



Council on Undergraduate Education 2020-2021

February 26th, 2021
Meeting hosted via Zoom
 1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Carrie Pickworth
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE 12 February 2021 Minutes

New Business

Consent Agenda		
GEP Category	GEP Action	Notes
GK, HUM	HI 215 Colonial Latin America	Revisions: Title, Instructor, No Changes to GEP
GK, HUM	HI 216 Modern Latin America	Revisions: Title, Instructor, No Changes to GEP
HUM, USD	WGS 492 Theoretical Issues in Women's, Gender, and Sexuality Studies	Revisions: Title, Instructor, No Changes to GEP

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Morant, Orcutt, Ouellet	HUM, USD	HON 290 Arts in Dissent During the Civil Rights Movement	1st Offering, Eff. Fall 2021
Belk	Annett-Hitchcock, McGowan, Gill	IP	HON 296 Religion and Bioethics	1st Offering, Eff. Fall 2021

Discussion:

Notes:

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.



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Council on Undergraduate Education 2020-2021

February 12th, 2021
Zoom Hosted
Call to Order: 1:31 PM

Members Present: Chair Carrie Pickworth, Kimberly Bush, David Gilmartin, Jillian Haeseler, Carolina Gill, Steven Miller, Nancy Moore, Herle McGowan, Alice Lee, Katherine Annett-Hitchcock, Autumn Mist Belk, Peggy Domingue, Chad Jordan, Etienne Ouellet, Kristin Thoney-Barletta (HH Proxy), Shaun Bennett (DO Proxy), Helen Kraus (TP Proxy)

Members Absent: Darby Orcutt, Travis Park, Helmut Hergeth, Qiuyun (Jenny) Xiang, Tamah Morant

Ex-Officio Members Present: Lexi Hergeth, Li Marcus, Erin Dixon, Julia Law, Stephany Dustan

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Carrie Pickworth**
- **Remarks and Updates from OUCCAS/DASA** – Li Marcus shared that the updated syllabus checklist is now available and will be sent out after the meeting. They reminded the committee that CAT training will be taking place next week. Li also reminded the committee that they should have access to the USD folder to add feedback and comments, and to reach out for any support or access needs.
- **Presentation from Office of Assessment and Accreditation** – Dr. Stephany Dunstan shared a presentation regarding the writing and alignment of student learning outcomes and shared an online resource for members to share and use.
- **Approval of the Minutes from January 29th, 2021** – Member Steven Miller moved to approve
Discussion: Approved

NEW BUSINESS

Special Topics/HON Course Offerings

- **IPUS 295 Abolitionist Futures** – *Approved*
Discussion: Motion to approve by Autumn Belk. Members discussed that this was the second offering of the special topics GEP course and that the course still looks to have good (some members even suggested better) alignment for IP and USD.

DISCUSSION: USD Updates

Helen Kraus presented an initial summary from College of Agriculture and Life Sciences – While working through the questions from CUE, they sought to think about both CALS student needs as well as the place of USD on the GEP at large. They discussed that students being able to apply the concepts of diversity, equity, and inclusion is important, especially given that the careers that students enter after graduation are, by nature, diverse both in terms of disciplinary perspectives and in personnel. Science has many perspectives and facets, and being able to share ideas furthers collaborative aims. CALS focuses on many areas of diversity, most especially in areas of food insecurity/availability and working with limited resources. They discussed that not everyone comes to university with the same level or facet of awareness, and that can represent a big step in student learning. Knowledge seems to be a good benchmark to serve the widest array of students and provides them with a foundation to continue learning in their university experience and their career.

With regards to the status of USD as a co-requisite, the college discussed that it is difficult to separate US Diversity from Global Knowledge, as both are important and there is significant overlap between the two. Similarly, the objectives work for USD but are also applicable to Global Knowledge. Upon reviewing some of the coursework available in USD, the college didn't feel like they necessarily address the topic of US Diversity because they tend to be siloed – only looking at a particular facet of diversity. They would like to see courses that meet all of the objectives to present a rounder picture of diversity as a topic.

They also added that advisors often find the “co-requisite” nature of USD and GK confusing and that credit hours would be more powerful. They also suggested that internships may be a way to consider applications of DEI.

Li Marcus clarified that from a functional perspective, the GEP courses do need to be graded, but if there is enough preparation and assessment for an internship course to have a grade that such a course could look at being added to the GEP list.

Kim Bush presented an initial summary from College of Natural Resources – The college discussed both academic theory and also the importance of application through volunteer work and programming. There should be a way to assess that students can

apply the theories that they learn through something more than a multiple choice assessment. It's important for students to be able to recognize their privilege shows up in their work and how this can and does apply to their work in the future. Inviting industry professionals who specialize in both disciplinary and diversity work could help with this. Many courses are taught at the basic awareness level, and we should move past this. This may require clarifying and specifying who can teach these courses – that they have training and expertise.

Herle McGowan presented an initial summary from College of Sciences – These discussions folded into discussions already occurring within college leadership about how to apply both theory and practice of DEI concepts. Many instructors in Sciences do already address these issues through examples, case studies, and readings. The college is interested in discussing an overall overhaul of how the GEP functions – looking towards a more competency-based model. They pointed out that there are faculty for whom DEI is their specialty, and they may be able to create a common course experience that colleges could then build from based on their students' needs. This was also reflected in a part of the CNR discussion. Member Alice Lee added that there was the concern raised that if DEI topics are taught without experience/expertise, that they may do more harm than good.

Kristin Thoney-Barlette presented an initial summary from Wilson College of Textiles – While more input is needed from people within the college, the current feeling is that the number of credits isn't the most important thing; rather, that all of the objectives are met. Keeping USD as a co-requisite provides flexibility within the program, and should the USD be changed to credit-bearing, that it should come out of the GEP structure rather than removing major course content, and that if the USD requisite is changed that the GK should be changed as well. Li Marcus confirmed that the charge as given supports working within the current GEP credit structure.

Carolina Gill presented an initial summary from College of Design – Discussions are just beginning, but the college discussed that they don't have a lot of courses that have the USD category, and whether and how their students are engaging with these topics in both theory and application. There is a lot of extension engagement on this topic happening in the college.

Members asked questions about the accessibility and availability of USD requirements. A summary of answers is below:

- A course may seek to be added to the USD list – this makes it a GEP course
- 25% of a GEP course should be “open” – widely accessible. In the past, CUE has allowed for some specificity to this categorization and it is one of the items reviewed.
- A major may point to or require a specific course from a GEP list in order to fulfill outcomes of the major.

Members then discussed the possibility of a GEP overhaul and what that may look like, as it has been over a decade since the last GEP was reviewed. Li Marcus relayed that such a recommendation could also come from CUE, but would take longer, and the interim could mean missing the opportunity to help classes of students that move through their programs. Members discussed that part of the issue is that faculty and students don't always see the GEP objectives and/or understand what they mean and what they are supposed to teach and learn, which leads to variability in levels of understanding about all of the GEP objectives. This leads to the GEP just looking like a menu of courses to pick from, rather than clear connections in discipline and application. Members also brought up that the status of USD as a co-requisite could exacerbate this problem because it means that the course isn't necessarily actually focusing on the DEI topics.

Members discussed that it is important to take bold action, both in the short and the long term. Li confirmed that the current status of the discussion is with colleges to have the opportunity for them to provide specific suggestions and feedback, after which CUE will be able to review that feedback, find commonalities, fill in gaps, and synthesize specific plans and recommendations to move forward.

Members briefly discussed diversity.edu as a general experience but that it also has its drawbacks. Compared to some other DEI training programs, it has a light touch and doesn't go into detail a lot.

Members agreed to take the last few minutes of meeting as reflection time on the conversation and adjourned.

Meeting adjourned at 2:47 PM

Respectfully submitted by Li Marcus

HON GEP Humanities and U.S. Diversity Special Topic Shell Offering

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

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

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

4. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.
5. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structure inequalities in the U.S.;
6. 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.;
7. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

HON 290

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	<input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Arts in Dissent During the Civil Rights Movement	Review for 2nd Offering	
Term to be Offered	Fall 2021		
Instructor Name/Title	Dr. Kristen M. Turner		

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.

Analyze culture products from the Civil Rights Movement in order to engage with the human experience.

Measure(s) for above Outcome:

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

The Poetry Analysis written assignment asks students to read "L.A.—the order of things," a poem by Charles Cobb and write a "thick description" of the poem which is a type of analysis that requires students to integrate historical, social, and biographical information with the analysis of the poetry itself. Charles Cobb was an activist and the poem explains why racial discrimination suffered by Black Americans in large urban areas led to violence in the mid-1960s. The assignment will be worth 20% of the grade.

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.
 Model how interpreting cultural production is a key method of knowledge production in the Humanities.

Measure(s) for above Outcome:

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

The Arts and Memory essay assigns one of three iconic images from the Civil Rights Period and asks them to interpret the image within the context of their own understanding of the Civil Rights Movement. This assignment requires them to interpret the image within an historical context as well as to understand that historical memory is a type of popular interpretation of history that is usually different from the actual event. The essay will be worth 15% of the grade.

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.

Apply critical and creative thinking skills and behaviors to make arguments about the human experience.

Measure(s) for above Outcome:

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

The Final Project requires students to pick one cultural product from the Civil Rights Era and contextualize and analyze it. In order to complete this assignment, the student will have to research the historical context of the art work and pick the analytical framework that works best for their choice in order to make an argument about the meaning of the artwork in the context of the lived experience of African Americans during the Civil Rights Movement. The Final Project will be worth 30% of the grade

U.S. Diversity

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 4, 5, 6, or 7:
 Analyze how age, racial, and gender identities are shaped by cultural and societal influences during the mid-twentieth century.

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.

All of the art works we will study were created by Black Americans and are specifically tied to the exploration of the experience of living within racist and sexist systems. Nikki Giovanni's poem, "Nikki-Rosa," for example, is about how Black people view their lives differently than white people. Students will be asked, in a quiz, to analyze what cultural and social influences account for Giovanni's viewpoint. In aggregate quizzes are worth 10% of the grade.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP U.S. Diversity Objective 4, 5, 6, or 7:
 Interpret and evaluate social actions by religious, gender, and racial age groups affecting equality and social justice in the United States.

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.

One of the first analytical frameworks we will study is Larry Isaac's argument that "social movements are, at root, culture production agents." Students will be primed to think of all the art works they encounter within the idea that cultural production can be a form of social action. Students will be asked, in a quiz, to apply Isaac's ideas to the street theater of the Free Southern Theater, a project of the Student Non-Violent Co-ordinating Committee, one of the most important grassroots organizations of the Civil Rights Movement. On aggregate quizzes are worth 10% of the grade.

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 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): MW, 1:30 to 2:45
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: Honors Village, Seminar Room
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295) n/a

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

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

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

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

None

SECTION 3: ADDITIONAL INFORMATION

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

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

A Raisin in the Sun by Lorraine Hansberry

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

Background on Civil Rights Movement and Black history, 1940s to 1970s

Black Life

Racial Violence

Activists & Activism

Black Arts Movement

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

None

SIGNATURE PAGE FOR HON290
Arts in Dissent During the Civil Rights Movement

RECOMMENDED BY:

Anne C. Auten

2/10/21

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:



02.10.2021

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



2.12.21

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HON 290-001: Arts in Dissent During the Civil Rights Movement
Fall 2021
3 credit hours

Instructor: Kristen M. Turner

Meetings Days/Times: M/W 1:30-2:45 PM

Location: Quad Commons

Course Description

It is an iconic image: white and Black people holding hands, the photographer catching them with mouths open wide, singing together while marching down a street demanding their rights as citizens of the United States. Protest anthems like "We Shall Overcome" or "Eyes on the Prize" are the sonic reminders of the Civil Rights Movement, and even today's activists look to that rich tradition when they take to the streets. But, artists from every discipline participated in the Movement, contributing their visions to the struggle for Freedom and interpreting what civil rights meant through their work. In this class we will examine the visual arts, literature, and music made by Black artists which documented, interpreted, and contributed to the Civil Rights Movement. These artists and their artworks formed a culture of dissent that motivated activists and informed their actions during the Civil Rights movements from the mid-1950s until the mid-1970s. From Jacob Lawrence's paintings to Nina Simone's jazz, from Lorraine Hansberry's plays to Ossie Davis's films, from protest anthems to gospel, from activists' memoirs to Amiri Baraka's poetry, this class explores the artwork of dissent made by African Americans in mid-twentieth century United States.

Pre-Requisites and Restrictive Statements

No pre-requisites. Restricted to University Honors and Scholars Program students. Open to other students by permission of the UHSP.

Course Materials

A Raisin in the Sun by Lorraine Hansberry (Vintage edition), \$5.99

Digital Course Components

The main class resource will be the Moodle site. You will find the following resources on Moodle:

1. All homework assignments – reading, listening, and viewing resources except for *A Raisin in the Sun*
2. Quizzes on required reading and listening assignments. They are generally up for 7 days and close at 1:00 p.m. the afternoon the quiz is due
3. Links to submit discussion starters. Links are generally up for 7 days and close at 1:00 p.m. the afternoon the discussion starter is due
4. Links through which to turn in written assignments
5. Instructions for assignments and class documents

Since this is a discussion-based class, students who do not do the homework will be at a severe disadvantage because you will not have the background to be able to contribute to the discussion. Some of the Moodle links are to Youtube videos. Since Youtube videos can be removed without notice at any time, please let me know if one of the videos has been taken down.

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.

Grade Determination

Discussion Starters

After many reading assignments, you'll be asked to think of a discussion starter which you will turn in via the quiz function on Moodle by 1:00 p.m. the day it is due. I will use these starters to help guide class discussion by focusing on what you are interested in discussing, what you found puzzling, or that you disagree with. They are also designed to help you think critically about what you are reading by encouraging you to question the text and to think beyond the text. Discussion starters are typically in the form of a question. You might ask a question about a particular passage that was confusing, ask a question about a broader issue that you thought about while reading the assignment, or connect an idea in the required reading with something we have already discussed. You'll be graded for contributing, however, if it is clear that you have not done the reading, then I will not give you credit for the assignment.

Quizzes

After some readings, you will complete a quiz question instead of a discussion starter. You should answer the questions in 1 or 2 paragraphs. All quizzes are due by 1:00 p.m. the day they are due. These will be graded for participation, but I will take off points if it is obvious you have put no thought into the answers or have not done the reading.

Arts and Memory

Students will be assigned one of three iconic images from the Civil Rights Period and will be asked to explain the historical context of the image and assess how the image helped to shape the current popular understanding of the Civil Rights Movement.

Poetic Analysis

Read "L.A.—the order of things" by Charles Cobb and write a "thick description" of the poem. Identify Charles Cobb, his role in the Civil Rights Movement, the historical context of the poem, and analyze the work.

Final Project

A contextualization and analysis of one piece of art (poem, song, photograph, picture, monument, political cartoon, play, novel, memoir, etc.) of the student's choice. The student must choose a piece of art we have not discussed.

Self-Reflection

A series of questions relating to your final project and your experiences this semester.

Listening Assignments: Listening to music is PART OF YOUR HOMEWORK whether or not there is a written component to go along with the listening. Every piece you will be asked to listen to will be posted on Moodle.

Class participation

All students start with a 100 in class participation. There are two ways to lose points on participation. The first is consistently displaying behavior that indicates you are not participating in and engaging with the class material. The second is through excessive absences. All students are allowed two unexcused absences, but the participation grade will be lowered by 10 points for each unexcused absence over two.

Rubric for Class Participation

Grade	Criteria
0-59	<ul style="list-style-type: none">● Present but participation is intentionally disruptive and impedes others' participation or sense of the classroom as a safe environment
60-69	<ul style="list-style-type: none">● Present but not disruptive● Attempts class exercise but lacks both commitment and awareness● Discourages others from participating through body language, or negative feedback beyond the parameters of cordial discussion
70-79	<ul style="list-style-type: none">● Demonstrates basic preparation for class (bringing appropriate material for class, prepared written assignments) and attempts class exercise but lacks commitment or awareness● Will answer when called upon● Body language is neutral but does not indicate engagement with class discussion or exercise● Disengaged from class discussion
80-89	<ul style="list-style-type: none">● Demonstrates knowledge of reading, assigned activities, and engages in class exercise with commitment and awareness● Engages in discussion either by volunteering information or when called upon● Responds constructively to diverse or different opinions, openly offers or considers ideas that may run counter to your own
90-100	<ul style="list-style-type: none">● Demonstrates exceptional consideration of and engagement with all course materials and class exercise● Offers specific description and analysis of the materials and class exercise by volunteering during discussion or when called upon● Body language is actively engaged● Consistently and thoroughly engaged in discussion through comments, active questions, thoughtful and supported answers, engages with diverse or different opinions

Extra Credit

There will be a few opportunities for extra credit in this class. See the Moodle site for details

Submitting Assignments

Written assignments should be submitted through the link on the Moodle site or on paper the day they are due. If something is wrong with Moodle, you may always email me an assignment. I always respond with a "thanks" when I receive an emailed assignment, therefore if you don't get a response from me within 24 hours, please resend your file.

Makeup Work

Students are expected to make up any work they missed due to an excused or unexcused absence. If at all possible, students should complete and send all assignments to me the day they are due even if they are not in class. Assignments that are directly related to the reading or class discussion are due by 1:00 p.m. *If it is an undue burden due to sickness to turn in an assignment on time, contact me as soon as possible, preferably before an assignment is due.*

The course ends at 5:00 p.m. on the exam date. No work of any type will be accepted after that date and time.

Grading Scale

Assignments will be weighted as explained below:

30%	Final Project
20%	Poetry Analysis
15%	Art and Memory
10%	Quizzes
10%	Class Participation/attendance
10%	Self Reflection Questions
5%	Discussion Starters

100%	

This Course uses Standard NCSU Letter Grading:

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

Learning Outcomes

Students who complete this course will be able to:

1. Analyze culture products from the Civil Rights Movement in order to engage with the human experience.
2. Model how interpreting cultural production is a key method of knowledge production in the Humanities.
3. Apply critical and creative thinking skills and behaviors to make arguments about the human experience.
4. Analyze how age, racial, and gender identities are shaped by cultural and societal influences during the mid-twentieth century.
5. Interpret and evaluate social actions by religious, gender, and racial age groups affecting equality and social justice in the United States.

GEP Information

This course fulfills the GEP Humanities and U.S. Diversity categories

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

1. Engage the human experience through the interpretation of human culture and
 - Course Outcome: Analyze culture products from the Civil Rights Movement in order to engage with the human experience.
 - Means of Assessment: The Poetry Analysis written assignment asks students to Read “L.A.—the order of things,” a poem by Charles Cobb and write a “thick description” of the poem which is a type of analysis that requires students to integrate historical, social, and biographical information with the analysis of the poetry itself. Charles Cobb was an activist and the poem explains why racial discrimination suffered by Black Americans in large urban areas led to violence in the mid-1960s.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities
 - Course Outcome: Model how interpreting cultural production is a key method of knowledge production in the Humanities.

- Means of Assessment: The Arts and Memory essay assigns one of three iconic images from the Civil Rights Period and asks them to interpret the image within the context of their own understanding of the Civil Rights Movement. This assignment requires them to interpret the image within an historical context as well as to understand that historical memory is a type of popular interpretation of history that is usually different from the actual event.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.
 - Course Outcome: Apply critical and creative thinking skills and behaviors to make arguments about the human experience.
 - Means of Assessment: The Final Project requires students to pick one cultural product from the Civil Rights Era and contextualize and analyze it. In order to complete this assignment, the student will have to research the historical context of the art work and pick the analytical framework that works best for their choice in order to make an argument about the meaning of the artwork in the context of the lived experience of African Americans during the Civil Rights Movement.

The *GEP U.S. Diversity objectives* will provide instruction and guidance that help students to achieve 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.
 - Course Outcome: Analyze how age, racial, and gender identities are shaped by cultural and societal influences during the mid-twentieth century.
 - Means of Assessment: All of the art works we will study were created by Black Americans and are specifically tied to the exploration of the experience of living within racist and sexist systems. Nikki Giovanni's poem, "Nikki-Rosa," for example, is about how Black people view their lives differently than white people. Students will be asked to analyze what cultural and social influences account for Giovanni's viewpoint.
2. 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.
 - Course Outcome: Interpret and evaluate social actions by religious, gender, and racial age groups affecting equality and social justice in the United States.
 - Means of Assessment: One of the first analytical frameworks we will study is Larry Isaac's argument that "social movements are, at root, culture production agents." Students will be primed to think of all the art works they encounter within the idea that cultural production can be a form of social action. Students will be asked to apply Isaac's ideas to the street theater of the Free Southern Theater, a project of the Student Non-Violent Co-ordinating Committee, one of the most important grassroots organizations of the Civil Rights Movement.

Academic Policies

Late Assignments

You may turn in the Art and Memory, and Poetry Analysis up to 5 days late with a grade deduction of 5 points for each day the assignment is late. The discussion starters and quizzes are keyed to the discussion topic of the day and may **NOT** be turned in late. Relevant Moodle links will remain open until the late period is over. Students who feel that an extenuating circumstance has prevented them from completing any assignment on time may consult with me about an extension, but I reserve the right to decline the request. Students who contact me before an assignment is due will have a more sympathetic reception. **Unless you contact me first, you may NOT turn in the final project or self-reflections questions late. They are the final assignments, and the course closes when they are due.**

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>.

If you want to consider taking an incomplete in this course, please see me and we will talk about what the best way is for you to complete the requirements of this class.

Academic Integrity Statement

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

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

Attendance Policy

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

This is a seminar course. For this class to be a success, students must attend each class meeting prepared to engage with the course material and their classmates in productive and respectful discussion. Thus, regular class attendance is a key component to the success of this course. *All students are allowed two unexcused absences. The participation grade will be lowered by 10 points for each unexcused absence over two.*

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) *must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence*. Emergency absences (e.g., student illness, injury or death of immediate family member, *must be documented by the Student Organization Resource Center 515-3323*) within one week following the emergency. Please consult the following website for further information on University attendance regulations:

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

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 Services Office at Suite 2221, Student Health Center, Campus Box 7509, [919-515-7653](tel:919-515-7653). For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

It is my goal to make my classroom and assignments as accessible to all students as possible. Whether or not you have a documented disability, do not hesitate to contact me if you are having problems in the class that could be alleviated with some changes on my part, and we can talk about your concerns.

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: <https://oirp.ncsu.edu/surveys/classeval/about-classeval/>

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, 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) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

Non-Discrimination Policy

NC State provides equal opportunity and affirmative action efforts, and prohibits all forms of unlawful discrimination, harassment, and retaliation ("Prohibited Conduct") that are based upon a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, "Protected Status"). Additional information as to each Protected Status is included in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure). 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 <https://oied.ncsu.edu/divweb/>. 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.

Student Resources

Helpful streaming services: [Naxos music library](#) and [Naxos video library](#) can be accessed through the Database Locator on the NCSU library website. These are good resources to find examples of music from film scores, classical or jazz genres as well as videos of operas, musical performances, ballets, documentaries, etc.

University Tutorial Center: <https://bit.ly/2LbOZLE>

Writing and Speaking Tutorial Services: <https://tutorial.dasa.ncsu.edu/wsts-overview-programs/wsts/>

University Career Development Center: <http://bit.ly/Ublsgg>

Adverse Weather: Read the class cancellations policy here: <http://bit.ly/UblzZf> Check email, news, the NCSU home page, or call 919-513-8888 for the latest information.

Class Schedule

Introduction, Weeks 1, 2, 3

- Background on Civil Rights Movement and Black history, 1940s to 1970s
- Role of arts in our memory of the period
- Main readings:
 - James T. Patterson, “The Civil Rights Movement: Major Events and Legacies,” *Gilder Lehrman Institute of American History*
 - Larry Isaac, “Movement of Movements: Culture Moves in the Long Civil Rights Struggle,” *Social Forces* 87, no. 1 (September 2008): 33–63.
 - Leigh Raiford, “Restaging Revolution: Black Power, Vibe Magazine, and Photographic Memory,” in *The Civil Rights Movement in American Memory*, eds. Renee Romano and Leigh Raiford (Athens: University of Georgia Press, 2006).
 - bell hooks, *Black Looks: Race and Representation* (repr., New York: Routledge, 2015), chapter 7

Arts and Memory due at the end of week 3

Students will be assigned one of three iconic images from the Civil Rights Period and will be asked to explain the historical context of the image and assess how the image helped to shape the current popular understanding of the Civil Rights Movement.

Black Life, Weeks 4, 5

Art Works

- “3 Dream Portraits” by Margaret Bonds (text by Langston Hughes)
 - *The Migration Series* by Jacob Lawrence
 - *A Raisin in the Sun* by Lorraine Hansberry
 - Excerpt from *Coming of Age in Mississippi* by Anne Moody
- Main Readings:
- Erin D. Chapman, “Staging Gendered Radicalism at the Height of the U.S. Cold War; *A Raisin in the Sun* and Lorraine Hansberry’s Vision of Freedom,” *Gender & History* 29, no. 2 (August 2017): 446–67.
 - [Jacob Lawrence: The Migration Series](#), *The Phillips Collection*

Racial Violence, Weeks 6, 7

Art Works

- “For Mack C. Parker” by Pauli Murray (*Dark Testament and Other Poems*, p. 39)
 - “Strange Fruit” – cover by Nina Simone
 - “Mississippi Goddam” by Nina Simone
 - “Alabama” by John Coltrane
 - Excerpts from *From the Mississippi Delta* by Ida Mae Holland
 - Photograph of Emmett Till from *Jet*
- Main Readings
- Allison Berg, “Trauma & Testimony in Black Women’s Civil Rights Memoirs: *The Montgomery Bus Boycott and the Women Who Started it*, *Warriors Don’t Cry* and *From the Mississippi Delta*,” *Journal of Women’s History* 21, no. 3 (2009): 84–107.
 - Ruth Feldstein, “‘I Don’t Trust You Anymore’: Nina Simone, Culture, and Black Activism in the 1960s,” *Journal of American History* 91, no. 4 (March 2005): 1349–79.
 - Noah Adams, “[Emmett Till and the Impact of Images](#),” NPR Morning Edition

Poetic Analysis due at the end of week 7

Read “L.A.—the order of things” by Charles Cobb and write a “thick description” of the poem. Identify Charles Cobb, his role in the Civil Rights Movement, the historical context of the poem, and analyze the work.

Activists & Activism, Weeks 8, 9, 10

Art Works

- “Walking” by Charles Henry Alston (Montgomery Bus Boycott)
- Freedom Songs (various)
 - “We Shall Overcome”
 - “Which Side Are you On?”
 - “Oh Pritchett, Oh Kelly”
 - “Wade in the Water”
- Mavis Staples, “Freedom Highway”
- Free Southern Theater
 - “Gone are the Days” based upon Ossie Davis’s play, *Purlie Victorious*
 - The Junebug Plays
- Photography
 - Fred Blackwell, Students at Sit-In in Jacksonville, Mississippi
 - Photographs from Birmingham Campaign, 1963
 - Photographs from Bloody Sunday, Selma

Main Readings

- Kenneth T. Andrews and Michael Biggs, “The Dynamics of Protest Diffusion: Movement Organizations, Social Networks, and News Media in the 1960 Sit-Ins,” *American Sociological Review* 71, no. 5 (October 2006): 752–77.
- T.V. Reed, *Art of Protest: Culture and Activism from the Civil Rights Movement to the Streets of Seattle* (Minneapolis: University of Minnesota Press, 2005), chapter 1
- “The Free Southern Theater: Historical Overview” and Annemarie Bean, “The Free Southern Theater: Mythology and the Moving Between Movements,” in *Restaging the Sixties: Radical Theaters and their Legacies*, ed. James m. Harding and Cindy Rosenthal (Ann Arbor: University of Michigan Press, 2006): 263–85.

Black Arts Movement, Weeks 11, 12, 13

Art Works

- Amira Baraka, “Black Art”
- Nikki Giovanni, “Nikki-Rosa,” and “Poem for Aretha”
- Mari Evans, “I am a Black Woman”
- Aretha Franklin, “A Change Is Gonna Come”
- James Brown, “Say it loud, I’m black and I’m proud”
- *The Wall of Respect*

Main Readings

- Lisa Gail Collins, et. al *New Thoughts on the Black Arts Movement* (New Brunswick, NJ: Rutgers University Press, 2006), Introduction and “Black Light on the Wall of Respect: the Chicago Black Arts Movement”
- Emily J. Lordi, *Black Resonance: Iconic Women Singers and African American Literature* (New Brunswick, NJ: Rutgers University Press, 2013), chapter 5

Student presentations of Final Projects during Weeks 14, 15

Final project

An analysis one piece of art (poem, song, photograph, picture, monument, political cartoon, play, novel, memoir, etc.) of the student's choice. The student must choose a piece of art we have not discussed.

- All projects must include a project proposal and plan of action which will be discussed with instructor sometime during weeks 8 and 9
- The final project can be an un-essay with the presentation being an explanation of, presentation of, or experience of, the un-essay
 - Un-essays must include a project statement explaining the un-essay
- The final project can be a typical analytical paper (5 to 8 pages, 1-inch margins, 12-point font) with a class presentation consisting of the results of the analysis delivered in any manner the student prefers
- All projects must include a bibliography of secondary and primary sources consulted
- With prior permission, projects may be done with a partner

HON Interdisciplinary Perspectives Special Topic Shell Offering

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

HON 296

Department(s)/Program	University Honors Program	New GEP Special Topics Offering	<input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Religion and Bioethics	Review for 2nd Offering	
Term to be Offered	Fall 2021		
Instructor Name/Title	Dr. Karey Harwood, Associate Professor of Religious Studies and WGS		

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? The primary disciplines being considered in this course are Religious Studies (specifically Religious Ethics) and Philosophy.
- 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"? Religious Ethics and Philosophy are closely related fields. Readings will be presented to students to highlight distinct differences in methodologies as well as how scholars often integrate them, e.g., the insights of a particular religious tradition with logical argumentation/ specification of principles.

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.*

By the completion of this course, students will be able to distinguish how Religious Studies and Philosophy approach issues in biomedical ethics.

Measure(s) for above Outcome:

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

In-class discussion questions, quizzes, essay. Essay assignment: Frame an evaluation of a bio-ethical issue using at least one source from Religious Studies and one source from Philosophy. What do these sources (differently and similarly) contribute to the identification of the core problem and possible solutions?

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.*

By the completion of this course, students will be able to draw connections between the methods employed by Religious Studies and Philosophy.

Measure(s) for above Outcome:

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

In-class discussion questions, essay, final exam. Sample discussion question: How does Ronald Green connect religious and philosophical arguments about genetic modification in "Playing God" (chapter from *Babies by Design: The Ethics of Genetic Choice*)? How do religious and philosophical arguments play a role in both pessimistic and optimistic appraisals of genetic modification, according to Green?

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.*

By the completion of this course, students will be able to synthesize insights from both Religious Studies and Philosophy in the analysis of issues in biomedical ethics.

Measure(s) for above Outcome:

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

In-class discussion questions, essay, final exam. Sample exam question: In the arena of public policy-making, diverse worldviews frequently influence (or try to influence) the public debate and the framing of policy. Using at least two of the readings from the Religion and Public Life section (topic 6) discuss how religious resources can be productively integrated with philosophical resources to enrich public debate and inform responsible policy. Provide at least one concrete example, e.g., a public policy for posthumous reproduction, for your discussion. What limits would you draw around the kinds of arguments that can be made/reasons that can be given in the public square and why?

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): T/Th 11:45am-1:00pm
 - Seat count: 20
 - Room assigned or room preference including needed classroom technology/seat type: TBD, prefer smart room with computer, projection screen, document camera; prefer moveable seats
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295) n/a

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

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

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

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

SECTION 3: ADDITIONAL INFORMATION

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

Françoise Baylis, *Altered Inheritance: CRISPR and the Ethics of Human Genome Editing*, \$25

Eula Biss, *On Immunity: An Inoculation*, \$16

Atul Gawande, *Being Mortal: Medicine and What Matters in the End*, \$10

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

Evolution of bioethics, relationship between religion and philosophy (2 weeks)

Role of religion in promoting and condemning eugenics (2 weeks)

“Conscientious objection” to medical care (2 weeks)

Emerging genetic and reproductive technologies, CRISPR (3 weeks)

End of life and after death, posthumous reproduction (3 weeks)

Religion in public life (2 weeks)

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


SIGNATURE PAGE FOR HON 296
Religion and Bioethics


RECOMMENDED BY:

Anne C. Auten 2/10/21
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:

 02.10.2021
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

 2.12.21
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

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

APPROVED EFFECTIVE DATE _____

HON 296-002: Religion and Bioethics
Fall 2021
3 credit hours

Instructor: Karey Harwood, Ph.D., Associate Professor
Department of Philosophy & Religious Studies and Interdisciplinary Studies

Email: karey_harwood@ncsu.edu

Class meeting time: T/Th 11:45am-1:00pm

Class meeting location: TBD

Professor's office hours: TBD and by appointment

Office location: Withers Hall, 449

Office phone: 919-515-6383

Course Description: This course will examine the relationship of religion and ethics and the related question of the role of religion in public life. The organizing focus for this broader discussion will be bioethics, including historical and current cases in bioethics and the evolution of the field of bioethics. Although specific religious traditions and perspectives will be considered, the course will be organized by topic, not by religion. For example, we will consider the evolution of bioethics in the United States as a field originally dominated by Christian theologians to a field dominated by secular philosophy and discuss where religious voices find relevance in current debates. We will look at the historic case of the American Eugenics movement and the influence of religion in both supporting and opposing eugenic sterilization. More recently, we will consider the use of religion in “conscientious objection” to the provision of medical care, including contraception and abortion. The remainder of the semester will be devoted to discussing the following issues: emerging genetic technologies (e.g., CRISPR gene editing), reproductive technologies, and issues at the end of life and after death (e.g., posthumous reproduction). Various religious perspectives on these issues (including but not limited to the U.S. context) will be examined as a way of opening up a wider conversation about how moral values influence public debate and public policy.

Course prerequisites: none

Course co-requisites: none

Enrollment restrictions: Restricted to University Honors and Scholars Program students. Open to other students by permission of the UHSP.

Student Learning Outcomes

By the completion of this course, students will be able to:

- 1) Describe the history and evolution of the field of bioethics.

- 2) Identify the ethical issues raised in the ordinary practice of medicine as well as by the use of new and emerging biotechnologies.
- 3) Distinguish how the disciplines of Religious Studies and Philosophy approach issues in biomedical ethics.
- 4) Draw connections between the methods employed by Religious Studies and Philosophy.
- 5) Synthesize insights from both Religious Studies and Philosophy in the analysis of issues in biomedical ethics.

Interdisciplinary Perspectives GEP

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

Student Learning Outcome: By the completion of this course, students will be able to distinguish how Religious Studies and Philosophy approach issues in biomedical ethics.

Outcome Measure: In-class discussion questions, quizzes, essay. Essay assignment: Frame an evaluation of a bio-ethical issue using at least one source from Religious Studies and one source from Philosophy. What do these sources (differently and similarly) contribute to the identification of the core problem and possible solutions?

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

Student Learning Outcome: By the completion of this course, students will be able to draw connections between the methods employed by Religious Studies and Philosophy.

Outcome Measure: In-class discussion questions, essay, final exam. Sample discussion question: How does Ronald Green connect religious and philosophical arguments about genetic modification in "Playing God" (chapter from *Babies by Design: The Ethics of Genetic Choice*)? How do religious and philosophical arguments play a role in both pessimistic and optimistic appraisals of genetic modification, according to Green?

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

Student Learning Outcome: By the completion of this course, students will be able to synthesize insights from both Religious Studies and Philosophy in the analysis of issues in biomedical ethics.

Outcome Measure: In-class discussion questions, essay, final exam. Sample exam question: In the arena of public policy-making, diverse worldviews frequently influence (or try to influence) the public debate and the framing of policy. Using at least two of the readings from the Religion and Public Life section (topic 6) discuss how religious resources can be productively integrated with philosophical resources to enrich public debate and inform responsible policy. Provide at least one concrete example, e.g., a public policy for posthumous reproduction, for your discussion. What limits would you draw around the kinds of arguments that can be made/reasons that can be given in the public square and why?

Texts and required readings:

Françoise Baylis, *Altered Inheritance: CRISPR and the Ethics of Human Genome Editing*, \$25

Eula Biss, *On Immunity: An Inoculation*, \$16

Atul Gawande, *Being Mortal: Medicine and What Matters in the End*, \$10

All required articles are available through the library's electronic Course Reserves:
<https://reserves.lib.ncsu.edu> Additional course-related information will be communicated through our Moodle course page: <http://wolfware.ncsu.edu>

Calendar for Fall 2021

Monday, August 16 – FDOC
Fall Break, Oct. 4-5
Thanksgiving, Nov. 24-26
Monday, Nov. 29 – LDOC
Exams, Dec. 2-8
Commencement, Dec. 14

Assuming Tuesday/Thursday classes:

Week 1 – August 17 and 19
Week 2 – August 24 and 26
Week 3 – August 31 and September 2
Week 4 – September 7 and 9
Week 5 – September 14 and 16
Week 6 – September 21 and 23
Week 7 – September 28 and 30
Week 8 – October 7 [Fall Break October 4-5]
Week 9 – October 12 and 14
Week 10 – October 19 and 21
Week 11 – October 26 and 28
Week 12 – November 2 and 4
Week 13 – November 9 and 11
Week 14 – November 16 and 18
Week 15 – November 23 [Thanksgiving November 25]

Topics and course structure

- 1) Evolution of bioethics, relationship between religion and philosophy (2 weeks)**
- 2) Role of religion in promoting and condemning eugenics (2 weeks)**
- 3) “Conscientious objection” to medical care (2 weeks)**
- 4) Emerging genetic and reproductive technologies, CRISPR (3 weeks)**
- 5) End of life and after death, posthumous reproduction (3 weeks)**
- 6) Religion in public life (2 weeks)**

Weekly Schedule of Readings

Topic 1: Evolution of bioethics

Week 1

Daniel Callahan, "Religion and the Secularization of Bioethics," *Hastings Center Report* (1990)

Albert Jonsen, "A History of Religion and Bioethics," *Handbook of Bioethics and Religion* (2006)

Gilbert Meilaender, "How Bioethics Lost the Soul: Questions of Method," *Body, Soul, and Bioethics* (1995)

Week 2

Ronald Green, "Religions' 'Bioethical Sensibility': A Research Agenda," *Notes from a Narrow Ridge: Religion and Bioethics*, eds. Dena Davis and Laurie Zoloth (1999)

Howard Brody and Arlene Macdonald, "Religion and Bioethics: Toward an Expanded Understanding," *Theoretical Medicine and Bioethics* (2013)

Karen Lebacqz, "On Hope and Hard Choices: Ronald M. Green and Bioethics," *Journal of Religious Ethics* (2016)

Ronald Green, "Response to Karen Lebacqz and Stephen Palmquist," *Journal of Religious Ethics* (2016)

Topic 2: Eugenics

Week 3

Christine Rosen, "Introduction," "Chapter 4: Eugenicists Discover Jesus," and "Chapter 5: Sterilization, Birth Control, and the Catholic Confrontation with Eugenics," *Preaching Eugenics: Religious Leaders and the American Eugenics Movement* (2004)

Week 4

Dorothy Roberts, "The Dark Side of Birth Control," *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (1997)

Angela Saini, "Chapter 3: Scientific Priestcraft" and "Chapter 9: Caste," *Superior: The Return of Race Science* (2019)

Topic 3: Conscientious Objection

Week 5

Ruth Groenhout, "[The Conflict in Conscientious Objection Isn't What We Think It Is: How Religiously-Based Objections to Providing Medical Care Might Undermine Christian Faith](#)," *IJFAB Blog* (2018)

Tristram Engelhardt, chapter on conscientious objection, *After God: Morality and Bioethics in a Secular Age*, (2017)

Cathleen Kaveny, selections from Part 2: Religious Liberty and Its Limits, *A Culture of Engagement: Law, Religion, and Morality* (2016)

Week 6

Eula Biss, *On Immunity: An Inoculation* (2014)

Topic 4: Emerging Genetic and Reproductive Technologies

Week 7

James Childress, "Controversies about Human Dignity: Implications for Biotechnology," *GenEthics and Religion* (2010)

Siti Nurani Mohamed Nor, "Human Genetic Technologies and Islamic Bioethics," *GenEthics and Religion* (2010)

Elliot Dorff, "Jewish Bioethics: The Beginning of Life," *The Oxford Handbook of Jewish Ethics and Morality* (2013)

Laurie Zoloth, "Jewish Bioethics: Current and Future Issues in Genetics," *The Oxford Handbook of Jewish Ethics and Morality* (2013)

Week 8

Françoise Baylis, *Altered Inheritance: CRISPR and the Ethics of Human Genome Editing* (2019)

Week 9

Ted Peters, "Are We Closer to Free Market Eugenics? The CRISPR Controversy," *Zygon: Journal of Religion and Science* (2019)

Karey Harwood, "Which 'New Eugenics'? Expanding Access to ART, Respecting Procreative Liberty, and Protecting the Moral Equality of All Persons in an Era of Neoliberal Choice," *International Journal of Feminist Approaches to Bioethics* (2020)

Ronald Green, "Playing God," *Babies by Design: The Ethics of Genetic Choice* (2007)

Ronald Green, "[Do We Have a Moral Obligation to Genetically Enhance Our Children?](#)" *Hastings Center Bioethics Forum* (2017)

Film screening (if available): "Human Nature" (2019)
<https://catalog.lib.ncsu.edu/catalog/NCSU4823042> (access to video expires 9/4/2021)

Topic 5: End of Life and After Death

Week 10

Atul Gawande, *Being Mortal: Medicine and What Matters in the End* (2015)

or

Leo Tolstoy, *The Death of Ivan Ilych* (1886)

Week 11

David Guinn, "The Heart of the Matter: Religion and Spirituality at the End of Life," *Handbook of Bioethics and Religion* (2006)

Jonathan Brockopp, "The 'Good Death' in Islamic Theology and Law," *Islamic Ethics of Life* (2003)

Daniel Sinclair, "Jewish Bioethics: The End of Life," *The Oxford Handbook of Jewish Ethics and Morality* (2012)

David Kelly, "Ordinary and Extraordinary Means," *Medical Care at the End of Life: A Catholic Perspective*, Kelly (2006)

Week 12

Karey Harwood, "Posthumous Reproduction," UNC Press Blog (2011)

<https://uncpressblog.com/2011/05/19/guest-post-karey-harwood-on-posthumous-reproduction/>

Vardit Ravitsky and Ya'arit Bokek-Cohen, "Life After Death: The Israeli Approach to Posthumous Reproduction," *Bioethics and Biopolitics in Israel: Socio-Legal, Political, and Empirical Analysis* (2018)

Browne Lewis, "Ethical Concerns," *The Ethical and Legal Consequences of Posthumous Reproduction* (2016)

Shelly Simana, "Creating life after death: should posthumous reproduction be legally permissible without the deceased's prior consent?" *Journal of Law and the Biosciences* (2018)

Topic 6: Religion and Public Life

Week 13

Lisa Sowle Cahill, "Theology's Role in Public Bioethics," *Handbook of Bioethics and Religion* (2006)

John Evans, "Who Legitimately Speaks for Religion in Public Bioethics?" *Handbook of Bioethics and Religion* (2006)

Elliot Dorff, "Talmudic Sound and Fury in Shaping National Policy," *Handbook of Bioethics and Religion* (2006)

Karen Lebacqz, "Philosophy, Theology, and the Claims of Justice," *Handbook of Bioethics and Religion* (2006)

Week 14

Rhys Williams, "Assuming Whiteness in Twentieth-Century American Religion," *Religion is Raced: Understanding American Religion in the Twenty-First Century* (2020)

Penny Edgell and Grace Yukich, "Centering Race in the Study of American Religion and Nonreligion" *Religion is Raced: Understanding American Religion in the Twenty-First Century* (2020)

Summary of Requirements and Grading

Participation	The class participation grade is based on preparedness for class and active engagement. Active engagement includes thoughtful comments and questions, as well as attending respectfully to the ideas of others.	5%
Discussion Questions	Students will submit (via Moodle) two discussion questions per week. Each of these questions should address an assigned reading directly. Students choose which two readings each week they would like to address. Questions are due no less than one hour before the start of class, on the day that assigned reading is due to be discussed. Please include enough "set up" or context for your question for it to make sense to others. 2 questions/week x 14 weeks of assigned readings = 28 questions total	5%
Presentation (PPT)	Depending on the size of the class, students will either individually or in small groups initiate class discussion on one day. Responsibilities include creating a brief	10%

	<p>PowerPoint presentation (3 – 5 slides) with recorded audio. Maximum limit: 10 minutes run time. These slides will highlight and explain your main reactions to the readings for that day and pose 2 – 3 questions for the class’s consideration and discussion. Share your presentation with me no less than one hour before the start of class. For assistance on recording a slide show with narration, consult these resources: https://support.microsoft.com/en-us/office/add-or-delete-audio-in-your-powerpoint-presentation-c3b2a9fd-2547-41d9-9182-3dfaa58f1316 and https://support.microsoft.com/en-us/office/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c</p>	
Essay	<p>Early in the semester, by the end of Week 5, students should identify an issue in bioethics that they would like to address in their essay. Issues must be those topics covered in this course or closely related to those covered in this course, e.g., gene editing using CRISPR, posthumous reproduction, contraception, abortion, conscientious objection, vaccination, physician-assisted suicide, eugenics, etc. A complete list of options will be provided in the first week of class. Your task is to frame an ethical evaluation of the issue using at least one source from Religious Studies and one source from Philosophy. What do these sources (differently and similarly) contribute to the identification of the core problem and possible solutions? A detailed outline with sources identified is due by the end of Week 7. Eligible sources include assigned course readings as well as readings students find on their own. The essay itself, which should be 1500 words in length (+/- 200 words), is due Friday, October 22, by 11:59 p.m. Submit through Moodle.</p>	25%
Quizzes (5)	<p>There will be 5 short quizzes spaced throughout the semester. (One per topic, for topics 1-5.) These quizzes will be taken online through Moodle and will consist of multiple choice, true/false, and matching type questions. Their purpose is to assess how well you are staying engaged with the readings.</p>	25%
Final Exam	<p>This open book, take-home exam will consist of 3 essay questions, covering the material of the entire course. The exam will be made available on the last day of class, November 23. Completed final exams are due Friday, December 3, by 11:59 p.m. Submit through Moodle.</p>	30%

	<p>Sample exam question: In her article, “Hope and Hard Choices,” Karen Lebacqz writes that “Focusing on prior assumptions takes us into the arena of religion, which so often determines our worldviews and choices.” Pick two different readings from this course that address genetic technologies and describe their starting assumptions and foundational values, e.g., the principle of justice or a commitment to human dignity. Compare and contrast how these values distinctly inform each author’s arguments about the appropriate use of the technology.</p> <p>Sample exam question: In the arena of public policy-making, diverse worldviews frequently influence (or try to influence) the public debate and the framing of policy. Using at least two of the readings from the Religion and Public Life section (topic 6) discuss how religious resources can be productively integrated with philosophical resources to enrich public debate and inform responsible policy. Provide at least one concrete example, e.g., a public policy for posthumous reproduction, for your discussion. What limits would you draw around the kinds of arguments that can be made/reasons that can be given in the public square and why?</p>	
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Letter Grades

All work under each grade component will be averaged on a 100-point scale and then the component averages will be combined in the ratios above to yield your final numerical score out of 100. The course letter grade will be determined according to standard university 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

Additional Information about Grading:

All papers and presentations will be graded with letter grades, which will convert to numerical grades as follows: A+ (100); A (96); A- (92); B+ (88); B (84); B- (80); C (76); C- (72); D (66); D- (62) and F (50). Papers that are not turned in earn a zero (0).

To help provide some specificity for how **participation** will be graded, I am sharing these guidelines:

A+ (100) Student's participation is outstanding in both quality and quantity. Student demonstrates a full mastery of the course material.

A (95) Student is well prepared, attentive, and volunteers often with pertinent answers or questions. Student demonstrates a strong facility with the course material and complex ideas.

B (85) Student is usually prepared and volunteers on occasion with pertinent answers or questions. Student demonstrates a basic familiarity with assigned material, but falters with complex ideas.

C (75) Student shows evidence of being unprepared on occasion, has trouble when called on and does not volunteer often. Student demonstrates some familiarity with assigned material, but occasionally falters on basic concepts.

D (65) Student is unprepared, inattentive, never volunteers, or comes to class late. Student demonstrates occasional familiarity with assigned material, but regularly falters on basic concepts.

F (50) Student exhibits a lack of concern for the class. Student fails to show familiarity with assigned material.

Credit-Only (S/U) Grading

For information about Credit-Only (S/U) Grading, please consult the university policy: <https://policies.ncsu.edu/regulation/reg-02-20-15> If you are taking this course for GEP credit, it must be taken for a letter grade.

Auditing

For information about Auditing, please consult the university policy: <https://policies.ncsu.edu/regulation/reg-02-20-04>

Incompletes (IN)

For information more about Incompletes, please consult the university policy: <https://policies.ncsu.edu/regulation/reg-02-50-03>

Course Policies**Attendance Policy**

Attendance is required. More than two unexcused absences will affect your final grade. Unexcused absences are calculated as follows: 3 absences (final grade lowered by 3 points); 4 absences (final grade lowered by 5 points); 5 absences (final grade lowered by 10 points); 6 or

more absences (automatic F for the course, regardless of work completed). Excused absences, following the university definition of an excused absence, must be documented properly. Please review the university attendance regulation at <http://policies.ncsu.edu/regulation/reg-02-20-03> for further information, including the university definition of excused absences. For assistance in verifying all categories of excused absences, please see the Class Absence Verification website: <https://dasa.ncsu.edu/students/absence-verification-process/>

Late Assignments

Assignments are due on the day and time specified in the syllabus, or otherwise designated by the instructor. Late work will be accepted only with the prior permission of the instructor.

Academic Integrity and Honesty

All students are responsible for upholding standards of academic integrity in this course, which means that all work must be your own. When drawing upon or directly quoting the work of another, proper citation is required. This expectation applies to all written assignments. Proper citation includes a complete and accurate description of the source of the referenced idea or direct quotation. In all course work, students are bound by the Pack Pledge. ["I have neither given nor received unauthorized aid on this test or assignment"]. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures (NCSU REG 11.35.01). A recommendation of a zero for at least the affected assignment will be made; a failing grade for the course may be imposed as may other penalties such as suspension or expulsion. See the Code of Student Conduct Policy (NCSU POL11.35.1) <https://policies.ncsu.edu/policy/pol-11-35-01>. 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.

Disability Accommodations

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 (REG 02.20.01) <https://policies.ncsu.edu/regulation/reg-02-20-01/> Students with verified disabilities are encouraged to make an appointment with the instructor to discuss academic accommodations.

Additional N.C. State Rules and Regulations

Students are responsible for reviewing the NC State University Policies, Regulations, and Rules (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>

Privacy

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.

Personal Pronouns and Gender Identity

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. For directions on how to set your pronouns and/or gender identity in MyPack, please visit this website: <https://studentservices.ncsu.edu/your-resources/privacy/pronouns-and-gender-identity/>

Policy on Electronic Devices in Class

Policy on Electronic Devices in Class. Cell phones must be set to “silent” mode at all times, and texting during class is not allowed. All laptops, tablets, and similar devices must remain closed and off during face-to-face class meetings.

Recording Lectures and Discussions

Students may not use their own recording devices in the classroom without explicit prior permission of the instructor. Instructor and class permission are not required when an accommodation notification from the Disability Resource Office (DRO) has been received by the instructor, which identifies a student that requires the use of a recording device. However, the instructor may consult with the DRO about prohibiting the use of any recording device when it would inhibit free discussion and free exchange of ideas in the classroom.

<https://policies.ncsu.edu/regulation/reg-02-20-11>

Supporting Fellow Students in Distress

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a healthy and safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate’s well-being or yours. When this is the case, I would encourage you to report this behavior to the NC State’s Students of Concern website: <https://ncstatecares.dasa.ncsu.edu/>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

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
<https://dasa.ncsu.edu/pack-essentials/>

Additional Student Resources

- Writing and Speaking Tutorial Services: <https://tutorial.dasa.ncsu.edu/writing-speaking/wsts/>
- Counseling Center: <https://counseling.dasa.ncsu.edu>
- Adverse Weather policies: <https://benefits.hr.ncsu.edu/adverse-weather-policies/>

CHASS Career Services

Career Services are available through the Career Development Center, 2100 Pullen Hall, 2nd floor. <https://careers.dasa.ncsu.edu/> Explore career options related to your major, make decisions about your major or minor, build resumes and cover letters, prepare for interviews, develop internship/ job search strategies, maximize career fairs, and more. Sarah Wild is the Career Counselor for all sophomore to graduate-level Humanities and Social Sciences students. She can be reached at swild@ncsu.edu. Make appointments through ePACK <https://ncsu-csm.symplicity.com/students/>

Course Evaluations

Online class evaluations will be available for students to complete during the last two weeks of the semester for full semester courses. Students will receive an email directing them to a website to complete class evaluations. These become unavailable at 8am on the first day of finals. All evaluations are confidential. Instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

- Evaluation website: <https://go.ncsu.edu/cesurvey>
- Student help desk: classeval@ncsu.edu
- More information about ClassEval: <http://oirp.ncsu.edu/surveys/classeval>

Syllabus Modification Statement

Our syllabus represents a flexible agreement. It outlines the topics we will cover and the order we will cover them in. Minor changes in the syllabus may occur if we need to slow down or speed up the pace of instruction for any reason.