



Council on Undergraduate Education 2021-2022

September 10, 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
- Approval of CUE August 27, 2021 Minutes

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
HUM, GK, VPA	HUMG/VPGE 295 The Beatles and the British Invasion	1 st Offering, Eff. Summer II, 2022 (Approved 2 Oct. 2020 CUE Meeting; course not yet taught)
HUM, USD	HON 290: Honors Special Topics - Humanities/US Diversity	Revisions: Special Topics Shell Update // Individual offerings will be reviewed by CUE
GK, IP	HON 293: Honors Special Topics - Interdisciplinary Perspectives/Global Knowledge	Revisions: Special Topics Shell Update // Individual offerings will be reviewed by CUE
HUM, USD	HON 294: Honors Special Topics-Humanities	Revisions: Special Topics Shell Update // Individual offerings will be reviewed by CUE
SS	HON 295: Honors Special Topics-Social Science	Revisions: Special Topics Shell Update // Individual offerings will be reviewed by CUE
IP	HON 296: Honors Special Topics - Interdisciplinary Perspectives	Revisions: Special Topics Shell Update // Individual offerings will be reviewed by CUE
IP, USD	HON 297: Honors Special Topics - Interdisciplinary Perspectives/US Diversity	Revisions: Special Topics Shell Update // Individual offerings will be reviewed by CUE
VPA	HON 299: Honors Special Topics - Visual and Performing Arts	Revisions: Special Topics Shell Update // Individual offerings will be reviewed by CUE
GK, IP	HON 355: Feelings of/from Technology: Analog Bodies in Digital Spaces	Revisions: Correcting Grading Method

Review Courses for GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Xiang	El-Shafei, Haeseler, Lubischer	GK, IP	AEC 245: Global Conservation Ecology	Revisions: New to GEP

Review Courses for GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Miller, Russo, Pacifici	HUM, IP	HUM 295/IPGE 295/HI 298 Uncovering Earth's Deep History	1 st Offering, Eff. Spring 2022

Discussion: Nominations for Chair Elect.

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

August 27, 2021

Meeting hosted via Zoom

1:30pm-2:45pm

Members Present: Chair Darby Orcutt, (Past Chair) Carrie Pickworth (Beginning, then Shannon Pratt Phillips proxy for rest of meeting), Tamah Morant, Qiuyun (Jenny) Xiang, David Berube, Jillian Haeseler, Steven Miller, Nancy Moore, Lara Pacifici, Herle McGowan, Jane Lubischer, Ahmed El-Shafei, Nathan Leaf (UC Proxy), Peggy Domingue, Dave Provost, Tushar Ghosh

Members Absent: Marc Russo

Guests: Kaitlyn Mittan, Bethany Cutts, Doneka Scott

Ex-Officio Members Present: Li Marcus, Erin Dixon, Bret Smith, Helmut Hergeth, Michael Bustle

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Darby Orcutt** – Introduced the committee and outlined their charge as the group that ensures that the General Education Program at NC State operates as it should and that students engaging in the GEP at NC State are getting out of it what they should. To that end, the committee's role is to assess a course's fit for a GEP category. They members introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Li Marcus welcomed the committee, Bret Smith provided an update on the USDEI discussion from the 2020-2021 academic year. The Provost has accepted the committee recommendations in their entirety and is looking to implement in Fall of 2023. Final recommendation is being shared with Deans, Associate Deans of Academic Affairs, and the Academic Policy Committee of the Faculty Senate as well as the chair of the Faculty Senate in the next couple of weeks. CIM for Courses will be updated week of October 11th to reflect updated objective wording and requirement of all three objectives. Review process for existing USD courses to be included on the USDEI list will be similar to the process done for the GER>GEP review and run Spring 2022-Fall 2022. Further information, details, and help documentation to come soon. Li echoed Bret's praise of the committee's work from last year collaborating as a committee. The chair elaborated on how the committee can discuss other pieces of the GEP or the GEP as a whole as part of their charge if desired. Lexi Hergeth provided a brief training on CUE before committee work began.
- **Establishing Quorum** – Quorum is established at 10 voting members.
- **Approval of the CUE Minutes from 7 May 2021** – *Approved with 2 abstentions.*
Discussion: Motion to approve by Herle McGowan

NEW BUSINESS

Review Courses for GEP

- **HESO 283: Mountaineering (HES)** – *Approved with Suggestions*
Discussion: This course was presented by Peggy Domingue. Reviewer complimented the course and noticed a few typos referencing winter break instead of Spring break.
- **PRT 203/IDS 203/NR 203 (IP)** – *Approved*
Discussion: This course was presented by Lara Pacifici and introduced guests Bethany Cutts. Reviewers complimented the course and appreciated the rigor that could potentially apply to the soon to be implemented adjustments to the USD(EI) category.

Discussion: Nominations for Chair Elect are open.

Members discussed the USDEI document from last year: <https://committees.provost.ncsu.edu/undergrad-education/wp-content/uploads/sites/19/2021/06/CUE-Annual-Report-2020-2021-.pdf>

A member from Humanities and Social Sciences asked if they could provide the College of Humanities and Social Sciences time to provide alternate wording suggestions for the USDEI Outcomes on the 24 September meeting for a vote on October 8. A member from College of Sciences shared some conversation from the College of Science regarding implementation of a three credit hour requirement and the impact on the current 1 credit hour courses provided by the colleges that are beneficial to the students. The concern is that students may elect to not take these courses when a single course that could fill the requirement exist. Members discussed whether these courses are required in the major and other course-specific questions. OUCCAS clarified that implementation would take about a year and a half between courses and curricula, which is also to allow time to consideration and review of current courses as well as the development of new courses. Registration and Records also

confirmed that the three-hour requirement could be comprised of one credit courses as a sum up to three credits, or two and one, etc.

Member asked for a point of clarification on implementation asking whether a motion to reconsider would be on the table.

Bret Smith provided clarification that the recommendations were accepted in their entirety, meaning that work and communication towards implementation on what CUE recommended has begun; however there is a brief amount of time for some minor language changes to the objectives. However revisiting the recommendation as a whole is already in the process and being approved after last year's extremely thorough process. Bret indicated this would halt the process which has been under discussion from 2015. A member also commented in the chat that the discussion from 2015-2017 had come to the same conclusion as CUE in 20-21. The chair clarified that these concerns were also a part of CUE discussions in 20-21 and that the recommendations from CUE that resulted represented a clear consensus of the membership and would be a tremendous step forward for the curriculum and students. While it is true that the committee can always make new recommendations and change its mind, such a reconsideration would need to be considered very carefully.

The Chair asked for a motion if there was one to be made.

Motion to put on the agenda for September 24 the opportunity for Humanities and Social Sciences (and other colleges) to provide recommendations regarding the language of the objectives. Motion was seconded.

Discussion: A member asked whether the concern regarding one-credit courses was new information come to light or whether something has changed since the CUE discussions last year. A member from College of Sciences clarified that the discussion of one-credit vs three-credit courses at the fed into the resulting recommendation that the three-credit requirement allow 1-3 credit courses (not 3-credit hour courses only). The faculty member who teaches a very beneficial one-credit-hour USD course in the college was unable to be part of the discussion, and is concerned that in the face of the option of one-credit courses or three-credit courses, students would not elect to take the one-credit course and would miss out on that experience, and that the same may happen for other colleges and other courses, meaning that students may not be engaging with diversity leaders in their colleges.

It was clarified that these courses would be reviewed and discussed again much like the GER>GEP process with the assistance of the Associate Deans with an eye towards making the review and transitions fair and transparent. Registration and Records also clarified that many of those one-credit hour USD courses are required for the major, so they would not have the option to not take the course and would need to pair it with more 1-credit or 2-credit courses.

Motion approved 12/14 (2 nay) to review the language of the objectives at the 24 September 2021 CUE meeting.

Meeting adjourned at 2:45 PM

Respectfully submitted by Lexi Hergeth

GEP Humanities & Global Knowledge Special Topic Shell Offering (HUMG 295)

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

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

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

1. Engage the human experience through the interpretation of human culture.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Each course in **GEP Global Knowledge objectives** will provide instruction and guidance that help students to ***achieve goal #4 plus at least one of #5, #6, or #7.***

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

And at least one of the following:

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

HUMG 295

Department(s)/Program	Music	New GEP Special Topics Offering X
Special Topic Title: (30 character limit)	The Beatles and the British Invasion	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Summer 2, 2022	
Instructor Name/Title	Tom Koch, Teaching Associate Professor	

SECTION 1: GEP CRITERIA

Instructions:

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

Humanities

List the Instructor's student learning outcomes for the course that are relevant to GEP *Humanities* Objective 1: ***Obj. 1) Engage the human experience through the interpretation of human culture.***

Students will articulate how popular musicians interpret their roles as purveyors of popular culture.

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.

Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “using the Beatles’ own statements, such as John’s remark that they were more popular than Jesus, articulate how the Beatles interpreted (or misinterpreted) their role as purveyors of Western popular culture.”

Effective Fall 2014

List the Instructor’s student learning outcome(s) for the course that are relevant to GEP Humanities Objective 2: **Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.**

Students will interpret songs based on their prosody, or the interrelation of music and lyrics for communicating emotion and meaning.

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.

Based on readings and class discussion that investigate the interrelation of music and lyrics in songs of the British Invasion, students will self-select two songs from two different bands for comparison and contrast. They will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.

List the Instructor’s student learning outcome(s) for the course that are relevant to GEP Humanities Objective 3: **Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.**

Students will make academic arguments explaining how popular songs both reflect and shape human culture.

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.

Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “cite examples from our reading and other authoritative sources to explain how a band of your own choosing both reflected and shaped British and American popular culture of the 1960s.”

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 ideas, values, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.**

Students will distinguish among the stylistic features of popular music in England during the 1950s and 1960s

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.

Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “distinguish among the musical styles popular in England before the Beatles, including music hall, “trad,” and skiffle, and explain how these styles were subsumed into British rock-and-roll from the late 1950s.

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

Outcome for Objective 4 (*Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society*)

Students will illustrate how the musical style of the British Invasion changed in response to social transformations occurring in Britain and the United States during the 1960s.

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 create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Effective Fall 2014

GEP student learning outcomes.

Special Topics Term Scheduling:

List below the course scheduling detail:

- **Meeting time and day(s):** Students will meet an average of 8 hours weekly over 5 weeks for class lectures, excursions, and other group activities. Class days/times TBD pending classroom availability and scheduling for excursions and other activities.
- **Seat count:** 15-20
- **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? _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.

David Simonelli, *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s* (Lexington Books, 2012).
Available online through NCSU libraries at <https://ebookcentral.proquest.com/lib/ncsu/detail.action?docID=1120202>

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

Readings from Simonelli, *Working Class Heroes*, and Moodle handouts and videos

1. Popular music in England before the Beatles: trad and skiffle
2. The Beatles: from Liverpool to London
3. Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers
4. The Rolling Stones and the blues-based rock style
5. Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds

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

Tentative schedule:

Week 1: Popular music in England before the Beatles: trad and skiffle

T: Classroom

H: Beatles Walk I

Week 2: The Beatles: From Liverpool to London

T: Beatles Walk II

F-Su: Liverpool (Leave early Fri)

Fri: The Beatles Story Museum; Magical Beatles Museum, Cavern Club Beatles show

Sat: Beatles Childhood homes; Fab 4 Tour or Magical Mystery Tour

Sun: Return to London

Week 3: Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers.

T: Classroom

H: London R&R history tour

- Timeline due

Week 4: The Rolling Stones and the blues-based rock style

T: Hard Rock café tour

H: Rock tours of London

- Song comparison project due

Week 5: Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds


T: Sixties at the Hall Tour

H: Victoria and Albert Museum

- Aug 3: Journals due

SIGNATURE PAGE FOR HUMG 295

RECOMMENDED BY:

Department of Music 08-14-2020  HEAD,
DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

 September 3, 2020
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 September 7, 2020
COLLEGE DEAN DATE

APPROVED BY:

 10/2/2020
CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

 10/8/20
DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

GEP Visual and Performing Arts Special Topic Shell Offering (VPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts 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 Visual and Performing Arts objectives*** will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

VPGE 295

Department(s)/Program	Music	New GEP Special Topics Offering X
Special Topic Title: (30 character limit)	The Beatles and the British Invasion	Review for 2nd Offering
Term to be Offered	Summer 2, 2022	
Instructor Name/Title	Tom Koch, Teaching Associate Professor	

SECTION 1: GEP CRITERIA

Instructions:

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

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1: **Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.***

Students will correlate major events in popular music with social and political milestones in Western 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 create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 2: **Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.***

Students will apply standard musical terminology and methodologies for describing musical works.

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 self-select two songs from two different bands for comparison and contrast. Based on readings, lectures, and independent inquiry, they will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.*

Students will develop critical listening skills that enable them to evaluate the ways that musicians organize the materials of composition to create coherent works of art

Measure(s) for above Outcome:

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

Students will be assigned listening selections from among the British Invasion discography. Readings and lectures will guide them on the methods of compositional organization that these songs share with acknowledged works of art. The song comparison project requires that students apply these principles to an analysis of the two songs they select.

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 *Visual and Performing Arts* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): Students will meet an average of 8 hours weekly over 5 weeks for class lectures, excursions, and other group activities. Class days/times TBD pending classroom availability and scheduling for excursions and other activities
 - Seat count: 15-20
 - 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? 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.

Title and author of any required text or publications.

David Simonelli, *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s* (Lexington Books, 2012). Available online through NCSU libraries at <https://ebookcentral.proquest.com/lib/ncsu/detail.action?docID=1120202>

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

Readings from Simonelli, *Working Class Heroes*, and Moodle handouts and videos

- Popular music in England before the Beatles: trad and skiffle
- The Beatles: from Liverpool to London
- Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers
- The Rolling Stones and the blues-based rock style
- Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds

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

Tentative schedule:

Week 1: Popular music in England before the Beatles: trad and skiffle

T: Classroom

H: Beatles Walk I

Week 2: The Beatles: From Liverpool to London

T: Beatles Walk II

F-Su: Liverpool (Leave early Fri)

Fri: The Beatles Story Museum; Magical Beatles Museum, Cavern Club Beatles show

Sat: Beatles Childhood homes; Fab 4 Tour or Magical Mystery Tour

Sun: Return to London

Week 3: Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers.

T: Classroom

H: London R&R history tour

- Timeline due

Week 4: The Rolling Stones and the blues-based rock style

T: Hard Rock café tour

H: Rock tours of London

- Song comparison project due

Week 5: Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds

T: Sixties at the Hall Tour

H: Victoria and Albert Museum

- Aug 3: Journals due

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

08-14-2020

HEAD, DEPARTMENT/PROGRAM

DATE

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

ENDORSED BY:

September 3, 2020

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



9/7/20

COLLEGE DEAN

DATE

APPROVED BY:

10/2/2020

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE



10/8/20

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HUMG/VPGE 295 Course Syllabus

HUMG/VPGE 295 – The Beatles and the British Invasion

Section xxx

Summer II, 2021

3 Credit Hours

Course Description

This course surveys the music and cultural impact of the British Invasion bands of the 1960s. Representative bands include the Beatles, Rolling Stones, Dave Clark Five, Hollies, Animals, Kinks, Zombies, Who, and Yardbirds. Students learn how these musicians shaped British and American popular culture of the 1960s and how the social and political circumstances in England affected the production and dissemination of popular music in that country. Guided tours highlight such iconic places as Abbey Road, the Chelsea Drugstore, the Royal Albert Hall, and Jimmy Page's London home. Taught as a summer study abroad, this course receives GEP credit in either Humanities or Visual and Performing Arts as well as Global Knowledge.

GEP Course Objectives

1. Engage the human experience through the interpretation of human culture.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities
4. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions
5. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works
6. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.
7. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.
8. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Learning Outcomes

1. Students will articulate how popular musicians interpret their roles as purveyors of popular culture.
2. Students will interpret songs based on their prosody, or the interrelation of music and lyrics for communicating emotion and meaning.

3. Students will make academic arguments explaining how popular songs both reflect and shape human culture.
4. Students will correlate major events in popular music with social and political milestones in Western history.
5. Students will apply standard musical terminology and methodologies for describing musical works.
6. Students will develop critical listening skills that enable them to evaluate the ways that musicians organize the materials of composition to create coherent works of art.
7. Students will distinguish among the stylistic features of popular music in England during the 1950s and 1960s.
8. Students will illustrate how the musical style of British Invasion bands changed in response to social transformations occurring in Britain and the United States during the 1960s.

Course Structure

This course will be taught in London as part of the London STEM program, Summer II 2021.

Course structure:

Students will meet an average of 8 hours weekly for class lectures, excursions, and other group activities. Class times TBD pending classroom availability and scheduling for excursions and other activities.

Course Policies

This is a study abroad course with approval from the NC State Music Department and NC State Study Abroad Office.

Instructors

Tom Koch (tdkoch) – Teaching Associate Professor

Email: tdkoch@ncsu.edu

Phone: 919-515-0149

Office Location: Broughton Hall 2412

Office Hours: By appointment

Course Meetings

Students will meet an average of 8 hours weekly for class lectures, excursions, and other group activities. Class days/times TBD pending classroom availability and scheduling for excursions and other activities.

Course Materials

Textbooks

David Simonelli, *Working Class Heroes: Rock Music and British Society in the 1960s and 1970s* (Lexington Books, 2012). Available online through NCSU libraries at <https://ebookcentral.proquest.com/lib/ncsu/detail.action?docID=1120202>

Expenses

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 yet to be determined by Study Abroad (previous London STEM offerings cost approximately \$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.

Materials

Smart Phone - <\$500

This material is required.

Laptop - <\$500

This material is required.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Humanities

GEP Category Outcomes

The GEP Humanities objectives will provide instruction and guidance that help students to:

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

2. Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Outcomes:

1. Student Learning Outcome for Objective #1: Students will articulate how popular musicians interpret their roles as purveyors of popular culture.
2. Student Learning Outcome for Objective #2: Students will interpret songs based on their prosody, or the interrelation of music and lyrics for communicating emotion and meaning
3. Student Learning Outcome for Objective #3: Students will make academic arguments explaining how popular songs both reflect and shape human culture.

How This Course Will Fulfill GEP Category Outcomes

1. Measure for Outcome #1: Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “using the Beatles’ own statements, such as John’s remark that they were more popular than Jesus, articulate how the Beatles interpreted (or misinterpreted) their role as purveyors of Western popular culture.”
2. Measure for Outcome #2: Based on readings and class discussion that investigate the interrelation of music and lyrics in songs of the British Invasion, students will self-select two songs from two different bands for comparison and contrast. They will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.
3. Measure for Outcome #3: Based on readings, lectures, and independent inquiry, students will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “cite examples from our reading and other authoritative sources to explain how a band of your own choosing both reflected and shaped British and American popular culture of the 1960s.”

GEP Category

Visual and Performing Arts

GEP Category Outcomes

The ***GEP Visual and Performing Arts objectives*** will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Outcomes:

1. Student Learning Outcomes for Objective #1: Students will correlate major events in popular music with social and political milestones in Western history
2. Student Learning Outcomes for Objective #2: Students will apply standard musical terminology and methodologies for describing musical works
3. Student Learning Outcomes for Objective #3: Students will develop critical listening skills that enable them to evaluate the ways that musicians organize the materials of composition to create coherent works of art

How This Course Will Fulfill GEP Category Outcomes

1. Measures for Outcome #1: Students will create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s.
2. Measures for Outcome #2: Students will self-select two songs from two different bands for comparison and contrast. Based on readings, lectures, and independent inquiry, they will apply standard musical terminology and adhere to analytical methodologies, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.
3. Measures for Outcome #3: Students will be assigned listening selections from among the British Invasion discography. Readings and lectures will guide them on the methods of compositional organization that these songs share with acknowledged works of art. The song comparison project requires that students apply these principles to an analysis of the two songs they select.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes

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

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

Objective #4: Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Outcomes:

1. Student Learning Outcome for Objective #1: Students will distinguish among the stylistic features of popular music in England during the 1950s and 1960s

2. Student Learning Outcome for Objective #4: Students will illustrate how the musical style of the British Invasion changed in response to social transformations occurring in Britain and the United States during the 1960s.

How This Course Will Fulfill GEP Co-requisite Outcomes

1. Measure for Outcome #1: Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives, such as “distinguish among the musical styles popular in England before the Beatles, including music hall, “trad,” and skiffle, and explain how these styles were subsumed into British rock-and-roll from the late 1950s.
2. Measure for Outcome #2: Students will create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s

Transportation

This is a Study Abroad course and public transportation is included in cost of program. Non-scheduled class time for field trips or out-of-class activities may be required for this class.

Safety & Risk Assumptions

Study Abroad in a foreign country (UK)

Grading

Grade Components

Component	Weight	Details
Song Comparison Project	30%	Students will self-select two songs from two different bands for comparison and contrast. They will adhere to analytical methodologies discussed in class, including song origins, style analysis, prosody, communicative properties (intended and unintended), and social and cultural impact.
Timeline	30%	Students will create a timeline that traces the musical changes in British Invasion music, and correlate these changes to social and political transformations occurring in Britain and the United States during the 1960s.
Journal	40%	Based on readings, lectures, and independent inquiry, student will submit a journal consisting of insightful narratives of the places visited and knowledge acquired. They will be given a series of prompts that they must assimilate into their narratives. The journal should be an opportunity to develop their capacity to experience, evaluate, and enjoy the great variety of artistic and cultural resources available in contemporary urban life. Students will be given nongraded verbal feedback on their journals midway through the program.

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

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

Late Assignments

All assignments must be completed and submitted on the final day of class without exception.

Attendance Policy

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

Attendance Policy

Attendance Policy: Attendance is mandatory and is taken at each class.

<http://policies.ncsu.edu/regulation/reg-02-20-03>

- **Class Attendance:** Any absence must be authoritatively documented as an emergency (hospitalization, accident, etc.). Any absence that is not documented will result in the following course deductions:
 - **First undocumented absence** = reduction of 20 percentage points in the cumulative course grade

- o **Second undocumented absence** = reduction of 40 percentage points in the cumulative course grade
- Two tardies of 10 or more minutes will result in an undocumented absence

Absences Policy

See "Attendance Policy"

Makeup Work Policy

None.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

None.

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

None.

Honor Pledge

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

Electronically-Hosted Course Components

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

Electronically-hosted Components: Moodle

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is

a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Tentative daily schedule: Summer II 2021, Mon June 28 – Sat, July 31

Week 1: Popular music in England before the Beatles: trad and skiffle

T: Classroom

H: Beatles Walk I

Week 2: The Beatles: From Liverpool to London

T: Beatles Walk II

F-Su: Liverpool (Leave early Fri)

Fri: The Beatles Story Museum; Magical Beatles Museum, Cavern Club Beatles show

Sat: Beatles Childhood homes; Fab 4 Tour or Magical Mystery Tour

Sun: Return to London

Week 3: Bands in the style of the Beatles: Dave Clark Five, Hollies, Gerry and the Pacemakers.

T: Classroom

H: London R&R history tour

- Timeline due

Week 4: The Rolling Stones and the blues-based rock style

T: Hard Rock café tour

H: Rock tours of London

- Song project due

Week 5: Bands in the style of the Rolling Stones: The Animals, The Kinks, The Zombies, The Who, The Yardbirds

T: Sixties at the Hall Tour

H: Victoria and Albert Museum

- Aug 3: Journals due

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	History	New GEP Special Topics Offering	X	
Special Topic Title: (30 character limit)	Uncovering Earth's Deep History	Review for 2nd Offering <input type="checkbox"/>		
Term to be Offered	Spring 2022			
Instructor Name/Title	Dr. Paul Brinkman, Adjunct Associate Professor; Interim Director, Research & Collections, NC Museum of Natural Sciences			

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?
History and Natural Science
- 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"?
Students will read scientific texts from previous historical periods (primary sources) and historical analyses of changing ideas about earth's history (secondary sources). Discussion and assignments are posed to prompt students to identify and assess the scientific reasons for developing new ideas as well as the cultural influences for creating or resisting the new concepts.

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

Students will be able to identify and assess scientific ideas about fossils, geological dynamics, and earth's geological history; and describe the reasons for historical changes in those ideas during the modern era (1600s to present).

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 take examinations in which they will be tested on both the historical and the scientific components of the history of deep time. Sample exam prompt: "In the 1700s, what problems and evidence and reasoning led scientists to develop new theories of geological dynamics (such as heating and cooling, and the formation of strata) and the age of the earth?"

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

Students will be able to analyze and assess the types of historical reasoning that scientists used to construct scientific ideas about earth's deep 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 write exam essays drawing on primary and secondary historical sources. Sample exam prompt: "In his *Principles of Geology* (1830-33), what forms and logic of historical reasoning did the geologist Charles Lyell invoke to argue for his concepts of *actualism* and *uniformitarianism* to support the idea of deep time?"

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

Students will be able to demonstrate that objects and ideas in science are culturally imbedded and their meanings have histories, influenced by cultural ideas and values of the time period.

Measure(s) for above Outcome:

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

Students will write a final paper in which they explore the cultural and scientific history of a topic of their choosing related to the discovery of deep time. The paper must address the question: "How did those scientific ideas fit with popular conceptions, at that time, about cycles, progress, and traditional history?"

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

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

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): **M & W 3:00-4:15**
 - Seat count: 35 total (course is both HUM 295 and IPGE 295); **Please allocate total seats in schedule as follows: 25 for HUM 295, 5 for IPGE 295, 5 for HI 298.**
 - Room assigned or room preference including needed classroom technology/seat type: **lecture**
- 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): **HI 298-001**

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.

Readings provided by instructor or online

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

See syllabus

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

See syllabus

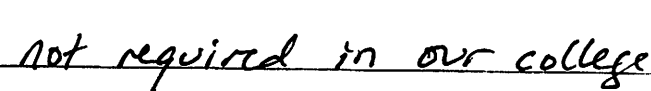
SIGNATURE PAGE FOR HUM 295

RECOMMENDED BY:

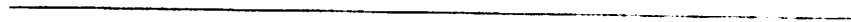

HEAD, DEPARTMENT/PROGRAM8/25/2021
DATE

**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 COMMITTEE8/25/2021
DATE
COLLEGE DEAN8/25/2021
DATE

APPROVED BY:


CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION


DATE


DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

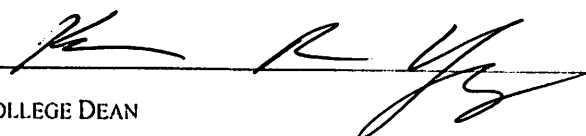
SIGNATURE PAGE FOR IPGE 295**RECOMMENDED BY:**

 8/25/2021
HEAD, DEPARTMENT/PROGRAM DATE

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

ENDORSED BY:

not required in our college 8/25/2021
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 8/25/2021
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HI 298/HUM 295/IPGE 295: Uncovering Earth's Deep History

Spring, 2022

Dr. Paul D. Brinkman

Office: Withers #252; NC Museum of Natural Sciences, #4515

Office hours: by appointment

Phone: 919-707-9282

Email: pdbrinkm@ncsu.edu



Earth's history has been incomprehensibly long and action-packed! Over the course of deep time, your planet has been the stage for countless extinct animals, like dinosaurs, mastodons, and giant ground sloths. It has been witness to dramatic climate change, including global ice ages. It has endured titanic disruptions, such as colliding continental plates and catastrophic impacts with extra-terrestrial objects. In the short term, it has also been the home for humanity, including chronologists, Biblical scholars, historians, natural philosophers, and scientists, many of whom have been curious to plumb its mysteries and understand their meanings. How has Earth's age been calculated? How were distant geological events discovered? How was evidence for events in the distant past collected and interpreted? What kind of people have sought to reconstruct Earth's deep history, and why? In this course, students will explore the human story of the exploration of geological time. Who were these Earth explorers? What were their motives? Students will also consider the well-established myth of the war between science

and religion. Are there Judeo-Christian traditions embedded in modern scientific ideas about Earth's deep history? What does Earth's deep history tell us about mankind's place in the cosmos?

Course Information: Class will meet Monday and Wednesday, 3:00-4:15, in room TBA.

No Prerequisites.

3 credit hours.

This course can meet GEP-Humanities **OR** GEP-Interdisciplinary Perspectives. You should register with the appropriate prefix to receive GEP credit (HUM 295 OR IPGE 295).

The course, which will be reading and writing intensive, will distinguish between the distinct approaches of history and science. It will train students to identify and apply the connections between history and science as we examine ideas about Earth's deep history.

Learning outcomes:

Students will be able to:

- 1) Identify and assess scientific ideas about fossils, geological dynamics, and earth's history.
- 2) Identify and assess major historical changes in ideas about earth's geological history.
- 3) Demonstrate that objects and ideas in science are culturally imbedded and have histories, influenced by cultural ideas and values of the time period.
- 4) Identify how scientific knowledge shapes cultural values, and how those values in turn condition our response to science.
- 5) Appraise arguments from a number of different scholarly approaches.
- 6) Use evidence effectively in order to produce original scholarly research, combining disciplines of natural science and history.

GEP information:

GEP Category: Humanities

Each course in the Humanities category will meet the following three outcomes:

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

Course outcome: Students will be able to identify and assess scientific ideas about fossils, geological dynamics, and earth's geological history; and describe the reasons for the historical changes in those ideas during the modern era (1600s-present).

Means of assessment: Students will take examinations in which they will be asked to explain the historical changes in scientific ideas about the idea of deep time. Sample exam prompt: "In the 1700s, what problems and evidence and reasoning led scientists to develop new theories of geological dynamics (such as heating and cooling, and the formation of strata) and the age of the earth?"

- 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.

Course outcome: Students will be able to demonstrate that objects and ideas in science are culturally imbedded and have histories, influenced by cultural ideas and values of the time period.

Means of assessment: Students will write a final paper in which they explore the cultural and scientific history of a topic of their choosing related to the discovery of deep time. The paper must address the question: "How did those scientific ideas fit with popular conceptions, at that time, about cycles, progress, and traditional history?"

3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Course outcome: Students will be able to analyze and assess the types of historical reasoning that scientists used to construct scientific ideas about earth's deep history.

Means of assessment: Students will write exam essays drawing on primary and secondary historical sources. Sample exam prompt: "In his *Principles of Geology* (1830-33), what forms and logic of historical reasoning did the geologist Charles Lyell invoke to argue for his concepts of *actualism* and *uniformitarianism* to support the idea of deep time?"

GEP Category: Interdisciplinary Perspectives

Each course in the Interdisciplinary Perspectives category will meet the following three outcomes:

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

Course outcome: Students will be able to identify and assess scientific ideas about fossils, geological dynamics, and earth's geological history; and describe the historical changes in those ideas during the modern era.

Means of assessment: Students will take examinations in which they will be tested on both the historical and the scientific components of the history of deep time. Sample exam prompt: "In the 1700s, what problems and evidence and reasoning led scientists to develop new theories of geological dynamics (such as heating and cooling, and the formation of strata) and the age of the earth?"

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

Course outcome: Students will be able to analyze and assess the types of historical reasoning that scientists used to construct scientific ideas about earth's deep history.

Means of assessment: Students will write exam essays drawing on primary and secondary historical sources. Sample exam prompt: "In his *Principles of Geology* (1830-33), what forms and logic of historical reasoning did the geologist Charles Lyell invoke to argue for his concepts of *actualism* and *uniformitarianism* to support the idea of deep time?"

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

Course outcome: Students will be able to demonstrate that objects and ideas in science are culturally imbedded and their meanings have histories, influenced by cultural ideas and values of the time period.

Means of assessment: Students will write a final paper in which they explore the cultural and scientific history of a topic of their choosing related to the discovery of deep time. The paper must address the question: "How did those scientific ideas fit with popular conceptions, at that time, about cycles, progress, and traditional history?"

Assignments and Grading:

Each week one or more students will be assigned to take major responsibility for leading discussion of the week's reading assignments. Discussion leaders are expected to come up with topics and questions for class. In addition, all students will circulate brief responses to the week's readings by noon on the day before class meets. Students are encouraged to respond to each other's messages. These will be used to generate class discussion. Students will also present their writing assignments in class. Presentations will be up to 10 minutes long and must be illustrated. Student performance will be assessed by *participation in class discussions and e-mail responses, and presentations (10%)*.

There will be a major *writing assignment* for this course, which will be explained fully in class. Students should consult with the instructor to choose an appropriate research topic on any aspect of the history of the exploration of Earth's deep history. Students must use at least one primary source, and are strongly encouraged to find one that is unpublished. The finished paper should be 10-12 double-spaced pages long and must be well-illustrated **(30%)**.

There will be *three formal exams* in short answer and essay format **(60%)**.

Grading scale, with standard rounding:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F <60
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

Textbooks:

There is no textbook for this course. Instead, numerous primary and secondary readings will be supplied by the instructor.

Course schedule (subject to change with appropriate announcement):

Week 1: History as Science

Topics include: the science of chronology; dating world history; periodization; Noah's Flood as history; a finite cosmos; the threat of eternalism.

Assigned readings:

Michael Kempe (2003). "Noah's Flood: The Genesis Story and Natural Disasters in Early Modern Times." *Environment and History* 9(2): 151-171.

Rhoda Rappaport (1978). "Geology and Orthodoxy: The Case of Noah's Flood in Eighteenth-Century Thought." *The British Journal for the History of Science* 11(1): 1-18.

Week 2: Natural Antiquities

Topics include: historians and antiquaries; natural antiquities; emerging ideas about fossils; new ideas about history; fossils and Noah's Flood; plotting the Earth's history.

Assigned readings:

Keith S. Thomson (2003). "Marginalia: Hooke, Fossils and the Anti-Evolutionists." *American Scientist* 91(3): 210-212.

Andrea Baucon (2010). "Leonardo Da Vinci, the Founding Father of Ichnology." *Palaios* 25(5/6): 361-367.

Graham E. Budd (2001). "Royal Fossils: The Royal Society and Progress in Palaeontology." *Notes and Records of the Royal Society of London* 55(1): 51-67.

Stephen Jay Gould (2002). "Both Neonate and Elder: The First Fossil of 1557." *Paleobiology* 28(1): 1-8.

Week 3: Probing for Causes

Topics include: a new scientific genre; sacred theories of the Earth; a slowly cooling Earth; Earth as a cyclical mechanism; worlds both ancient and modern.

Assigned readings:

Rienk Vermij (1998). "Subterranean Fire: Changing Theories of the Earth during the Renaissance." *Early Science and Medicine* 3(4): 323-347.

Rhoda Rappaport (1973). "Lavoisier's Theory of the Earth." *British Journal for the History of Science* 6(3): 247-260.

A. J. Turner (1974). "Hooke's Theory of the Earth's Axial Displacement: Some Contemporary Opinion." *The British Journal for the History of Science* 7(2): 166-170.

Albert V. Carozzi (1964). "Lamarck's Theory of the Earth: Hydrogeologie." *Isis* 55(3): 293-307.

Yushi Ito (1988). "Hooke's Cyclic Theory of the Earth in the Context of Seventeenth Century England." *The British Journal for the History of Science* 21(3): 295-314.

Week 4: Stretching Time & History

Topics include: fossils as nature's coins; geological strata as nature's archives; volcanoes as nature's monuments; natural history and the history of nature; guessing at the Earth's time scale.

Assigned readings:

Michael Freeman (2001). "Tracks to a New World: Railway Excavation and the Extension of Geological Knowledge in Mid-Nineteenth-Century Britain." *British Journal for the History of Science* 34(1): 51-65.

Cecil Schneer (1954). "The Rise of Historical Geology in the Seventeenth Century." *Isis* 45(3): 256-268.

Michael Neve and Roy Porter (1977). "Alexander Catcott: Glory and Geology." *British Journal for the History of Science* 10(1): 37-60.

Week 5: Discussion and Exam 1

Week 6: Song of the Dodo

Topics include: Georges Cuvier and the reality of extinction; Earth's last revolution; the present as the key to the past; the testimony of erratic blocks; Noah's Flood and geological deluge.

Assigned readings:

David Sepkoski (2017). "Extinction and biodiversity." In: *The Routledge Handbook of the Philosophy of Biodiversity* (New York and London: Routledge).

James Burns (2007). "John Fleming and the Geological Deluge." *British Journal for the History of Science* 40(2): 205-225.

W. Faye Cannon (1976). "Charles Lyell, Radical Actualism, and Theory." *British Journal for the History of Science* 9(2): 104-120.

Giorgio Ranalli (1982). "Robert Hooke and the Huttonian Theory." *Journal of Geology* 90(3): 319-325.

Dov Ospovat (1977). "Lyell's Theory of Climate." *Journal of the History of Biology* 10(2): 317-339.

Week 7: Before the Flood

Topics include: before the Earth's last revolution; an age of strange, gigantic reptiles; the new stratigraphy; plotting the Earth's long-term history; a slowly cooling Earth revisited.

Assigned readings:

Hugh Torrens (1995). "Presidential Address: Mary Anning (1799-1847) of Lyme; 'The Greatest Fossilst the World Ever Knew'." *British Journal for the History of Science* 28(3): 257-284.

W. E. Swinton (1951). "Gideon Mantell and the Maidstone Iguanodon." *Notes and Records of the Royal Society of London* 8(2): 261-276.

Gideon Mantell (1825). "Notice on the Iguanodon, a Newly Discovered Fossil Reptile, from the Sandstone of Tilgate Forest, in Sussex." *Philosophical Transactions of the Royal Society of London* 115: 179-186.

Justin B. Delair, William A. S. Sarjeant (1975). "The Earliest Discoveries of Dinosaurs." *Isis* 66(1): 4-25.

Week 8: Muddying the Consensus

Topics include: geology and Genesis; a disconcerting outsider; catastrophism vs. uniformitarianism; Louis Agassiz and the great Ice Age; Charles Lyell's estimates of geological time.

Assigned readings:

G. Frederick Wright (1898). "Agassiz and the Ice Age." *American Naturalist* 32(375): 165-171.

Albert V. Carozzi (1966). "Agassiz's Amazing Geological Speculation: The Ice-Age." *Studies in Romanticism* 5(2): 57-83.

Walter F. Cannon (1961). "The Impact of Uniformitarianism: Two Letters from John Herschel to Charles Lyell, 1836-1837." *Proceedings of the American Philosophical Society* 105(3): 301-314.

Roy Porter (1976). "Charles Lyell and the Principles of the History of Geology." *British Journal for the History of Science* 9(2): 91-103.

Martin J. S. Rudwick (1975). "Caricature as a Source for the History of Science: De la Beche's Anti-Lyellian Sketches of 1831." *Isis* 66(4): 534-560.

Week 9: Humans in Nature's History

Topics include: chipping away at the Ice Age; men among the mammoths; the question of evolution; human evolution; Piltdown Man: hoax or fraud?

Assigned readings:

Dan Smail (2005). "In the Grip of Sacred History." *American Historical Review* 110(5): 1337-1361.

Peter C. Kjærgaard (2011). "'Hurrah for the Missing Link!': A History of Apes, Ancestors and a Crucial Piece of Evidence." *Notes and Records of the Royal Society of London* 65(1): 83-98.

David J. Meltzer (2005). "The Seventy-Year Itch: Controversies over Human Antiquity and Their Resolution." *Journal of Anthropological Research* 61(4): 433-468.

Week 10: Discussion and Exam 2

Week 11: Evolution & Deep Time

Topics include: marginalizing geology and Genesis; the Earth's history in perspective; geology goes global; towards the origin of life; the timescale of Earth's history; Darwin's dilemma with deep time.

Assigned readings:

Bernhard Lang (1985). "Non-Semitic Deluge Stories and the Book of Genesis: a Bibliographical and Critical Survey." *Anthropos* 80(4/6): 605-616.

Frank M. Richter (1986). "Kelvin and the Age of the Earth." *Journal of Geology* 94(3): 395-401.

Henry F. Osborn (1916). "The Origin and Evolution of Life Upon the Earth." *Scientific Monthly* 3(1): 5-22.

Week 12: Absolute Dating & Drifting Continents

Topics include: dating the Earth's history; continents and oceans; controversy over drifting continents; a new global tectonics.

Assigned readings:

Henry Frankel (1978). "Arthur Holmes and Continental Drift." *British Journal for the History of Science* 11(2): 130-150.

Naomi Oreskes (1988). "The Rejection of Continental Drift." *Historical Studies in the Physical and Biological Sciences* 18(2): 311-348.

Mott T. Greene (1984). "Alfred Wegener." *Social Research* 51(3): 739-761.

Week 13: Neo-Catastrophism

Topics include: exploiting the Earth's chronology; the return of catastrophes; unraveling the deepest past; the Earth in cosmic context.

Assigned readings:

Ernest W. Brown (1922). "The Age of the Earth from the Point of View of Astronomy." *Proceedings of the American Philosophical Society* 61(4): 283-285.

Keith R. Burich (1993). "'Something Newer and Nobler Is Called into Being': Clarence King, Catastrophism, and California." *California History* 72(3): 234-249.

Roger Lewin (1985). "Catastrophism not Yet Dead." *Science*, New Series 229(4714): 640.

Week 14: A Retrospective on Earth's Deep History

Topics include: past events and their causes; the reliability of knowledge about deep history; geology and Genesis re-evaluated; creationists out of their depth.

Assigned readings:

Philip H. Abelson (1982). "Creationism and the Age of the Earth." *Science*, New Series 215(4529): 119.

John M. Clarke (1922). "The Age of the Earth from the Paleontological Viewpoint." *Proceedings of the American Philosophical Society* 61(4): 272-282.

Alois F. Kovarik (1931). "The Age of the Earth-Radioactivity Methods of its Determination." *Scientific Monthly* 32(4): 309-318.

Week 15: Concluding Discussion

Week 16: Final Exam

COURSE POLICIES

Late assignment policies:

No late assignments will be accepted without prior permission of the instructor.

Policy on incompletes:

As stated by the university grading policy, "An IN must not be used...as a substitute for an F when the student's performance in the course is deserving of failing. An IN is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course." In this class, a grade of "IN" will only be given (1) in response to a written student request [e-mail is fine] submitted to the instructor before 4:00 on the last day of classes; (2) at the instructor's discretion; and (3) because of a serious interruption of a student's work not caused by his/her own negligence.

Academic integrity statement:

Students must make themselves familiar with NC State policy on Academic Integrity, found in the Code of Student Conduct, at <<http://policies.ncsu.edu/policy/pol-11-35-01>>. Students are required to uphold the Honor Pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Students' commitment to academic honesty is certified by their name on any test or assignment. The professor expects the highest integrity from NC State students.

It is the student's responsibility to know what constitutes plagiarism and how to avoid it. For questions regarding appropriate scholarly use of sources and citation, see the History Department's website *What is Plagiarism?* at <http://history.ncsu.edu/pages/what_plagiarism> and *How to Identify and Avoid Plagiarism* at <http://history.ncsu.edu/pages/avoid_plagiarism>. Specific questions or problems can also be addressed to the professor. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).

Scholarly forms of citation in historical writing are important. Students must use a standard citation format both in footnotes and in the Literature Cited section in their writing. *The Chicago Manual of Style* format is available on-line at <<http://www.chicagomanualofstyle.org/home.html>>. Other standard citation formats are acceptable, also, so long as they are clear to understand and consistently applied.

Policy on attendance:

Attendance is mandatory. Students are responsible for attending class and doing the reading assignments. Students should come to class prepared to discuss the readings. Additionally, students are responsible for lecture material. Lecture material comprises the professor's synthesis of the scholarship, and students will be expected to draw on lectures and class discussions in their own written work and on exams.

Students should contact the professor as soon as possible about absence due to illness or emergency. Please consult the University's Attendance Regulation for the definition of excused absence at <<http://policies.ncsu.edu/regulation/reg-02-20-03>>.

This class will meet twice at the North Carolina Museum of Natural Sciences, 11 W. Jones St., in downtown Raleigh. We will arrange transportation and parking in advance in class (see below for dates).

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.

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. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <<http://policies.ncsu.edu/regulation/reg-02-20-01>>.

Class evaluations:

Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors. Evaluation website: <<https://classeval.ncsu.edu>>. Student help desk: <classeval@ncsu.edu>. More information about ClassEval: <<http://www2.acs.ncsu.edu/UPA/classeval/index.htm>>.

Anti-discrimination statement:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://www.ncsu.edu/policies/campus_environ> or <http://www.ncsu.edu/equal_op>. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

University Policies:

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

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