



Council on Undergraduate Education 2022-2023

28 October 2022
Meeting hosted via Zoom
 1:30pm-3:00pm

Call to Order 1:30pm

Welcome and Introductions Interim Chair Erin McKenny
 Remarks and Updates from OUCCAS/DASA
 Approval of CUE 14 October 2022 Minutes

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
IP	SIP 114 : Wicked Problems. Wolfpack Solutions: Global Change	Course Prefix, College, Academic Org Code, Term Offering, Number of Offerings

Review Courses for GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Leaf	Xiang, Opperman, Nancy	VPA, GK, IP	MUS 350 : Music of Asia	Revisions to VPA, GK and new to IP

Special Topic Shell Offering				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Reaser	Steven, Tamah, El-Shafei	SS, USD	SSUS 295 Sociology of Barbecue	New GEP Special Topics Offering

Discussion: Chair Elect Nominations. Discussion about levels of analysis and verbs for shared language.

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.

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

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

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

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

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

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

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

SSUS 295		
Department(s)/Program	Sociology	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Sociology of Barbecue	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Maymester 2023	
Instructor Name/Title	Sarah Bowen, Professor	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. Achievement of the outcomes must allow students to meet the GEP category objectives. Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
Social Sciences		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Social Sciences Objective 1: Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.</i></p> <p>Identify and explain how institutional and structural inequalities shape the way barbecue is produced, consumed, and understood.</p>		
<p style="text-align: center;">Measure(s) for above Outcome:</p> <p style="text-align: center;"><i>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.</i></p> <p>Writing prompt: Explain at least two ways that institutional and/or organizational shifts (for example, changes in environmental or labor regulations or the structure of the pork industry) have affected how the pork used in barbecue is produced.</p>		

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

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

Use sociological research methods and concepts to critically analyze barbecue (as food, process, or event)

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.

Paper assignment: You will conduct an ethnographic observation of the social setting for one of our field trips (to a barbecue restaurant or pig farm). During the field trip, pay close attention and take fieldnotes about the people who are eating or working there, their interactions, the animals (in the case of the farm), and the food (in the case of the restaurant). In your paper, you will make a sociological argument about your observations, drawing on sociological concepts from class. For example, you could focus on how inequality is reproduced in interactions between restaurant staff and customers, how people (or institutions – e.g., farms or restaurants) use food or agricultural practices signify social identities, or how consumption or production practices are tied to social movements around food and/or agriculture.

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

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

Apply sociological concepts to social, economic, or environmental issues related to barbecue

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.

Writing prompt: Define the term "environmental justice" and its origins and explain how it is related to social movements around pollution from hog farms in eastern NC.

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.

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) Examine how cultural narratives around barbecue are tied to race, class, ethnic, and/or gender identities and inequalities

Obj 2) Identify and explain how institutional shifts and structural inequalities shape the way barbecue is produced, consumed, and understood

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.

Measure 1) In-class assignment: Analyze a review (published in a newspaper or magazine) of a barbecue restaurant. Identify, describe, and analyze how specific narratives in the review reflect (or obscure) race, class, ethnic, or gender identities as they relate to barbecue. Use evidence from course texts and materials to tie the narratives from the review to the history and context of barbecue in the United States.

Measure 2) Drawing on Ribas (*On the Line*), describe at least two key processes that shape the working conditions for immigrant workers in meatpacking plants and how these are linked to structural inequalities tied to race, ethnicity, or immigration status.

SECTION 2: REQUISITES AND SCHEDULING**General guidelines:**

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

Special Topics Term Scheduling:

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

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

- Byrd, Kaitland. 2019. Real Southern Barbecue: Constructing Authenticity in Southern Food Culture. Lanham, Maryland: Lexington Books.
- Miller, Adrian. 2021. Black Smoke: African Americans and the United States of Barbecue. Chapel Hill: University of North Carolina Press.
- Weiss, Brad. 2016. Real Pigs: Shifting Values in the Field of Local Pork. Durham: Duke University Press.
- Ribas, Vanesa. 2015. On the Line: Slaughterhouse Lives and the Making of the New South. Oakland: University of California Press.
- Reed, John Shelton. 2021. On Barbecue. Knoxville: University of Tennessee Press.

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

- History of barbecue in the United States and its linkages to racialized and gendered narratives around the people who make barbecue
- Barbecue's ties to social relations and community traditions – how barbecue is related to contemporary and historic traditions around eating and cooking together, and the social and cultural significance of those traditions
- Terroir and the taste of place – the east-west barbecue line in North Carolina, and how production techniques shift over time and across place
- Structure of U.S. pig farms and pork industry, and how shifts in pig and pork production are linked to changing regulations and instructions
- Agriculture and the environmental justice movement, particularly related to industrial pork producers and communities in eastern North Carolina
- Labor in the food system and changes in the types of workers in pork plants and their working conditions
- Food consumption practices and status – how barbecue went from low-brow to hipster, and how this rise contributes to or contradicts racial, gender, and class inequalities
- Plant-based barbecue and sustainable pork production and their linkages to alternative food movements and agricultural technologies and practices

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

Field trips (note: Students can walk or take public transportation to the barbecue restaurant. If it is not possible to get transportation to go to the farm, we will invite a farmer as guest speaker and observation assignment will be modified to only include the restaurant fieldtrip):

- Field trip to a barbecue restaurant
- Field trip to a sustainable pig farm

Guest speakers (note: All guest speakers will be in class)::

- At least one of the authors of our texts: Adrian Miller, John Shelton Reed, Vanesa Ribas, or Brad Weiss
- A person who has judged for barbecue competitions (i.e., for the North Carolina barbecue society)
- Representative from a plant-based barbecue company (such as Barbecue, led by an NCSU graduate)

SIGNATURE PAGE FOR SSUS 295

RECOMMENDED BY:

D. Troy Case

10/14/22

HEAD, DEPARTMENT/PROGRAM

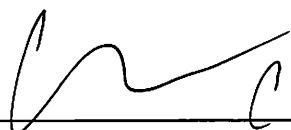
DATE

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

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



Carol Ann Lewald

10/14/2022

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____



Council on Undergraduate Education 2022-2023

30 September 2022
Meeting hosted via Zoom
1:30pm-3:00pm

Members Present:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Chair Darby Orcutt (Chair) | <input checked="" type="checkbox"/> Steven Miller | <input type="checkbox"/> Ahmed El-Shafei |
| <input checked="" type="checkbox"/> Qiuyun (Jenny) Xiang | <input checked="" type="checkbox"/> Nancy Moore | <input checked="" type="checkbox"/> Nathan Leaf |
| <input checked="" type="checkbox"/> Erin McKenney | <input type="checkbox"/> Tamah Morant | <input checked="" type="checkbox"/> Peggy Domingue |
| <input checked="" type="checkbox"/> Jeffrey Reaser | <input checked="" type="checkbox"/> Lara Pacifici | <input checked="" type="checkbox"/> Dave Provost |
| <input checked="" type="checkbox"/> Anna Behler | <input checked="" type="checkbox"/> Logan Opperman | <input checked="" type="checkbox"/> Christopher DePerno |
| <input checked="" type="checkbox"/> Marc Russo | <input checked="" type="checkbox"/> Jane Lubischer | |

Guests: Tom Koch, Kirsten Paige, Mia Self, Noah Strote

Ex-Officio Members Present: Li Marcus, Lexi Hergeth, Mukund Vora, Annabel Breen

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Darby Orcutt** – Welcomed everyone and asked guests to introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Li welcomed Annabel Breen
- **Approval of the CUE Minutes from 16 September 2022 - Approved**
Discussion: Move to approve the minutes by Steven Miller

NEW BUSINESS

Consent Agenda – Approved

Discussion: The consent agenda was moved to approve by Steven Miller.

Review Courses for GEP

- **THE 103 : Introduction to the Theatre (VPA) – Approved Pending**
Discussion: This course was presented by Nathan Leaf. The instructor, Mia Self was present for any questions. One of the reviewer had question on Objective#1. The objective had the term “identify” which is not strong enough as compared to words “identify and define” in the measure. The objective should be reworded. Another reviewer mentioned that Objective#2 has the term “analyze” which is under question as the measure has the word “describe” which is an understanding level verb and the reviewer suggested wordsmithing. After the guest described the course, member suggested using ‘compare’ to capture the differences in culture of modern plays to traditional Greek plays. The instructor mentioned that the student should “pull the play apart, talk about the relationship between the component parts, etc.” The word “analyze” would be ideal for comparative study for Objective#2. The same is true for Objective#1.

The chair thanked the instructor for her attendance given how valuable the instructor’s answers were.

The instructor suggested to add “identify and analyze” for objective #1 to raise the level of the verb.
The instructor suggested to add “analyze” in place of describe for measure#2 to raise the level of the verb.

Nancy motioned to amend the motion to approved pending including ‘analyze’ to both the first and second outcomes.
*Member clarified pending motions do not return to the committee for review.

- **MUS 202 : Introduction to Music Literature II (VPA, GK) – Approved**
Discussion: This course was presented by Nathan Leaf. Reviewers did not have any questions/concerns.

Courses New to GEP

- **FL 218 : The Harlem Renaissance in Paris : "Paris Noir" (VPA, GK, USDEI) – Approved with Suggestions**

Discussion: This new course was presented by Jeff Reaser. One of the reviewers thought it was a fascinating course and had no questions. Jeff had question for (VPA) Objective#2 - measure doesn't really capture things like structure, form and style. One of the reviewers clarified the concern raised. Another question raised for (USDEI) Objective#2 has the word "US" and measure has the word "French establishment" referring to a global context for USDEI measure. After a quick google search, Jane was able to clarify the course would cover an article specifically looking at a US committee denying the artist the opportunity to study in France. Suggestion to add information about the US committee in the article mentioned to clearly relate USDEI in the second USDEI measure.

*Member forewarned the committee that suggestions such as this, are a point of frustration for faculty. Chair and member discussed how a suggestion like this would not stop an action from moving forward, but clarification so members do not have to search for resources outside of the CIM would be helpful.

*Member asked if it was common to see a course with GK and USDEI. The chair and Li Marcus agreed to it.

Special Topic Shell Offering

- **HUMU 295 : Insights: Transformative Texts in American Life (HUM, USD) – *Approved***
Discussion: This new course was presented by Behler. One of the reviewers had a question on GEP Category as why it was USD and not USDEI. The answer was the USDEI will be effective from Fall 2023.
- **HUMG/VPGE 295 : The Beatles and the British Invasion (HUM, GK, VPA) – *Approved***
Discussion: This new course was presented by Domingue who introduced the instructor Tom Koch.

Discussion: Li Marcus provided information about the [GEP special topics](#). Who should submit the google form in your view for repeat offerings? How to ensure faculty or initiators were involved and informed. One member made the schedule for her department. The chair suggested that the best way to handle this would be to ensure the instructors are 12 month employees, not 9 month employees.

The chair opened a discussion about the GEP measures, what the committee had accepted in the past, and how they wish to set the standard moving forward. In the past the committee would 'describe' how students will be assessed (for example 'essay question' before providing an example.

Measurement Direction in CIM for Courses:

https://docs.google.com/document/d/1rv78HnYrMHuMZXDxMpCz_LoxAIUQYQSac2-s9HdtQHE/edit?usp=sharing

One Member indicated the brief description may not be necessary. Another member indicated the guidelines should be written similarly to the expectations for students. A member discussed how the brief description is helpful, so by setting it as a standard it will be required, another member agreed.

A Member advocated for naming the type of measure as a requirement.

A Member indicated providing a level of concise clarity and that the question should be the best at showing the alignment.

A member asked if the committee was in agreement that there should be a brief description and an example as a requirement, changing the current language from encouraged to required. Some members felt that a specific example is not necessary.

Meeting adjourned at 2:53 PM

Respectfully submitted by Mukund Vora