> Offering, Spring 2022

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Berube	Moore, McGowan, El-Shafei	SS, USD	<a href="#">SOC 307: Sociology of Immigration</a>	New Course

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Domingue	Russo, Provost, Pacifici	IP, GK	HON 293 Listening to Climate Change	1 <sup>st</sup> Offering, Spring 2022
Domingue	Xiang, Haeseler, Lubischer	IP, USD	HON 297 Writing Illness	1 <sup>st</sup> Offering, Spring 2022

**Discussion:**

- Stephany Dunstan and Samantha Rich Gen-Ed Findings Presentation
- Chair-Elect Nominations

**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

October 8, 2021  
**Meeting hosted via Zoom**  
1:30pm-3:00pm

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

**Members Absent:** Stephany Dustan, Peggy Domingue, Lexi Hergeth, Helmut Hergeth

**Guests:** Daniel Gruehn, Jason DeRousie

**Ex-Officio Members Present:** Li Marcus, Erin Dixon, Michael Bustle

### WELCOME AND INTRODUCTIONS

- **Remarks from Chair Darby Orcutt** – Welcomed the committee
- **Remarks and Updates from OUCCAS/DASA** – Li confirmed that Leepfrog is ready and waiting to make the objective language updates based on the results of the meeting today and OUCCAS will be following up with the associate deans of academic affairs about the review process etc next week. Li also updated the committee that Lexi is officially out on leave. For best communication, please e-mail [courses-curricula@ncsu.edu](mailto:courses-curricula@ncsu.edu) so that the team can help. Harrison Breen is our new temp who will be stepping in for Lexi, so expect to see some e-mails from both him and our student intern Annabel.
- **Approval of the CUE Minutes from September 24, 2021** – *Approved unanimously*  
Discussion:

### NEW BUSINESS

#### Special Topics/HON Course Offerings

- **VPKG 295 Paris Noir: The Harlem Renaissance in Paris (GK, VPA)** – *Approved unanimously*  
Discussion: This course was presented by Autumn Belk  
Reviewers confirmed that they did not see any issues. Approved unanimously without further discussion.

### DISCUSSION

Chair opened the floor for feedback from the colleges, including whether members had reached out to their colleges.

Sciences – Liked increased specificity and clarity of the objectives. For objective 1, is two identities enough or does one course need to consider more identities? Similar question in objective 2.

PCOM – Recommendation for the list in objective 1 to change “gender, gender identity” to “gender expression, gender identity.”  
Objective 2 – The proposed changes loses the “causes and consequences” from the wording in the CUE recommendation. It represents a substantive difference as it changes the focus from the interdisciplinary comparison and contrast to looking at causality.

Natural Resources – There was a concern that by creating a list someone might note that their identity was missed.  
Recommendation to add a broader statement such as “diverse identities, broadly defined” or “include but not limited to.”  
Objective 2 – Recommendation to change “and/or” to “or” since “or” is not exclusive. CNR discussion/feedback was done over email because the monthly college committee meeting occurred just before the last CUE meeting.

Academic Policy Committee – The Chair met with APC this week to update them about the implementation of the USDEI and during that discussion was able to hear feedback about this wording. The feeling was one of positive support for Objective 1 with one question – should political diversity be included in this statement? There were concerns around Objective 2 as a substantive change similar to PCOM’s discussion. There was a general support for wording changes from APC.

CALS – The USDEI recommendations were discussed at the committee meeting, but no feedback was shared about the objective updates.

Engineering – The member has reached out and has not heard feedback.

UC – The member has reached out but has not received official feedback, but did receive generally-supportive responses from a few individuals.

Design – Initial discussion centered around concern about not knowing about the recommendation, but past design member and associate dean of academic affairs explained history and process and were supportive of the wording changes.

CED – The CED associate dean of academic affairs has been kept updated on this process, and while there has been a change in dean-ship, the member didn't foresee any dissatisfaction with the recommendations of the committee. They are in support of the changes and are excited about what this represents for education as a college and some of the course development they will be entering into as a result.

Hearing no further discussion or reports out, the Chair opened the floor for a motion concerning the proposed updates to the objectives' wording.

**Member Tamah Morant moved to accept proposed language update for Objective 3. Motion was seconded.**

CUE proposes the language change to objective as shared in the document linked from the agenda.

“Objective 3) Examine and analyze how social actions and interactions between people of diverse identities affect equality and social justice in the US.”

Approved unanimously

**Member Tamah Morant moved to accept changes to Objective 1 with the additions of “but not limited to” and “gender expression.” Motion was seconded.**

The Chair reminded the committee that CUE has the responsibility to consult with colleges and constituents on changes and he would leave it to the committee to decide if these changes are substantive enough to need to return to colleges for further discussion.

A member asked whether there is a difference between gender identity and gender expression. Members discussed what these two terms mean. A member also asked whether linguistic identities should be included in the list. A member pointed out that at all of the items on the list are identities and that the end of the list there is the word “identities,” which would make the list item “gender identity” “gender identity identity.” They also questioned whether CUE would truly reject a courses' alignment with this objective if the course discussed an identity not explicitly stated on this list.

Another member suggested that the group agree on the “but not limited to” wording and the continue discussion on the “gender identity” wording.

A member agreed with the point that gender identity is implied in the list, and suggested that it is up to the instructor to talk about the difference, for example, between gender expression and gender identity with their students.

**Member Jane Lubischer moved to amend the motion to keep “but not limited to” but strike “expression” and strike “gender identity.” Motion to amend was seconding. *Approved unanimously.***

A member clarified that the intent of moving the identities list outside of the objective was to be clearer that it applies to all objectives and would be more easily updated. The members from CHASS relayed the feedback from their college that it would be better for the list to be in the objective itself for the committee to see up front rather than above or as a footnote. It is an opportunity to affirm all these groups in the objective itself.

Li Marcus asked the members whether faculty proposing a course in the future for USDEI would have a certain burden of proof required of them if the identity their course covers is not explicitly on this list. Members clarified the question as the possibility of future CUE concern about an “open door” of identities, such as if a course dealt with the identity of being a fan of a particular sports team. Members discussed whether further definition may be required. Do these identities specifically need to be people that have experienced social inequities? Is there a particular name for this type of identity? A member also pointed out that since

objective 2 deals specifically with social inequality that that will help define the identities in Objective one. Another member confirmed that the other objectives would provide limits and guiding lines. A member noted there are groups out there that self-define as marginalized groups, but proposers and reviewers need to use some human sensibility to consider the identity being proposed. The identities as listed match and have gone through many realms of jurisprudence and an identity that would not meet the spirit of the objectives is highly unlikely.

The Chair reiterated the amended motion on the floor: "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.)"

Motion Approved unanimously.

**Member Jane Lubischer move to accept proposed rewording of 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."**

A member brought up the concern that this proposed change forces a directionality, unlike an examination of the potential interplay that the current language holds as an examination of the dynamics between these two systems. The potential language loses the impact that oppressed groups can have an effect on the system of inequality. Another member agreed and pointed out that applying directionality to the objective brings the work of the committee backward rather than forward, as the committee changed the wording of objective 1 from the original (pre-Fall-2023 version) to remove directionality.

Another member heard the concern and suggested that forcing the courses to deal with causes and consequences through this directional objective is critical and suggested that Objective 3 looks at how people with diverse identities can affect equality and social justice.

Another member commented that they would hate to lose the word interpret as the process of interpretation is a great way to raise questions associated with social issues. Interpretation can transform a class into an important social process.

Members discussed that even if Objective 2 as proposed is directional, the objectives as a whole are bi-directional.

Members discussed whether a course could avoid talking about causes and consequences in the original wording from CUE due its vagueness. They questioned whether these concepts have to be mutually exclusive and whether there could be courses that would meet objective 2 but could not meet objective 3. Members discussed a course that would meet both objectives by design and necessity.

The Chair asked for clarification about whether just adding "interpret" to the original answer some of the concern? Members confirmed that this would not since that would still lose the cause and consequences portion of the proposed wording.

With discussion come to a close and without an amendment to the motion on the floor, the Chair clarified that if members voted "yes," then the proposed wording would move forward, and if "no" or "abstain," that the original CUE-recommended wording would move forward.

Motion Approved – 12 Yes and 5 No

Meeting adjourned at 2:47 PM

*Respectfully submitted by Li Marcus*



Division of Academic and Student Affairs  
University Honors Program

honors.ncsu.edu

Campus Box 8610  
221 Jensen Drive, #219 Clark Hall  
Raleigh, NC 27695-8610  
P: 919.513.4078

**MEMORANDUM**

TO: Council on Undergraduate Education (CUE)  
FROM: University Honors and Scholars Programs  
DATE: 17 September 2022  
SUBJECT: Honors GEP Special Topic Offerings, Spring 2022

The University Honors and Scholars Programs are requesting offerings of the following HON GEP Special Topic courses which were approved by the Council on Undergraduate Education in previous semesters to be offered in Spring 2022. The University College Courses and Curricula Committee, as well as CUE, have previously approved all courses for three offerings within a five-year period. No major changes have been made to any offerings since their last approval. The course offerings are as follows:

**Course Number:** HON 297 sec 001  
**Course Title:** North American Borderlands  
**GEP Category:** Interdisciplinary Perspectives (IP) & U.S. Diversity (USD)  
**Last Approval:** Spring 2021  
**Number of Times Offered:** 3rd  
**Instructor Name:** Dean Bruno

\*HON 297 sec 001 *North American Borderlands* is currently in the process of being approved as a permanent course offering (HON 315).

**Signatures**

**Recommended By:**

*Anne C. Auten* 9/17/21

Head, Department/Program, Date

**Endorsed By:**

*Deborah P. Adair*

Chair, College Course and Curricula Committee, Date

*[Signature]*

College Dean, Date

**Approved By:**

*8 October 2021*

Chair, Council on Undergraduate Education, Date

**10/08/21**

Dean, Division of Academic & Student Affairs (DASA), Date

## 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		
<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b> <input checked="" type="checkbox"/>
<b>Special Topic Title:</b> <small>(30 character limit)</small>	Listening to Climate Change	<b>Review for 2<sup>nd</sup> Offering</b> <input type="checkbox"/>
<b>Term to be Offered</b>	Spring 2022	
<b>Instructor Name/Title</b>	Dr. Kirsten Paige, Assistant Teaching Professor	
SECTION 1: GEP CRITERIA		
<b>Instructions:</b>		
<ul style="list-style-type: none"> <li>● At least one of the Instructor’s student learning outcomes must be listed under each GEP category objective.</li> <li>● Achievement of the outcomes must allow students to meet the GEP category objectives.</li> <li>● Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.</li> <li>● 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.</li> <li>● Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.</li> <li>● For assistance with writing outcomes and list of active verbs using <i>Bloom’s Taxonomy</i> <a href="#">[Click Here]</a></li> </ul>		
<i>Interdisciplinary Studies</i>		
<b>To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:</b>		
<p>A. Which disciplines will be synthesized, connected, and/or considered in this course?</p> <p style="padding-left: 40px;">This course will synthesize methods and techniques of music history, sound studies, and environmental humanities.</p>		
<p>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”?</p> <p style="padding-left: 40px;">The instructor will present course material through readings, interactive discussions and debates, videos, and audio recordings to guide students in understanding music as an artifact of the history of climate change, and climate change as a cultural and aesthetic concept.</p>		

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

Students will distinguish between approaches to studying the history of climate change within music studies and environmental humanities.

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

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

Students will complete weekly reading assignments that will include texts authored by experts in music and sound studies, as well as environmental, Anthropocene, and climate humanities. Each week, they will complete a short comparative writing assignment assessing differences in methodologies and approaches by these expert authors from music/sound studies and environmental humanities. For example, in Week 1, students will assess approaches to thinking historically about the sounds of climate change by geographers Mark Maslin and Simon Lewis, musicologist Holly Watkins, and acoustic ecologist and audio engineer Bernie Krause, who effectively synthesizes some of the approaches exemplified by Watkins, Maslin, and Lewis. Throughout the course, students will be expected to draw on scholarship from across disciplines through writing, discussion, and creative projects.

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

Students will identify connections between music/sound studies and environmental humanities to explore how musical artifacts engage with climate change.

**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 and in their weekly writing assignments, students will apply concepts from environmental-historical scholarship to musical examples in order to understand the engagement of those musical examples with the causes, conditions, and consequences of climate change.

For example, in Week 3, students will listen to Felix Mendelssohn's oratorio, *Elijah*, written at the height of the Industrial Revolution and anxious reactions to it in the center of the British coal industry, Birmingham, England. In their written assignment for that week and during in-class discussions, students will develop authentic connections between the work's message (text/music) and material requirements of the work's premiere to those historical conditions of production amidst the earliest moments of human-driven environmental change. Students' will read scholarship from music/sound studies and environmental history that reflect on and elucidate those conditions.

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

Students will synthesize approaches from both music studies and environmental studies to create an original arts-based response to climate change.

**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 develop "creative" final projects that envision the future of cultural and aesthetic responses to the climate crisis, and will need to synthesize and apply views from music studies and environmental studies to do so.

Project options will include planning sustainable, climate-themed music festivals (popular music, jazz, etc.); developing GPS-enabled, campus soundwalk apps; devise sustainable, climate-themed plan for staging a musical or opera; and writing original music, and determining eco-friendly approaches to its circulation. Projects will be scaffolded, with each stage requiring interdisciplinary synthesis and application. Students will be required to present



a “project pitch,” aimed at convincing a hypothetical panel of interdisciplinary donors (including scholars of music and scholars of the environment) willing to fund arts-based responses to climate change to support their project. Next, students will workshop a draft of their pitch with a smaller group of students (and myself) to incorporate views and approaches from interlocutors across disciplines; this is also an opportunity for students to fine-tune the technical elements of their projects (for engineering, design, or music-composition projects). Finally, students will present the final “pitch” to the class, the hypothetical panel of interdisciplinary donors.

### ***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.***

1-Articulate distinguishing characteristics of music composed in or identified with various European societies from three centuries of cultural development, including France, Germany, Italy, England, and Russia; Southeast Asian societies, including Vietnam and Thailand; and pan-African participants in The Nile Project.

2-Identify how those musical characteristics and aesthetic models render distinct cultural perspectives, ideas, and systems of values relating to the climate crisis.

#### ***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 learn basic musical vocabulary and will correctly employ it in weekly writing assignments and in-class discussions as they compare and contrast global musical responses to the climate crisis, its causes and effects. For example, students will be asked to articulate the musical characteristics of John Luther Adams’ *Become Ocean* (2014) and its efficacy in capturing environmental instability in sonic form, and will do the same with musical examples by Native American artists, eighteenth- and nineteenth-century German composers, and Bosavi singers in Papua New Guinea.

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.***

Students will explain global musical cultures’ responses to the climate crisis, and how those cultures register the ways in which internal and external pressures (including colonization, industrialization, violent conflict, enslavement, fossil extraction, and imperialism) shift environmental stability and human wellbeing within that 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 complete weekly writing assignments (ca. 250 words) in which they identify the relationships between music and their socio-political contexts with respect to contemporary environmental events. For example, students will learn about nineteenth-century ideas about the Anthropocene and will be asked to describe how they apply to exclusionary concepts of nature and humanity presented in Richard Wagner’s *Ring* cycle, and will also learn about climate justice issues in Thailand and consider how Thai musicians have sought to respond in music.



## 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): no preference
  - Seat count: ca. 19-20 max.
  - Room assigned or room preference including needed classroom technology/seat type: no preference; need AV (ability to project video, play recorded music)
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

N/A

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

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

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

none

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

none

## SECTION 3: ADDITIONAL INFORMATION

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

All required texts are listed on the syllabus; all texts will be available online or as PDFs made available to the students on the course website. There is no textbook.

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

Week 1: Introductions: Sounds of Climate and Climate Change

Week 2: Nineteenth-Century Ecological Voices and the Challenge of Nature

Week 3: Singing into the Smog and Fog: Music and the Rise of Industry

Week 4: It's the Beginning and the End of the World! A Century of Apocalyptic Music

Week 5: Warming Oceans, Growing Deserts, and Expanding Cities

Week 6: Climatic Operas

Week 7: Sonic Extremes of Place and Planet: Climate Data Sonification

Week 8: Acoustemology, Weeping, and Birdsongs: Papua New Guinea  
Week 9: Climate Change Protests: Pan-African and Pan-Asian Collaborations  
Week 10: American Environmentalism and American Sounds  
Week 11: Climate Justice at Standing Rock: Cree, Sioux, and Algonquin Voices  
Week 12: Musical Activism? Pop Music, Hip Hop, and Climate Change  
Week 13: Somewhere Over the Rainbow: Towards a Post-Green Musical Future  
Week 14: Student Presentations

Week 15: Reading Week  
Week 16: Final Projects due

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

Only in-class activities; no field trips planned at this time; possible 1-2 guest speakers (James Davies, Berkeley; Alex Rehding, Harvard); and possibly a guest panel from Rob Dunn's public science lab.



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

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

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

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

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

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

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

HON 297			
<b>Department(s)/Program</b>	University Honors Program	<b>New GEP Special Topics Offering</b>	<input checked="" type="checkbox"/>
<b>Special Topic Title:</b> <small>(30 character limit)</small>	Writing Illness	<b>Review for 2<sup>nd</sup> Offering</b>	<input type="checkbox"/>
<b>Term to be Offered</b>	Spring 2022		
<b>Instructor Name/Title</b>	Kristen Hetrick, Ph.D.		
SECTION 1: GEP CRITERIA			
<b><u>Instructions:</u></b>			
<ul style="list-style-type: none"> <li>● At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.</li> <li>● Achievement of the outcomes must allow students to meet the GEP category objectives.</li> <li>● Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.</li> <li>● 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.</li> <li>● Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.</li> <li>● For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [<a href="#">Click Here</a>]</li> </ul>			
<i>Interdisciplinary Perspectives</i>			
<b>To assist CUE in evaluating this course for Interdisciplinary Perspectives, please provide answers to the following questions:</b>			
<p>A. Which disciplines will be synthesized, connected, and/or considered in this course? Literary studies (with a focus on illness narratives), history (particular emphasis on medical history and history of social movements), and medicine</p> <p>B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple parts of view into a cohesive understanding"? Weekly readings, presentations (by me as well as the students), and videos alongside class discussion, culminating in independent research in the form either an oral history project or an investigation of an illness not covered in the course (students choose one of the two project topics)</p>			

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.**

For Obj. 1: "Distinguish the methods, uses, and application of literary studies (with a focus on illness narratives), history (particular emphasis on medical history and history of social movements), and medicine"

**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 assignments that will focus on the methods, uses or applications of one of these fields in isolation from the others, with all three being covered regularly throughout the semester in individual assignments.

*Example of a homework writing prompt focusing on literary studies:* There is much debate over whether patients with cancer should be encouraged to view their illness experience as a battle/fight. Broadly speaking, one side argues that it is motivational and inspirational to view cancer as a foe that can be defeated. The other contends that this is detrimental to a patient given both the violent imagery that is then associated with one's own body and the implications if one "loses" the battle by ultimately dying. Which battle-related words, phrases, images, or references does Audre Lorde use in *The Cancer Journals*? Given these, for which side of the debate would Lorde argue?

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.**

For Obj. 2: "Evaluate the ways identity shapes how a specific illness, its treatments, and related social action are perceived in the U.S. during a particular time period in U.S. 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.*

In course discussions and homework assignments, students will examine how the time the author/director is depicting affected the illness experience represented, including such topics as the available treatments, the prognosis, the understanding of the illness' origins, as well as the prevailing social and political attitudes at the time regarding, where applicable, women, the LGBT+ community, or the mentally ill. Depending on their final project choice, these topics will also be covered there, though to a greater or lesser degree depending on the topic chosen.

*Example of an in-class discussion prompt/writing assignment:* How did the Reagan Administration approach the HIV/AIDS crisis in its early years (approximately 1981-85)? How are the effects of this depicted in the patient stories Abraham Verghese relays in *My Own Country*?

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.**

For Obj. 3: "Analyze interactions between patients with an illness and (apparently) healthy individuals or the wider U.S. society during a particular time period in U.S. 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.*

Class discussions and homework assignments will allow the student to practice synthesizing approaches from history, literary studies, and medicine. The final project will then serve as a culmination of this, and will take one of two forms described below (students will have the choice of either).

*Example of the two final topic options:*

**Topic 1:** This is an oral history project in which you interview a person who has recently lived through or is living through one of the illnesses we have studied in class. You will then compare your subject's description of the illness experience to what we have covered in class, discussing in particular societal perceptions, treatment options, or patient agency since the time of the narrative examined in class. You will cite the works we used in class as well as the interview and any outside resources. If you choose this topic, I will provide you with the necessary release form to have your subject sign, indicating their consent for you to use their story.

**Topic II:** In this option, you will choose an illness to study that we have not discussed in class. You will research the disease itself (origins, progression, treatment, pertinent history or societal conditions associated with it) and connect it to a narrative about that work, discussing that account as it intersects or fails to do so with the typical course of the illness during the time depicted. Please note: you may not use fictional narratives of the illness.

**U.S. Diversity**

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

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

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

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

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

For Obj. 3: "Evaluate the ways identity shapes how a specific illness, its treatments, and related social action are perceived in the U.S. during a particular time period in U.S. 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.*

The course readings, films, presentations, discussions, homework assignments, and final project will center on illness narratives and how the ill interact with each other, their caregivers, and those around them in the wider U.S. society. These discussions will include how the role of patient is augmented depending on both the illness itself and the gender, race, socioeconomic status, education level, or sexual orientation of the patient. This outcome will be particularly relevant to our discussions of breast cancer, HIV/AIDS, and schizophrenia since these carry (or have carried) the greatest stigma due to their primary association in the U.S. with women's breasts, gay men, and the mentally ill, respectively. Each of these primarily affected groups and/or their allies have had to fight to destigmatize the illness in wider society as well as to secure more research funding, greater patient agency, and respectful medical care.

*Example of an in-class discussion/writing prompt:* Audre Lorde writes about experiencing breast cancer treatment during a time when women, and minority women in particular, were not given agency over their treatment and recovery. What are the ways she fights this herself? What does Lorde argue are the mental and physical effects of this lack of agency on the women who do not fight it?

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

- For Obj. 4: "Analyze interactions between patients with an illness and (apparently) healthy individuals or the wider U.S. society during a particular time period in U.S. 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.*

The course readings and films will all depict how the ill interact with the (apparently) healthy, be they caregivers, family, friends, colleagues, or the wider U.S. society. They will do so not only in their role as patient, but also a representative of their gender, sexual orientation, race, education level, or socioeconomic status. We will analyze in class discussion and homework assignments how these interactions are depicted by the authors and negotiated by both sides in light of these aspects of each person's identity.

*Example of a homework assignment:* In *The Center Cannot Hold*, Elyn Saks narrates how she has learned to manage her schizophrenia while also navigating her roles of faculty member at a major university and spouse to a neurotypical man. How has she worked with her spouse as well as with her colleagues to ensure that she is able to be fulfilled in both her professional and personal lives while also satisfying their expectations from her in these relationships?

## SECTION 2: REQUISITES AND SCHEDULING

**General guidelines:**

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

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

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

The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives and U.S. Diversity* category designation and GEP student learning outcomes.

**Special Topics Term Scheduling:**

- **List below the course scheduling detail:**
  - o **Meeting time and day(s):** Tuesdays and Thursdays, 11:45am-1:00pm
  - o **Seat count:** 20
  - o **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)**

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

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

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

None

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

None



### SECTION 3: ADDITIONAL INFORMATION

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

Lorde, Audre. *The Cancer Journals*  
 Saks, Elyn. *The Center Cannot Hold: My Journey Through Madness*  
 Taylor, Jill Bolte. *My Stroke of Insight: A Brain Scientist's Personal Journey*  
 Verghese, Abraham. *My Own Country: A Doctor's Story*

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

Approaches to analyzing illness writings  
 Cancer-origins, current & past treatments, stigma associated, role of the Women's Movement, manifestation in *The Cancer Journals*  
 HIV/AIDS-origins, crisis in the 1980's-90's, current & past treatments, stigma associated, role of the LGBTQ+ rights movement, manifestation in *My Own Country*  
 Stroke-origins, current & past treatments, manifestation in *My Stroke of Insight*  
 Schizophrenia-origins, stigma associated, current & past treatments, manifestation in *The Center Cannot Hold*  
 End-of-Life Decision Making –recent writings on end-of-life topics, including physician-assisted death, wrongful life lawsuits, and have

and how to navigate end-of-life care discussions with a medical care team

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

All guest speakers will be during class time.

