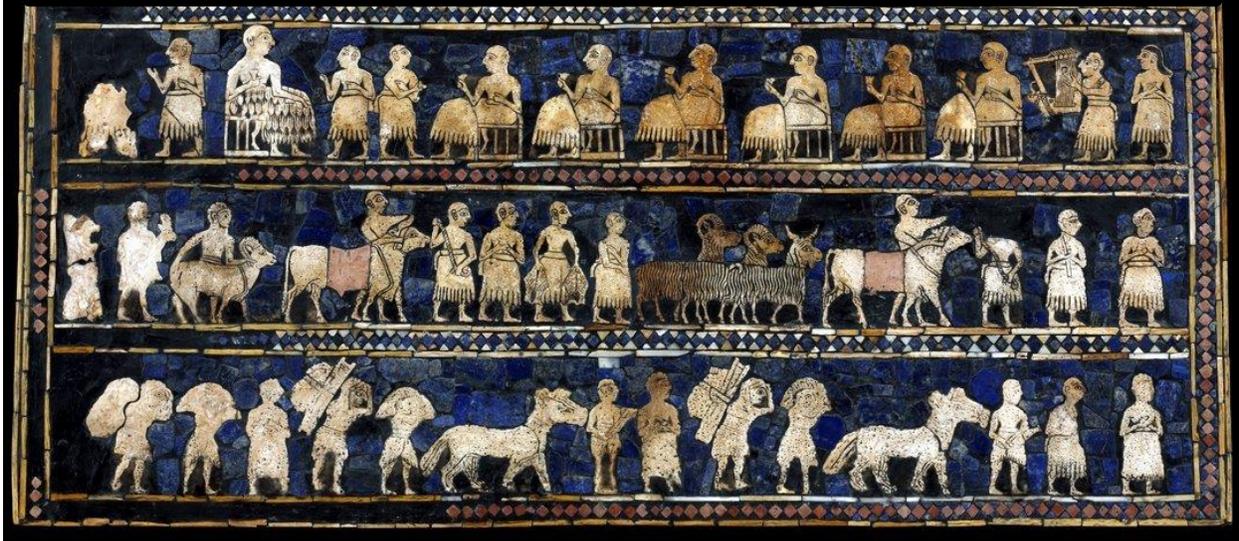


## HI 340: History of Agriculture | Spring 2021 | Online Delivery



The Standard of Ur (modern day Iraq), 2600 BC, Held by the British Museum in London.

### Course Information

**Synchronous online meetings:** Tuesdays and Thursdays, 1:30 – 2:45PM

**Online course website:** <https://wolfware.ncsu.edu/courses/my-wolfware/>

**Instructor:** Nicole Welk-Joerger, PhD, MA  
Postdoctoral Teaching Scholar, History  
277 Withers Hall  
[newelkjo@ncsu.edu](mailto:newelkjo@ncsu.edu) | 717-940-7796

**Zoom Office Hours:** Mondays and Wednesdays, 12PM – 2PM, or by appointment

**In-Person Office Hours:** By appointment only.

**Morning Coffee Hour:** Fridays, 9AM – 10AM

### Course Description

Agriculture is a big topic. When analyzed as a crucial event in the transformation of human society, it has been described as both the “bedrock of civilization” as well as the “greatest mistake” of our species. Both arguments attend to geographic, biological, and cultural differences found across the globe in a time when we are wrestling with vast ecological degradation and a growing human population. But the debate relies on a much larger question: did we transform nature, or did nature transform us? Together, we will explore the different ways anthropologists and historians have asked and answered this question through case studies in agriculture and agricultural practices. Methodologically, we will reflect on how this question has been answered differently depending on the focus of *products*, *people*, or *places* in history. What conclusions might we come to when we see change/continuity over time/space with each foil? How might we reflect on human experience as inside or outside of “nature,” and how might the answer change our engagement with future landscapes?

*This course fulfills the Humanities and Global Knowledge GEP at NC State.*

## Learning Objectives

By the end of this course, you will be able to:

1. **Describe** some of the major economic, sociocultural, political, and ecological forces that shaped agriculture from human origins to the present.
2. **Discuss** the ways different scholars have explored the global agricultural past.
3. **Employ** historical methods to **connect** various continuities and **highlight** fundamental changes in global agriculture, including important changes in science and technology.
4. **Reflect** on how human hierarchies have been made and maintained in various cultures and regions, and **contextualize** how land use, ownership, and production may produce social inequities.
5. **Evaluate** primary sources, **synthesize** secondary sources, and use both to **argue** how sociocultural, economic, political, and ecological circumstances have informed agricultural production and practices.

## Required Text

All texts are available online via the Moodle website and Perusall.

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### Evaluation and Course Policies

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| Method                                | Percentage Points of Grade             |
|---------------------------------------|--|
| Annotation Exercises                  | 15 (1pt/wk)                            |
| Weekly Check-In Quizzes               | 25 (2 pts/12 wks + 1 pt Syllabus Quiz) |
| Class Timeline and Map Contribution   | 5                                      |
| Primary Source Analysis               | 15                                     |
| Recipe Assignment                     | 15                                     |
| Contemporary Source Contextualization | 15                                     |
| Group Final Project "Exhibit"         | 10                                     |

## Participation Expectations

Per [attendance regulations](#) at NC State, "Full participation in classes, laboratory period and examinations is expected of all students." To succeed in this course, you need to attend the synchronous lectures and accompanying small group and large group discussions. Attendance will be taken for every online session via Zoom. You may have three total unexcused absences. You must contact me ([newelkjo@ncsu.edu](mailto:newelkjo@ncsu.edu)) if you miss more than three synchronous sessions within one week returning from your absence about make-up work. Otherwise, a grade penalty of one percentage point-per-absence will be reflected in the final grade after the three unexcused absences. Please remember to consider the [withdrawal process](#) and timeline if you are unable to complete the work required of this course.

## Annotation Exercises

Each week you are required to add a comment, question, or response to the readings and overview lecture each week, which will be made available through [Perusall](#). You will need to create a Perusall account if you do not already have one and add this course with the code: WELK-JOERGER-ZP6TQ

Annotations are due midnight the day before class. These annotations are crucial, as they will serve the basis on the lectures and design of the in-class exercises. I aim to respond to your questions and interests.

### **Weekly Quizzes**

Quizzes are meant to be taken at the end of each week. The quiz will open on Friday morning and be available to take until the next Monday at midnight. Quizzes are made up of four multiple choice, true/false, and/or open-ended questions (.5 point each) and are a review of important points from the readings and lectures of that week. I will drop the lowest quiz grade (a.k.a. “one freebee”).

### **Class Timeline and Map Contribution**

The themes of this class and the articles and chapters we will read overlap events and places in history. This course design aims to demonstrate that ideas and events can be cyclical rather than linear or “progressive.” However, it is helpful to get a sense of what episodes of history happened at the same time. You will be assigned a week to contribute one “event” or primary source from the readings or mentioned in lecture. You will meet (virtually or via online chat) with the other students assigned to your week to ensure no repeats to the class timeline. Each person will create one unique addition to the timeline, either one specific date or a years/decades-long period of time. That week’s group will also contribute a “place on the map” entry, but knowing this may only highlight one place, you will work together to complete that contribution.

### **Building on Research**

The following assignments are a combination of solo and group mini-projects. Your group will be chosen early based on your interest in one of the “centers of origin.” You are not required to consult with your group until the last third of the course, but you may want to check in on your group members to ensure no repetition of artifacts/articles chosen for these projects. More details will emerge through the course.

ALL ASSIGNMENTS COMPLETED WITH CHICAGO STYLE FOOTNOTES.

### **Primary Source Analysis**

Based on your “center of origin” interest, you will investigate digitally accessible museum collections and archives for an early primary source (BEFORE 1700) from your “field site.” Consider what this primary source says about plant or animal domestication, agricultural practices of the area, or interactions with other people during that time. Consider the themes addressed in the “products” unit of course and find TWO secondary sources and ONE other primary source to inform your reading of this artifact. Write an exhibition panel (50 words) speaking to the significance of this artifact, and a 250–500-word blog post expanding on this in more detail. Use Chicago Style Footnotes.

### **Contemporary Source Contextualization**

What is happening in your “center of origin” today? Find a national or international newspaper article describing an agricultural, food, or science/technology/medicine concern in that area. How might we better understand this issue using history? Consider the themes from the “people” unit of the course and find TWO secondary sources and ONE primary source to inform

your analysis. You will write a 250–500-word blog post as well as three timeline entries (20-50 words each) speaking to the “big moments” to consider when contextualizing the current event.

### **Recipe Assignment**

We discuss earlier in the class the significance of cookbooks and food traditions as primary sources in the history of agriculture. This last solo assignment is open-ended, but will need to rely on a recipe that says something about your “center of origin” and reflect on the challenges of thinking about place, taste, and agriculture. You need to find a recipe in a reputable archive or published cookbook. What does the recipe say about your region? The format of this assignment is up to you. Perhaps you will create a painting, diagram, or map highlighting the history of the ingredients, or one main ingredient. You may choose to recreate the recipe and write a poem or creative short story about this. Perhaps you will complete a Tasty-style video recreating the recipe, or a BuzzFeed-style podcast/Zoom video with your group members reacting to the tastes of your recipes. You may choose to work with your group members to complete this assignment but must break up the work accordingly. If completing the project solo, you need the recipe plus TWO secondary sources and ONE primary source. As a group, you need at least THREE secondary sources and TWO primary sources (regardless of size of breakdown).

### **Group Final Project “Exhibit”**

Connect with your group outside of class with your mini projects if you haven’t already. Come together and work with one another to revise and compile each other’s contributions into a group exhibition reflecting on what stories can be told about your “center or origin.” Is this launching point for research and analysis useful for the history of agriculture? What stories did your group members choose to tell, when compared to your thoughts and interests?

Your “exhibit” will be completed as a website page, which the whole class will use to showcase their findings. This is the same website we compiled the course map and timeline, bringing our investigation of this topic in a global context together, as a group. The last week of class will be dedicated to highlighting this website-in-progress with 10-minute group presentations plus feedback. In addition to helping bring everything together with an added “Center of Origin” introductory section, and sections aiding in the visual organization of materials, you will write a solo-reflection about your contributions, the contributions of your group members, and your reaction to this type of assignment for understanding this history.

### **Statement on Diversity of Thought**

This course includes colleagues from various intellectual and personal backgrounds. You are all welcome members of this course, and I expect you to respect others when speaking and listening. Free speech is critical to a productive learning environment, but hateful speech is not tolerated. Be mindful of the [school policy on these matters](#).

Also be aware that as a history course, we will discuss ideas in the context and language of their time. As a result, some of the language you may read and topics we will discuss may be sensitive and/or offensive. This is a part of teaching and learning the past, and I will do my best as the instructor to prepare you to contextualize these topics.

## Grading Scale

This course uses this grading scale:

| Low  | Letter | High  |
|------|--------|-------|
| 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  |

## Late Assignments

All quizzes, “Applied History” exercises, and projects are due on the date highlighted on the syllabus. If you are unable to submit your assignment on a given date, you must be in touch with me ([newelkjo@ncsu.edu](mailto:newelkjo@ncsu.edu)) at least 48 hours in advance. Late assignments that have not been approved by me within this 48-hour period will be subject to a 1-point-per-day grade penalty.

## Detailed Course Map

| Schedule                          | Course Work to Complete   |
|-----------------------------------|---|
| <b>Week 1: Introductions</b>      |   |
| Tuesday, January 19, 2021         | <b>Readings:</b> <ul style="list-style-type: none"> <li>• Syllabus and overview of course website</li> </ul>  |
| Thursday, January 21, 2021        | <b>Readings:</b> <ul style="list-style-type: none"> <li>• “Current perspectives and the future of domestication studies,” <i>PNAS</i> (2014)</li> <li>• Diamond, “Evolution, consequences and future of plant and animal domestication,” <i>Nature</i> (2002)</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday January 20<sup>th</sup></li> <li><input type="checkbox"/> Complete course survey by Wednesday, January 20<sup>th</sup></li> <li><input type="checkbox"/> Week 1 Syllabus Quiz due Monday, January 25<sup>th</sup></li> </ul> |
| <b>UNIT ONE: PRODUCTS</b>         |   |
| <b>Week 2: Cereal Assumptions</b> |   |
| Tuesday, January 26, 2021         | <b>Readings:</b> <ul style="list-style-type: none"> <li>• Scott, “The Domestication of...” from <i>Against the Grain</i> (2017)</li> <li>• Staller, “Symbolic...” from <i>Histories of Maize</i> (2006)</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Monday, January 25</li> </ul>  |
| Thursday, January 28, 2021        | <b>Readings:</b> <ul style="list-style-type: none"> <li>• Boomgaard, “In the Shadow of Rice,” <i>Agricultural History</i> (2003)</li> <li>• Carney, “Rice Origins and Indigenous Knowledge,” from <i>Black Rice</i> (2002)</li> </ul> <b>Assignments:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday, January 27</li> <li><input type="checkbox"/> Week 2 Quiz due Monday, February 1</li> </ul>   |

| <b>Week 3: Living with Other Animals</b> |  |
|--|--|
| Tuesday, February 2, 2021                | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Curry, “The Milk Revolution,” <i>Nature</i> (2013)</li> <li>• Bulliet, “Domestication and Usefulness,” from <i>Hunters, Herders, and Hamburgers</i> (2005)</li> <li>• Price, Grossman, Paulette, “Pigs and Pastoral Bias,” <i>Journal of Anthropological Archaeology</i> (2017)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Monday, February 1</li> </ul> |
| Thursday, February 4, 2021               | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Mikhail, “Unleashing the Beast,”</li> <li>• Fagan, “Carp and Khmer,” from <i>Fishing</i> (2017)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday, February 3</li> <li><input type="checkbox"/> Week 3 Quiz due Monday, February 8</li> </ul>   |
| <b>Week 4: Following Commodities</b>     |  |
| Tuesday, February 9, 2021                | <b>WELLNESS DAY</b>  |
| Thursday, February 11, 2021              | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Freedman, Selections from <i>Out of the East</i> (2008)</li> <li>• Fregulia, “Coffee’s Eastern Origins,” from <i>A Rich and Tantalizing Brew</i> (2019)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday, February 10</li> <li><input type="checkbox"/> Week 4 Quiz due Monday, February 15</li> </ul>   |
| <b>Week 5: New Chemical Landscapes</b>   |  |
| Tuesday, February 16, 2021               | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Cushman, “The Guano Age” (2013)</li> <li>• Worster, “The Good Muck” (2017)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Monday, February 15</li> </ul>   |

|  |  |
|--|--|
| <p>Thursday, February 18, 2021</p>             | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Cullather, "The Foreign Policy of the Calorie," <i>American Historical Review</i> (2007)</li> <li>• Landecker, "A Metabolic History...", <i>Food, Culture, and Society</i> (2019)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday, February 17</li> <li><input type="checkbox"/> Week 5 Quiz due Monday, February 22</li> </ul> |
| <p><b>PRIMARY SOURCE ANALYSIS</b></p>          | <p><b>DUE MONDAY, FEBRUARY 22</b></p>  |
| <p><b>UNIT TWO: PEOPLE</b></p>                 |  |
| <p><b>Week 6: Collisions and Exchanges</b></p> |  |
| <p>Tuesday, February 23, 2021</p>              | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Fisher, "Maize Politics and Maya TEK," <i>Human Ecology</i> (2020)</li> <li>• Anderson, "Chickwallop and the Strange Beast," from <i>Creatures of Empire</i> (2004)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Monday, February 22</li> </ul>  |
| <p>Thursday, February 25, 2021</p>             | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Guha, Selections from <i>Unquiet Woods</i> (1989)</li> <li>• Hutchinson, "Cattle of Money..." <i>American Ethnologist</i> (1992)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday, February 24</li> <li><input type="checkbox"/> Week 6 Quiz due Monday, March 1</li> </ul>  |
| <p><b>Week 7: Labor Relationships</b></p>      |  |
| <p>Tuesday, March 2, 2021</p>                  | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Merchant, "Corn Mothers to Puritan Fathers," from <i>Ecological Revolutions</i> (1989)</li> <li>• Carney and Elias, "Revealing gendered landscapes," <i>Canadian Journal of African Studies</i> (2006)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Monday, March 1</li> </ul>   |

|   |  |
|---|--|
| <p>Thursday, March 4, 2021</p>                      | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Saito, “Enslaved Labor...” from <i>Settler Colonialism, Race, and Law</i> (2020)</li> <li>• Beckert, “Emancipation and Empire,” <i>American Historical Review</i> (2004)</li> <li>• Abbot, “The Reign of Sugar Begins,” from <i>Sugar: A Bittersweet History</i> (2008)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• Annotations due Wednesday, March 3</li> <li>• Week 7 Quiz due Monday, March 8</li> </ul> |
| <p><b>Week 8: Making Agricultural Expertise</b></p> |  |
| <p>Tuesday, March 9, 2021</p>                       | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Minella, “A Pattern of Improvement,” <i>Agricultural History</i> (2016)</li> <li>• Fitzgerald, “Farmers Deskilled,” <i>Technology and Culture</i> (1993)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Monday, March 8</li> </ul>   |
| <p>Thursday, March 11, 2021</p>                     | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Soto Laveaga, “Largo discolare,” <i>History and Technology</i> (2018)</li> <li>• Lorek, “The Puerto Rican Connection...” <i>Agricultural History</i> (2020)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday, March 10</li> <li><input type="checkbox"/> Week 8 Quiz due Monday, March 15</li> </ul>   |
| <p><b>Week 9: Empire and Development</b></p>        |  |
| <p>Tuesday, March 16, 2021</p>                      | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Mitman, “Forgotten Paths of Empire,” <i>Environmental History</i> (2016)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Monday, March 15</li> </ul>  |

|                                       |  |
|---------------------------------------|--|
| Thursday, March 18, 2021              | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Schmalzer, "Introduction," from <i>Red Revolution, Green Revolution</i> (2016)</li> <li>• McVety, "Rinderpest..." (2018)</li> <li>• Forclaz, "From Reconstruction to Development," <i>The International History Review</i> (2019)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday, March 17</li> <li><input type="checkbox"/> Week 9 Quiz due Monday, March 22</li> </ul> |
| <b>CONTEMPORARY ANALYSIS</b>          | <b>DUE MONDAY, MARCH 22</b>  |
| <b>UNIT THREE: PLACES</b>             |  |
| <b>Week 10: Ecological Limits</b>     |  |
| Tuesday, March 23, 2021               | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Zhang, "Changing with the Yellow River," <i>Harvard Journal of Asiatic Studies</i> (2009)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Monday, March 22</li> </ul>   |
| Thursday, March 25, 2021              | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Hurt, "The National Grasslands," <i>Agricultural History</i> (1985)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due <u>Thursday, March 25</u> (by end of day)</li> <li><input type="checkbox"/> Week 10 Quiz due Monday, March 29</li> </ul>  |
| <b>Week 11: The Collapse of Space</b> |  |
| Tuesday, March 30, 2021               | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Cronon, Selections from <i>Nature's Metropolis</i> (1991)</li> <li>• Freidberg, "Freshness from Afar," <i>Food &amp; History</i> (2010)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Annotations due Monday, March 29</li> </ul>  |
| Thursday, April 1, 2021               | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Soluri, "Accounting for Taste," <i>Environmental History</i> (2002)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday, March 31</li> <li><input type="checkbox"/> Week 11 Quiz due Monday, April 5</li> </ul>   |

| <b>Week 12: Place and Taste</b>    |  |
|------------------------------------|--|
| Tuesday, April 6, 2021             | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Montereau, "Border Wines," <i>Gastronomica</i> (2017)</li> <li>• Bak, "McDonald's in Seoul," <i>Golden Arches East</i> (1997)</li> <li>• Weiss, "Pigs in a Local Place," from <i>Real Pigs</i> (2016)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Monday, April 5</li> </ul>                                    |
| Thursday, April 8, 2021            | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Saha, "Milk to Mandalay," <i>Journal of Historical Geography</i> (2016)</li> <li>• Govindrajana, "The Cow Herself Has Changed" in <i>Animal Intimacies</i> (2018)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday, April 7</li> <li><input type="checkbox"/> Week 12 Quiz due Monday, April 12</li> </ul> |
| <b>Week 13: New Data and Terms</b> |  |
| Tuesday, April 13, 2021            | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• FAO Report, <i>Livestock's Long Shadow</i> (2006)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Monday, April 12</li> <li><input type="checkbox"/> Week 13 Quiz due Monday, April 19</li> </ul>   |
| Thursday, April 15, 2021           | <b>WELLNESS DAY</b>  |
| <b>RECIPE ASSIGNMENT</b>           | <b>DUE MONDAY, APRIL 19</b>  |
| <b>Week 14: New Data and Terms</b> |  |
| Tuesday, April 20, 2021            | <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Lewis and Maslin, "Defining the Anthropocene," <i>Nature</i> (2015)</li> <li>• Tsing, "A Threat to Holocene..." (2017)</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Annotations due Wednesday, April 21</li> <li><input type="checkbox"/> Week 12 Quiz due Monday, April 26</li> </ul>   |
| Thursday, April 22, 2021           |  |

|                                |   |
|--------------------------------|---|
|                                | TBD   |
| <b>Week 15: Final Projects</b> |   |
| Tuesday, April 27, 2021        | Group Presentations   |
| Thursday, April 29, 2021       | Group Presentations<br><br><b>Assignments:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Colleague Feedback (in place of Annotations) due Monday, May 3</li> <li><input type="checkbox"/> Week 15 Quiz due Friday, May 7</li> </ul> |
| <b>FINAL GROUP EXHIBITIONS</b> | <b>DUE FRIDAY, MAY 7</b>  |

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## University Policies

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### Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct](#). Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the [Academic Integrity](#) web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).

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. Please also be aware that email correspondence to and from NC State email addresses may be subject to the North Carolina Public Records Law and may be disclosed to third parties.

Students are responsible for reviewing the NC State University Policies, Regulations and Rules (PRR) which pertains to their course rights and responsibilities:

- [Equal Opportunity and Non-Discrimination Policy Statement and additional references](#)
- [Code of Student Conduct](#)
- [Grades and Grade Point Average](#)

### Accessibility Statement

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, 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 \(REG02.20.01\)](#)

### Incident Reporting and Title XI

At NC State, we are committed to ensuring that every member of our community learns and works in an environment free of sex discrimination and sexual harassment. Consistent with Title IX of the Education Amendments of 1972, NC State does not discriminate against students, employees or members of the community on the basis of sex in any of its programs or activities. Sexual harassment (including sexual violence) is a kind of sex discrimination and is prohibited by Title IX and by NC State. Accordingly, if an incident is brought to my attention, this will be reported accordingly with the [Office for Institutional Equity and Diversity](#). Visit their website for more information.

### Trans-Inclusive Statement

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

### **Basic Needs Security**

Any student who faces challenges securing their food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can contact the Division of Academic and Student Affairs to learn more about the [Pack Essentials program](#).

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## **COVID19 Resources**

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### **Health and Participation in Class**

We are most concerned about your health and the health of your classmates.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self-reporting: <https://healthypack.dasa.ncsu.edu/coronavirus/>. Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not go to campus (if applicable for other classes).
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your advisor for the appropriate process to make a COVID-19 request.

### **Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center (<https://counseling.dasa.ncsu.edu/>)
- Health Center (<https://healthypack.dasa.ncsu.edu/>)
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: ([go.ncsu.edu/NCSUcares](http://go.ncsu.edu/NCSUcares)).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program (<https://dasa.ncsu.edu/pack-essentials/>).

### **Community Standards related to COVID-19**

We are all responsible for protecting ourselves and our community. Please see the community expectations and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 <https://policies.ncsu.edu/rule/rul-04-21-01/>

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## **Syllabus Statement**

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The following document is a flexible agreement between the instructor and students in this course. This syllabus is subject to change, given course pacing via online format as well as student feedback during the midterm survey. All dates for assignments reflect the earliest possible due dates and may also be subject to change given student performance. As the instructor, I will communicate any changes as far in advance as possible.